

Vision for Student Learning

Student Assessment Plan

Learning Goals:

With the guidance of the college community and the curriculum requirements, our students benefit from the breadth and depth of a liberal arts and sciences education. They engage in rigorous inquiry and informed deliberation by:

- I1. investigating and researching underlying causes and connections
- I2. synthesizing evidence from multiple sources
- I3. designing ways to answer their questions
- I4. acquiring the skills to evaluate arguments and evidence critically
- I5. developing independent, nuanced, and thoughtful analyses
- I6. making connections among different bodies of knowledge
- I7. communicating their findings effectively and persuasively through written, oral, experiential, visual, or other appropriate methods
- I8. reflecting on their studies and being prepared to engage with the world based on their inquiry and deliberation

Hendrix College students actively and reflectively engage with multiple communities by:

- MC1. understanding the past, present, and future needs of the earth and of humanity, and of the challenges of our interdependence
- MC2. considering ethical conundrums from conflicting perspectives
- MC3. bringing their experiences in the wider community back to the classroom to enhance their course of study

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
- WP3. providing tools and opportunities to prepare our students for their prospective professional lives
- WP4. striving to inspire students to lead lives of accomplishment as both leaders and team members
- WP5. encouraging their development into individuals who are independent, responsible, and attentive to their own mental and physical well-being
- WP6. nurturing their life-long love of learning, both about themselves and about the world as curious, creative, and active participants in life and in their communities.

Curriculum Mapping

	I1	I2	I3	I4	I5	I6	I7	I8	MC 1	MC 2	MC 3		C1	C2		WP1	WP2	WP3	WP4	WP5	WP6
Odyssey																					
TEC																					
Learning Domains																					
EA																					
HP																					
LS																					
NS																					
NSL																					
SB																					
VA																					
Explorations																					
Capacities																					
W1																					
W2																					
FL																					
PA																					
QS																					
NSSE																					
Departmental Assessment plans																					

Notes: I1-I8 refer to the 8 goals associated with rigorous inquiry and informed deliberation. MC1-3 are the goals for how students actively and reflectively engage with multiple communities, and C1 and C2 refer to the support that the college community provides. WP1-WP6 reflect opportunities that the college provides for students to develop into whole persons.

Plans for Gathering Information:

Direct Assessment:

I 1-5; I7: Departments will apply the VSLG Rubric (Appendix A) to their Senior Capstone or other culminating project.

I 6: Advisors will apply the VSLG Rubric to a guided conversation with each of their Junior advisees (Appendix B).

I 8: Advisors will apply the VSLG Rubric to a guided conversation with each of their Junior advisees (Appendix C).

MC 1-2: Advisors will apply the VSLG Rubric to a guided conversation with each of their Junior advisees (Appendix D).

MC 3: Advisors will apply the VSLG Rubric to a guided conversation with each of their Junior advisees (Appendix C).

C 1-2: [Office of Diversity and Inclusion Assessment](#).

WP 1-2: Advisors will consider their conversations with advisees over the year and determine to what extent they addressed these issues (Appendix E).

WP 3: Advisors will apply the VSLG Rubric to a guided conversation with each of their Junior advisees (Appendix F).

WP 4: Advisors will apply the VSLG Rubric to a guided conversation with each of their Junior advisees (Appendix G).

WP 5: Advisors will apply the VSLG Rubric to a guided conversation with each of their Junior advisees (Appendix F).

WP 6: Advisors will apply the VSLG Rubric to a guided conversation with each of their Junior advisees (Appendix C).

