

In the 19-20 Academic year, we assessed VSL goals WP3 and WP5 through direct assessment during a junior advising meeting and indirect assessment through a graduation survey.

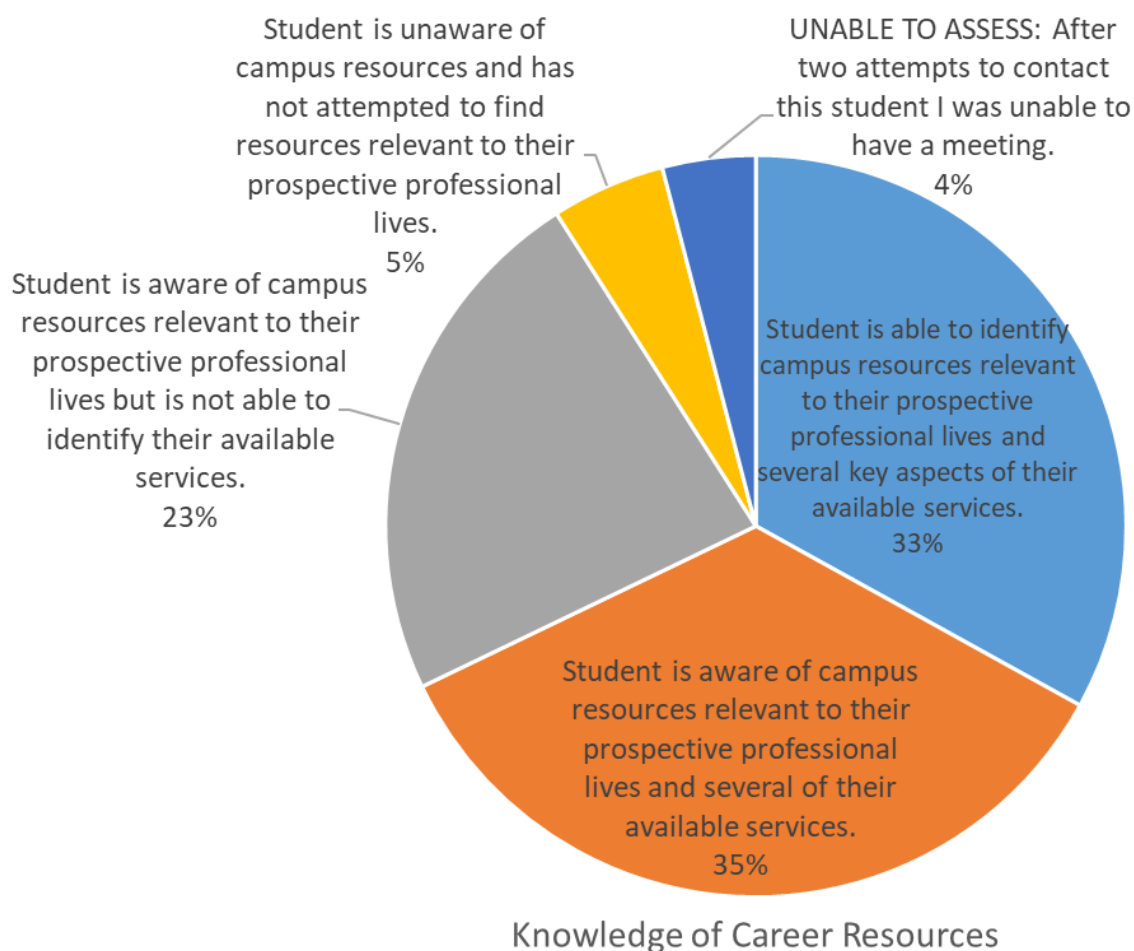
The college community provides opportunities for students to develop as whole persons in their personal and professional lives by:

