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HENDRIX
ODYSSEY PROGRAM

2023 Assessment Report

May 30, 2023

Overview

During the 2022-23 academic year, the Odyssey Office continued the scheduled assessment of The Odyssey Program Learning Goals, as outlined in the Student Assessment Plan. In particular, we assessed Learning Goal 1:

Enhance [student] learning – both what they know and what they come to know – by:
- *the examination of ideas in new contexts,*
- *the application of ideas to practice,*
- *the first-hand discovery of how things are in the world,*
- *the exercise of, and reflection upon, their powers of judgement in practical situations.*

Three instruments were used for assessment purposes:

- Completion Form Survey (indirect assessment): This is a two-question survey that was added to the standard Odyssey Project Completion Form. See Appendix A for the instrument.
- Odyssey distinction application (direct assessment): This assessment tool asks graduating seniors eligible for distinction to elaborate on their experience with the program. In particular, we analyzed responses to Question 6 and Question 7 in Appendix B.
- Senior Exit Survey (indirect assessment) This assessment tool asks graduating seniors questions about their experiences with Odyssey program. Questions 36-40 of the survey are specifically about the Odyssey program. These questions are pasted in Appendix C.

The Student Assessment plan includes the Odyssey Senior Dinner as a direct assessment tool. These dinners were discontinued during the COVID-19 pandemic and were not restarted this year.

Summary of Results: Completion Form Survey

For the third year in a row, we collected indirect assessment information from students that submitted completion forms for ongoing Odyssey projects. Between September 1, 2022, and May 12, 2023, we received 504 completions with responses to the two questions that appear in Appendix A.

Assesment Comparison of Odyssey Learning Goals
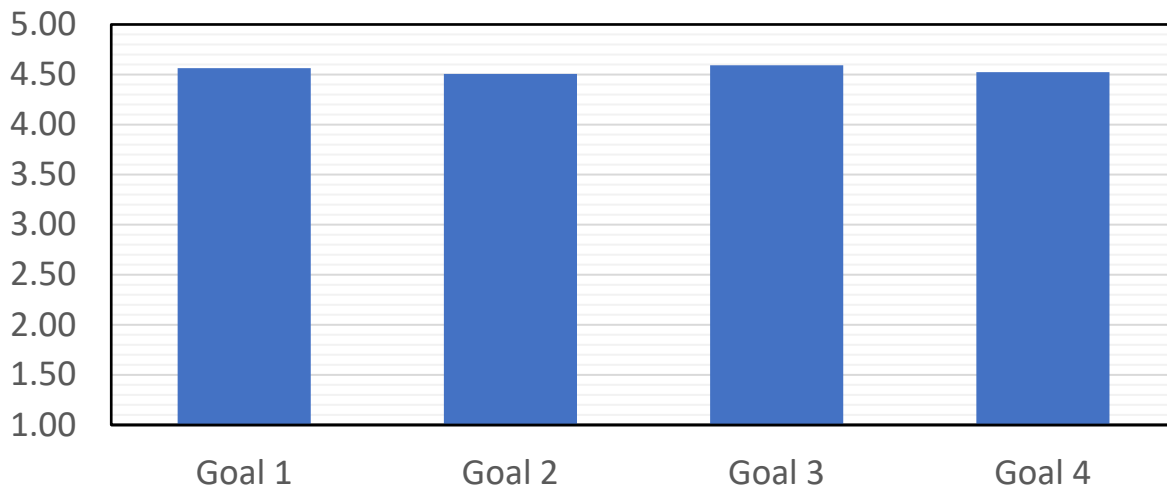
5.00			
4.50			
4.00			
3.50			
3.00			
2.50			
2.00			
1.50			
1.00			
Goal 1	Goal 2	Goal 3	Goal 4

The aggregate data reveals that respondents thought their projects met all four learning goals very well with an average or about 4.5 on a 1-5 scale. Because of the high number of responses and the overwhelmingly positive ratings, we analyzed the short answer responses to Question 10 only selectively by focusing on the respondents who rated Goal 1 with a "1" or "2". Seven respondents rated Goal 1 with a "1" or "2," all in the SP, SW, and PL categories. In their qualitative feedback, the respondents shared the following statements that relate to Goal 1:

- I learned that I enjoy helping young kids get better at something, especially something that I enjoy. I also learned that each kid needs different ways of learning something and you just have to keep trying and fail a few times to find out.
- The learning goal that was most relevant to our meetings was linking action to social needs. The area that I see this most is on my sports team. Teams need leaders both on and off the field and this course has helped me to understand how to become that leader and put it into action.
- This project reinforced my desire to care for others and how this will play out in my future career as a doctor. I now plan to spend time volunteering at places like these while going to UAMS in Little Rock as well. I also feel that people of my generation are often so plugged in to virtual platforms that they forget to be intentional with those around them in "real life." This project has reminded me of this and is leading me to take intentional action to care for others.
- By volunteering at these events, I learned of the many ways there are to volunteer in your community. You can volunteer in processing online data, a community cleanup, or simply helping your next-door neighbor. As I volunteered, I felt I was having an impact in the community, even when my work wouldn't be directly acknowledged by the public.

The comments reveal that some students may have been overly critical in their quantitative assessments. Multiple students commented that their Odyssey projects allowed them to better understand community needs through service work, which indicates that students did have a "first-hand discovery of how things are in the world." It is possible that students did not fully understand the wording of Goal 1. In the coming years the Odyssey office plans to work with CEL and the faculty to update the learning goals so that they are easier to understand for all Odyssey participants.

Summary of Results: Odyssey Distinction Application

In 2022-23, we awarded Distinction in Odyssey to 16 graduating seniors. They all had to submit an application (Appendix B) that specifically asked them about the learning goals they found most relevant, prior to elaborating on them. The former question is perhaps less instructive with high-performing students. They all have completed at least five of the six Odyssey categories at the time of applying in April of their senior year, and have clear plans to meeting the sixth, if they haven't already done so. Therefore, most respondents checked all four learning goals in their responses.

In their short answers to Question 7, students most frequently talked about Odyssey projects enhancing their learning (Goal 1) and this was often achieved through projects across the categories. Selected student comments are included below:

- By having the ability to take what I am learning in the classroom and apply it into real life scenarios, my learning has been significantly more engaged.
- I think that my odyssey experiences have given me the chance to learn and experience all of these learning goals. The first goal, "Enhancement of learning" was accomplished during my odyssey experiences. Multiple of my experiences required me to learn information that was not taught or introduced during my classes. This caused me to have to think beyond the topics introduced in class. I had to use the information I did not know to make sense of the information required to understand what I did not know.
- The completion of my Odyssey projects provided a form of learning and experience that sets me apart from every other college student in the nation. My learning was enhanced through projects on social injustices, community involvement, and learning outside my discipline. I used my skills I learned in the classroom and applied them to real issues and scenarios in the world. Additionally, I developed an individuality and sense of responsibility along with professional leadership.
- I chose enhancement of learning because I believe that is at the core of each of my Odyssey projects. Each one has helped me learn more about who I am as a person and as a student. For example, I have never considered myself a good public speaker, but by taking classes such as Introduction to Theatre and Model United Nations I learned techniques to help boost my confidence and my ability to present and perform in front of others. On the academic side, I've learned about how important civic engagement is through my Public Policy class and by interning at two nonprofits. The combination of classroom learning, and real-world experience allowed me to enhance my understanding of the political issues and ideas I'm interested in which has helped me grow as a Politics major and as someone who wants to be actively involved in their community.
- I chose the Enhancement of Learning goal because with each new Odyssey project, I evolved into a different person through self-reflection. Whether it was the undergraduate research projects I did at UAMS or interning at an underserved hospital in India, I have been

challenged to question who I am and who I wanted to become at every point throughout the last five years of undergrad. Through my research projects, I was able to apply theories and concepts I learned in my courses to real-life experiments and watch them come to fruition and sometimes not. Some of my Odyssey projects that were based on research often did not have the expected outcome, essentially the project had failed, but through thorough reflection of what went wrong and what I could do better next time, I am a better student and researcher for it.