Indirect Assessment:

I 1-8: Page 13 of the Senior Survey (Appendix H)

MC 1: Page 13 of the Senior Survey (Appendix H)

MC 2: Page 13 of the Senior Survey (Appendix H)

MC 3: Page 12 of the Senior Survey (Appendix H)

C 1: Page 13 of the Senior Survey (Appendix H)

C 2: Page 13 of the Senior Survey (Appendix H)

WP 1: Advising Survey (Appendix I)

WP 2: Advising Survey (Appendix I)

WP 3: Advising Survey (Appendix I); Page 12 of the Senior Survey (Appendix H)

WP 4: Page 10 of the Senior Survey (Appendix H)

WP 5: Page 14 of the Senior Survey (Appendix H)

WP 6: Page 14 of the Senior Survey (Appendix H)

VSL Cycle for Assessment

Year	I1	I2	I3	I4	I5	I6	I7	I8	MC1	MC2	MC3
2018-2019						F18					
2019-2020	S20	S20	S20	S20	S20		S20				
2020-2021								F20			F20
2021-2022									F21	F21	
2022-2023											
Direct	VSLG Rubric in Capstone	VSLG Rubric in Capstone	VSLG Rubric in Capstone	VSLG Rubric in Capstone	VSLG Rubric in Capstone	Junior Meeting	VSLG Rubric in Capstone	Junior Meeting	Junior Meeting	Junior Meeting	Junior Meeting
Indirect	Senior Survey, page 13	Senior Survey, page 13	Senior Survey, page 13	Senior Survey, page 13	Senior Survey, page 13	Senior Survey, page 13	Senior Survey, page 13	Senior Survey, page 13	Senior Survey	Senior Survey, page 13	Senior Survey, page 12

Year	C1	C2	WP1	WP2	WP3	WP4	WP5	WP6
2018-2019								
2019-2020					F19		F19	
2020-2021								F20
2021-2022			F21	F21				
2022-2023	F22	F22				F22		
Direct	ODY Assessment	ODY Assessment	Advisor assessment	Advisor assessment	Junior Meeting	Junior Meeting	Junior Meeting	Junior Meeting
Indirect	Senior Survey, page 13	Senior Survey, page 13	Advising Survey	Advising Survey	Advising Survey/ Senior Survey, page 12	Senior Survey, page 10	Senior Survey, page 14	Senior Survey, page 14

Appendix A

Hendrix College Vision for Student Learning Rubric

With the guidance of the college community and the curriculum requirements, our students benefit from the breadth and depth of a liberal arts and sciences education. They engage in rigorous inquiry and informed deliberation by:				
	Capstone 4	Milestones 3 2		Benchmark 1
I1. investigating and researching underlying causes and connections	Explores a topic in depth, yielding a rich awareness of its larger context.	Explores a topic in depth, yielding insight into its larger context.	Explores a topic with some evidence of depth, providing occasional insight into its larger context.	Explores a topic at a surface level, providing basic facts and little insight into its larger context.
I2. synthesizing evidence from multiple sources	Synthesizes in-depth information from relevant sources representing various points of view/ approaches.	Presents in-depth information from relevant sources representing various points of view/ approaches.	Presents information from relevant sources representing limited points of view/ approaches.	Presents information from irrelevant sources representing limited points of view/ approaches.
I3. designing ways to answer their questions	Identifies multiple approaches to address their question that apply within a specific context.	Identifies approaches to address their question, only some of which apply within a specific context.	Identifies only a single approach to address their question that does apply within a specific context.	Identifies one or more approaches for to address their question that do not apply within a specific context.
I4. acquiring the skills to evaluate arguments and evidence critically	Information is taken from source(s) with enough interpretation/ evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.	Information is taken from source(s) with enough interpretation/ evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.	Information is taken from source(s) with some interpretation/ evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.	Information is taken from source(s) without any interpretation/ evaluation. Viewpoints of experts are taken as fact, without question.