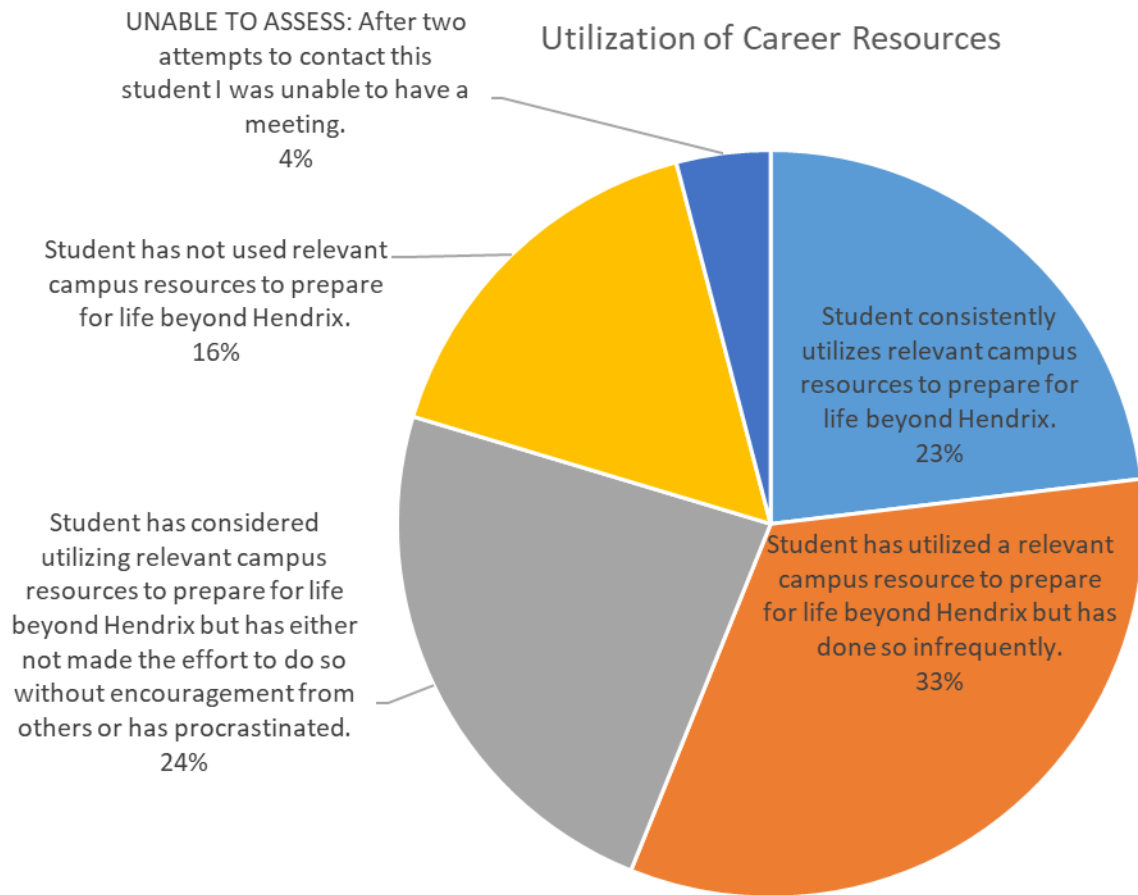
WP3. providing tools and opportunities to prepare our students for their prospective professional lives

