

ADDITIONAL INFORMATION, QUESTIONS, OR CONCERNS

Provide any additional information, inquires, or concerns that the institution wishes for reviewers to understand regarding this action project

None

Annual Update

REASON FOR COMPLETION

What is the primary reason for closing this project?

Discussions among faculty, staff, administrative groups and the Committee for the Assessment of Student Learning have occurred, and the results of the Assessment of Ethical Grounding action project have been evaluated. The Action Project Team collected feedback from Deans of all colleges, the AQIP Committee and the University Academic Affairs Committee, including subgroups, regarding how to make ethical reasoning more salient across the University. Ethically grounded is a distinctive characteristic of a Lewis education, which is developed over the four years at the institution. This is the first assessment of the four distinctive learning characteristics at the institutional level. As a result of this action project, we have recognized opportunities for improvement concerning the overall assessment structure at Lewis University. Programmatic assessment has improved markedly across the university, which has been to the credit of faculty buy-in. However, institutional assessment practices are unique in the sense of committee representation, method of employment and capturing the entire learning experience formed throughout their four-year experience.

SUCCESS FACTORS

What aspects of this project would you categorize as successful?

Based on the experience throughout and the final analysis of the project, and considering feedback from all parties, the team recognized several opportunities for improvement. There is a need to:

- Strengthen the culture of ethical awareness of Lewis University students by teaching them how to be reflective and apply ethical course content to dilemmas they may encounter in their life experiences.
- Appropriately define and measure what Lewis University has outlined as Distinctive Learning Experiences.
- Strengthen our understanding of how to develop outcomes that are measurable and achievable, with methods for measuring the data to identify gaps and make improvements based on the results.
- Establish a process for the creation, implementation, sustainability and transparency of action projects.
- Develop institutional assessment of student learning that provides consistency to the assessment process across all units of the University
- Lewis University has developed a University Assessment Plan, based on the National Institute for Learning Outcomes Assessment (NILOA) Transparency Framework, which establishes a consistent process for data collection, a timeline for implementation and reporting, and accountability for implementing improvement based on the results.
- Lewis University has begun to develop an appropriate AQIP system of practice, which includes incentives for faculty, implementation of AQIP action projects, and effectively sustaining action projects to produce results that will drive decision making

at the university.

UNSUCCESSFUL FACTORS

What aspects of this project would you categorize as less than successful?

Lewis University is now recognizing that assessment at the university-level cannot be measured solely in the classroom, but rather must include those learning experiences outside the classroom as well.

When assessing institutional learning outcomes, it appeared that the method employed was not sustainable. As mentioned above, a new action project focusing on a systems of practice for action projects is opening because of the lessons learned in this current action project.

Close Window