The Hendrix College community supports these goals by:

<p>C1. fostering an awareness of different cultures <u>through a commitment to diversity and inclusion</u></p>	<p>Demonstrates evidence of adjustment in own attitudes and beliefs because of working within and learning from diversity of communities and cultures. Promotes others' engagement with diversity.</p>	<p>Reflects on how own attitudes and beliefs are different from those of other cultures and communities. Exhibits curiosity about what can be learned from diversity of communities and cultures.</p>	<p>Has awareness that own attitudes and beliefs are different from those of other cultures and communities. Exhibits little curiosity about what can be learned from diversity of communities and cultures.</p>	<p>Expresses attitudes and beliefs as an individual, from a one-sided view. Is indifferent or resistant to what can be learned from diversity of communities and cultures.</p>
<p>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</p>	<p>Engages with multiple communities and evaluates and applies diverse perspectives to complex subjects within natural and human systems in the face of multiple and even conflicting positions. Uses this knowledge to commit to future action.</p>	<p>Engages with multiple communities and synthesizes other perspectives when investigating subjects within natural and human systems. Uses this knowledge in contemplating future action.</p>	<p>Is familiar with different communities and identifies and explains multiple perspectives when exploring subjects within natural and human systems. Is aware of possible future action.</p>	<p>Has limited interaction with different communities. Identifies multiple perspectives while maintaining a value preference for own positioning. Does not consider possible future action.</p>

Appendix B

Junior Advising Meeting

During the 6th and 7th week of classes (September 24th-October 5th) faculty advisors will meet individually with junior advisees to discuss Odyssey, career goals, and score the VSL rubric.

Odyssey Suggested Questions

- 1) If a junior has zero or one Odyssey complete, then the first question should be: What's the plan for getting Odyssey requirements complete?
- 2) In any case, then turn the focus to students' plans for life after Hendrix and how they might use the summer between junior and senior years to use Odyssey for better preparation for life after Hendrix. Students should be reminded of the Feb. 1 and April 1 deadlines for Odyssey funding that might facilitate that. You may want to ask questions about their extracurricular interests, keeping in mind that Odyssey categories other than UR or PL may be very useful in achieving their educational and vocational goals.

VSL Rubric: Hendrix College Quality Initiative

After the Odyssey discussion is complete, faculty advisors will turn the conversation to inter-disciplinarity for the purpose of scoring the VSL I6 rubric. Advisors will receive an email to an electronic scoring rubric for each advisee. **Students should not see the rubric during the conversation.**

VSL I6	Capstone	Milestones		Benchmark
Rubric	4	3	2	1
I6. making connections among different bodies of knowledge	Independently creates wholes out of multiple parts (synthesizes) or draws conclusions by combining examples, facts, or theories from more than one field of study or perspective.	Independently connects examples, facts, or theories from more than one field of study or perspective.	When prompted, connects examples, facts, or theories from more than one field of study or perspective.	When prompted, presents examples, facts, or theories from more than one field of study or perspective.

Suggested Discussion Prompts

Ask: Have you had the experience of making connections between your major courses and your non-major courses, or vice versa, to help you deepen your understanding?

- If so, how?
 - If the student needs no further prompting, faculty can mark the rubric in **categories 3 or 4**.
 - If the student is simply able to make connections, mark the rubric in **category 3**.
 - If the student is able to synthesize, mark the rubric **category 4**.
- If not, here are some possible prompts:
 - What classes are you taking this semester? In which two classes do you see the most connections? In what ways are they connected?
 - Is there a topic that you have become interested in exploring during your time at Hendrix? Have you been able to explore that topic in more than one class? In more than one discipline [e.g. x and y]?
 - What was your TEC class? Have you taken any other classes that built on the connections you saw in that class? If so, how?
 - Some students in [your major] see connections between their major classes and [a related learning domain category or other discipline]. Did you see that when you took [class in learning domain or other discipline]? In what ways?
 - I see you took/are taking [class in major] and [class outside major]. Do you see any connections between those two classes? In what ways?
 - If the student needs prompting, faculty can mark the rubric in **categories 2 or 1**.
 - If the student can make connections when prompted, mark the rubric in **category 2**.
 - If the student can only talk about information from two different classes without linking them, mark the rubric in **category 1**.