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

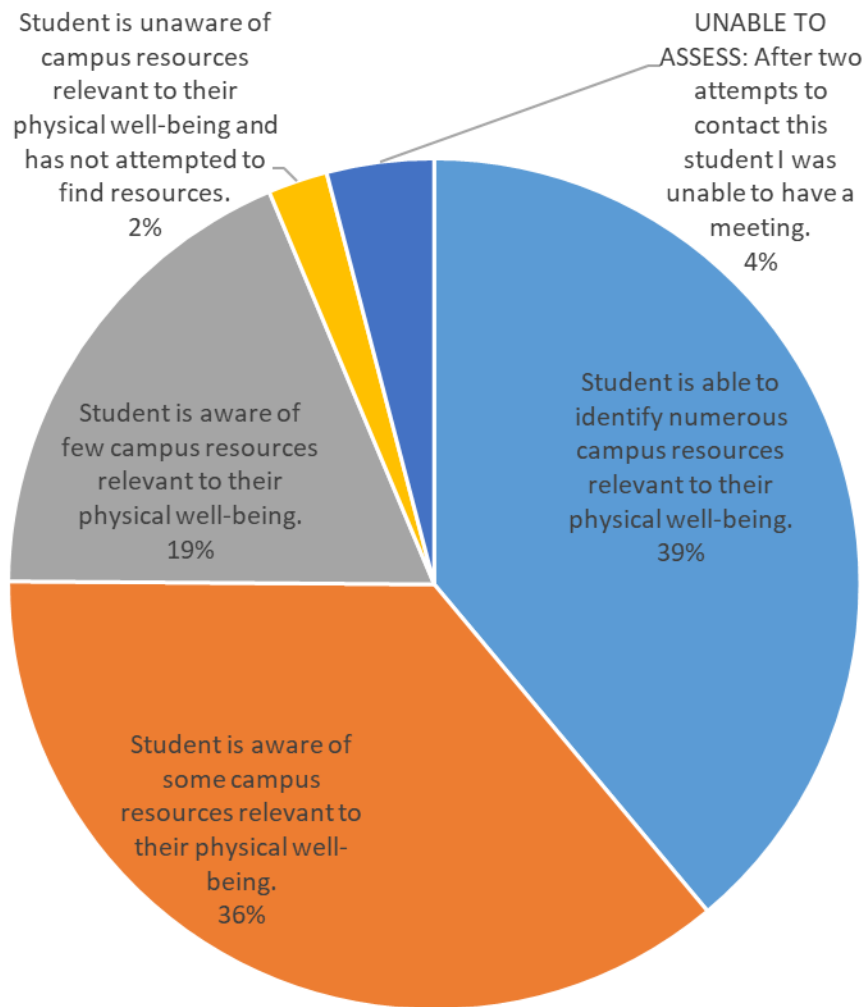
These goals are closely related to two campus initiatives. We were particularly interested in establishing a baseline from which to assess change as these programs are fully implemented. As outlined in the VSL Student Assessment plan, through a guided conversation, advisors used the VSL rubric to assess the student's knowledge of resources on campus related to well-being and career. In the case of resources regarding their professional lives, we also asked about their utilization of resources. After these conversations, advisors provided their students with handouts covering available campus resources for well-being and career preparation.

We attempted to reach all of the 251 students who entered in the Fall of 2017. We were not able to reach full participation by all faculty advisors. Advisors contacted 221 students (88% of Juniors). Of those 9 students were unavailable, usually due to Study Abroad. This means that 84% of the Junior class sat down with their advisors for conversations about well-being and career resources.