There have been continued discussion within the Odyssey Office regarding revisions to the distinction process and/or criteria. A proposal to update the process to require a faculty and/or staff nomination was discussed with CEL. The committee did not recommend this proposed change; thus, the process was not updated. We will continue to rethink the process and reconsider the prompts to encourage students to respond with more direct examples about how they met each of the learning goals.

Summary of Result: Commencement Survey

The 2023 commencement survey included five questions related to the Odyssey Program (Appendix XXX). There were 127 responses. The aggregate data reveals that respondents thought their projects met all four learning goals very well with an average or about 3.3 on a 1-4scale.
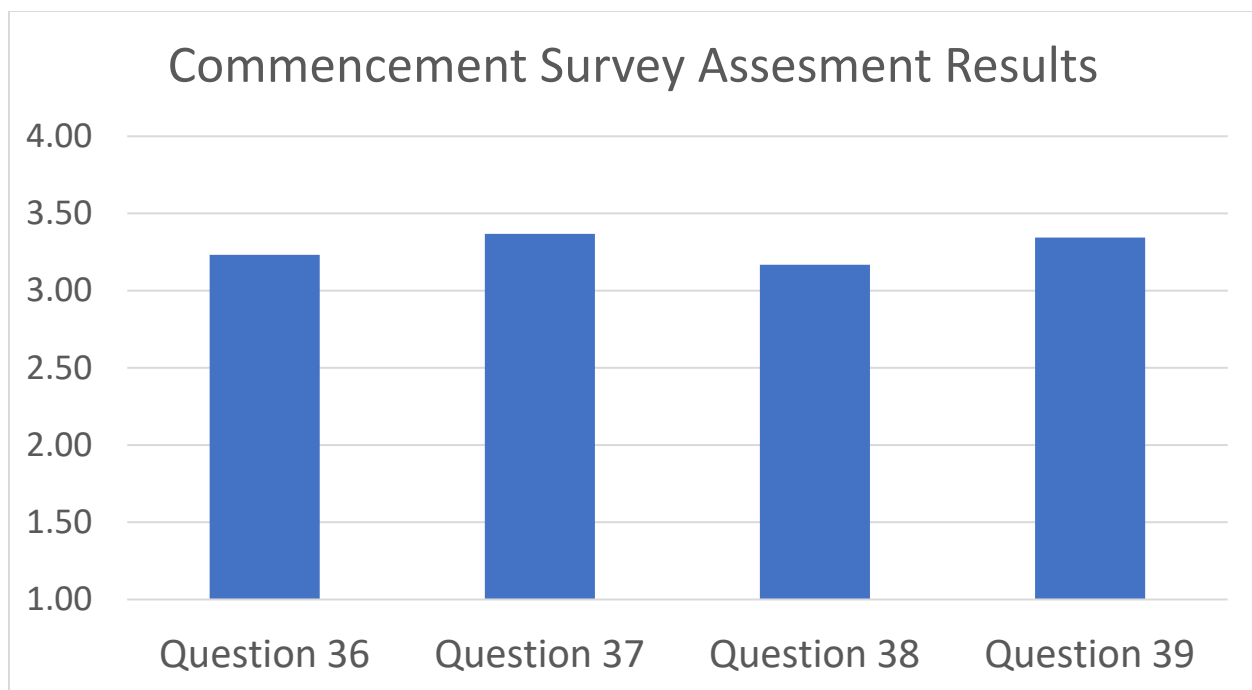
Question 39 most directly relates to learning Goal 1 of the Odyssey program. Eight graduating students responded "Disagree" and one responded "Strongly Disagree" to this question. All other students responded either "Agree" or "Strongly Agree." As with the Completion Form survey we considered the free responses to this question (Question 40). Unfortunately, none of the students responded with any valuable information that helps to understand their responses. One student simply answered, "No" to question 40.

