

Assessment Report for the HESC Major 2019-20 Academic Year

Dear Colleagues on the Assessment Committee,

The faculty of the Biology & Health Sciences Department have completed our annual assessment work for the HESC major and herein report on our findings and the actions we are taking as we move forward. This year, we are assessed **Learning Goal 3 of the HESC major**, which states that *“Health Sciences majors will develop professional competencies necessary to prepare for post-graduate pursuits including analytical, written and oral communication, interview, and patient care skills.”*

The newest SAP for the HESC major (revised during the 2019-20 academic year) lists the following direct and indirect assessments for this learning goal:

- Collect data on the number of graduates with post-baccalaureate career goals in the health sciences domain.
- Have Senior Seminar students complete a Career Fair Activity (for which a rubric is being developed) during which each student is required to attend the Career and Internship Fair hosted by Career Services. For this activity, students will interact with representatives from organizations and write a reflection that considers different health-related career paths after graduation from Hendrix.
- Evaluate written communication by evaluation of the resume assignment and capstone paper (rubrics attached).
- Evaluate oral communication by evaluation of the capstone presentation (rubric attached).
- Host a senior dinner during which faculty members will lead conversations with groups of students to assess the extent to which patient care skills were developed as part of their internships and/or interviews with health care professionals. A rubric along with student comments will be compiled to evaluate results for each student.

The department discussed the HESC major and Learning Goal 3 during a meeting over the Teams platform on May 21, 2020.

The data collected from the assessment instruments we are using this year are listed below. Because of the COVID-19 pandemic and the move to distance learning, we were only able to collect data on the Capstone paper and the Capstone presentation from the list of assessment instruments above. We were, however, able to add an indirect assessment by including an item on the Senior Survey. A total of 21 students completed the Capstone paper and presentation assignments and are represented in the data. Please note that we have converted our category titles to the Capstone-Milestone-Benchmark system for this report. The rubrics we designed have four categories that we titled “Excellent”, “Good”, “Acceptable”, and “Unacceptable.” We consider the Excellent category to be equivalent to the Capstone category, the Good category to be equivalent to the Milestone category, and the Acceptable category to be equivalent to the Benchmark category. We do not consider the Unacceptable category to be equivalent to any translated category.

The rubrics developed for the Capstone Paper and Capstone Presentation explain the levels of achievement necessary for each category and can be found in our Student Assessment Plan.

Table 1. Capstone Paper Data

	Capstone	Milestone	Benchmark	Unacceptable
Intro & Learning Goals	10	9	2	0
%	47.6	42.9	9.5	0
Internship Section	9	9	3	0
%	42.9	42.9	14.3	0
Interviews Section	13	8	0	0
%	61.9	38.1	0	0
Discussion	7	13	1	0
%	33.3	61.9	4.8	0
Conclusion	9	11	1	0
%	42.9	52.4	4.8	0
Format/Grammar	1	14	6	0
%	4.8	66.7	28.6	0
Averages	8.2	10.7	2.2	0

Table 2. Capstone Presentation Data

	Capstone	Milestone	Benchmark	Unacceptable
Intro & Learning Goals	6	15	0	0
%	28.6	71.4	0	0
Internship Section	4	17	0	0
%	19.0	81.0	0	0
Interviews Section	6	14	1	0
%	28.6	66.7	4.8	0
Discussion	8	9	4	0
%	38.1	42.9	19.0	0
Conclusion & Future Direction	11	9	1	0
%	52.4	42.9	4.8	0
Q&A*	0	0	6	0
%	0	0	28.6	0
Slides/Visual Aids	0	14	7	0
%	0	66.7	33.3	0
Flow	0	9	12	0
%	0	42.9	57.1	0
Volume & Clarity	0	19	2	0
%	0	90.5	9.5	0
Averages	3.9	11.8	3.7	0

*Due to COVID-19, only six students had an audience and a Q&A session.

No students achieved Capstone level on all portions of either the Capstone paper or Capstone presentation. Similarly, no student achieved Benchmark level or below on all

portions of either the Capstone paper or Capstone presentation. Rather, most students achieved the Milestone category on many to most portions of the paper and presentation.