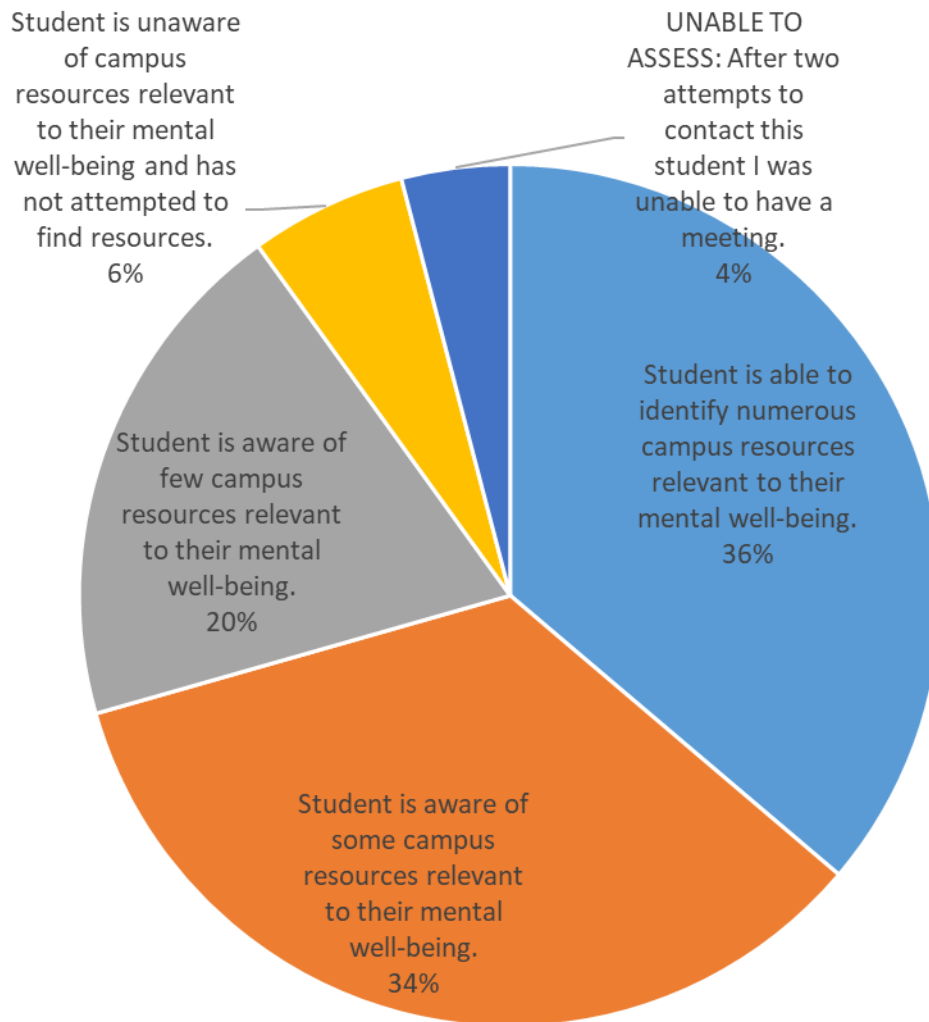


Only 5% of Juniors were unaware of Career Resources, but 16% have not used these resources as of the 7<sup>th</sup> week of their fall semester. More than half of these students had used relevant campus resources. .



