

The State of Hope College Assessment

Hope College Assessment Plan

- Created by Assessment Committee
- Foster a student learning culture
- Supports student achievement
- Provides a process for sharing **evidence** of student learning
- Helps identify and respond to data as a part of a **continuous improvement** process
- Demonstrates we meet our institutional **mission**

See the entire plan at: <https://hope.edu/offices/frost-research-center/assessment/>

Research

“The use of data for the purpose of describing, predicting, and controlling as a means toward better understanding the phenomena under consideration...” Huitt, Mummiel & Kaeck (2001)

Evaluation

“Comparison of data to a standard for the purpose of judging worth or quality”
Huitt, Mummiel & Kaeck (2001)

“Using data to make judgments regarding programs or services.”
(Student Affairs Assessment)

Assessment of Student Learning

Purpose of improving learning experiences

Collect better data about what and how students learn

Identify learning gaps and address them

Leads to action

Huitt, W., Hummel, J., & Kaeck, D. (2001). Assessment, measurement, evaluation, and research. *Educational Psychology Interactive*. Valdosta, GA: Valdosta State University. Retrieved [date], from <http://www.edpsycinteractive.org/topics/intro/science.html>

Henning, Gavin & Roberts, Darby. (2016). *Student Affairs Assessment*. Routledge.

Evaluation Identifies

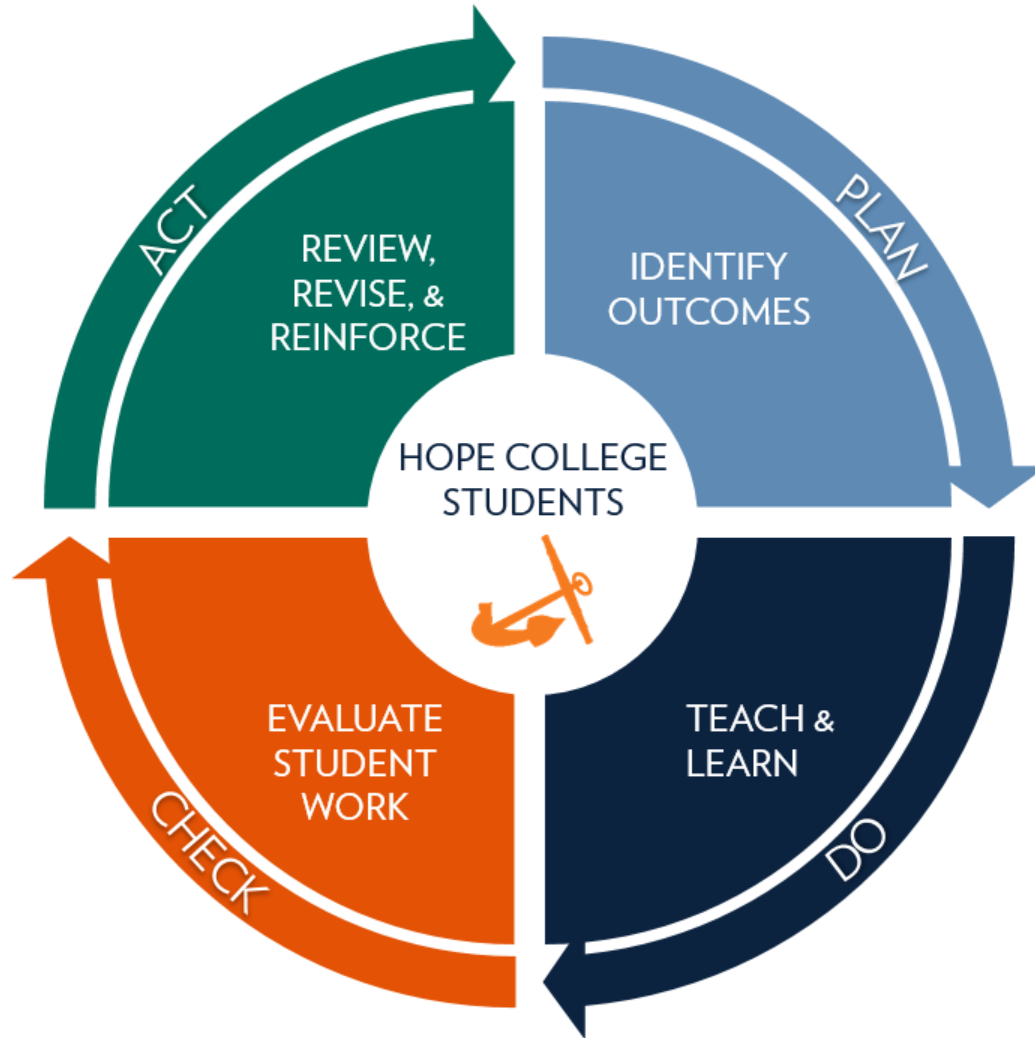
- usage and participant numbers
- quality of activities provided
- satisfaction
- credentialing and staff training
- resources allocated to the program

Assessment of Student Learning Identifies

Knowledge, skills, & behaviors that students demonstrate after participating in or completing the program or activity

Are students meeting the set learning standards?

