

PLACE:

Deans' Perspective



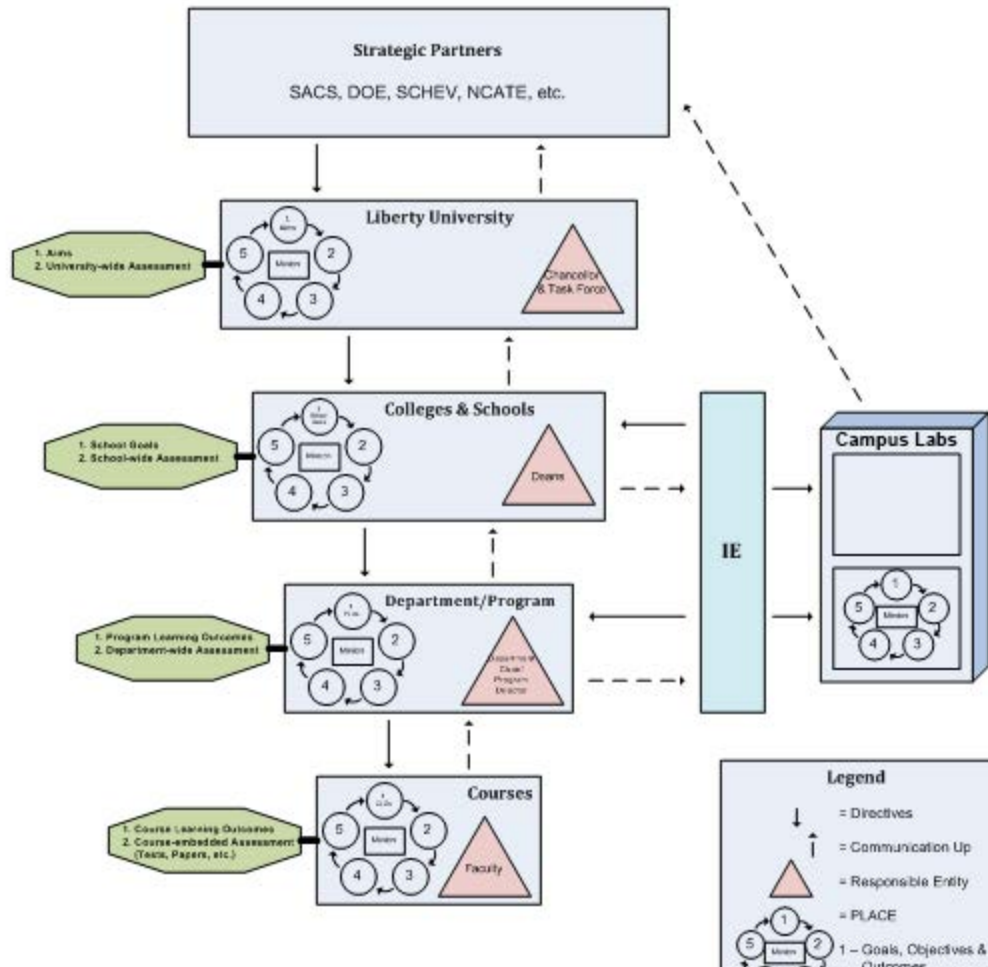
P-L-A-C-E

- Acronym
- Graphic
- Duties
- Timeline
- Collaboration



University-Wide

University-Wide Curricular Assessment Plan Using the P-L-A-C-E Cycle



Roles-Tasks



P-L-A-C-E:

Program & Learning Assessment Cycle for Excellence

Dr. Karen Parker's Teaching Schedule for Deans

<i>I. Unit 1 - Purpose & goals</i>	<i>II. Unit 2 - Data collection</i>	<i>III. Unit 3 - Data analysis</i>	<i>IV. Unit 4 - Action plan</i>	<i>V. Unit 5 Implementation</i>
Deans <i>Gen ed core comp task group</i> <i>Supervise PLOs:</i> <ul style="list-style-type: none"> • PLO #3 • PLOs in 3 clusters 	Deans <i>Supervise:</i> <ul style="list-style-type: none"> • Gen ed data collection • PLO#3 data collection • 3-cluster assessment design • Annual data collection (list) 	Deans <i>Supervise:</i> <ul style="list-style-type: none"> • Gen ed data analysis • PLO data analysis • Annual data analysis (see list below) 	Deans <i>Prioritize program requests:</i> <ul style="list-style-type: none"> • Data-based action plan <ul style="list-style-type: none"> - BIRF: personnel, facilities - Resource allocation - Curriculum revision 	Deans <i>Supervise:</i> Implementation of action plan with approved resource
Chairs/Coordinators <i>Gen ed core comp in program</i> <i>Identify PLOs:</i> <ul style="list-style-type: none"> • PLO #3 • PLOs in 3 clusters 	Chairs/Coordinators <i>Collect gen ed program data</i> <i>Collect PLO#3 data</i> <i>3-cluster assessment design</i> <i>Collect assessment data:</i> <ul style="list-style-type: none"> • Syllabi review • Assessment day • Faculty portfolios/updates • Program reviews • Satisfaction surveys <ul style="list-style-type: none"> - student, faculty, staff - senior exit, alumni 	Chairs/Coordinators <i>Analyze gen ed program data</i> <i>Analyze PLO#3 data</i> <i>Analyze assessment data:</i> <ul style="list-style-type: none"> • Syllabi review • Assessment day • Faculty portfolios/updates • Program reviews • Satisfaction surveys <ul style="list-style-type: none"> - student, faculty, staff - senior exit, alumni 	Chairs/Coordinators <i>Develop action plan for program improvement based on data:</i> <ul style="list-style-type: none"> • Gen ed program data • PLO#3 data • Syllabi review • Assessment day • Faculty portfolios/updates • Program reviews • Satisfaction surveys <ul style="list-style-type: none"> - student, faculty, staff - senior exit, alumni 	Chairs/Coordinators <i>Implement action plan with approved resources:</i> <ul style="list-style-type: none"> - BIRF: personnel, facilities - Resource allocation - Curriculum revision

P-L-A-C-E

Program & Learning Assessment Cycle for Excellence



PLACE: Mission central

LIBERTY
UNIVERSITY.

LU MISSION

**To develop Christ-centered
men and women with the
values, knowledge, and skills
essential to impact
tomorrow's world.**

P-L-A-C-E

Program & Learning Assessment Cycle for Excellence



I. PURPOSE & GOALS

- Findings/action plan
- Design template
- Cluster in thirds

PLACE I: Roles-Tasks

Deans

- Gen ed core comp task group
- Supervise PLOs:
 - PLO #3
 - PLOs in 3 clusters

Timeline

Assessment Timeline for all Schools and Colleges Established by the PLACE Model, 2010-2011

Category	September 2010	October 2010	December 2010	January 2011	April 2011	May 2011	September 2011
Program Learning Outcomes Evaluation by departments of their Program Learning Outcomes	30th 1. Report findings and action plans. Use assessment instruments; summary of data 2. Complete PLO Design #3: Use Learning Outcome Assessment Design Template					30th 3. Report findings and action plans for PLO #3	1st 4. Complete plan to organize PLOs into 3 clusters. 5. Complete PLO Designs for first cluster. Use Learning Outcome Assessment Design Template
Gen Ed Core Competencies Implementation of new general education core competency assessment strategies as determined by the academic			15th ETS-PP Benchmark 2 data collected, analyzed and input into WEAWE (Sample of 800)			30th Embedded assessment data collected, analyzed, and input into WEAWE. ETS-PP data collected, analyzed, and input into WEAWE (Sample of 800)	
Syllabi Review Evaluation by departments of their course syllabi	30th Syllabi Review Report for 1st third of syllabi. Input into WEAWE with written summary in document repository.					30th Syllabi Review Report for 2nd third of syllabi. Input into WEAWE with written summary in document repository.	
Assessment Day Administration of additional assessments by departments			15th Departmental plans for Annual Assessment Day. Use Assessment Day Template		13th Assessment Day. Collect department/program data.	30th Assessment Day Results. Use assessment instrument/strategy; summary of data	
Faculty Portfolio Evaluation Portfolio and Annual Update Form Submission		1st Portfolio or Annual Update to Chair	15th Portfolio or Annual Update to Dean	31st Portfolio or Annual Update to IE		30th Input into WEAWE	
Program/Major Reviews Evaluation of by departments of their curriculum and departments.	15th Complete distribution and training of Program/Major Reviews due in 2011.	1st Department submit review timeline and plan to IE (Questions 1-6)			30th Program Review submitted to Dean	30th Program Review submitted to IE	
In-Direct Assessment Surveys Assessment of student, faculty, staff, senior exit and alumni satisfaction						30th Various surveys conducted throughout the year and administered nationally and in-house. Results inputted into	
Summative Reports Program Learning Outcomes Assessment Summary						30th Report to Provost and IE and placed into WEAWE Document Repository	

