

# Hope College Septennial Assessment Plan (2028)

Approved:

Assessment Committee April 19, 2018 (Rev. December 12, 2019, October 12, 2023)

Academic Affairs Board May, 2018 (Rev. February 18, 2020, October 17, 2023)

## I. Introduction

The Hope College Assessment Plan guides assessment of student learning in relation to established student learning outcomes. It identifies our assessment structure, processes, and describes how assessment results are communicated across the institution and with external stakeholders. The plan supports a consistent and repeatable process for assessment of student learning consistent with the plan-do-check-act process of continuous improvement. It fosters a student learning culture, supports student achievement of common, general education, and program learning outcomes (curricular and co-curricular), provides processes for sharing evidence of student learning, and helps us identify and respond to data as part of a continuous improvement process for the benefit of Hope students. Assessment demonstrates we meet our institutional Mission.



Assessment of student learning also informs the Hope College Strategic Plan. Assessment results provide key performance indicators for the strategic plan to inform decisions benefitting students, faculty, staff, administrators, alumni, and the community.

## II. Student Learning Outcomes

Hope College student learning outcomes are integrated vertically through four levels: course outcomes, co-curricular initiatives, curricular and co-curricular program outcomes, and common learning outcomes and the College Mission. Attachment 1 provides detail of this integration.

” The course outcome level is where direct assessment occurs, and where learning is measured through key assessments of student performance within courses and co-curricular activities. Course level student learning outcomes and evidence gathered from assessments of student learning are mapped, as appropriate, to program, general education, and common learning outcomes.

” The program outcome level is where curricular and co-curricular program outcomes are assessed. These outcomes represent the skills and knowledge students should be able to achieve at the completion of their degree program or participation in the co-curricular initiative, drawing from learning that is introduced, reinforced, and mastered at the course level.

” Common learning outcomes illustrate the five major objectives for Hope College graduates representing the fundamental skills, knowledge, and values students should be able to demonstrate

after completing the general education core, their program-specific coursework (measured in program

- e. One staff member from the Office of Development and Alumni Engagement
- f. One staff member from the Student Development Office
- g. Faculty Director of General Education

Faculty representatives are appointed by the Status Committee for three-year terms. Students are appointed for one-year terms by the President of Student Congress. Representatives from the Offices of Development & Alumni Engagement and Student Development are appointed by their Vice Presidents and for the period of the appointment. This structure supports increased participation in assessment by faculty members and students as they rotate members of the Committee while administrative and staff members provide continuity.

Each academic department and curricular program identifies their own internal processes for regular assessment of student learning and maintaining an assessment plan. This includes ensuring that unique student learning outcomes are identified for each course and program, tools, direct measures, and a schedule for assessment of outcomes are established; regular assessment of student learning occurs in a formal manner; results of assessments are shared with and discussed annually with the department faculty and staff; any improvements indicated are implemented; and results of curricular and co-curricular assessment are shared with the college through the assessment platform, annual department reports, and program review. Departments also ensure that new courses and new or revised academic programs have appropriate, unique, and measurable student learning outcomes aligned with the Mission and common learning outcomes.

The Assessment Committee and the Senior Director of Assessment and Accreditation are resources for departments, programs, and units as they design, implement, change, and improve their assessment of student learning. Two primary functions are assisting academic departments and curricular programs in the construction of assessment plans and the use and review of assessment instruments. The Committee assists with interpreting assessment results common and general education outcomes in partnership with the General Education Council and Director of General Education, and implementation of plans to improve teaching and learning based on findings. The Assessment Committee annually reviews the Assessment Plan and makes recommendations for revisions to the Academic Affairs Board.

Ction r7174 Td [(m (t)-2.6 ( P)14.5 (l)-2.6 (a (e an)2 (n)2 (u5-3.9 (l)6.6 (s)10.6 (s)10.6 ( B)6;ms 093 0 T



H

## STUDENT LEARNING OUTCOMES

The mission of Hope College is to educate students for lives of leadership and service in a global society through academic and cocurricular programs of recognized excellence in the liberal arts and in the context of the historic Christian faith.

### COMMON LEARNING OUTCOMES

Think critically and communicate clearly

Approach knowledge with a liberal arts foundation

Engage in intensive study

Integrate knowledge, experience, and purpose

Demonstrate cultural awareness and competency

### ANCHOR PLAN

Examine fundamental or emerging questions about humanity the natural world, or God by seeking answers through different modes of inquiry

Reflect on the diverse perspectives, cultures and historical experiences of people in the United States and the world

Practice Hope College's Virtues of Public Discourse: humility to listen, hospitality to welcome, patience to understand, courage to challenge, honesty to speak the truth in love

Demonstrate an ability to communicate to a specific audience by employing multiple approaches, media, or languages

Analyze evidence or data to solve problems, reach informed conclusions or make sound judgements

Understand key tenets of the historic Christian faith

Explain their own values, commitments and convictions

### ACADEMIC PROGRAMS

Program Learning Outcomes

Course Learning Outcomes

### COCURRICULAR PROGRAMS

Program Learning Outcomes