





By August 1 of each year, artifacts collected during the previous academic year (Summer, Fall, Spring) are submitted to a Google folder owned by the Frost Center for Data and Research and controlled by the Director of Assessment and Accreditation. Ownership of each artifact is transferred to Frost Center to facilitate long-term storage.

From this collection of artifacts, the Director of Assessment and Accreditation draws a random sample for assessment that provides a 95% confidence level.

### **Assessment process**

In August of each odd year (beginning in August 2025), faculty members from across all disciplines are invited to participate in the assessment of the artifacts collected across two years. Faculty members are compensated for this work at the rate approved by the Deans' Council for assessment work.

The Director of College Writing leads the assessment process, supported by the Director of Assessment and Accreditation. This includes a norming session using the AAC&U rubric and a process for applying the rubric to the student artifacts in the sample.

A report of the results from the assessment is collaboratively prepared by the Director of College Writing and the Director of Assessment and Accreditation. The report is provided in the Fall Semester of each odd year to the General Education Committee, the Assessment Committee, and the Deans' Council, and made available to the broader campus community.

Artifacts provided by departments, assessment reports, and other documentation and correspondence related to this assessment are maintained by the Director of Assessment and Accreditation within the shared data storage of the Frost Center for Data and Research.

### **~~Review of Results~~**

Following a review of results from the Outcome 4 assessment, the General Education Council shares its recommendations for improvement in student learning with the Assessment Committee and the Deans' Council.

## Assessing APLO #4

	content, presentation, formatting, and stylistic choices	stylistic choices		
<b>Control of Syntax and Mechanics</b>	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free	Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.	Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.	Uses language that sometimes impedes meaning because of errors in usage.

## Additional Notes

In several instances throughout the rubric, the word *writing* is interpreted at Hope College to include *composing*, or *work*, or similar terms in order to provide room for a more capacious interpretation and application of the rubric.

In several instances throughout the rubric, the word *readers* is interpreted at Hope College to include *audience* or similar terms in order to provide room for a more capacious interpretation and application of the rubric.