Timeline

9/15 Program review training

9/30 PLO findings/action plan

PLO design #3

9/30 Syllabi review (1/3)

10/1 Faculty portfolio/update

10/1 Program review timeline/plan

Deadlines

Deadlines for Assessment in All Schools and Colleges as Established by the PLACE Model 2010-2011



Task	Documentation	Deadline
Program Learning Outcomes		
1. Report findings and action plans for 2 nd PLO	Assessment Instrument; summary of data	September 30, 2010
2. Complete PLO Design #3	Learning Outcome Assessment Design Template	September 30, 2010
3. Report findings and action plans for 3 rd PLO	Assessment instrument; summary of data	May 30, 2011
4. Complete plan to organize PLOs into 3 clusters.		September 1, 2011
5. Complete PLO Designs for first cluster	Learning Outcome Assessment Design Templates	September 1, 2011
General Education Core Competency		
6. Implementation of new general education core competency assessment strategies as determined by the academic deans	ETS-PP Benchmark 2 data collected, analyzed and input into WEAVE (Sample of 800)	November 1, 2010
	Embedded assessment data collected, analyzed, and input into WEAVE	May 30, 2011
	ETS-PP data collected, analyzed, and input into WEAVE (Sample of 800)	July 1, 2011
Syllabi Review		
7. Syllabi Review Report for 1 st third of syllabi	Input in WEAVE with written summary in document repository	September 30, 2010
8. Syllabi Review of 2 nd third of syllabi	Follow plan designed in 2009-2010	May 1, 2011
9. Syllabi Review Report for 2 nd third of syllabi	Input in WEAVE with written summary in document repository	May 30, 2011
Assessment Day		
10. Departmental plans for Annual Assessment Day	Assessment Day Plan Template	December 15, 2010

General Ed Core Comp

General Education Core Competency Skill Development Plan for Communication

Definition: Written Communication is the ability to elicit, synthesize, and respond clearly to quality information in an effective, correct, and appropriate written format.

Dean Team Members: Gribbin, Milacci, Prior, C. Towles, S. Simpson

Learning Outcome	Produce well-structured, grammatically sound writing in various modes of discourse.									
	Write with clarity.									
	Recognize standard usage in English grammar, word choice (diction), phraseology, and sentence structure.									
	Apply knowledge of sentence structure to basic sentence editing and revision.									
	Write a persuasive analysis of a literary work.									
	Integrate sources accurately and effectively.									
LEARNING OUTCOMES								Code each assignment, strategy and/or instructor need by the appropriate Learning Outcome number		
	Category (I,E,R) (Both LUR & LUO unless otherwise)	LO #1: Structure	LO #2: Clarity	LO #3: Usage	LO #4: Editing	LO #5: Analysis	LO #6: Sources	Assignments Used (tests, presentations, papers, etc)	Assessment Strategy (embedded questions, rubrics, standardized tests)	Instructor Training (creating rubrics, designing assignments, using rubrics)
Courses										
HIEU 201	R					X	X	Written essays; discussion boards	Embedded questions; writing rubrics	Implementation in Spring of 2011. Changes should be minor.
HIUS 221	R					X	X	Written essays; discussion boards	Embedded questions; writing rubrics	LUO & LUR: Training in Fall; Implementation in Spring of 2011.
COMS 101	I	X	X	X	X		X			
ENGL 101	I	X	X	X	X		X			
ENGL 102	E		X	X	X	X	X			
ENGL 201	R-LUR Only		X	X	X	X	X			
ENGL 202	R-LUR Only		X	X	X	X	X			
ENGL 215	R-LUR Only		X	X	X	X	X			
ENGL 216	R		X	X	X	X	X			
ENGL 221	R-LUR Only		X	X	X	X	X			
ENGL 222	R-LUR Only		X	X	X	X	X			