### Knowledge of resources: Physical well-being

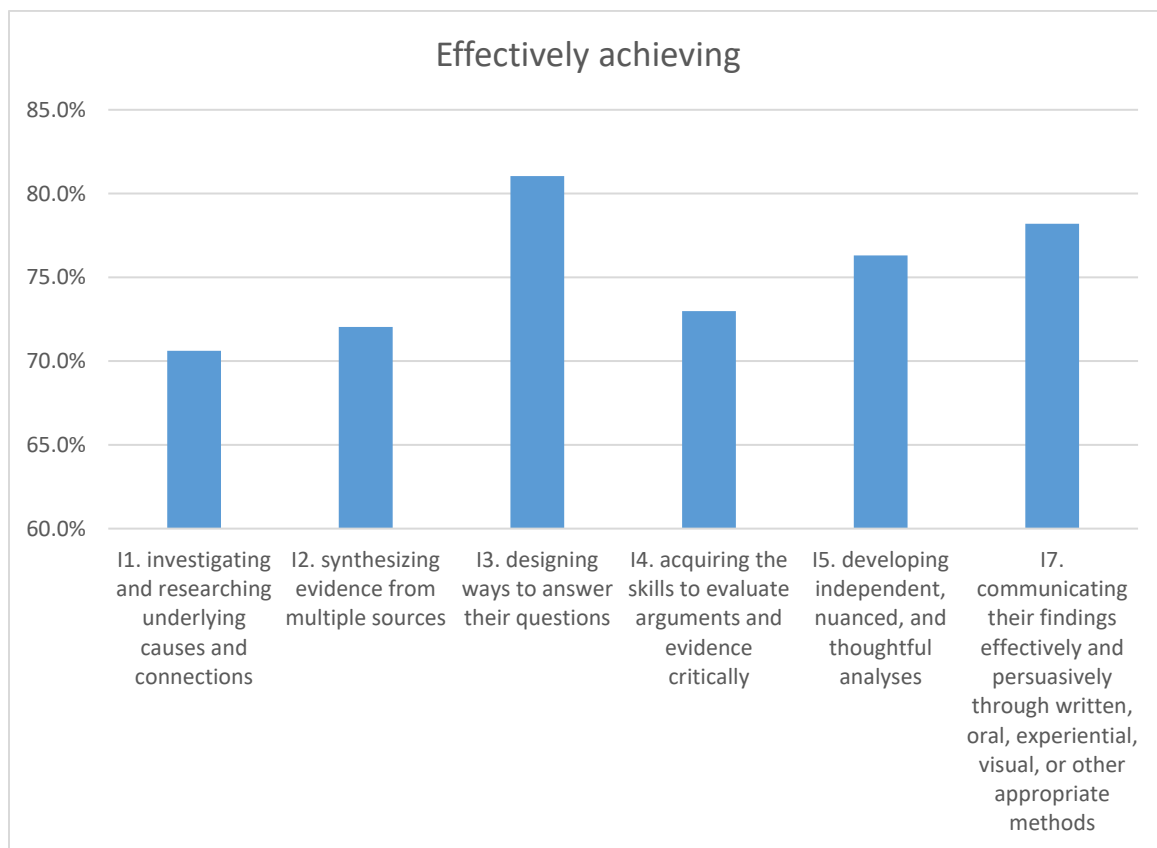
Only 2% of Juniors were unaware of resources related to their physical well-being. Seventy-five percent of students were able to identify several relevant resources.



### Knowledge of resources: Mental well-being

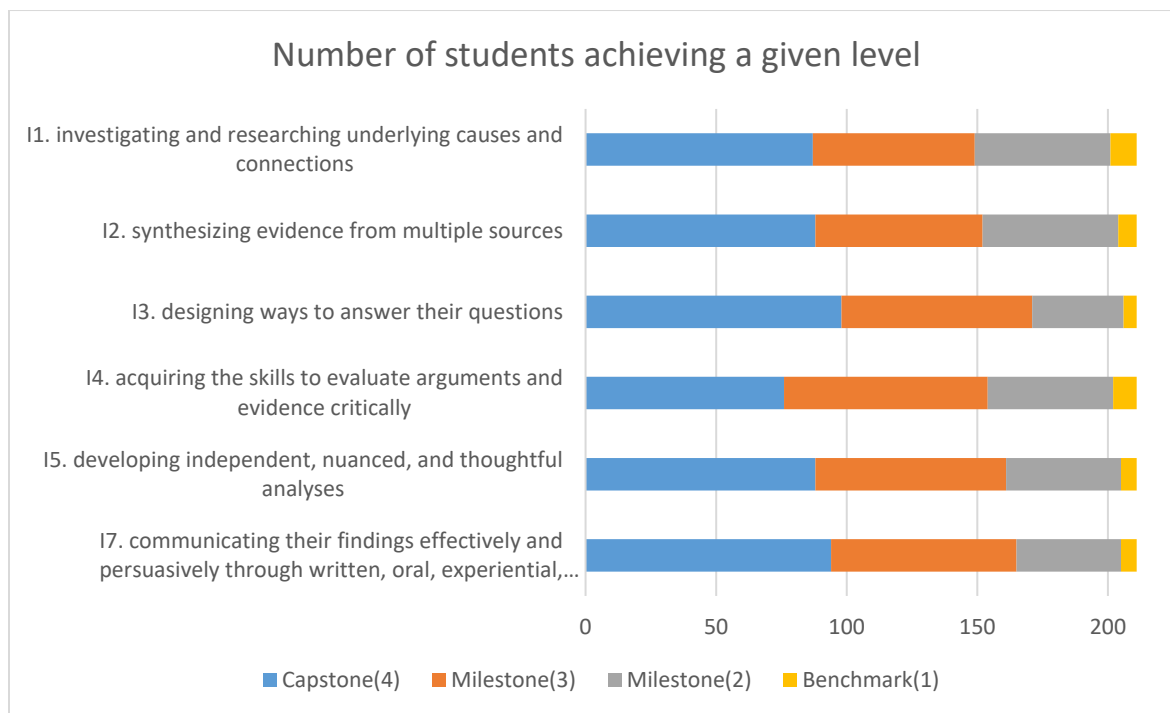
Slightly more juniors were unable to identify relevant mental health resources. Nevertheless, 70% were knowledgeable about several resources for their mental well-being. The Assessment Committee reviewed this information. This information was reported to the faculty in the Spring of 2020.

