

In the 22-23 Academic year, we assessed VSL goals C1 and C2 through the Office of Diversity and Inclusion and data from a graduation survey and the National Survey of Student Engagement (NSSE), WP1 and WP2 through a junior advising rubric and an advising survey and WP4 through a junior advising meeting and a graduation survey.

The Hendrix College community supports these goals by:

C1. fostering an awareness of different cultures through a commitment to diversity and inclusion

C2. providing opportunities for students to confront the diverse challenges and needs of our shared communities in order to inspire them to lead lives of service

The college community provides opportunities for students to develop as whole persons in their personal and professional lives by:

WP1. guiding students in examining their abilities and strengths

WP2. helping them recognize how their skills can work for them and for the good of others, both now and in the future

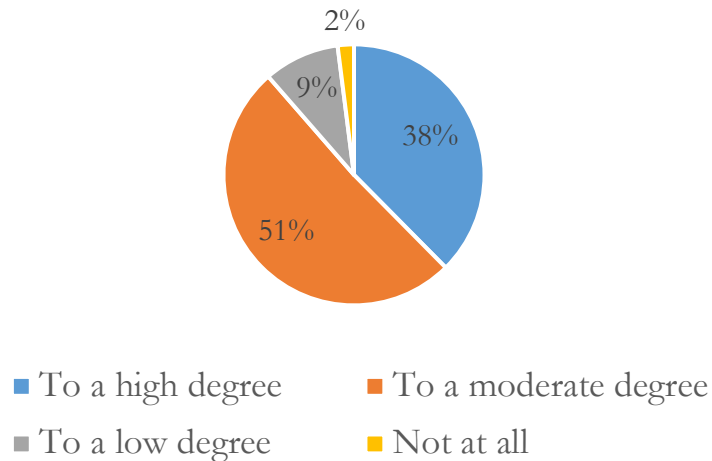
WP4. striving to inspire students to lead lives of accomplishment as both leaders and team members

For WP1 and WP2, as outlined in the VSL Student Assessment plan, advisors provide direct evidence based on their experiences with advisees. Indirect assessment is through the Commencement Survey. For WP4, as outlined in the VSL Student Assessment plan, through a guided conversation, advisors used the VSL rubric to assess the students' accomplishment of these goals.

Direct assessment via meeting with each individual student requires a great deal of time and effort on the part of faculty, and this effort is not equally distributed across campus. By March 1 of their sophomore year, students are required to declare a major advisor. Faculty members in departments with a lot of majors have more junior advisees on average than their colleagues across campus. After several years of junior meetings, the Office of Assessment sought feedback from faculty and provided alternatives to a sit-down meeting with each advisee. We provided templates to facilitate a group advising meeting, a virtual check in, and the option for faculty to propose alternatives that meet the objectives.

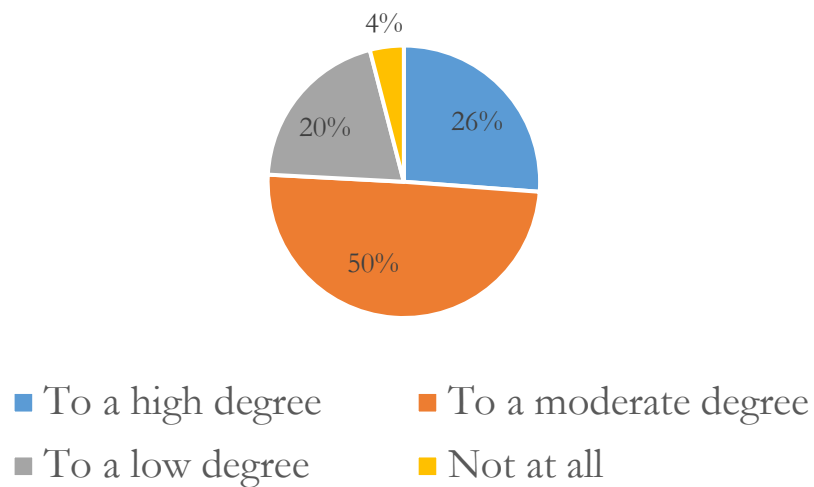
We asked faculty advisors to reach out to all of the 231 students who entered in the Fall of 2020. The Office of Advising received 182 individual responses from advisors. Removing cases of mis-classification of students (4 cases), student departure (1 case) or multiple advisors reporting for a single student (2 cases), we have data on 175 juniors (76%). Of those, 26 students were unavailable after multiple contact attempts. This means that we have assessment data for 64.5% of the Junior class.

