

FLORIDA STATE UNIVERSITY



Florida State University Student Learning Outcomes Interior Design and Dance



Mission:
To provide education leading to a Bachelor of Fine Arts Degree in Interior Design in an atmosphere conducive to the highest caliber of training, practice and scholarship in creatively solving problems of human proxemic environment.

Instructional Goals

Goal 1:
Fundamentals of Art & Design

Goal 2:
Understand & Apply Interior Design

Goal 3:
Communicate Effectively

Goal 4:
Design in Context of Building Systems

Goal 5:
Know and Apply Protective Laws & Regulations

Goal 6:
Acquire Foundation in Business & Profession

Learning Outcomes
1.1, 1.2, 1.3

Learning Outcomes
2.1, 2.2, 2.3, 2.4, 2.5, 2.6

Learning Outcomes
3.1, 3.2, 3.3

Learning Outcomes
4.1, 4.2, 4.3, 4.4, 4.5, 4.6

Learning Outcomes
5.1, 5.2, 5.3, 5.4, 5.5

Learning Outcomes
6.1, 6.2, 6.3, 6.4

Examples of Learning Outcomes:

Learning Outcome
1.1- Students must demonstrate, through identification, application and analysis, a foundation in the fundamentals of art and design, theories of design and human

Learning Outcome
2.1- Students must demonstrate the ability to: apply 2-D design elements & principles in interior design projects, 3-D design elements & principles to the development of the spatial envelope and select & apply color in interior design projects.

Learning Outcome
3.1- Students must demonstrate competence in: drafting and lettering, both manual & computer-aided techniques, illustrative sketching, presentation of color, materials, & furnishings.

Learning Outcome
4.1- Students must demonstrate that design solutions affect & are impacted by: construction systems & methods, power distribution systems, mechanical systems, energy mgmt, data /voice communication, lighting & ceiling systems.

Learning Outcome
5.1- Students must demonstrate the ability to relate, explain & evaluate the impact of fire and life safety principles: compartmentalization, movement, detection & suppression.

Learning Outcome
6.1- Students must demonstrate the recognition & use of project mgmt practices: estimating, budget mgmt, coordination, time mgmt, scheduling & contract adm, info. mgmt, conflict resolution, & assessment processes.



Methods of Assessing Student Learning Outcomes

METHODS of ASSESSMENT								
Course Grades	Exam Bank Items	Juried Presentations	Juried Projects	Portfolio Review	Studio Course	Capstone Course	Mid-Point Assessment	NCIDQ Licensure Exam

Goal 1:

- Outcome 1.1
- Outcome 1.2
- Outcome 1.3

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Goal 2:

- Outcome 2.1
- Outcome 2.2
- Outcome 2.3
- Outcome 2.4
- Outcome 2.5
- Outcome 2.6

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Goal 3:

- Outcome 3.1
- Outcome 3.2
- Outcome 3.3

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Goal 4:

- Outcome 4.1
- Outcome 4.2
- Outcome 4.3
- Outcome 4.4
- Outcome 4.5

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Goal 5:

- Outcome 5.1
- Outcome 5.2
- Outcome 5.3
- Outcome 5.4

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Goal 6:

- Outcome 6.1
- Outcome 6.2
- Outcome 6.3
- Outcome 6.4

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Student Learning Outcomes Assessment in the State University System

Assessment Instruments and Procedures	Degree Program: Interior Design			Comments
	Discipline Knowledge and Skills	Communication Skills	Critical Thinking Skills	
Master syllabi have been created for courses with critical assignments involving the creation of portfolios and presentations that, in turn, are linked to Foundation for Interior Design Education Research (FIDER) standards.	X	X	X	Departmental checklists and point systems have been designed for each portfolio and presentation review. Juries of faculty and invited professional architects and designers comprise the review teams and provide oral and written evaluations to students using the checklists.
Student performance on design projects in each track (I-V) is juried by supervising faculty, faculty teams and invited professional architects and designers.	X	X	X	Departmental checklists and point systems are used for mid- and end-point reviews of design projects. Juries of faculty and invited professional architects and designers comprise the review teams and provide oral and written evaluations to students.
Students are required to successfully complete each track before advancing to the next (I-V).	X	X	X	Class assignments, oral presentations, and related design projects must be completed at a B or better level to continue. Students with less than a B average are placed on probation. The tracks include both mid-point assessments, vignette evaluations, place journals and project evaluations.
Students must pass the Track III portfolio review to remain in the program.	X	X	X	Track III assessments include departmentally designed checklists and point systems, presentations to faculty and professional juries, and consultation with faculty and chair. This functions as a throughput outcome.
Students must pass the Track V capstone, portfolio and presentation mid- and end-point reviews to graduate, and must submit a copy of their final dossier to the department for permanent records.	X	X	X	Final review includes use of department checklists and point systems, juried presentations to faculty and professional teams, and summative evaluation of final dossiers.
Students must pass the National Council for Interior Design Qualification (NCIDQ) exam after graduation in order to become certified interior designers.	X		X	The program uses an exam bank based on NCIDQ questions to help structure class assignments and tests that prepare students for the NCIDQ exam.