The indirect assessment tool that we were able to use this year was a survey item we included on the Senior Survey (included as an attachment along with this report) that graduating seniors were asked to complete just prior to the end of their last semester at Hendrix. The specific item related to learning goal three on the survey states “My experience in the HESC major contributed to the development of the following learning goals: Develop professional competencies necessary to prepare for post-graduate pursuits including analytical, written and oral communication, interview, and patient care skills.” Students are given six response options (Strongly Agree, Agree, Neither Agree nor Disagree, Disagree, Strongly Disagree, and N/A).

Sixteen of the 21 HESC seniors responded to the Senior Survey and all 16 of them responded to this specific item. Twelve of the 16 respondents (75%) strongly agreed with the prompt and the remaining four (25%) agreed with the prompt. Thus, for the 76% of the graduating class that responded to the survey, all agreed or strongly agreed that they had accomplished learning goal 3 because of the HESC major.

The department faculty feel that the Senior Seminar structure is largely responsible for the majority of students achieving the Milestone category on the direct assessment instruments despite many of them being capable of achieving the Capstone level. The HESC Senior Seminar is a non-credit bearing course that meets for two hours once per week. That format does not allow the time and space for the students to achieve the Capstone level in written and oral communication or to fully develop in the other portions of learning goal 3. We would like to expand the seminar into a full course with credit, but we will have to revise the major in order to do that.

Prior to that happening, we will undertake several actions to help students achieve higher levels in learning goal 3. We will start by rebuilding the rubrics for the paper and presentation because the instructors that used them this year found it difficult to utilize them to assess the learning goal. Part of the redesign of the rubrics will include our development of two Milestone levels along with the Capstone and Benchmark levels.

In addition, we are looking for places earlier in the curriculum of the HESC major to help students develop the skills involved in learning goal 3. J.D. Gantz will look for ways to incorporate assessments that help develop skills needed for learning goal 3 into the Anatomy & Physiology 1 & 2 courses, which are core courses for the major and students typically take them in their sophomore year. We are also considering the Nutrition course as a good place to build in assessments to help students develop the skills incorporated into learning goal 3. Nutrition is not a core course, but the vast majority of HESC majors take that course because it carries W2 credit.

To help us complete this work and focus enough attention on the HESC major in general, we have established a working group that will meet regularly over the next year to discuss and develop the HESC major. Jenn Dearolf will be the Convener of the working group. Other group members will be J.D. Gantz, George Harper, Laura MacDonald, and Rick Murray. This group will look at all parts of the HESC major and propose revisions to the

entire department as needed. Assessment materials will be one important portion of the work of this committee.

Since being moved to the Biology Department in 2016-17, the HESC major has not received all of the attention that it needs. The new working group will focus the attention needed so that the HESC major is developed into the major it could be and needs to be to help our students achieve their goals.

Hendrix College

Hendrix Health Sciences (HESC) Senior Survey

1 - A. Courses and Faculty

Breadth of curriculum

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Very Satisfied	(5)	9	56.25%		4.56
Satisfied	(4)	7	43.75%		
Neither Satisfied nor Dissatisfied	(3)	0	0.00%		
Dissatisfied	(2)	0	0.00%		
Very Dissatisfied	(1)	0	0.00%		
N/A	(0)	0	0.00%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
16/16 (100%)	4.56	0.51			

1 - A. Courses and Faculty

Quality of curriculum

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Very Satisfied	(5)	11	73.33%		4.73
Satisfied	(4)	4	26.67%		
Neither Satisfied nor Dissatisfied	(3)	0	0.00%		
Dissatisfied	(2)	0	0.00%		
Very Dissatisfied	(1)	0	0.00%		
N/A	(0)	0	0.00%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
15/16 (93.75%)	4.73	0.46			

1 - A. Courses and Faculty

Availability of courses

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Very Satisfied	(5)	2	12.50%		3.31
Satisfied	(4)	6	37.50%		
Neither Satisfied nor Dissatisfied	(3)	3	18.75%		
Dissatisfied	(2)	5	31.25%		
Very Dissatisfied	(1)	0	0.00%		
N/A	(0)	0	0.00%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
16/16 (100%)	3.31	1.08			

