



Student Assessment Plan

(Updated May 2020)

Odyssey Learning Goals

Upon successful completion of the requirement for the Odyssey graduation requirement, students will be able to:

I. Enhance their learning – both what they know and how they come to know – by:

- the examination of ideas in new contexts,
- the application of theories to practice,
- the first-hand discovery of how things are in the world,
- the exercise of, and reflection upon, their powers of judgment in practical situations.

II. Engage in Vocational Self-Discovery and Professional Development through:

- the discovery of qualities and capacities they possess for acting effectively in the world,
- the exercise of resourcefulness and problem-solving abilities in new and complex situations,
- the identification and exploration of vocational and a-vocational passions,
- the reflective delineation of values, life plans, graduation and career goals in light of hands-on experience.

III. Develop a sense of ownership over one's educational pursuits and of the habits conducive to life-long learning by:

- independently structuring educational projects in accordance with self-selected learning goals
- applying previous learning to new contexts in creative and novel ways
- discovering unforeseen connections among disciplines, schools of thought, or social practices,
- learning to learn from critical reflection upon both success and failure.

IV. Demonstrate 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 by:

- discovering one's capacity to explore the world and act as an effective agent within it,
- becoming reflective and articulate about how one's values and beliefs influence one's actions and actions shape and reveal one's values and beliefs.
- gaining exposure to, and critically reflecting upon, previously unfamiliar avenues of response to intellectual queries and social problems,
- making conscious decisions in the selection or design of hands on projects responsive to local and/or global communities.

Plans for Gathering Information

The assessment plans below refer to the following instruments:

1. Odyssey Senior Dinner: Direct Assessment (Appendix A)
2. Odyssey Distinction Survey: Direct Assessment (Appendix B)
3. Senior Exit Survey: Indirect Assessment (Appendix C)
4. Young Alumni Survey: Indirect Assessment (Appendix D)

Program Learning Goal 1:

- Instrument 1; See *Goal 1: Enhancement of learning* rubric;
- Instrument 2; See Question 6;
- Instrument 3; See Response Item 3;

Program Learning Goal 2:

- Instrument 1; See *Goal 2: Vocational Self-Discovery and Professional Development* rubric;
- Instrument 2; See Questions 6 and 8;
- Instrument 3; See Response Item 2;
- Instrument 4; See Questions 1-3;

Program Learning Goal 3:

- Instrument 1; See *Goal 3: Development of a Sense of Ownership over One's Educational Pursuits and of the Habits Conducive to Life-Long Learning* rubric;
- Instrument 2; See Questions 6 and 7;
- Instrument 3; See Response Item 4;

Program Learning Goal 4:

- Instrument 1; See Goal 4: 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
- Instrument 2; See Question 6;
- Instrument 3; See Response Item 1;

Assessment Cycle

We are implementing the following four-year cycles:

Year	Goal 1	Goal 2	Goal 3	Goal 4
19-20		X		
20-21			X	
21-22				X
22-23	X			

Appendix A

Odyssey Senior Dinner Assessment Rubrics

Student(s): _____ Senior Dinners _____

Assessor(s): _____

Number of Students Present: _____

Date: _____

Please check the box that best indicates the extent to which the group's discussion gave evidence that their Odyssey experiences involved the exercise of the capacities named in the far left column. Note open response questions at end of rubric.

Goal 1: Enhancement of learning (both what they know and how they come to know)

	No Evidence (no student's comments revealed the exercise of this capacity)	Evident (some students' comments revealed the exercise of this capacity)	Very Evident (a preponderance of students' comments revealed the exercise of this capacity)
examination of ideas in new contexts			
Comments			
application of theories to practice			
Comments			
first-hand discovery of how things are in the world			
Comments:			

exercise of, and reflection upon, powers of judgment in practical situations			
Comments:			

Goal 2: Vocational Self-Discovery and Professional Development

	No Evidence (no student's comments revealed the exercise of this capacity)	Evident (some students' comments revealed exercise of this capacity)	Very Evident (a preponderance of students' comments revealed the exercise of this capacity)
discovery of qualities and capacities they possess for acting effectively in the world			to vocational discovery
Comments			
exercise of resourcefulness and problem-solving abilities in new and complex situations			
Comments/Score:			
identification and exploration of vocational and a-vocational passions			
Comments/Score:			
reflective delineation of values, life plans,			

graduation and career goals in light of hands-on experience			
Comments/Score:			

Goal 3: Development of a Sense of Ownership over One's Educational Pursuits and of the Habits Conducive to Life-Long Learning

	No Evidence (no student's comments revealed the exercise of this capacity)	Evident (some students' comments revealed exercise of this capacity)	Very Evident (a preponderance of students' comments revealed the exercise of this capacity)
independently structuring educational projects in accordance with self-selected learning goals			
Comments:			
applying previous learning to new contexts in creative and novel ways			
Comments:			
discovering unforeseen connections between disciplines, schools of thought, or social practices			
Comments:			
learning to learn from critical			

reflection upon both success and failure			
Comments:			