Appendix C

Junior Advising Meeting

During the 6th and 7th week of classes () faculty advisors will meet individually with junior advisees to discuss Odyssey, career goals, and score the VSL rubric.

Odyssey Suggested Questions

1. If a junior has zero or one Odyssey complete, then the first question should be: What's the plan for getting Odyssey requirements complete?
 - There are Odyssey-coded courses and pre-approved activities (see [Program Guide](#))
 - The [Hendrix Immersion Program](#) is pre-coded for SP credit
2. Turn the focus to students' plans for the future and how they might use Odyssey during the summer between junior and senior years to better prepare for life beyond Hendrix.
 - Feb. 1 and April 1 deadlines for Odyssey funding
 - Odyssey categories other than UR or PL may be very useful in achieving their educational and vocational goals, so you may want to ask questions about their extracurricular interests.

VSL Rubric

After the Odyssey discussion is complete, faculty advisors will turn the conversation to the Vision for Student Learning. We will be assessing I8, MC3, and WP6.

With the guidance of the college community and the curriculum requirements, our students benefit from the breadth and depth of a liberal arts and sciences education. They engage in rigorous inquiry and informed deliberation by:

I8. reflecting on their studies and being prepared to engage with the world based on their inquiry and deliberation

Hendrix College students actively and reflectively engage with multiple communities by:

MC3. bringing their experiences in the wider community back to the classroom to enhance their course of study

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

WP6. nurturing their life-long love of learning, both about themselves and about the world as curious, creative, and active participants in life and in their communities.

To assess I8, ask students: One of the goals of the Odyssey program is to get you to reflect on your studies and their relevance to the world around us. Can you think of any experiences you have had in class that have changed the way you act in the world?

I8. reflecting on their studies and being prepared to engage with the world based on their inquiry and deliberation	Reviews prior learning (past experiences inside and outside of the classroom) in depth to reveal significantly changed perspectives about educational and life experiences, which provide foundation for expanded knowledge, growth, and maturity over time.	Reviews prior learning (past experiences inside and outside of the classroom) in depth, revealing fully clarified meanings or indicating broader perspectives about educational or life events.	Reviews prior learning (past experiences inside and outside of the classroom) with some depth, revealing slightly clarified meanings or indicating a somewhat broader perspective about educational or life events.	Reviews prior learning (past experiences inside and outside of the classroom) at a surface level, without revealing clarified meaning or indicating a broader perspective about educational or life events.
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To assess MC3: We are also interested in the ways that you bring your experiences in the world back into the classroom. Can you tell me about a time when your life experiences contributed to your understanding of course material?

If you have already done an Odyssey, how has that come back to enhance your in-class experiences?

MC3. bringing their experiences in the wider community back to the classroom to enhance their course of study	Meaningfully synthesizes connections among experiences outside of the formal classroom (including life experiences and academic experiences such as internships and travel abroad) to deepen understanding of fields of study and to broaden own points of view.	Effectively selects and develops examples of life experiences, drawn from a variety of contexts (e.g., family life, artistic participation, civic involvement, work experience), to illuminate concepts/ theories/ frameworks of fields of study.	Compares life experiences and academic knowledge to infer differences, as well as similarities, and acknowledge perspectives other than own.	Identifies connections between life experiences and those academic texts and ideas perceived as similar and related to own interests.
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To assess WP6, ask the student whether they pursue their intellectual interests outside of the requirements for graduation.

WP6. nurturing their life-long love of learning, both about themselves and about the world as curious, creative, and active participants in life and in their communities.	Educational interests and pursuits exist and flourish outside requirements. Knowledge and/or experiences are pursued independently.	Beyond requirements, pursues substantial, additional knowledge, and/or actively pursues independent educational experiences.	Beyond requirements, pursues additional knowledge, and/or shows interest in pursuing independent educational experiences.	Does not look beyond requirements, showing minimal interest in pursuing knowledge independently.
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Score the rubrics once the student has left.

