



Assessment Guide  
Anchor Plan Student Learning Outcome 7  
Hope College Assessment Committee

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Anchor Plan Student Learning Outcome 7

Explain their own values, commitments, and convictions.

Assessment Schedule

A sample of Lifeview Papers is collected every semester from each Senior Seminar course section. The collected artifacts are then assessed every two years, in even years.

Assessment results are reviewed by the General Education Council in the Fall Semester of each even year.

Assessment Tool

Lifeview papers are assessed using a Hope-developed rubric

The Anchor Plan Assessment Plan specifies that artifacts from the collected for assessment of Outcome 7.

Senior Seminar

Instructors of each course section of the Senior Seminar collect a Lifeview papers which are stored in a shared Senior Seminar Google Drive. Each section's complete Director

Artifact storage

Collected artifacts are gathered at the end of each semester by the Director of General Education or Associate Dean for Interdisciplinary Programs) for assessment. Each artifact is saved in a PDF format with a file naming convention.

Personally identifying information (PII), such as student name, ID number, etc., is removed or redacted from artifacts. Instructors may determine that a specific artifact should not be included in the sample due to the personal information that is included in the paper. In this case, a replacement paper is identified from the same section.

Instructor name and identifying information (other than the course section) are also removed or redacted. Section number is only collected to aid in selecting a representative sample and not to assess individual faculty members.

#### Assessment process

In August of each even year, the Senior Seminar Director identifies faculty members to assess the collected artifacts. Faculty members are compensated for this work at the rate approved by the Deans' Council for assessment work when this is outside of the 9-month faculty contract.

The Senior Seminar Director leads the assessment process, supported by the Director of General Education and

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Explain their own values, commitments, and convictions.

1. The writing explains the author's values, commitments, and convictions
2. The writing demonstrates attention to organization, content, and presentation in ways that support the reader's comprehension of the text.
3. The writing expresses the author's values, commitments, and convictions in conversation with or within the context of the Christian faith.
4. The writing expresses engagement with experiences, values, commitments, and convictions that are diverse and different from one's own.
5. The writing demonstrates engagement with course readings and texts.

1 (Beginning)

2 (Approaching)

3 (Meeting Proficiency)

4 (Exceeding Proficiency)

1 (Beginning Ability): The paper does not effectively explain the author's values, commitments, or convictions.

2 (Developing Ability): The paper partially explains the author's values, commitments, and convictions but lacks depth or clarity in some areas.

3 (Proficiency): The paper explains the author's values, commitments, and convictions with clarity and depth.

4 (Advanced Skills): The paper provides an in-depth and nuanced explanation of the author's values, commitments, and convictions.

1 (Beginning Ability): The paper lacks organization and coherence, making it hard to understand.

2 (Developing Ability): The paper shows some effort in organizing content but may have inconsistencies or gaps.