In 2019-2020, departments also assessed VSL goals I1, I2, I3, I4, I5, and I7 by applying a rubric to their graduating seniors. All departments participated in this assessment and 211 students were evaluated. As this process involved thinking about each graduating major, departments with a large number of majors were allowed to select a random sample of 20-25 graduates to assess.



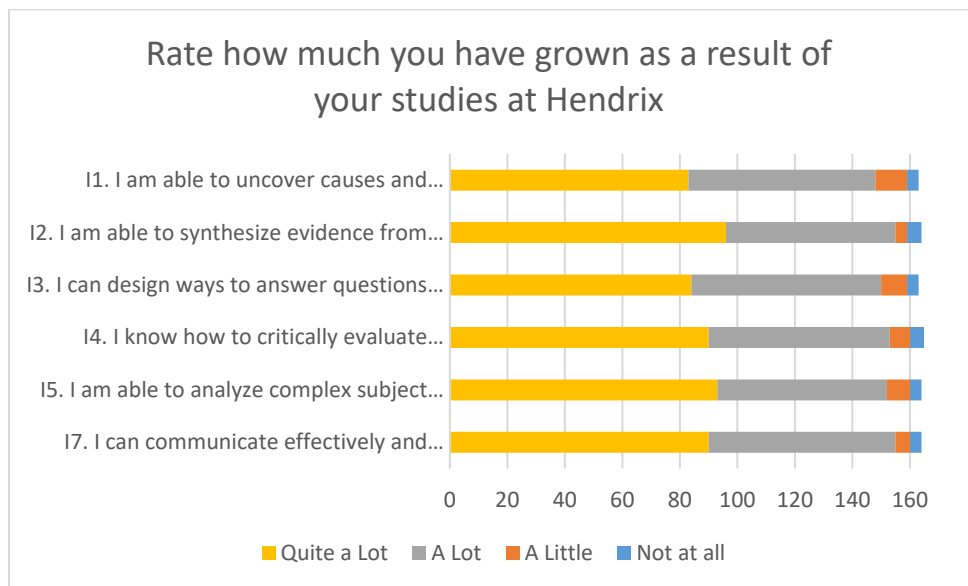
In order to see how many of our students were achieving at a satisfactory level, we combined students at the Capstone and Milestone 3 achievement level. It is noteworthy that over 70% of our graduating seniors assessed met all of these learning goals. It appears that there is a noticeable in the number of students who were able to design ways to answer their questions and communicate effectively, whereas fewer students demonstrated high achievement in investigating and researching underlying causes and connections, and synthesizing and evaluating evidence.

In order to see further complexity in the results, we also disaggregated the numbers of students achieving at different levels.