Goal 4: 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

	No Evidence (no student's comments revealed the exercise of this capacity)	Evident (some students' revealed required the exercise of this capacity)	Very Evident (a preponderance of students' comments revealed the exercise of this capacity)
discovering one's capacity to explore the world and act as an effective agent within it			
Comments:			
becoming reflective and articulate about how one's values and beliefs influence one's actions and actions shape and reveal one's values and beliefs			
Comments:			
gaining exposure to, and critically reflecting upon, previously unfamiliar avenues of response to intellectual queries and social problems			
Comments:			
making conscious decisions in the selection or design of hands on projects responsive to local and/or global communities			

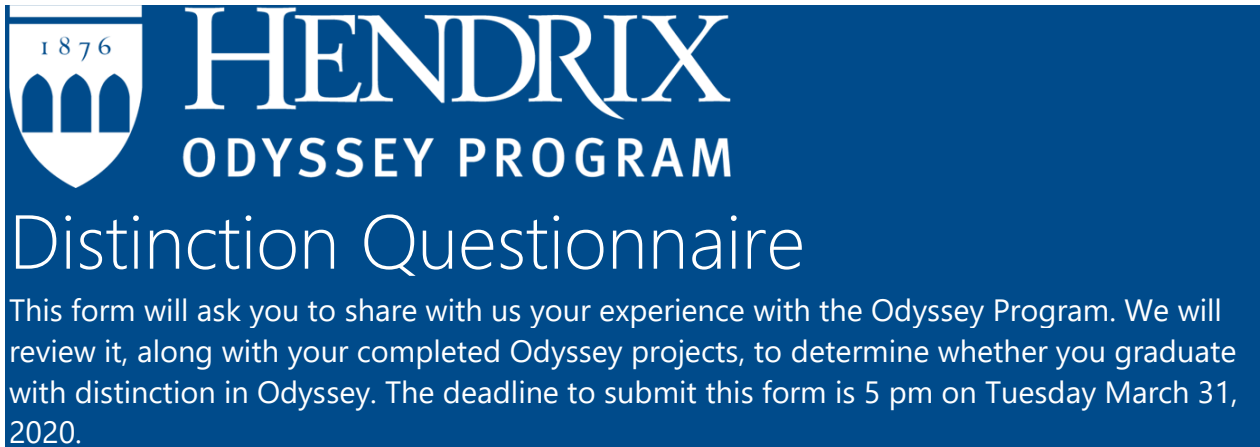
Comments:			
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Were there important things that a preponderance of students thought they gained from Odyssey that were NOT depicted in the above rubric? If so, please list or explain.

What would you say were the aspects of the Odyssey requirement that were most helpful to the students in achieving the intended learning goals?

Did any negative issues arise that you think the Odyssey office needs to know about in order to improve the Odyssey program?

Appendix B: Odyssey Distinction Survey

The banner features the Hendrix University logo on the left, which includes a shield with the year '1876' and three arches. To the right of the logo, the text 'HENDRIX' is in a large, white, serif font, and 'ODYSSEY PROGRAM' is in a smaller, white, sans-serif font below it. The title 'Distinction Questionnaire' is in a large, white, sans-serif font. Below the title, a paragraph of white text explains the purpose of the survey and the deadline for submission.

HENDRIX
ODYSSEY PROGRAM

Distinction Questionnaire

This form will ask 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. The deadline to submit this form is 5 pm on Tuesday March 31, 2020.

Questions

1.First Name

2.Last Name

3.Hendrix ID

4.Have you already have completed Odyssey credits in all six categories?

- ☐ Yes
☐ No

5.If you have a pending Odyssey credit, please describe your plans for completing it by the end of April.

6.Looking back on the credits you have completed, which Odyssey learning goal was most relevant for you and why?

Please limit your response to 500 words. You can find out more about the learning goals of the Odyssey Program here: <https://www.hendrix.edu/odyssey/odyssey.aspx?id=72348>

7.How have your Odyssey experiences impacted your undergraduate career?

Please limit your response to 500 words.

8.How do you anticipate your Odyssey experiences to guide your professional and personal life beyond Hendrix?

Please limit your response to 500 words.

9. 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 Exit Survey

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?

Appendix D: Young Alumni Survey

This survey is periodically administered by the Offices of Career Services and Alumni Affairs. Three questions specifically target Odyssey:

1. One or more of my Odyssey experiences helped me identify the post-graduation plan that I am currently engaged in.
2. One or more of my Odyssey experiences helped me identify the post-graduation plan that is best for me.
3. One or more of my Odyssey experiences helped me develop attitudes, abilities and/or knowledge helpful to meeting my post-graduation challenges.