1 - A. Courses and Faculty

Accessibility of faculty

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Very Satisfied	(5)	12	80.00%		4.80
Satisfied	(4)	3	20.00%		
Neither Satisfied nor Dissatisfied	(3)	0	0.00%		
Dissatisfied	(2)	0	0.00%		
Very Dissatisfied	(1)	0	0.00%		
N/A	(0)	0	0.00%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
15/16 (93.75%)	4.80	0.41			

Hendrix College

Hendrix Health Sciences (HESC) Senior Survey

1 - A. Courses and Faculty

Quality of instruction

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Very Satisfied	(5)	12	75.00%		4.75
Satisfied	(4)	4	25.00%		
Neither Satisfied nor Dissatisfied	(3)	0	0.00%		
Dissatisfied	(2)	0	0.00%		
Very Dissatisfied	(1)	0	0.00%		
N/A	(0)	0	0.00%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
16/16 (100%)	4.75	0.45			

1 - A. Courses and Faculty

Preparation for professional school

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Very Satisfied	(5)	8	50.00%		4.25
Satisfied	(4)	5	31.25%		
Neither Satisfied nor Dissatisfied	(3)	2	12.50%		
Dissatisfied	(2)	1	6.25%		
Very Dissatisfied	(1)	0	0.00%		
N/A	(0)	0	0.00%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
16/16 (100%)	4.25	0.93			

1 - A. Courses and Faculty

Preparation for career

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Very Satisfied	(5)	5	31.25%		4.00
Satisfied	(4)	6	37.50%		
Neither Satisfied nor Dissatisfied	(3)	3	18.75%		
Dissatisfied	(2)	1	6.25%		
Very Dissatisfied	(1)	0	0.00%		
N/A	(0)	1	6.25%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
16/16 (100%)	4.00	0.93			

2 - Do you have any comments or observations about the courses and faculty in the HESC program?

Response Rate	5/16 (31.25%)
<ul style="list-style-type: none"> I wish there was a way to take medical terminology because the course is required for most health science graduate programs. I love how personal the relationship has been with the faculty. N/A The faculty is AMAZING and are all doing everything they can to get us going where we want to go, but I feel like the school is holding us back by not allowing for the best technology and most available needed classes for graduate school. It may be beneficial to provide students with a list of courses that are offered every other year, so students can start planning out which one they want to take, especially the upper-level courses like microbiology so that they can plan around them in advance. 	

Hendrix College

Hendrix Health Sciences (HESC) Senior Survey

3 - B. Advising

Availability of advisor

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Very Satisfied	(5)	12	75.00%		4.69
Satisfied	(4)	3	18.75%		
Neither Satisfied nor Dissatisfied	(3)	1	6.25%		
Dissatisfied	(2)	0	0.00%		
Very Dissatisfied	(1)	0	0.00%		
N/A	(0)	0	0.00%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
16/16 (100%)	4.69	0.60			

3 - B. Advising

Helpfulness of advisor

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Very Satisfied	(5)	10	62.50%		4.63
Satisfied	(4)	6	37.50%		
Neither Satisfied nor Dissatisfied	(3)	0	0.00%		
Dissatisfied	(2)	0	0.00%		
Very Dissatisfied	(1)	0	0.00%		
N/A	(0)	0	0.00%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
16/16 (100%)	4.63	0.50			

3 - B. Advising

Advisor's knowledge of requirements

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Very Satisfied	(5)	9	56.25%		4.50
Satisfied	(4)	6	37.50%		
Neither Satisfied nor Dissatisfied	(3)	1	6.25%		
Dissatisfied	(2)	0	0.00%		
Very Dissatisfied	(1)	0	0.00%		
N/A	(0)	0	0.00%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
16/16 (100%)	4.50	0.63			

3 - B. Advising

Advisor's knowledge of my goals

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Very Satisfied	(5)	11	68.75%		4.69
Satisfied	(4)	5	31.25%		
Neither Satisfied nor Dissatisfied	(3)	0	0.00%		
Dissatisfied	(2)	0	0.00%		
Very Dissatisfied	(1)	0	0.00%		
N/A	(0)	0	0.00%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
16/16 (100%)	4.69	0.48			

