Excerpts from the Long Range Plan relevant to EPIC

EDUCATIONAL PROGRAMS, SUPPORT AND DELIVERY
Much of MICA’s curriculum structure including schedules and policies were developed 50 years ago and no longer meet the educational needs of students or provide the most effective way to support the values the College wishes to foster. This portion of the plan focuses on addressing the evolving needs of learners by increasing the scope and complexity of MICA’s programs through the enhancement and expansion of educational programs, the learning environment, and sources of support.

1. Implementational Strategies - In order to achieve the goals and objectives laid out in this plan for the educational program, the following strategies will be undertaken:
   A. Review and modify the current structure for management and decision-making related to the educational program. MICA’s recent Self-Study and the subsequent report of the Visiting Team both cited a need to review and modify the current organization, policies, and processes in place for decision-making and management of the educational program in order to more effectively respond to its increased size and complexity. Modifications should result in clarification of authority and responsibilities, provisions for adequate oversight and appropriate participation, efficient review and implementation of new curricular initiatives, and effective communication.

   B. Create the Educational Plan Implementation Committee (EPIC). The committee will be comprised of faculty and members of the academic administration. Service on this committee by faculty will fulfill contractual requirements for committee service. As with other standing committee assignments, faculty appointments to this committee will be made by the Office of Academic Affairs and the Faculty Personnel Committee. In making assignments, special effort will be given to having broad representation in terms of both major divisions and levels of the educational program. Committee members will serve staggered multi-year terms in order to ensure continuity. The primary charge of EPIC will be to oversee and coordinate the pan-
programmatic implementation of all educational initiatives of this long range plan. In carrying out this charge, it will:

- Create and implement a communication strategy
- Develop a master schedule of specific change initiatives
- Coordinate the activities of each of its sub-committee and harmonize their collective work
- Coordinate the activities of the various individuals and bodies engaged in implementing other objectives in the plan.
- Ensure accountability
- Annually review the plan’s goals and objectives to ensure their continuing relevance to the College’s evolving strengths, challenges, and opportunities in relation to both the educational and external environments.

In addition to its function as a central steering committee, the committee will also be charged with the implementation of three major goals of the Educational Plan:

- Student Learning Outcomes and Assessment
- Curricular structure
- Organization and decision-making

Toward this end, members will divide into three sub committees that are each charged with the achievement of one of these goals. Each sub-committee will have a chair and work to a common process outlined in each of the relevant areas of the plan below. Since the three goals are seen as inherently interdependent in order to achieve mutual success, sub-committee chairs will work to ensure that implementation proceeds in parallel and that the meetings of the full committee will be used to share information and harmonize progress.

2. Educational Program Goals, Objectives, and Process Guidelines

A. Student Learning Outcomes

1) Goals and objectives - MICA’s curriculum will be built around institution-wide student learning goals & objectives that are regularly assessed
- MICA will establish student learning outcomes and competencies for each level of development that are held in common by all programs and majors.
  a. Professional research and practice
b. Professional development/engagement (see 4d 1) below

c. Research as related to professional practice

d. Relevant History and critical theory

e. Verbal and written communication

f. Technology

g. Global awareness/intercultural competencies

• Program-specific outcomes competencies- each of MICA’s programs will have industry/discipline relevant, distinctive, and specific learning outcomes and competencies for each level of a student’s development. Each program will clearly map the acquisition of both program specific and pan-institutional outcomes/competencies for each level of its students’ development. In addition to specific artistic and intellectual expectations, program-specific outcomes/competencies will be articulated in the following areas:

  a. **Foundation studies**- Through this process, special attention will be focused on ensuring that the Foundation curriculum provides a balanced preparation for all majors

  b. **Discipline-specific history and theory**- In cooperation with the Art History and Humanities Programs, each major will clearly define the means through which its students are grounded in discipline-specific history and theory

  c. **Professional Development**- Every program of study will provide its majors with the knowledge, skills, and experiences necessary to fully undertake professional practice. Each major will provide opportunities for external engagement with professionals in the field/s

  d. **Technology**- Outcomes/competencies will include specific expectations and the effective use and application of traditional and/or new technologies. The program will clearly map how and where technologies will be present within its programming

  e. **Global awareness/intercultural competencies** - Based on experiences integrated into its curriculum, each program will identify outcomes/competencies around each student’s ability to work effectively in a culturally diverse environment
2) Culture of Assessment - MICA will develop a set of means by which it regularly reviews its program-specific and general learning outcomes and competencies, particularly in light of their relevance to a specific field and the general evolving learning needs of students. It will also regularly assess its success in meeting its learning outcomes and competencies. Its assessment program will include processes that make certain that the results of cyclical assessments will be used to improve and communicate the quality of student learning.