Mission: To provide education leading to a Bachelor of Fine Arts in an environment conducive to the highest caliber of dance training, practice and scholarship. Our vision of Dance in higher education encourages fluidity between the living art form and scholarly investigation, and the dynamic interaction between the training of dancers and the development of scholars.

Instructional

Goal 1: Advanced level skills in concert forms of dance & production

Goal 2: Development of Significant choreographic skills

Goal 3: Dance Principles and Movement

Goal 4: Effectively verbalize complexities of non-verbal art form

Learning Outcomes 1.1, 1.2,

Learning Outcomes 2.1, 2.2

Learning Outcomes 3.1, 3.2

Learning Outcomes 4.1, 4.2

Examples of Learning Outcomes:

Learning Outcome 1.1- Students must achieve level III in ballet technique and/or modern technique for at least one semester prior to graduation.

Learning Outcome 2.1- Students will demonstrate development of significant choreographic skills through identification, performance and evaluation of work.

Learning Outcome 3.1- Students will acquire, recall, and be able to apply the fundamental vocabulary and principles of movement.

Learning Outcome 4.1- Students must demonstrate the ability to describe, discuss and evaluate principles and history of dance.



Methods of Assessing Student Learning Outcomes

METHODS of Assessment								
Course Grades	Auditions	Juried Performance	Adjudication	Produce/Direct	Studio Course	Public Performance	Mid-Point Assessment	Exit Conference

Goal 1:

- Outcome 1.1
- Outcome 1.2

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Goal 2

- Outcome 2.1
- Outcome 2.2

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Goal 3

- Outcome 3.1
- Outcome 3.2

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Goal 4

- Outcome 4.1
- Outcome 4.2

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Student Learning Outcomes Assessment in the State University System

<u>Assessment Instruments and Procedures</u>	Degree Program: Dance			Comments
	Discipline Knowledge and Skills	Communication Skills	Critical Thinking Skills	
Assessment team comprised of six to ten faculty members judge student performance in ballet and/or modern technique using oral critiques, checklists, and summative evaluation. Team confers about each student's achievement level in technique and communicates their evaluations to students during assessment conferences. Exit conferences are required which communicate collectively faculty judgment of student achievement in performance and possible career opportunities.	X	X		Students must achieve advanced levels of technique before the final semester of study.
Student auditions for concert productions are judged by a team of faculty, graduate students, and visiting artists, determining which students demonstrate the ability to perform in specific choreographic works produced by the department.	X			Students must perform in a minimum of three dance department productions prior to graduation.
Faculty teams assess student choreographic design using oral critique, a point system and assigned written work. Faculty assess student historical knowledge through exams using objective and essay questions.	X	X	X	
Faculty juries assess student choreographic design using oral critique, a point system and assigned written work. Students also submit work for adjudication for inclusion in annual performances; the adjudication team is composed of faculty and outside artists. They communicate evaluation of pieces by oral and written critique and summative decision on inclusion or exclusion.	X	X	X	Adjudications take place annually.
Students are evaluated at a mid-point assessment conference (at the end of the sophomore year) on application of fundamental dance vocabulary and principles of movement by the assessment team using a performance-based checklist addressing technique, performance, and creative criteria.	X	X	X	Students must demonstrate mastery of the fundamental vocabulary and principles of movement to remain in the program.
Faculty assess student performance on class assignments; production staff collectively evaluate student performance in production activities, and record student participation in the required hours of activities.	X		X	Students will work 60 hours of production activities.