Hendrix College

Hendrix Health Sciences (HESC) Senior Survey

3 - B. Advising

Professional school advising

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Very Satisfied	(5)	7	43.75%		4.27
Satisfied	(4)	6	37.50%		
Neither Satisfied nor Dissatisfied	(3)	1	6.25%		
Dissatisfied	(2)	1	6.25%		
Very Dissatisfied	(1)	0	0.00%		
N/A	(0)	1	6.25%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
16/16 (100%)	4.27	0.88			

3 - B. Advising

Career advising

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Very Satisfied	(5)	6	40.00%		4.42
Satisfied	(4)	5	33.33%		
Neither Satisfied nor Dissatisfied	(3)	1	6.67%		
Dissatisfied	(2)	0	0.00%		
Very Dissatisfied	(1)	0	0.00%		
N/A	(0)	3	20.00%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
15/16 (93.75%)	4.42	0.67			

4 - Do you have any comments or observations about advising in the HESC program?

Response Rate	5/16 (31.25%)
<p>• My advisor more or less ditched me and their other advisees with no warning during the summer between the 2018-2019 and 2019-2020 academic years. This adviser had been phenomenal the first year that they advised me, and seemed to have no time or patience for me the second year. Due to this experience I honestly have no feelings positive or negative toward the advising staff at Hendrix College. I do believe that Hendrix has an incredible advising staff that is significantly better equipped and more knowledgeable than other institutions, but I got the short end of the stick by some fluke. Please take time to ensure that this does not happen again, as it had a significant impact on my career goals.</p> <p>• -</p> <p>• No</p> <p>• N/A</p> <p>• More PA direction and opportunists would be ideal, but overall I loved my experience with HESC</p>	

5 - C. Internship/Research

Availability of internship/research opportunities

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Very Satisfied	(5)	7	43.75%		4.13
Satisfied	(4)	6	37.50%		
Neither Satisfied nor Dissatisfied	(3)	1	6.25%		
Dissatisfied	(2)	2	12.50%		
Very Dissatisfied	(1)	0	0.00%		
N/A	(0)	0	0.00%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
16/16 (100%)	4.13	1.02			

Hendrix College

Hendrix Health Sciences (HESC) Senior Survey

5 - C. Internship/Research

Guidance for finding internship/research opportunities

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Very Satisfied	(5)	5	31.25%		3.81
Satisfied	(4)	6	37.50%		
Neither Satisfied nor Dissatisfied	(3)	2	12.50%		
Dissatisfied	(2)	3	18.75%		
Very Dissatisfied	(1)	0	0.00%		
N/A	(0)	0	0.00%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
16/16 (100%)	3.81	1.11			

6 - C. Internship/Research

The internship/research was an important part of your major

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly Agree	(1)	8	50.00%		1.69
Agree	(2)	6	37.50%		
Neither Agree nor Disagree	(3)	1	6.25%		
Disagree	(4)	1	6.25%		
Strongly Disagree	(5)	0	0.00%		
N/A	(0)	0	0.00%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
16/16 (100%)	1.69	0.87			

7 - Do you have any comments or observations about internship/research in the HESC program?

Response Rate	5/16 (31.25%)
<ul style="list-style-type: none"> • Encourage students to seek out internship opportunities starting as early as possible. I feel that I didn't really realize how important an internship experience would be until late my Junior year. • - • No • N/A • I had a hard time with career services as they didn't offer much help but my advisor was AMAZING in helping me. 	

8 - D. Overall

Overall quality of HESC program

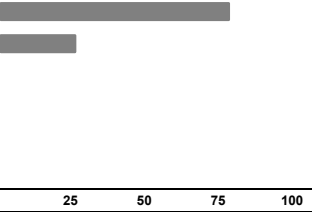
Response Option	Weight	Frequency	Percent	Percent Responses	Means
Very Satisfied	(5)	12	75.00%		4.75
Satisfied	(4)	4	25.00%		
Neither Satisfied nor Dissatisfied	(3)	0	0.00%		
Dissatisfied	(2)	0	0.00%		
Very Dissatisfied	(1)	0	0.00%		
N/A	(0)	0	0.00%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
16/16 (100%)	4.75	0.45			