- Programmatic assessment - Each program will have institutionalized structures through which it assesses its relevance to both the constant and evolving competencies in the respective field. Where appropriate, these might include an advisory committee of external professionals and/or cyclical evaluations by external reviewers.

- Individual student assessment - MICA will develop institutionally codified sets of benchmarks and methodologies for assessing and recording student success in meeting desired outcomes. It will develop processes for regular reporting and review of results. It will also develop processes for ensuring that results are integrated into pedagogical practice in ways that will be documented and ensure accountability.

3) Process

- Assess - Undertake institution-wide process of gathering information about student satisfaction regarding present curriculum and instructional strategies

- Research Starting with MICA’s recent Self-study, undertake institution-wide process of developing learning goals and objectives for students in each of the College’s programs and at each stage of their development. Compare and map data in order to discover goals and objectives held in common for all students at the same level

- Formulate - Develop outcomes and competencies expected of MICA students both institution-wide and in each program at each level. Develop sets of benchmarks and methodologies for assessing and recording student success in meeting desired outcomes. Develop a structure and processes that assures
consistent institution-wide implementation of the student learning outcomes/assessment program including continuous review, reporting, and means by which assessment results will be used to improve student learning

- **Approve** - Achieve institution wide consensus on goals and objectives; outcomes and competencies; benchmarks and methodologies; and structure and processes
- **Implement**

**B. Curricular Structure**

1) **Goals and objectives** - MICA will have new curricular models that integrate alternative approaches to learning with traditional modes of delivery. The new delivery systems will improve efficiency and effectiveness, provide necessary flexibility, and will be capable of fluid and timely adaptation and development to address the evolving needs of MICA’s student learners. The focus of this work will be two-fold: Organization of the educational program and Delivery formats

2) **Process**

- **Assess** - Analyze and assess strengths and limitations in current organization of the curriculum and formats for delivery with attention to challenging long-held assumptions. Examine carefully the assumptions implicit in the current structure with special attention to:
  - How student and faculty work is measured, i.e., the definition of the credit hour, three-credit module, fifteen week semester, etc.
  - The current designation of credit as either studio or liberal arts
  - The current segregation of studio and liberal arts
  - The control of all curriculum at the departmental level
  - The rationale for the division of the curriculum into the current list of departments
  - The ways in which curricular redundancies might be limited
  - The lack of organization of the current curriculum around specific learning outcomes
  - The ways in which the current organization of the curriculum into discreet courses/semesters potentially limits external partnerships
• The relationship between faculty research and curriculum
• The appropriate relationship between discipline based study and interdisciplinary opportunities
• The appropriate structure/s and processes to ensure pan-programmatic curricular planning and oversight

1) **Research** - Establish a series of open forums in which MICA faculty will be invited to show their individual approaches to delivering content and fostering student learning. All faculty will be invited to attend. Develop a report on what is learned through these presentations. Research alternative content organization/delivery models in other post-secondary institutions both nationally and internationally. Research should include structural provisions and time for faculty to voluntarily experiment with content and delivery formats as well as provide sufficient time for refinement and assessment, which will ultimately contribute to the body of research. Report is presented.

2) **Formulate** - Assessment and research will be reviewed and used as basis for developing a set of proposals. Based on this knowledge and these experiences, recommendations for structure/delivery systems retention and/or revision will be developed

3) **Approve** - Recommendations will be approved/revised/rejected. If the latter, recommendations will be taken back for further refinement, revision

4) **Implement**

3. **Organization & Decision-Making** - MICA’s organization and decision-making processes effectively support the increased scope and complexity of its programs and activities. As the content, structure, and forms of delivery of its curriculum are refined, MICA will ensure that it is managed in a way that is efficient, effective and consonant with its potential.

• **Process**
  1) **Assess** - Complete review and assessment of current organizational structure and processes for decision-making and management of the educational
program with particular emphasis on its success in facilitating the delivery and ongoing delivery of the educational program

2) **Research** - Research alternate organizational models from peer institutions, progressive organizations and professional contexts, and prepare report

3) **Formulate** - Assessment and research will be reviewed. Additionally, the findings of subcommittees on context and structure will be reviewed and discussed. Proposals for changes in organizational structure will be formulated and presented. Pilot and assess aspects of proposals

4) **Approve** - Final proposal for retention/revision in organizational model will be developed in consonance with findings in content, structure, and other areas

5) **Implement** - Processes for transitioning changes and evaluating the effectiveness of these changes will be created