WP1. To what extent did your advising interactions address [the student's] abilities and strengths?



For WP1, advisors reported that 89% of Juniors had advising experiences that addressed the student's abilities and strengths.

WP2. To what extent did your advising interactions discuss how [the student's] skills can work for them and for the good of others, both now and/or in the future



For WP2, advisors reported that 76% of Juniors had advising interactions that discussed the application of students' skills.

The advising survey was sent out to 1088 students in 22-23 and received 321 responses.

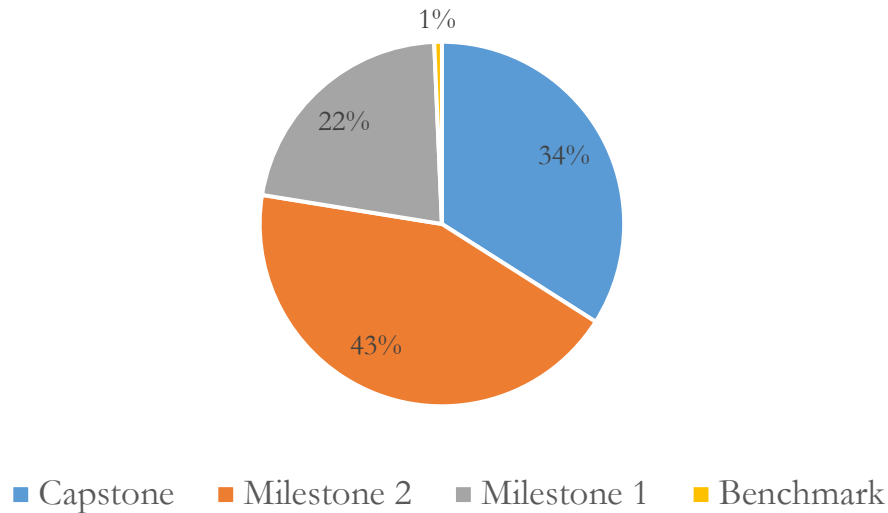
	Percent agree or tend to agree			
	Total	1st yr	2nd yr	3rd & 4th yr
My Academic Advisor encourages my self-understanding and development as a student and as an individual.	96%	97%	100%	94%
My Academic Advisor discusses my academic goals and progress towards these goals.	93%	93%	100%	90%
My Academic Advisor discusses my long-range and career goals.	88%	84%	97%	86%

The first question in the advising survey best maps to WP1. Direct and indirect assessment both indicate that the college is providing opportunities for students to examine themselves and their abilities and strengths. Using these skills and self-understanding to address current and future goals is related to the accomplishment of WP2. Direct and indirect assessment both indicate that WP2 is somewhat weaker than WP1, but all results indicate positive achievement.

For WP4, as outlined in the VSL Student Assessment plan, through a guided conversation, advisors used the VSL rubric to assess the students' accomplishment of these goals. Faculty used the following rubrics to measure the achievement of their advisees.

WP4. striving to inspire students to lead lives of accomplishment as both leaders and team members.	Student has many experiences of working well with others, both in leadership roles and as a productive team member, and can clearly articulate the value of those experiences.	Student has some experiences of working well with others, as a leader and/or as a team member, and articulates the value of those experiences.	Student has few experiences of working with others, either as a leader or as a team member, and/or struggles to articulate the value of those experiences.	Student has worked with others, but did not find the experience helpful in any way, or claims never to have worked with others.
--	--	--	--	---

WP4. striving to inspire students to lead lives of accomplishment as both leaders and team members



For WP4, 77% of all students were placed in the Capstone or Milestone 2 category, while only 1% of students were at benchmark level. Indirect assessment comes from the Commencement Survey. Students are asked to what extent one or more of their Odyssey experiences helped them to “set my personal educational goals and make a plan for realizing them.” This question does not map exactly to WP4, which is a weakness of this direct assessment. This question has been asked for many years, so it does provide comparability over time.

