



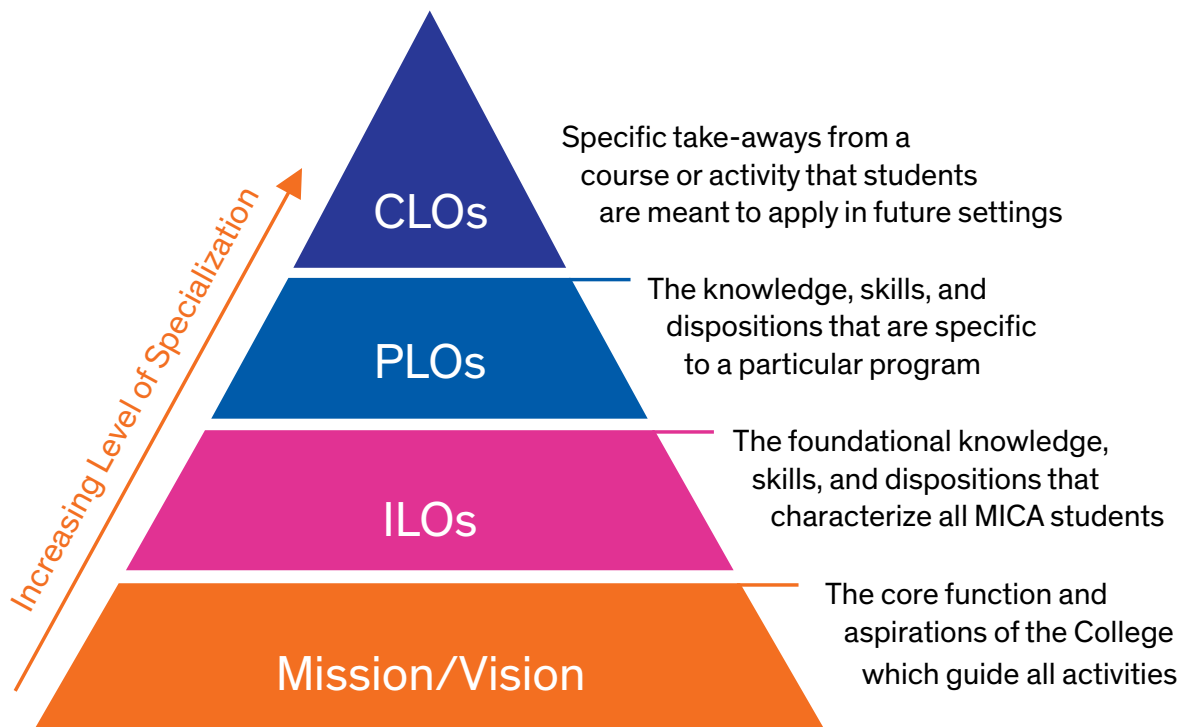
Understanding
Student
Learning
Outcomes



MARYLAND
INSTITUTE
COLLEGE
OF ART

M | I | C | A

Relationship of student learning outcomes at various levels:



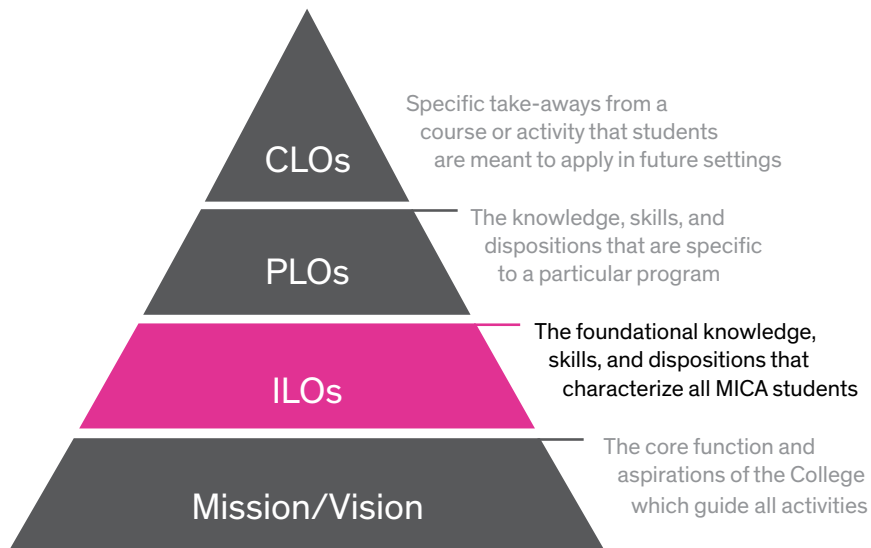
Mission:

EMPOWER students to forge creative, purposeful lives and careers in a diverse and changing world. THRIVE with Baltimore. MAKE the world we imagine.



Vision:

A just, sustainable, and joyful world activated and enriched by artists, designers, and educators who are valued for their leadership and imagination.



The ILOs - Institutional Learning Outcomes

What:

The collective expression of the learning environment (foundational knowledge, skills, and dispositions) the College offers to any student enrolled in a degree program.

Why:

Serve as a foundation for the curricular and co-curricular experiences we offer. They help guide departments and graduate programs in the development of student learning outcomes for programs, courses, and services. They inform the decision-making at various levels of the College.

Attributes:

- Reflect the mission and vision
- Are applicable to all students in degree programs (Undergraduate and Graduate)
- Are broad enough to apply across curricular and non-curricular programs responsible for advancing student learning and development
- Are stated in measurable terms
- Are typically concerned with dispositional or skills-oriented abilities
- Are not aspirational but achievable
- Typically assessed using institutional surveys and direct evidence developed within departments/programs, but outside of the context of the individual department/program



The PLOs - Program Learning Outcomes

What:

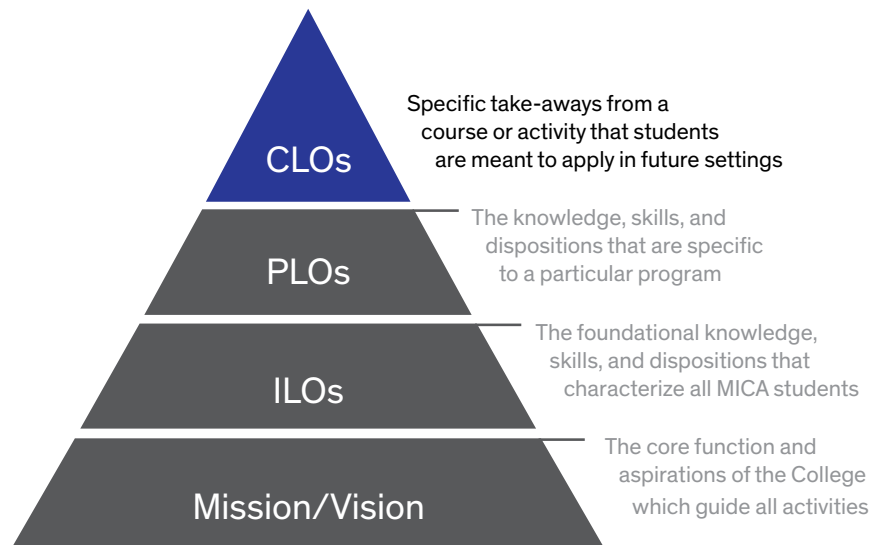
An expression of the specific set of knowledge, skills, and dispositions associated with a program (curricular or co-curricular) that distinguishes that program from other programs. (What does a painting BFA graduate know and value and what can they do that makes them different from a graphic design BFA graduate?) “Program” includes things such as FYE, general education, and student affairs.

Why:

Serve as an organizing framework for the department/program; guiding them in the development of curriculum and learning outcomes for courses and services. They inform the decision-making at the department/program level.