Hendrix College

Hendrix Health Sciences (HESC) Senior Survey

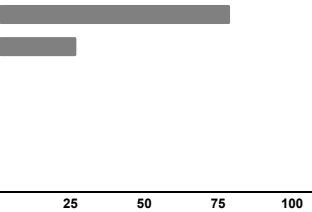
9 - A. My experience in the HESC major contributed to the development of the following learning goals:

Describe, interpret, and integrate fundamental principles that underly the health sciences including human anatomy and physiology, human behavior and development, common diseases and disorders, and statistics.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly Agree	(5)	12	75.00%		4.75
Agree	(4)	4	25.00%		
Neither Agree nor Disagree	(3)	0	0.00%		
Disagree	(2)	0	0.00%		
Strongly Disagree	(1)	0	0.00%		
N/A	(0)	0	0.00%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
16/16 (100%)	4.75	0.45			

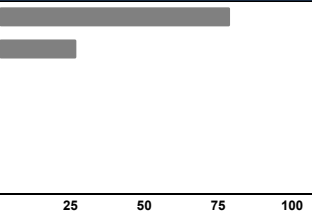
9 - A. My experience in the HESC major contributed to the development of the following learning goals:

Connect theory from coursework with practice from a hands-on, in-depth experience in the health science field of their choice.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly Agree	(5)	12	75.00%		4.75
Agree	(4)	4	25.00%		
Neither Agree nor Disagree	(3)	0	0.00%		
Disagree	(2)	0	0.00%		
Strongly Disagree	(1)	0	0.00%		
N/A	(0)	0	0.00%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
16/16 (100%)	4.75	0.45			

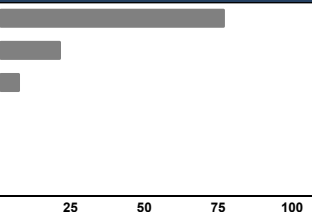
9 - A. My experience in the HESC major contributed to the development of the following learning goals:

Develop professional competencies necessary to prepare for post-graduate pursuits including analytical, written and oral communication, interview, and patient care skills.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly Agree	(5)	12	75.00%		4.75
Agree	(4)	4	25.00%		
Neither Agree nor Disagree	(3)	0	0.00%		
Disagree	(2)	0	0.00%		
Strongly Disagree	(1)	0	0.00%		
N/A	(0)	0	0.00%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
16/16 (100%)	4.75	0.45			

9 - A. My experience in the HESC major contributed to the development of the following learning goals:


Discuss the ways in which health science professions interface with other disciplines in the liberal arts and various aspects of our society including ethics and governance.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly Agree	(5)	11	73.33%		4.67
Agree	(4)	3	20.00%		
Neither Agree nor Disagree	(3)	1	6.67%		
Disagree	(2)	0	0.00%		
Strongly Disagree	(1)	0	0.00%		
N/A	(0)	0	0.00%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
15/16 (93.75%)	4.67	0.62			

Hendrix College

Hendrix Health Sciences (HESC) Senior Survey


10 - A. Were you a double major?

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Yes	(1)	1	6.25%		1.94
No	(2)	15	93.75%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
16/16 (100%)	1.94	0.25			


11 - B. If your answer to the previous question was "Yes", what was your other major?

Response Rate	1/16 (6.25%)
• Psychology	


12 - C. Are you a transfer student from another college or university?

Response Option		Weight	Frequency	Percent	Percent Responses		Means				
Yes		(1)	1	6.25%			1.94				
No		(2)	15	93.75%							
					0	25	50	75	100	Question	
Response Rate		Mean	STD								
16/16 (100%)		1.94	0.25								
• 32											

13 - D. How many years were you at Hendrix?

Response Option		Weight	Frequency	Percent	Percent Responses	Means
1		(1)	0	0.00%		4.06
2		(2)	0	0.00%		
3		(3)	1	6.25%		
4		(4)	13	81.25%		
Other		(5)	2	12.50%		
					0255075100	Question
Response Rate		Mean	STD			
16/16 (100%)		4.06	0.44			
• 3.5						
• 3.5						

14 - E. Have you applied to any postgraduate school (e.g., graduate school, medical school, nursing school, physical therapy, occupational therapy)?