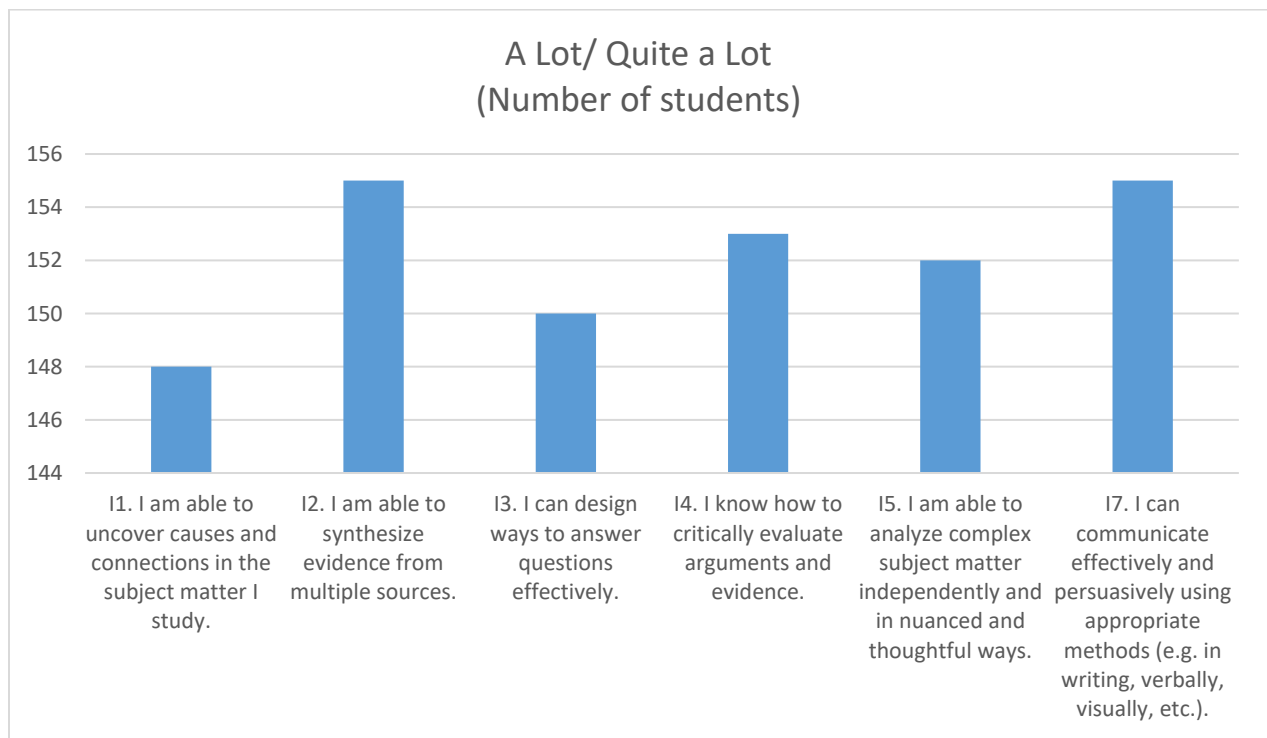


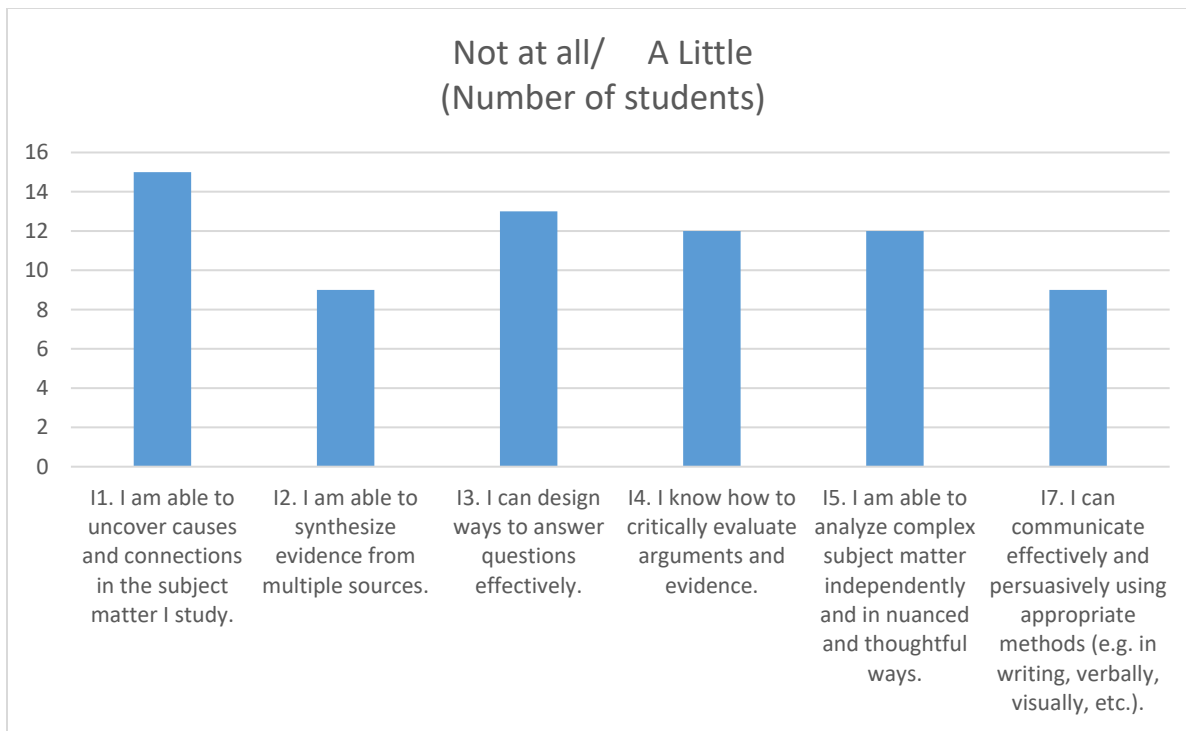
Here we can see clearly that designing ways to answer their questions (I3) reveals higher numbers of high-achieving students at all levels. In contrast, although evaluating arguments and evidence critically (I4) appears similar to the other goals when Capstone and Milestone 3 are combined, we can see that that goal included the lowest number of students who achieved at the Capstone level. This suggests that for this goal, we need to focus on improving performance of students who fall into Milestone 3 to bring them to the Capstone level. Although investigating and researching underlying causes and connections (I1) was the lowest in combined Capstone and Milestone 3, it has a similar number of Capstone students to the others, with fewer students appearing in Milestone 3. For this goal, we may need to begin by focusing on improvement for students who fall into Milestone 2. In other words, as we develop possible improvement strategies, we need to approach these two goals differently.

Our indirect evidence comes from the Senior Survey. 186 students responded to the survey, but the response rate varied by question. On average, 22 students left the questions about these learning goals blank. Nevertheless, we can see some interesting patterns in the data that can help us understand how students feel about their growth over their time at Hendrix. Note that we did not ask students to place themselves on our rubric, but rather the extent to which they had grown through their studies. This means that the indirect data may not match up exactly with the direct data for reasons other than incongruities between student perception and faculty perception.



We feel encouraged that the vast majority of our students (at least 80%) feel that they have grown quite a lot or a lot in all areas. Especially in light of our direct assessment, we are interested in seeing the strong perception of growth in ability to uncover causes and connections (I1) and critically evaluating arguments and evidence (I4), in both of which the faculty saw fewer students in the Capstone and Milestone 3 level.





All evidence points to a slight issue with I1, where we can see the highest number of students who felt that they had not seen growth during their time at Hendrix. Given that faculty also rate students as less strong in this area, we will consider ways to improve this moving forward. Interestingly, for designing ways to answer questions effectively (I3), the faculty saw students as more skillful, but students claimed to have seen less growth over their time at Hendrix. This suggests that students may arrive at Hendrix with stronger skills in this area.

We will present this evidence to the Faculty at a Fall Faculty Meeting in order to determine the best response to these results. Those plans will be reported in our 2020-2021 Annual Report.