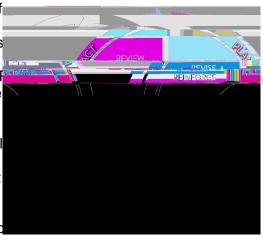
Hope College Septennial Assessment Plan (2028)

Approved:

Assessment Committe April 19, 2018 (Rev. December, 12019, October 12, 2023) Academic Affairs Board May, 2018 (RevFebruary 182020, October 17, 2023)

I. Introduction

The Hope College Assessment Plan guides assessment of student learning 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 supports consistent and repeatable process for assessme student learning consistent with the plando-checkact process of continuous improvement fosters a student learning culture, supports student achievement of common, general education, and program learning outcomes (curricular and curricular), provides processes for sing evidence of student learning, and helps us identify and respond to data as part continuous improvement process for the benefit of Hope students. Assessment demonstrates we meet our institution Mission.



Assessment of student learning also **infs** 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 Collegestudent learning outcomes are integrated vertically through four course outcome co-curricular initiatives curricular and courricular program outcomes ommon learning outcomes and the College Mission. Attachment rovides details this integration.

- "The coursebutcome level is where direct assessment occurs, and where learning is measured through key assessments of student performance within course student learning outcomes and evidence gathered from assessible the learning are mapped, as appropriate, program, general education, and common learning outcomes.
- " The programoutcome level is where curricular and corricular program outcomes are assessed. These outcomes represent the skills and knowledge students should be able to achieve at the completion of their degree program participation the cocurricular initiative, drawing from learning that is introduced, reinforced, and mastered at the course level.
- " Common learning outcomes illustrate the finajor objectives for Hope College graduates representing the fundamental skills, knowledge, and values students should be able to demonstrate

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

Facultyrepresentatives are appointed by **Sha**tus Committee for threa terms. Students are appointed for one are terms by the President of Student Congress. Representatives from the Offices Development Alumni Engagement and Student Development printed 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 the Office while administrative and staff members provide continuity.

Each academic department anelocopricular program identifies heir own internaprocesses for regular assessment of student learning maintaining an assessment planis includes ensuring at unique student learning outcomes adentified for eachcourse and prograntools, direct measures, and a schedule for assessment of outcomesstablished; regular assessment of student learning occurs in a formal manner; results of assessments are with and discussed annually with department faculty and staff any improvements indicated are implemented results of curricular and cocurricular assessment are shared with the college through assessment platformannual department protes, and program review Departments also ensured new courses and new or revised academoigrams have appropriate, unique, and measurable student learning outcomes assessment plating 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 and committee assistent plans and use and review of assessment instruments. To Committee assists with interpreting assessment resources of General Education outcomes 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.

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STUDENT LEARNING OUTCOMES

The mission of Hope College is to educate students for lives of leadership and service in a global society through account emic 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

ngage 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 di erent 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