Summary of Results: Course Feedback Forms

This is the second year that pre-coded courses for Odyssey credit were assessed using category-specific questions from student feedback forms (Appendix D). Data from both the Fall 2022 and Spring 2023 semesters are included. Note that data was not provided at the course level breakdown as it was last year, and no data was provided for TART or DANC courses. It is unclear why this data was not provided as requested.

Department	Response %	Category	Question Avg.	No EL component (%)
English	66.7%	UR	4.67	25.0%
Sociology/Anthropology	33.3%	UR	5.00	0.0%
History	53.3%	SP	4.25	N/A
Politics	70.0%	SP	4.64	N/A
Art	55.9%	AC	4.41	23.9%
English	73.7%	AC	4.25	28.6%
Music	47.9%	AC	4.56	20.7%

Generally, students felt that the courses met the engaged learning objectives that we asked about: the question averages ranged from 4.25 to 5 on a 1-5 scale. At the same time, Column 5 above reveals that the public performance expectations for the AC category might have not been clear to some of the respondents. 32% of students in ENGC classes, 20.7% of MUSC classes, and 23.9% of students in ARTS classes stated that they did not have a public performance component in their Odyssey-coded class. In addition, in ENGC courses 25.0% of students stated that they did not have a public presentation component in their UR coded course. It is important to note that these percentages are lower than the previous year, suggesting that course instructors may have used responses to this question to make the presentation component of AC and UR coded courses clearer to students. In the coming years the Odyssey office plans to work with the Committee on Engaged Learning to review all Odyssey coded courses to ensure that the Odyssey requirements are being met and consider if some courses need to revise their Odyssey coding.

 Long-Term Assessment and Planning

During the 2022-23 academic year the Odyssey office in collaboration with CEL began the process of re-writing the descriptions of each Odyssey category to make the requirements and goals of each category clearer. This process will continue through the summer and the 2023-34 academic year. Once this process is complete, the Odyssey office and CEL will re-visit the Odyssey learning goals, to ensure that they still line-up with the category and to make sure the goals are clear to all Odyssey participants. When revised learning goals are adopted a new Student Assessment Plan will be prepared to assess the effectiveness of the new goals.

One of the assessment tools, the Odyssey Senior Dinners, was discontinued during the COVID-19 pandemic and there is no current plan to re-start these diners. While valuable information has been obtained from these events, they did require a significant amount of faculty/staff time. To replace this direct assessment tool the Odyssey office is considering collecting data directly from Odyssey

supervisors via a form submitted towards the end of the academic year. Discussions will continue the Odyssey office about the best way to collect this data and we plan to add this assessment tool in the 2023-34 academic year. The Student Assessment Plan will be updated at this time.

Appendix A: Completion Form Indirect Goal Assessment

10. On a scale from 1 (not at all) to 5 (to a very high degree), to what extent did you accomplish each of these Odyssey learning goals through this experience? *

    Please choose "N/A" if the goal is not applicable to your experience.

    If you would like more information on the goals, please see:
    https://www.hendrix.edu/odyssey/odyssey.aspx?id=72348

	N/A	1	2	3	4	5
1. Enhancement of learning	○	○	○	○	○	○
2. Vocational/career self-discovery	○	○	○	○	○	○
3. Sense of ownership of educational pursuits and life-long learning	○	○	○	○	○	○
4. Linking action to the social, spiritual, and ecological needs of our time	○	○	○	○	○	○

11. Please use the space below to elaborate on the learning goals that were especially relevant to your experience. *

    Enter your answer

Appendix B: Odyssey Senior Distinction Application

Distinction Application

This form asks you to share with us your experience with the Odyssey Program. We will review it, along with your completed Odyssey projects, to determine whether you graduate with distinction in Odyssey. You are encouraged to be thoughtful and thorough in your responses. Provide examples that will give the reader evidence of your reflection, learnings, growth, etc.

The deadline to submit this form is 5 pm on Friday, March 17, 2023.

Questions

1.First Name

2.Last name

3.Hendrix ID

4.Which Odyssey categories have you completed?
Please mark all that apply.

