



Assessment Guide
Anchor Plan Student Learning Outcome 4
Hope College Assessment Committee

Anchor Plan Student Learning Outcome 4

Demonstrate an ability to communicate to a specific audience by employing multiple approaches, media, or languages.

Assessment Schedule

A sample of artifacts of student work is collected annually from the Natural and Applied Sciences, Humanities and Arts Perspectives, and Arts in Practice courses that are mapped to Anchor Plan Outcome 4.

Collected artifacts are assessed every two years in the summer of odd years.

Assessment results are reviewed by the General Education Council in the Fall Semester of odd years.

Assessment Tool

Artifacts of student work are assessed using four of the five items on the AAC&U Value Rubric for Written Communication (Attachment A). In our assessment of outcome 4, we interpret “writing” in the rubric to include composing, work, or similar terms to encompass the breadth of artifacts found across Hope College disciplines—for example, theatre, dance, musical performance, and works of art. We also interpret “readers” in the rubric to include audience and similar terms that apply to the breadth of our disciplines.

In some cases, the assessment of student work is completed within a department. For example, the artifact may be a performance or work of art requiring disciplinary knowledge to assess. In these cases, the completed rubric is submitted in place of the artifact.

Additionally, when student work demonstrating progress toward the outcome is assessed using a closed-ended assessment (e.g., a set of questions on an exam), the completed rubric is submitted in place of the artifact.

Assessment Target

Eighty percent of assessed artifacts will have an average rubric score (the average of rubric items) in the range from 2.00 to 3.99.

Assessment Sample and Process

Artifacts to be collected.

The Anchor Plan Assessment Plan specifies that artifacts from the following courses are collected for assessment.

200-level Natural and Applied Sciences courses

200-level Humanities and Arts Perspectives courses
Arts in Practice Courses

It was identified during the implementation of the Anchor Plan Assessment Plan that most courses mapped to this outcome are at the 100 level. Inconsistent course sequencing and numbering across departments were also identified as impediments to using only artifacts from courses specified in the Anchor Plan Assessment Plan. Therefore, a sample from all courses mapped to Outcome 4 will be collected for the first assessment (August 2025) with an analysis completed that compares results from 100-level with 200-level courses. As part of their Fall 2025 review of assessment results, the General Education Council will determine, based on the data, if future assessments of Outcome 4 include all courses mapped to the outcome, or are narrowed to include only the courses specified in the Anchor Plan Assessment Plan.

The number of artifacts collected by each department is based on annual enrollment in their course sections mapped to Outcome 4. For specific instructions on this process, see the document *Selecting Anchor Plan Artifacts*.

Artifacts will be collected beginning no later than Spring Semester 2024.

Department faculty determine the specific artifacts to be collected from their course sections. For example, a course paper, assignment, exam question(s), presentation, or other artifacts identified by individual instructors teaching the course sections. As the disciplinary experts, department faculty members are best situated to identify the student work that demonstrates student progress toward Outcome 4 as measured by the rubric.

Artifact storage

Departments gather and save individual artifacts using the process that best works for them. Each artifact is saved in a PDF format with a filename using the following convention.

Anchor Plan Learning Outcome(space)Course(space)Section(space)Semester

For example,

APLO4 HIST 257 01 FA23

APLO4 ART 116 03 SP24

APLO4 ART 111 01 SS24 (the term SS is used for May, June, and July sessions)

Personally identifying information (PII), such as student name, ID number, etc., is removed from artifacts. Instructor name and identifying information (other than the course section) are also removed. Section number is only collected to aid in selecting a representative sample and not to assess individual faculty members.

In cases where the course section is mapped to Anchor Plan 1 and Anchor Plan 4, the same artifact may be used in both assessment processes if it demonstrates student progress toward both outcomes.

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.



Hope COLLEGE

COLLEGE WRITING

Assessing APLO #4

Demonstrate an ability to communicate to a specific audience by employing multiple approaches, media, or languages

The tool for assessing student learning outcomes #4 is the [AAC&U rubric for Written Communication](#).

SLO 4: Demonstrate an ability to communicate to a specific audience by employing multiple approaches, media, or languages				
	Capstone	Milestone		Benchmark
	4	3	2	1
Context of and Purpose for Communicating Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).	Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions).	Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).
Content Development	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the composer's understanding, and shaping the whole work.	Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.	Uses appropriate and relevant content to develop and explore ideas through most of the work.	Uses appropriate and relevant content to develop simple ideas in some parts of the work.
Genre and Disciplinary Conventions Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields.	Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or composing task (s) including organization,	Demonstrates consistent use of important conventions particular to a specific discipline and/or composing task(s), including organization, content, presentation, and	Follows expectations appropriate to a specific discipline and/or composing task(s) for basic organization, content, and presentation	Attempts to use a consistent system for basic organization and presentation.

	content, presentation, formatting, and stylistic choices	stylistic choices		
Control of Syntax and Mechanics	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.