Assessment Cycle

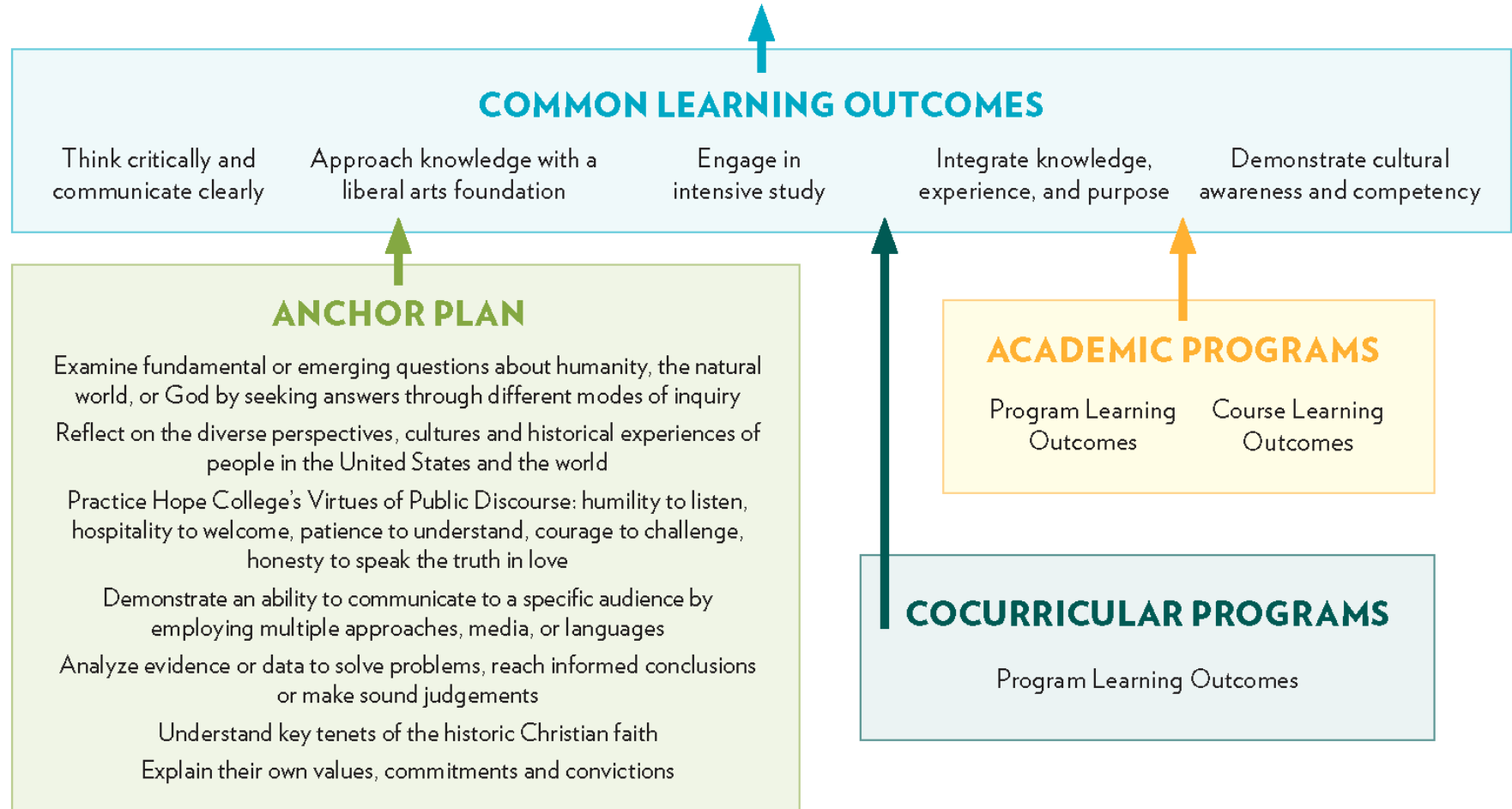


Assessment: An ongoing, systematic process that begins with developing student learning outcomes, followed by the collection, review, and use of information about those outcomes for the purpose of improving student learning.



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.