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Yes	(1)	13	81.25%		1.19
No	(2)	3	18.75%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
16/16 (100%)	1.19	0.40			

Hendrix College

Hendrix Health Sciences (HESC) Senior Survey

15 - F. If your response to the previous question (E.) was "Yes," to what type of programs did you apply? (Choose all that apply)

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Graduate Programs	(1)	2	15.38%	<div><div></div></div>	
Medical School	(2)	2	15.38%	<div><div></div></div>	
Nursing	(3)	0	0.00%		
Physical Therapy	(4)	4	30.77%	<div><div></div></div>	
Occupational Therapy	(5)	0	0.00%		
Physician's Assistant	(6)	2	15.38%	<div><div></div></div>	
Other (please specify)	(7)	4	30.77%	<div><div></div></div>	
				0 25 50 75 100	
Response Rate	13/16 (81.25%)				

16 - G. If your response to the previous question (E.) was "Other," please specify here what other program you applied to?

Response Rate	4/16 (25%)
<ul style="list-style-type: none"> • Chiropractic School • The Salon Professional Academy Esthetics Program • Public Health-Epidemiology • Pharmacy School 	

17 - H. If your answer to the previous question (E.) was "No," do you intend to apply within the next few years?

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Yes	(1)	5	100.00%	<div><div></div></div>	1.00
No	(2)	0	0.00%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
5/16 (31.25%)	1.00	0.00			

18 - I. If you do not intend to apply to postgraduate schools this cycle, please answer the following questions regarding your future work plans.

Have you applied for a job?

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Yes	(1)	6	75.00%	<div><div></div></div>	1.00
No	(2)	0	0.00%		
N/A	(0)	2	25.00%	<div><div></div></div>	
				0 25 50 75 100	Question
Response Rate	Mean	STD			
8/16 (50%)	1.00	0.00			

18 - I. If you do not intend to apply to postgraduate schools this cycle, please answer the following questions regarding your future work plans.

If yes, have you been offered a position?


Response Option	Weight	Frequency	Percent	Percent Responses	Means
Yes	(1)	6	66.67%	<div><div></div></div>	1.14
No	(2)	1	11.11%	<div><div></div></div>	
N/A	(0)	2	22.22%	<div><div></div></div>	
				0 25 50 75 100	Question
Response Rate	Mean	STD			
9/16 (56.25%)	1.14	0.38			

Hendrix College

Hendrix Health Sciences (HESC) Senior Survey

18 - I. If you do not intend to apply to postgraduate schools this cycle, please answer the following questions regarding your future work plans.

Have you accepted a position?

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Yes	(1)	5	55.56%		1.00
No	(2)	0	0.00%		
N/A	(0)	4	44.44%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
9/16 (56.25%)	1.00	0.00			

19 - J. IF you have accepted a position, please briefly describe it.

Response Rate 5/16 (31.25%)

- Physical therapy technician at a private clinic
- I was not accepted to medical school, so I will be taking a gap year working as a behavior technician at Coastal Autism Therapy Clinic in Savannah, GA.
- I currently work for Walmart on the Modular Assembly Team. We are responsible for assembling the new mods each week.
- Physical Therapy Technician
- Medical Assistant and Medical Scribe

20 - A. What do you think are the strengths of the HESC major, as it is presently constructed?

Response Rate 14/16 (87.5%)

- Variety of courses that have a science background
- It is an excellent program for students going into nursing, physical therapy, coaching, physician assistant, and other such careers.
- I think it gives students who don't want a hardcore Biology or Chemistry education a chance to broaden their learning.
- The professors
- The breadth of courses offered is a major strong point for the program.
- The passion of the professors in teaching. Critical thinking skills.
- Well equipped with useful classes
- The relationship with the faculty is the best strength.
- I loved the HESC major! I was able to complete all the pre-med requirements along with other courses that I was passionate about without being overwhelmed and having to complete summer classes to finish my major. I believe that through the HESC major I was able to take classes in other departments, psychology and sociology for example, that aided in my understanding and reaffirmed my desire to attend medical school. My sister, who will attend the University of Arkansas at Fayetteville in the fall, really wanted to major in Health Science as she wanted to become a Physical Therapist or Physician Assistant. She believed that this major would give her an overall grasp of the medical field. Unfortunately, the UofA does not offer this major. I really like the Health Science major because it is useful for a multitude of different fields in medicine. There are so many different career paths that one could chose from and be prepared for.
- Availability of professors.
- Great faculty, not great resources from the school
- I feel that I have a very quality and well rounded view of health sciences and how to incorporate in my future profession.
- I like the flexibility that it provides in terms of career pathways.
- It brings me a broad perspective on health science topics.

