



Five Year Assessment Plan (2025-2030)

Approved:

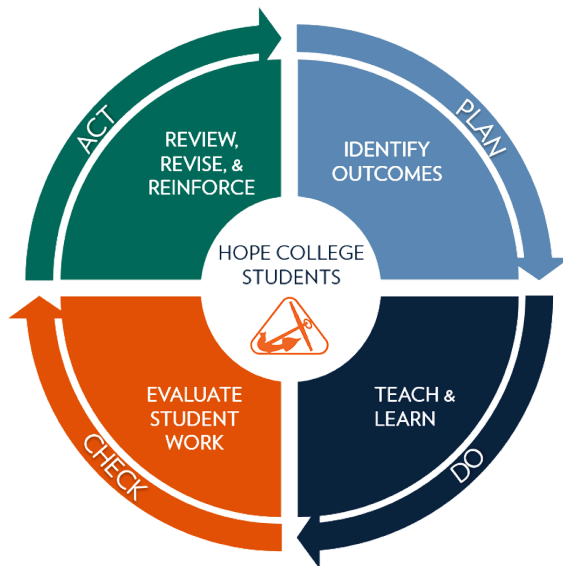
Assessment Committee on 3/19/2026

Academic Affairs Board on 4/7/2026

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, illustrated below. It fosters a student learning culture, supports student achievement of common, general education, and program learning outcomes (curricular and cocurricular), 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, common learning outcomes, and the College Mission. Attachment 1 provides details 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 assessment of student learning are mapped, as appropriate, to program, general education, and common learning outcomes.

The **program outcome level** is where curricular, co-curricular program outcomes, and anchor plan 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 outcomes), and the additional co-curricular aspects of student life, clubs, organizations, and campus activities. The Hope common learning outcomes for all graduates are:

1. Think critically and communicate clearly
2. Approach knowledge with a liberal arts foundation
3. Engage in intensive study
4. Integrate knowledge, experience, and purpose
5. Demonstrate cultural awareness and competency

The overarching student outcome is the Mission of Hope College. All curricular and cocurricular outcomes map to and are consistent with our Mission “to educate students for lives of leadership and service in a global society through academic and co-curricular programs of recognized excellence in the liberal arts and in the context of the historic Christian faith.”

III. Assessment Structure

Curricular and co-curricular assessment activities at Hope College are guided by the Assessment Committee in collaboration with the Director of Assessment and Accreditation. The Director keeps the Assessment Committee informed about assessment activities at Hope College. The Director reports directly to the Provost.

The responsibilities and membership of the Assessment Committee are defined in the Hope College Faculty Handbook.

1. The Assessment Committee is a standing committee of the Academic Affairs Board, although its responsibilities extend to all areas of the College. Whenever appropriate,

therefore, the Assessment Committee will also make recommendations to either the Campus Life Board or the Administrative Affairs Board, or to any of their standing committees.

2. Functions:

- a. To educate the campus community about assessment and its importance.
- b. To provide guidance and resources to academic departments and administrative units in the construction of assessment plans and in the use and review of assessment instruments.
- c. To provide guidance and resources to academic departments and administrative units for the interpretation of the findings of their assessment efforts and the implementation of plans to improve teaching and learning based on those findings.
- d. To develop and periodically review instruments to assess the outcomes of the general education program.
- e. To monitor the various assessment plans and when needed recommend changes to the Academic Affairs Board.

3. Membership:

- a. Eight faculty members (two from each division including the board liaison);
- b. Two students (appointed by Student Congress)
- d. Director of Assessment and Accreditation (Chair)
- 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 membership on the Committee while administrative and staff members provide continuity.

Each academic department and co-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 assessment 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 and an assessment plan aligned with the Mission and common learning outcomes.

The Assessment Committee and the 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

co-curricular programs in the construction of assessment plans and the use and review of assessment instruments. The Committee assists with interpreting assessment results for 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.

IV. Documenting and Communicating Assessment Results

The Hope College Assessment Portal is used to document and archive assessment of program, general education, co-curricular, and common learning outcomes. It is available through the college Assessment web page and other locations on the college website. Reports of assessment of student learning completed and actions taken are entered in the platform each year by the department chair, program director, or other designee of the curricular or co-curricular unit. Results are entered by October 1 for assessment of outcomes from the previous academic year; are included in the annual department report submitted to the Dean and Provost; and in the self-study prepared by the department at the time of program review. The annual report and self-study are where program faculty can formally identify needs for additional resources to support student success using assessment data to support funding requests.

The Director of Assessment and Accreditation ensures that the college Assessment web site provides information on Hope College assessment activities and resources for college staff, faculty, and administrators. Each department website includes student learning outcomes for each program offered and their plan for assessment of student learning. College syllabi include the course, program, and general education learning outcomes that apply to the course.

The Assessment Committee and the Director of Assessment annually review and communicate the status of assessment at Hope College to the college community (faculty, staff, students, and other stakeholders). Each member of the Committee is a communication liaison between the Assessment Committee and the college stakeholder group they represent. The Director provides an update on assessment activities at least monthly to the Provost; each semester to the Dean's Council, college faculty and the President.