Direct Assessment

Using measures that require students to actually display or demonstrate the extent of their learning

- Embedded assessments
 - Major field tests
- Applying rubrics to artifacts

Indirect Assessment

Collecting student reflections or self-assessments about student learning without actually demonstrating their knowledge, skills, or behaviors

- Graduate surveys
 - Senior surveys
 - NSSE



Common Learning Outcomes

	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
Assessment Tool					
Heighten Critical Thinking Assessment	X				
Heighten Intercultural Competency and Diversity Assessment					X
NSSE	X	X	X	X	X
Intellectual Engagement with the Christian Faith Survey		X			
Artifacts		X			
6- Months Out Graduate Survey			X		
National Alumni Career Mobility Survey			X		
Lifeview Paper				X	
Review Schedule					
Summer of Odd Years	X	X			
Summer of Even Years			X	X	X

Common Learning Outcome 3

Engage in Intensive Study

Six Months Out Graduate Survey 2019-2023

- 95% of Hope graduates felt they were prepared for graduate school and employment

NACM Survey 2021-2023

- A higher percentage of alumni feel their bachelor's degree prepared them for their career than the comparison group
- Hope graduates compare favorably to the comparison group overall

Common Learning Outcome 4

Integrate Knowledge, Experience and Purpose

NSSE: Reflective and Integrative Learning

Hope senior scores slightly decreased in 2024, but we remain higher than our comparison group of Great Lakes Private institutions.

Liferview Paper

- 60 papers sampled
- Some formats of papers lent themselves to better scores
- Impacted by writing prompt

Common Learning Outcome 5

Demonstrate Cultural Awareness and Competency

Heighten ICDA

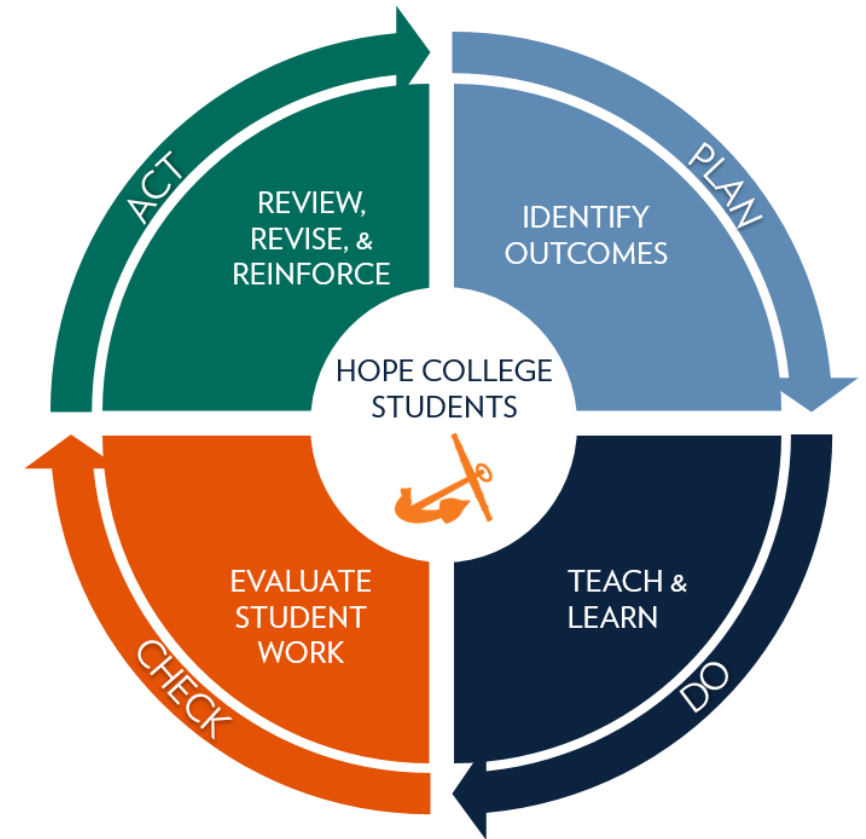
- 95% of seniors scored proficient or advanced for Analyze and Act
- Students who study abroad had higher Approach scores