21 - B. What do you perceive as weaknesses in the HESC major, as it is presently constructed?

Response Rate 13/16 (81.25%)

- Need even more of a variety of courses, and more than one of some of the courses offered as it is hard to get into classes that you need sometimes
- There is an invisible feeling of limitation in terms of what those with this major can accomplish. I applied to medical school as a health sciences major, but I always felt lesser than other science majors, even though I knew this was not the case.
- Definitely availability of psychology classes. It also doesn't feel like we had one person we could go to for health science. Some of the Biology professors are solely biologists and focus on research or labs. I think it would be helpful to have someone who has experience in health science, like some sort of therapy or allied health career.
- Availability of classes.
- I cannot think of any weaknesses within the program.
- I had some challenges getting psych classes both for my health science major and my psych minor.
- Need more availability of courses
- How difficult it is for HESC majors to get into certain classes due to lack of importance to the professors in other majors.
- It was often hard to find the courses I needed to graduate. It was almost as if I was doing a puzzle to find out how to schedule my courses so I could graduate.
- More PA classes and opportunity for Pre-PA students
- I don't see any weaknesses that I experienced.
- One weakness could be how it is presented to incoming students. I didn't know much about the HESC program until my junior year.
- There are not many opportunities from school for internship

Hendrix College

Hendrix Health Sciences (HESC) Senior Survey

22 - C. Do you have any final comments or observations about your experience as a HESC major at Hendrix?

Response Rate 5/16 (31.25%)

- Thank you for an incredible education!!! If I could do it all again, even with the trouble I had, I would choose Hendrix without hesitation.
- -
- No
- Overall a good experience.
- THANK YOU FOR EVERYTHING

23 - Gender:Race:Overall GPA Range: 2.0-2.5 2.5-3.0 3.0-3.5 3.5-4.0

Response Rate 16/16 (100%)

- Male, White, 3.0-3.5
- Male White 3.5-4.0
- Female Black/African American 3.5-4.0
- Female White 3.8
- 3.0-3.5
- Female White 3.5-4.0
- 3.0-3.5
- Male Mixed Black and White 3.0-3.5
- Gender: Female Race: White GPA Range: 3.5-4.0
- Male Caucasian 3.5
- Female White 3.556
- Male White 3.0-3.5
- Female White 3.0-3.5
- Gender: Male Race: Black/African American Overall GPA Range: 3.0-3.5
- Female White 3.5-4
- Male Asian 3.0-3.5

24 - Are you a first generation college student?

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Yes	(1)	1	6.25%	<div><div></div></div>	1.94
No	(2)	15	93.75%	<div><div></div></div>	
Prefer Not to Answer	(3)	0	0.00%	<div><div></div></div>	
				0 25 50 75 100	Question
Response Rate	Mean	STD			
16/16 (100%)	1.94	0.25			

25 - Are you a member of the LGBTQ community?

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Yes	(1)	0	0.00%	<div><div></div></div>	2.00
No	(2)	16	100.00%		
Prefer Not to Answer	(3)	0	0.00%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
16/16 (100%)	2.00	0.00			

26 - Think of the rungs of a ladder as representing where people stand in the United States. At the top of the ladder are the people who are the best off—those who have the most money, etc. At the bottom are the people who are the worst off—who have the least money, etc. Please choose a number representing the rung where you stand relative to other people in the United States.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
4	(4)	2	13.33%	<div><div></div></div>	5.87
5	(5)	3	20.00%		
6	(6)	5	33.33%		
7	(7)	5	33.33%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
15/16 (93.75%)	5.87	1.06			