Appendix D

Junior Advising Meeting

During the 6th and 7th week of classes () faculty advisors will meet individually with junior advisees to discuss Odyssey, career goals, and score the VSL rubric.

Odyssey Suggested Questions

1. If a junior has zero or one Odyssey complete, then the first question should be: What's the plan for getting Odyssey requirements complete?
 - There are Odyssey-coded courses and pre-approved activities (see [Program Guide](#))
 - The [Hendrix Immersion Program](#) is pre-coded for SP credit
2. Turn the focus to students' plans for the future and how they might use Odyssey during the summer between junior and senior years to better prepare for life beyond Hendrix.
 - Feb. 1 and April 1 deadlines for Odyssey funding
 - Odyssey categories other than UR or PL may be very useful in achieving their educational and vocational goals, so you may want to ask questions about their extracurricular interests.

VSL Rubric

After the Odyssey discussion is complete, faculty advisors will turn the conversation to the Vision for Student Learning. We will be assessing MC1 and MC2.

With the guidance of the college community and the curriculum requirements, our students benefit from the breadth and depth of a liberal arts and sciences education. Hendrix College students actively and reflectively engage with multiple communities by:

- MC1. understanding the past, present, and future needs of the earth and of humanity, and of the challenges of our interdependence
- MC2. considering ethical conundrums from conflicting perspectives

To assess MC1: Ask the student are there significant issues in the world that you are concerned about, either based on course work you have done or personal interests that you have?

MC1. understanding the past, present, and future needs of the earth and of humanity, and of the challenges of our interdependence	Effectively addresses significant issues in the natural and human world based on articulating one’s identity in a global context.	Evaluates the global impact of one’s own and others’ specific local actions on the natural and human world.	Analyzes ways that human actions influence the natural and human world.	Identifies some connections between an individual’s personal decision-making and certain local and global issues.
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To assess MC2, ask the student whether they can articulate conflicting positions and diverse perspectives related to those problems that they identified in MC1.

MC2. considering ethical conundrums from conflicting perspectives	Evaluates and applies diverse perspectives to complex subjects within natural and human systems in the face of multiple and even conflicting positions (i.e. cultural, disciplinary, and ethical.)	Synthesizes other perspectives (such as cultural, disciplinary, and ethical) when investigating subjects within natural and human systems.	Identifies and explains multiple perspectives (such as cultural, disciplinary, and ethical) when exploring subjects within natural and human systems.	Identifies multiple perspectives while maintaining a value preference for own positioning (such as cultural, disciplinary, and ethical).
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Score the rubrics once the student has left.

Appendix E

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

Looking back on your advising relationship with each of your advisees, please consider the following two questions:

For each of your advisees below, to what extent did your advising interactions address their abilities and strengths	To a high degree	To a moderate degree	To a low degree	Not at all
Advisee 1				
Advisee 2				
Advisee 3				
Advisee 4				
Advisee 5				

For each of your advisees below, to what extent did your advising interactions discuss how their skills can work for them and for the good of others, both now and/or in the future	To a high degree	To a moderate degree	To a low degree	Not at all
Advisee 1				
Advisee 2				
Advisee 3				
Advisee 4				
Advisee 5				

Appendix F

Junior Advising Meeting

During the 6th and 7th week of classes (September 30th-October 11th) faculty advisors will meet individually with junior advisees to discuss Odyssey, career goals, and score the VSL rubric.

Odyssey Suggested Questions

1. If a junior has zero or one Odyssey complete, then the first question should be: What's the plan for getting Odyssey requirements complete?
 - There are Odyssey-coded courses and pre-approved activities (see [Program Guide](#))
 - The [Hendrix Immersion Program](#) is pre-coded for SP credit
2. Turn the focus to students' plans for the future and how they might use Odyssey during the summer between junior and senior years to better prepare for life beyond Hendrix.
 - Feb. 1 and April 1 deadlines for Odyssey funding
 - Odyssey categories other than UR or PL may be very useful in achieving their educational and vocational goals, so you may want to ask questions about their extracurricular interests.