Artistic Creativity
Global Awareness
Professional and Leadership Development
Service to the World
Undergraduate Research
Special Projects

5.If you have a pending Odyssey credit(s), please describe your completion plans and timeline.

6.Please check the learning goal(s) that were best met through your Odyssey experiences.
You can find out more about the learning goals of the Odyssey Program here:
https://hendrix.sharepoint.com/sites/OdysseyProgram/SitePages/Learning-Goals.aspx?source=https%3a//hendrix.sharepoint.com/sites/OdysseyProgram/SitePages/Forms/ByAuthor.aspx

Enhancement of learning
Vocational Self-Discovery and Professional Development
Development of a sense of ownership over one's educational pursuits and of the habits conducive to life-long learning

Increased awareness of one's responsibility for linking action and understanding in the effort to respond effectively to the social, spiritual, and ecological needs of our time

7.Please elaborate on why you selected the goal(s) above.
Please limit your response to 500 words.

You can find out more about the learning goals of the Odyssey Program here:
https://hendrix.sharepoint.com/sites/OdysseyProgram/SitePages/Learning-Goals.aspx?source=https%3a//hendrix.sharepoint.com/sites/OdysseyProgram/SitePages/Forms/ByAuthor.aspx

8.What impact have your Odyssey experiences had on your undergraduate career? How have your Odyssey experiences impacted your undergraduate career?
Please limit your response to 500 words
.
9.How do you anticipate your Odyssey experiences will guide your professional and personal life beyond Hendrix?
Please limit your response to 500 words.

10.Beyond having completed projects in all the Odyssey categories, why should you be considered for graduating with Distinction in Odyssey?

11.Is there anything else you would like to share with us?

This could include recommendations for the Odyssey Program or information that you'd like to share beyond the questions above.

Please limit your response to 500 words.

Appendix C: Senior Commencement Survey Questions

Thinking about your Hendrix Odyssey experience, how much do you agree or disagree with the following statements?

One of more of my Odyssey experiences helped me...

36. Set my personal educational goals and make a plan for realizing them

    a. Strongly Disagree
    b. Disagree
    c. Agree
    d. Strongly Agree

37. Think about how my values and beliefs influence my actions and goals

    e. Strongly Disagree
    f. Disagree
    g. Agree
    h. Strongly Agree

38. Plan my professional life after graduation

    i. Strongly Disagree
    j. Disagree
    k. Agree
    l. Strongly Agree

39. Examine ideas in new contexts and apply theories to practice

    m. Strongly Disagree
    n. Disagree
    o. Agree
    p. Strongly Agree

40. Do you have anything else you'd like to share about Hendrix Odyssey?

Appendix D: Course Feedback Form Additional Questions

Undergraduate Research
My Odyssey *Undergraduate Research* public presentation enhanced my learning experience.
- There was no public presentation associated with this class.
- Strongly disagree.
- Disagree
- Neither agree nor disagree
- Agree
- Strongly Agree

Artistic Creativity
My Odyssey *Artistic Creativity* performance or public presentation enhanced my learning experience.
- There was no performance or public presentation associated with this class.
- Strongly disagree.
- Disagree
- Neither agree nor disagree
- Agree
- Strongly Agree

Service to the World
My involvement with the Odyssey *Service to the World* project enhanced my learning experience.
- There was no service project associated with this class.
- Strongly disagree.
- Disagree
- Neither agree nor disagree
- Agree
- Strongly Agree

Global Awareness
The course allowed me to become familiar with a culture or environment other than my own.
- Strongly disagree.
- Disagree
- Neither agree nor disagree
- Agree
- Strongly Agree

Professional and Leadership Development
The course allowed me to explore leadership or develop professional skills.
- Strongly disagree.
- Disagree
- Neither agree nor disagree
- Agree
- Strongly Agree

Special Projects

This course allowed me to approach its topic from different disciplinary perspectives or ways of knowing.

- Strongly disagree.
- Disagree
- Neither agree nor disagree
- Agree
- Strongly Agree