Set my personal educational goals and make a plan for realizing them		
	Number	Percentage
Strongly Agree	47	37.6
Agree	63	50.4
Disagree	12	9.6
Strongly disagree	3	2.4
Grand Total	125	100

The Office of Diversity and Inclusion (ODI) is the main institutional structure through which goals C1 and C2 from the Vision for Student Learning are executed. The goals of the ODI help move the college towards the VSL goals of C1 and C2. Complete details of the work of the ODI to meet these VSL goals can be found in the annual report from that office. Some relevant excerpts are below:

C1. fostering an awareness of different cultures through a commitment to diversity and inclusion

- ODI sponsored two interns who helped lead campus walks in Spanish and attended college fairs geared towards the Latinx community
- 1stGen@HDX aims to organize monthly programming to provide information to help guide first generation students through their college careers. These sessions bring together mentors and mentees to discuss topics like accessing campus support services and managing time and money.
- Faculty hires for the 2022-23 academic year (including short-term appointments) included faculty from Africa, South Asia, and the Middle East, areas of the world from which we currently have little or no employee representation on campus. Research interests and expertise from these faculty and other new faculty include Africa, LGBTQ+, gender, and disability issues. A copy of new faculty profiles is provided in Appendix 1.
- The VP for ODI participated in the Assistant Director of Academic Success search process
- ODI staff highlighted and promoted open positions to diverse audiences through social media and other networks
- The VP for ODI collaborated with the Committee for Diversity and Dialogue to implement the third required diversity training for all employees. During its inaugural year employees participated in group discussions led by a faculty or staff member (most of whom were members of the Diversity and Dialogue Committee) and a student. The students were Diversity Ambassadors and members of the Diversity and Dialogue Committee. At the end of the discussions employees were asked to commit to at least one action step towards diversity and inclusion efforts on campus. For the 2022-23 academic year employees were asked to gather as departments to discuss inclusive strategies.
- Students were required to complete diversity training for the first time during the spring 2022.
- ODI brought back the College Connections programs and introduced the Multicultural Mixer at the beginning of the semester. The College Connections program allowed students to connect with faculty and staff and seniors who identified with their same racial or ethnic identity. Separate meetings were held for individuals who identified as Black, Latinx, AAPI, and Native or Multiracial. Since this event had not occurred for two years due to COVID, first years, sophomores, and juniors were invited to participate.
- ODI, in collaboration with Career Services, Development and Alumni Services, and the Environmental Concerns Committee sponsored the Professional Dress Free Store. The event allows students to come shop for free items they can use for interviews, work, etc., in preparation for Career and Internship Fair in February. Alumni and Development hold donation collection events in Little Rock and Conway to give alumni the opportunity to donate and clothing, jewelry, and accessories are collected from faculty and staff on campus. The donation turnout this year was so overwhelming that a second day was added to the event to allow faculty and staff to shop as well. Some items left from the event were donated to local unhoused individuals.

Table 1. Enrollment Data Comparison for Students of Color

<i>Year</i>	<i>Hendrix</i>	<i>State</i>	<i>Regional</i>	<i>National</i>
2015	24%	15%	31%	28%
2016	25%	14%	31%	29%
2017	28%	17%	32%	30%
2018	30%	18%	33%	30%
2019	23%	18%	33%	31%
2020	32%	19%	34%	32%
2021	30%	18%	34%	33%
2022	26%	19%	33%	32%

Students of color are defined as students who self-identify as any race other than “white,” excluding individuals classified as “nonresident alien.” Students with unknown race/ethnicity are not counted. Data are cross-sectional, capturing percentage of student population in September of each year reported to IPEDS. Hendrix College data are provided by the Institutional Researcher.