VSL Rubric

After the Odyssey discussion is complete, faculty advisors will turn the conversation to life beyond Hendrix. We will be assessing WP3 and WP5.

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

WP3. providing tools and opportunities to prepare our students for their prospective professional lives

WP5. encouraging their development into individuals who are independent, responsible, and attentive to their own mental and physical well-being

To assess WP3, ask students: Have you been thinking about your life beyond Hendrix? What resources have you used/do you know about? Do you know what services they provide? Follow up with the resource guide (print and hand it to them, send a follow up email).

Knowledge of resources: Professional life	Student is able to identify campus resources relevant to their prospective professional lives and several key aspects of their available services.	Student is aware of campus resources relevant to their prospective professional lives and several of their available services.	Student is aware of campus resources relevant to their prospective professional lives but is not able to identify their available services.	Student is unaware of campus resources and has not attempted to find resources relevant to their prospective professional lives.
Utilization of resources: Professional life	Student consistently utilizes relevant campus resources to prepare for life beyond Hendrix.	Student has utilized a relevant campus resource to prepare for life beyond Hendrix but has done so infrequently.	Student has considered utilizing relevant campus resources to prepare for life beyond Hendrix but has either not made the effort to do so without encouragement from others or has procrastinated.	Student has not used relevant campus resources to prepare for life beyond Hendrix.

Score the rubric once the student has left.

To assess attentiveness to their own mental and physical well-being, we don’t want to ask students to reveal personal information. Instead, we are interested only in their knowledge of campus resources relating to mental and physical well-being. Consider moving the conversation to well-being by saying something like “speaking of campus resources, you may be aware that there have been initiatives on campus surrounding well-being. We are interested in getting a baseline of how aware students already are of resources surrounding physical and mental well-being. Can you tell me what available resources there are on campus relevant to your physical well-being? What about resources relevant to your mental well-being?”

Knowledge of resources: Physical well-being	Student is able to identify numerous campus resources relevant to their physical well-being.	Student is aware of some campus resources relevant to their physical well-being.	Student is aware of few campus resources relevant to their physical well-being.	Student is unaware of campus resources relevant to their physical well-being and has not attempted to find resources.
Knowledge of resources: Mental well-being	Student is able to identify numerous campus resources relevant to their mental well-being.	Student is aware of some campus resources relevant to their mental well-being.	Student is aware of few campus resources relevant to their mental well-being.	Student is unaware of campus resources relevant to their mental well-being and has not attempted to find resources.

Follow up with the resource guide (print and hand it to them, send a follow up email). Score the rubric once the student has left.

Appendix G

Junior Advising Meeting

During the 6th and 7th week of classes () faculty advisors will meet individually with junior advisees to discuss Odyssey, career goals, and score the VSL rubric.

Odyssey Suggested Questions

1. If a junior has zero or one Odyssey complete, then the first question should be: What's the plan for getting Odyssey requirements complete?
 - There are Odyssey-coded courses and pre-approved activities (see [Program Guide](#))
 - The [Hendrix Immersion Program](#) is pre-coded for SP credit
2. Turn the focus to students' plans for the future and how they might use Odyssey during the summer between junior and senior years to better prepare for life beyond Hendrix.
 - Feb. 1 and April 1 deadlines for Odyssey funding
 - Odyssey categories other than UR or PL may be very useful in achieving their educational and vocational goals, so you may want to ask questions about their extracurricular interests.

VSL Rubric

After the Odyssey discussion is complete, faculty advisors will turn the conversation to the Vision for Student Learning. We will be assessing WP4.

The college community provides opportunities for students to develop as whole persons in their personal and professional lives by:
WP4. striving to inspire students to lead lives of accomplishment as both leaders and team members

To assess WP4, ask the student whether they can describe any experiences they have had at Hendrix where they acted as leaders and/or team members.