Attributes:

- Are aligned with the ILOs and reflected in the CLOs
 - ↳ Any individual program will likely connect to several ILOs, but is not expected to connect to all of the ILOs. However, a program must contribute to student achievement of at least one ILO
- Are specific to the discipline
- Are stated in measurable terms
- Typically assessed using materials developed within courses/ programs, but outside of the context of the individual course/ activity



The CLOs - Course (or Service) Learning Outcomes

What:

An expression of the specific take-aways from a course or activity (student affairs program, workshop, etc.) that students are meant to be able to apply in future settings.

Why:

Serve as the building blocks of learning toward achievement of PLOs and relevant ILOs.

Attributes:

- Are aligned with the PLOs
 - ↳ An individual course is not expected to connect to all of the PLOs but must contribute to achievement of at least one PLO
- Are applicable to all students in the course (this attribute is important if we have courses that are open to Undergraduate and Graduate students)
- Are stated in measurable terms
- Assessed within the context of the course

Curriculum Maps:

Curriculum mapping is a method to align instruction with desired goals and program outcomes. It can also be used to explore what is taught and how.

The map:

- Documents what is taught and when
- Reveals gaps in the curriculum
- Helps design an assessment plan

Benefits:

- Improves communication about curriculum among faculty
- Improves program coherence
- Increases the likelihood that students achieve program-level outcomes
- Encourages reflective practice

Map	ILO 1	ILO 2	ILO 3	ILO 4	ILO 5	ILO 6
PLO 1	X		X			X
PLO 2		X		X		X
PLO 3	X	X			X	
PLO 4			X	X		X
PLO 5	X			X		
PLO 6		X	X		X	

Map	ILO 1	ILO 2	ILO 3	ILO 4	ILO 5	ILO 6
PLO 1	X					
PLO 2						X
PLO 3		X				
PLO 4						
PLO 5				X		
PLO 6						

Note: Any individual program will likely connect to several ILOs, but is not expected to connect to all of the ILOs. However, a program must contribute to student achievement of at least one ILO

MAP	PLO1	PLO2	PLO3	PLO4
Course 101	I	I	I	I
Course 102	P	P	P	I
Course 103	P	D, E	I	P
Course 104	P	D	D, E	P

MAP	PLO1	PLO2	PLO3	PLO4
Course 101	I			I
Course 102		P		I
Course 103	P	D, E	I	
Course 104		D	D, E	

Note: An individual course is not expected to connect to all of the PLOs but must contribute to achievement of at least one PLO

- I - Introducing
- P - Practiced
- D - Demonstrated Mastery
- E - Evidence is collected

Institutional Learning Outcomes (Adopted in 2019)

The Institutional Learning Outcomes (ILOs) are the collective expression of the learning environment (knowledge, skills, and dispositions) the College offers to any student enrolled in a degree program. Serving as the foundation for the curricular and co-curricular experiences that we offer, these outcomes represent the fundamental toolkit that enable students to live out the College's mission after they graduate.

We value the following outcomes equally, and the order in which they are presented is not intended to be hierarchical.

1. MICA students will have expertise in their chosen discipline(s), including an understanding of the historical context of their field, the technical skills required for purposeful application, and the knowledge necessary to maintain a professional practice.
2. MICA students will synthesize ideas and experiences to generate questions and respond with inventive and imaginative thinking and making.
3. MICA students will envision, implement, and evaluate various possibilities as part of their creative practices and critical processes.
4. MICA students will gather; evaluate critically; and effectively and responsibly use information.
5. MICA students will articulate how their values inform their creative practice.
6. MICA students will demonstrate understanding of the importance of creative practices and their impact on communities, society, and the world.
7. MICA students will understand the interconnectedness of local and global issues and be able to ethically engage a variety of cultural contexts.
8. MICA students will take informed and responsible action when addressing issues of equity, inclusion, and social and environmental justice.



Compiled by the MICA Institutional Assessment Committee
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