NSSE

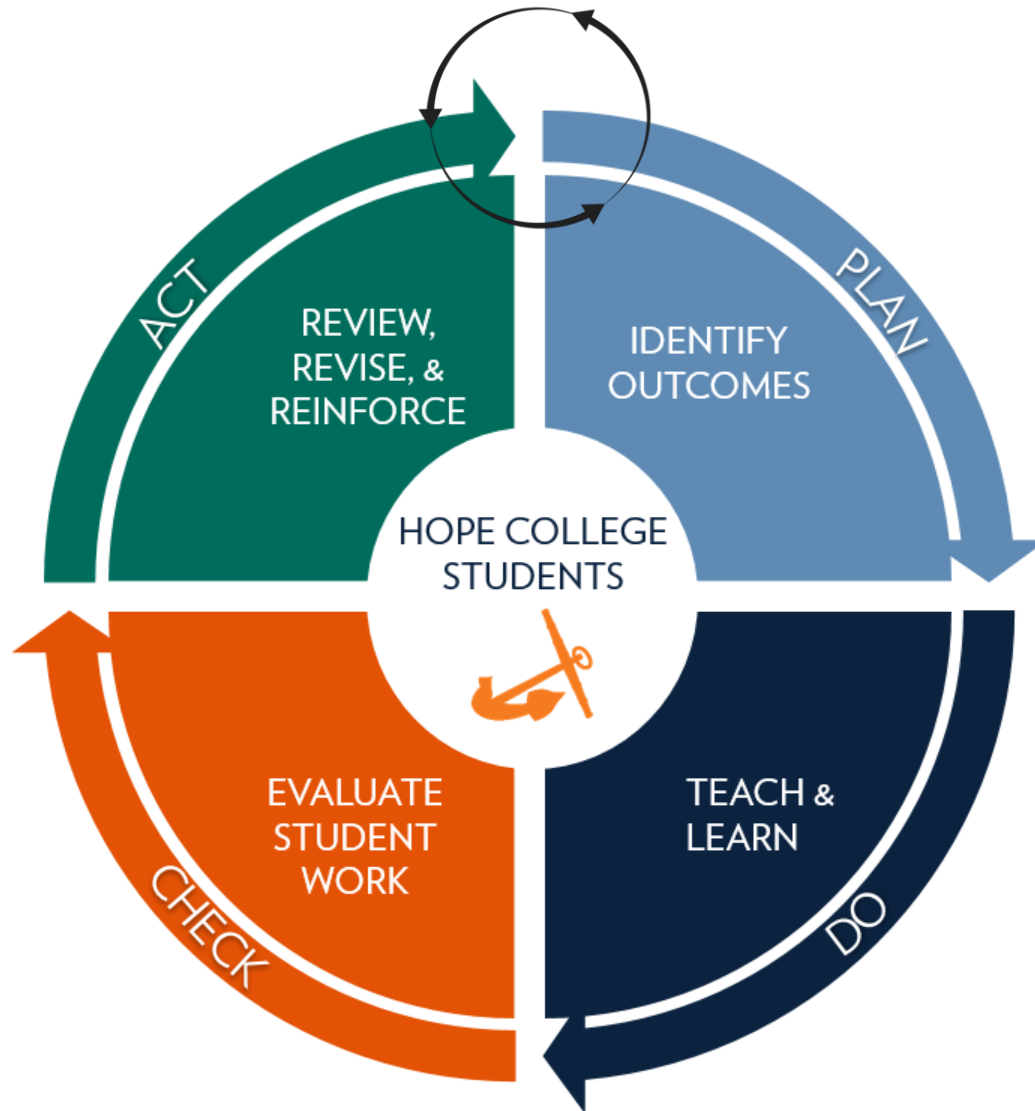
- The target for the diverse others engagement indicator was met
- Three items where Hope College students scored lower than the GLP institutions may be related to the makeup of Hope's student body

Looking Forward

- Celebrate!
- Is the data we're gathering meaningful?
- Are our current assessment plans meaningful and actionable?
- Use assessment to make decisions and then tell a story.



Assessment Cycle



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Common Learning Outcome Tools

Direct

- Heighten Critical Thinking Assessment
- Artifacts (APLO 1 Analysis)
- Senior Seminar Lifeview Paper
- Heighten Intercultural Competency and Diversity Assessment

Indirect

- National Survey of Student Engagement
- Intellectual Engagement with the Christian Faith Survey
- Six Months Out Graduate Survey
- National Alumni Career Mobility Survey

Intercultural Competency and Diversity

	First Year Students	Senior Students
AY 2023-2024	582	119
AY 2024-2025	586	250
Total	1,168	369

Critical Thinking Senior Students

AY 2023-2024	41
Fall 2024	19
Winter 2024	106
Total	166

Coming Up in Assessment

Increase Assessment Response Rates

- Survey Schedule and Survey Strategy

Anchor Plan Learning Outcome Assessment

- Artifact Analysis May 19-20

Common Learning Outcome Assessment

- Engage Assessment Teams for data analysis – Outcomes 1 & 2
- CLO Reports to AcAB – April 15

Program Learning Outcome Assessment

- Reports due October 1, 2025