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.
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Score the rubric once the student has left.

Spring Commencement Survey 2019



Hendrix is proud of you and proud of your accomplishments. Congratulations on completing your degree requirements and on your upcoming graduation!

Before you leave us, though, we'd like you to update your contact information for our Alumni office and tell us a little bit about your Hendrix experience and where you're headed next. Also, many national reports now ask us to track our graduates and their outcomes, and this survey is one of the ways we report on our students' progress. We'll only use the information you provide to update our records and report on student outcomes in aggregate form.

The survey won't take long, and you must complete it in order to pick up your graduation tickets.

All allocated tickets will be given out AFTER the senior meeting at 3:00 pm on May 2nd. Any tickets not picked up on that day will be released for distribution via lottery.

Be sure you see the "Survey Completed" message before exiting the survey to confirm your response has been received.

Start Survey

Create your own free [online surveys](#) now!

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Please update your contact information so we know where to reach you after graduation.

ID Number *

Name *

First Name

Last Name

Address after graduation:

Address Line 1

Address Line 2

City

State

Zip Code

Country

Phone number

United States ▼

Email address *

Please provide the best permanent email address at which you can be reached after graduation.

Do you have a LinkedIn profile?

- ☐ Yes
- ☐ No

The best way to reach me is:

- ☐ Phone
- ☐ Email

Continue

Which of the following best describes your immediate plans after graduation? *

- ☐ I will be attending graduate or professional school.
- ☐ I have a full-time job offer.
- ☐ I will be working part-time.
- ☐ I will be serving in the military.
- ☐ I will be unemployed, seeking employment.
- ☐ I will not be employed and am not seeking employment at this time.
- ☐ I will be engaged in paid service work.
- ☐ I am taking a gap year prior to seeking employment or additional education.
- ☐ Other

Continue

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What will your job title be?

Who will your employer be?

City/State/Country:

What will be your approximate starting salary range?

This is CONFIDENTIAL and used for statistical purposes only.

- ☐ Volunteer/Unpaid
- ☐ Under \$20,000
- ☐ \$20,000-\$29,000
- ☐ \$30,000-\$39,000
- ☐ \$40,000-\$49,000
- ☐ \$50,000-\$79,000
- ☐ \$80,000-\$99,000
- ☐ \$100,000 or above

What is the primary industry of your employer?

Other:

Continue

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Have you applied to any graduate or professional schools?

- ☐ Yes
- ☐ No

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First Choice

Have you been accepted to your first choice?

- ☐ Accepted
- ☐ Wait listed
- ☐ Not accepted
- ☐ Application pending

Second Choice

Have you been accepted to your second choice?

- ☐ Accepted
- ☐ Wait listed
- ☐ Not accepted
- ☐ Application pending

Third choice

Have you been accepted to your third choice?

- ☐ Accepted
- ☐ Wait listed
- ☐ Not accepted
- ☐ Application pending

Continue

Which school will you be attending?

- ☐ First choice
- ☐ Second choice
- ☐ Third choice
- ☐ Undecided/Application Pending
- ☐ Other:
-

What degree will you be pursuing?

- ☐ MA
- ☐ MS
- ☐ MFA
- ☐ PhD
- ☐ EdD
- ☐ JD
- ☐ MD
- ☐ MDiv

Other:

What will your area of study be?

Where is the institution located?

When do you plan to start?

MM / DD / YYYY

/ /

Will you be full- or part-time?

- ☐ Full-time
- ☐ Part-time
-

Did you receive a post-graduate scholarship/fellowship (from Hendrix, your grad school, national body)?

- ☐ Yes
- ☐ No
-

Continue

While studying at Hendrix, did you participate in any of the following?

(Please check all that apply.)

- ☐ Study Abroad
- ☐ Work with a faculty member on a research project
- ☐ Internships
- ☐ Independent Study

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What is the primary reason you did not study abroad?

(Check only one.)