State – all participating Title IV institutions that are AICU institutions, excluding HBCUs (n=9)

Regional – all participating Title IV similarly sized [category 2 – 1,000-4,999] four-year private nonprofit UG institutions located in the 12 states in which ACS schools are located, excluding HBCUs (n=138)

National – all participating Title IV four-year nonprofit institutions, also excluding HBCUs (n=609)

Pell-eligible Student Population as Percentage of Total Student Population at Hendrix Over Time

2015	2016	2017	2018	2019	2020	2021	2022
19%	23%	28%	29%	29.5%	29%	24%	22%

1st Generation student percentage for 2022

20%

C2. providing opportunities for students to confront the diverse challenges and needs of our shared communities in order to inspire them to lead lives of service

- The ODI supported Student’s for Black Culture’s Black Excellence Week which included a movie night, group painting event, a black success panel which included Dr. Marquita Norman, Hendrix alum, emergency room doctor and professor, an Arkansas politician, a business owner, and higher education professionals from Hendrix and UA-Little Rock.
- ODI staff met with, and assisted in gathering students of color to meet with Murphy House and Wingate Museum invited speakers and encouraged groups to participate in Murphy and Wingate Museum events and opportunities.











- The 1stGen@HDX program was able to partner with Hendrix alum Dr. Valencia Moses to provide group and individual professional development support through strengths-based training and coaching. During the spring 2022 semester students had the opportunity to attend the Summer Prep Series to help prepare them for summer opportunities. The overview session featured upperclassmen students and staff who presented on summer options for shadowing, internships, research, study abroad, and paid work. Follow-up sessions that were more detailed were offered for professional development, student abroad, and internships.
- The ODI maintains the Bridging Alumni of Color (BAC@HDX) affinity group for alumni of color. This group is chaired by Hendrix alum Harvell Howard '03 and has an advisory group. Members of the group regularly volunteer to assist in multicultural student organization programming. BAC@HDX members participated in Black Excellence Week sponsored by multicultural student organizations. They also participated in a reception and menstrual products drive during Alumni Weekend
- In June 2022 the ODI partnered with the Arkansas Minority Health Commission to host Camp ICan. The camp focuses on healthy eating and lifestyle choices for children from 6-10 years old. ODI staff hosted 25 children for the three-day, day long camp. Camp attendees and their parents provided positive feedback and expressed their desire to return in the future.
- The ODI, Chaplain's Office, and Students for Black Culture collaborated for the annual MLK Chapel Service. The service returned to in-person. Dr. Denise Donnell was the speaker. This event historically invites members of the Hendrix and surrounding community to come together to worship in the spirit of Dr. King's legacy.

Indirect assessment of C1 and C2 are provided by the Commencement Survey as well as the National Survey of Student Engagement. The Commencement Survey indicates that 80% of graduating students feel that Hendrix at least moderately encourages interaction among students from different backgrounds. In addition, NSSE data shows that 79% of students feel that their experiences at Hendrix contributed to their development in understanding people of other backgrounds. Similarly, Hendrix fares well relative to its peers in accepting people of different sexual orientations and providing an environment that encourages an appreciation of diversity. Finally, the Commencement survey indicates that over half of students have never felt excluded, snubbed, or shamed because of beliefs, background, or personal life. Certainly the approximately 47% of students who have felt excluded at least sometimes is an area of focus for the college.

To what extent do you think Hendrix encourages interaction among students from different backgrounds (e.g., social, racial/ethnic, religious)?				Have you ever felt excluded, snubbed, or shamed at Hendrix because of your beliefs, background, or personal life?		
	Number	Percent			Number	Percent
Very much	41	35.65%		No, never	61	53.04%
Moderately	51	44.35%		Sometimes, but rarely	42	36.52%
Slightly	19	16.52%		Often	5	4.35%
Not at all	4	3.48%		All the time	5	4.35%

Perceived Gains Among Seniors

Students reported how much their experience at your institution contributed to their knowledge, skills, and personal development in ten areas.

Perceived Gains (Sorted highest to lowest)	Percentage of Seniors Responding "Very much" or "Quite a bit"
Thinking critically and analytically	92% 
Writing clearly and effectively	89% 
Working effectively with others	82% 
Speaking clearly and effectively	80% 
Understanding people of other backgrounds (econ., racial/ethnic, polit., relig., nation., etc.)	79% 
Being an informed and active citizen	75% 
Analyzing numerical and statistical information	73% 
Developing or clarifying a personal code of values and ethics	68% 
Acquiring job- or work-related knowledge and skills	67% 
Solving complex real-world problems	66% 

Consortium Report on Mission Engagement

Every institution has a mission statement. We would like to know how familiar you are with your school's mission. Please indicate your agreement with each of the following statements:

The mission of this institution is widely understood by students.	FY	3.8	
	SR	3.6	▽
This institution offers opportunities for developing leadership skills.	FY	4.2	
	SR	4.2	
Preparation for a career is an important part of the mission of this institution.	FY	4.2	
	SR	4.1	
People of different sexual orientations are accepted socially here.	FY	4.5	▲
	SR	4.6	▲
The environment here encourages students to develop an appreciation of diversity.	FY	4.3	▲
	SR	4.4	▲

1 Strongly disagree
2 Disagree
3 Neither Disagree/Agree
4 Agree
5 Strongly Agree

National Survey of Student Engagement [NSSE]		Hendrix 2018				Hendrix 2020				Hendrix 2022			
	Class	Mean	Group (5)	ACS (10)	NSSE 2017-18	Mean	Southwest Private	Carnegie Class	NSSE 2019-20	Mean	Southwest Private	Carnegie Class	All NSSE
2.	During the current school year, about how often have you done the following?												
c.	Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	FY	2.6	*		2.8			**	2.9			***
		SR	3.1	*	*	3.0	*		***	2.9			***
d.	Examined the strengths and weaknesses of your own views on a topic or issue	FY	2.7	*		2.9				2.9			*
		SR	3.0		*	3.1			**	2.9			
e.	Tried to better understand someone else's views by imagining how an issue looks from his or her	FY	2.8	*		3.0				2.9			
		SR	3.2			3.1				3.1			
3.	During the current school year, about how often have you done the following?												
a.	Talked about career plans with a faculty member	FY	2.2	**		2.4				2.3			
		SR	2.8		**	2.9	***		***	2.9	***	*	***
d.	Discussed your academic performance with a faculty member	FY	2.1	**	*	2.2				2.3			**
		SR	2.4			2.6	***		***	2.5	***		***
8.	During the current school year, about how often have you had discussions with people from the following groups?												
a.	People of a race or ethnicity other than your own	FY	3.1	*		3.3	**	*	***	3.3	*	**	***
		SR	3.1			3.3	**	**	**	3.1			
b.	People from an economic background other than your own	FY	3.2		*	3.4	***	**	***	3.3	**	***	***
		SR	3.2			3.3	***	**	***	3.2	**	*	***
c.	People with religious beliefs other than your own	FY	3.1			3.3	***	***	***	3.2	**	**	***
		SR	3.1			3.3	***	***	***	3.0	**		*
d.	People with political views other than your own	FY	2.7	***	***	3.0				2.9			
		SR	2.7		*	2.8				2.6	*		*
e.	People with a sexual orientation other than your own	FY								3.3	***	***	***
		SR								3.3	***	**	***
f.	People from a country other than your own	FY								2.5	**	*	
		SR								2.7			
14.	How much does your institution emphasize the following?												
d.	Encouraging contact among students from different backgrounds (social, racial/ethnic, economic, or political issues)	FY	3.0		*	3.0	*	*	**	2.8			
		SR	2.6			2.8		*	*	2.8	*	*	
i.	Attending events that address important social, economic, or political issues	FY	2.9		***	2.7	*		***	2.7	*		***
		SR	2.7		**	2.7	***		***	2.8	**	***	***
17.	How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?												
g.	Developing or clarifying a personal code of values and ethics	FY	2.7			2.7				2.7			
		SR	2.8			3.0				3.0			
h.	Understanding people of other backgrounds (economics, racial/ethnic, political, religious, etc.)	FY	2.9			3.0				3.0			**
		SR	2.9			3.1			*	3.1	*		**
21.	To what extent do you agree or disagree with the following statements?												
a.	I feel comfortable being myself at this institution.	FY				3.3				3.3			
		SR				3.3				3.3		*	
b.	I feel valued by this institution.	FY				3.1				3.0			
		SR				2.8	*			3.0		*	
c.	I feel like part of the community at this institution.	FY				3.0				3.1			
		SR				3.0				3.1		*	*

Conclusions

The parts of the VSL that were assessed in this cycle are different in nature from the Rigorous Inquiry and Informed Deliberation goals that were previously assessed. When the VSL was created, these parts were included to ensure that the college was following through on its commitment to support diversity and provide opportunities for students' personal and professional growth. Evidence suggests that the college is successfully devoting resources to these important areas of student and campus life.