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 <u>even</u> years.

Assessment results are reviewed by the General Education Council in the Fall Semesters of each <u>even</u> year.

Assessment Tool
Lifeview papers are assessed using a Hope-developed rubric that assesses Outcome 7 (Attachment A).

Assessment Target
Eighty percent of assessed artifacts will demonstrate proficiency (3.00 to 3.99 on a 4-point scale).

Assessment Sample and Process
Artifacts to be collected.
The Anchor Plan Assessment Plan specifies that artifacts from the following course are collected for assessment of Outcome 7.
   Senior Seminar

Instructors of each course section of the Senior Seminar collect a random sample of three Lifeview papers which are stored in a shared Senior Seminar Google folder. This includes sections completed in Summer, Fall, and Spring terms and at the Muskegon location. Guidance on the artifact collection process is provided to instructors by the Senior Seminar Director.

Artifact storage
Collected artifacts are gathered at the end of each semester (by either the Director of General Education or Associate Dean for Interdisciplinary Programs) and saved for the biennial assessment. 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,
            APLO7 IDS 492 03 FA23
            APLO7 IDS 492 08 SP24
            APLO7 IDS 492 01 SS24

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 Director of Assessment and Accreditation as requested. This includes a norming session with the Lifeview Paper rubric and a process for applying the rubric to the student artifacts in the sample.

Following each biennial assessment, the Senior Seminar Director leads a conversation with Senior Seminar instructors to discuss the results. One outcome of this conversation is identifying any improvements to be made in the course to improve student progress toward Outcome 7.

A report of the results from the assessment, including improvements planned for the course, is prepared by the Senior Seminar Director. The report is provided in the Fall Semester of each even year to the General Education Committee, the Assessment Committee, and the Deans' Council, and made available to the broader campus community via the Hope College Assessment Portal.

By September 1 of each even year, the (Director of General Education or the Associate Provost for Interdisciplinary Programs) submits the artifacts that were used in the assessment 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.

Assessment artifacts, results, 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 their review of results from the Outcome 7 assessment, the General Education Council shares recommendations for improvement in student learning with the Assessment Committee and the Deans' Council.

ATTACHMENT A: SRS Assessment 2023-2024
Lifeview Paper Rubric

SLO 7 - Explain their own values, commitments, and convictions.

5 assessment categories
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.

Category 1: Campus-wide assessment purposes
Categories 2, 3, 4, 5: SRS program assessment purposes

Grading Rubric - 4 point scale
1 (Beginning)
2 (Approaching)
3 (Meeting Proficiency)
4 (Exceeding Proficiency)

Category 1: The writing explains the author's values, commitments, and convictions
- 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.

Category 2: The writing demonstrates attention to organization, content, and presentation in ways that support the reader's comprehension of the text.
- 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.

- 3 (Proficiency): The paper is well-organized, with a clear structure that helps the reader understand the content.
- 4 (Advanced Skills): The paper demonstrates exceptional organization and presentation, greatly enhancing reader comprehension.

Category 3: The writing expresses the author's values, commitments, and convictions in conversation with or within the context of the Christian faith.
- 1 (Beginning Ability): The paper lacks any connection to the Christian faith.
- 2 (Developing Ability): The paper attempts to connect or contrast the author's values, commitments, and convictions with the Christian faith but lacks depth.
- 3 (Proficiency): The paper effectively expresses the author's values, commitments, and convictions within the context or in contrast to the Christian faith.
- 4 (Advanced Skills): The paper engages profoundly with the Christian faith, offering a meaningful connection or contrast.

Category 4: The writing expresses engagement with experiences, values, commitments, and convictions that are diverse and different from one's own.
- 1 (Beginning Ability): The paper does not engage with diverse perspectives or values.
- 2 (Developing Ability): The paper tries to engage with diverse perspectives but does so at a basic level.
- 3 (Proficiency): The paper effectively engages with diverse experiences, values, commitments, and convictions, providing a thoughtful exploration.
- 4 (Advanced Skills): The paper deeply engages with various perspectives and values..

Category 5: The writing demonstrates engagement with course readings and texts.
- 1 (Beginning Ability): The paper does not show any evidence of engagement with course readings and texts.
- 2 (Developing Ability): The paper references course readings and texts but with limited integration.
- 3 (Proficiency): The paper effectively integrates and engages with course readings and texts.
- 4 (Advanced Skills): The paper demonstrates a sophisticated engagement with course readings and texts.