- ☐ Couldn't fit it into my academic plan
- ☐ Couldn't be away from family for an extended time
- ☐ Security/safety concerns
- ☐ Didn't want to miss campus activities and events
- ☐ Couldn't afford the cost
- ☐ Health reasons
- ☐ Other:

Use the following space to explain in more detail, if you wish.

Did you consult the study abroad office during your time here?

- ☐ Yes
- ☐ No

If "no," why not?

Continue

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...

	Strongly Disagree	Disagree	Agree	Strongly Agree
Think about how my values and beliefs influence my actions and goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Plan my professional life after graduation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Examine ideas in new contexts and apply theories to practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Set my personal educational goals and make a plan for realizing them	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

Continue

In which of the following ways did you engage with the Office of Career Services while a student at Hendrix?

(Check all that apply.)

- ☐ One-on-one meeting(s) with Career Services staff via scheduled appointment or walk-in hours
- ☐ Career and Internship Fair
- ☐ Etiquette Dinner
- ☐ Self-assessment and personal awareness tools such as Myers-Briggs Type Indicator (MBTI), Self-Directed Search (SDS), and Wagner Enneagram Personality Style Scales (WEPSS)
- ☐ Assistance connecting with alumni such as Hendrix Career Advisor Network (HCAN) or Friday Alumni Connection Time (FACT)
- ☐ I did not use Career Services

Other:

If you did not use Career Services, why not?

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To what extent do you feel Hendrix has prepared you to succeed in your professional life?

- ☐ Not at all
- ☐ Somewhat
- ☐ Significantly
- ☐ Dramatically

How helpful were these people in your preparation for professional life after graduation?

	Not at all	Slightly	Moderately	Very	NA
Career Services staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My major advisor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other faculty within my major	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other faculty outside my major	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other staff members at Hendrix	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Any additional comments about your professional preparation that you wish to add?

Career Services is here to assist you even after you graduate!

If you ever need our help, call 501-450-1440 or e-mail careerservices@hendrix.edu.

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Rate your growth as a result of your studies at Hendrix in each of the following areas of learning.

	No change	I've grown a little	I've grown significantly	I've grown dramatically
I can design ways to answer questions effectively.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am able to uncover causes and connections in the subject matter I study.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am able to make connections between the knowledge and methods from different disciplines and formulate arguments based on those connections.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am able to synthesize evidence from multiple sources.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am able to connect my experience to my studies in meaningful ways.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am prepared to use the things I've learned to engage with the world.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am able to analyze complex subject matter independently and in nuanced and thoughtful ways.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can communicate effectively and persuasively using appropriate methods (e.g. in writing, verbally, visually, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know how to critically evaluate arguments and evidence.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

During your time at Hendrix, how often have you...

	Never	Sometimes	Often	Very Often
Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Studied, collaborated, or socialized with people of a RACE OR ETHNICITY other than your own	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Studied, collaborated, or socialized with people from an ECONOMIC BACKGROUND other than your own.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Studied, collaborated, or socialized with people with RELIGIOUS BELIEFS other than your own	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Studied, collaborated, or socialized with people with POLITICAL VIEWS other than your own	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

To what extent do you think Hendrix encourages contact among students from different backgrounds (social, racial/ethnic, religious, etc.)

- ☐ Very little
☐ Some
☐ Quite a bit
☐ Very much

Continue

What new abilities or strengths have you discovered during your time at Hendrix?

What new passions, interests, or pastimes have you developed as a result of your time at Hendrix?

Since starting at Hendrix, do you feel you've learned how to better take care of yourself mentally and physically?

- ☐ Yes
- ☐ No
- ☐ Unsure

Have you ever felt excluded, snubbed, or shamed at Hendrix because of your beliefs, background, or personal life?

- ☐ No, never
- ☐ Sometimes, but rarely
- ☐ Often
- ☐ All the time

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Can you tell us more about how you've felt excluded?

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Any other final comments?

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