

In the 20-21 Academic year, we assessed VSL goals I8, MC3, and WP6 through direct assessment during a junior advising meeting and indirect assessment through a graduation survey.

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

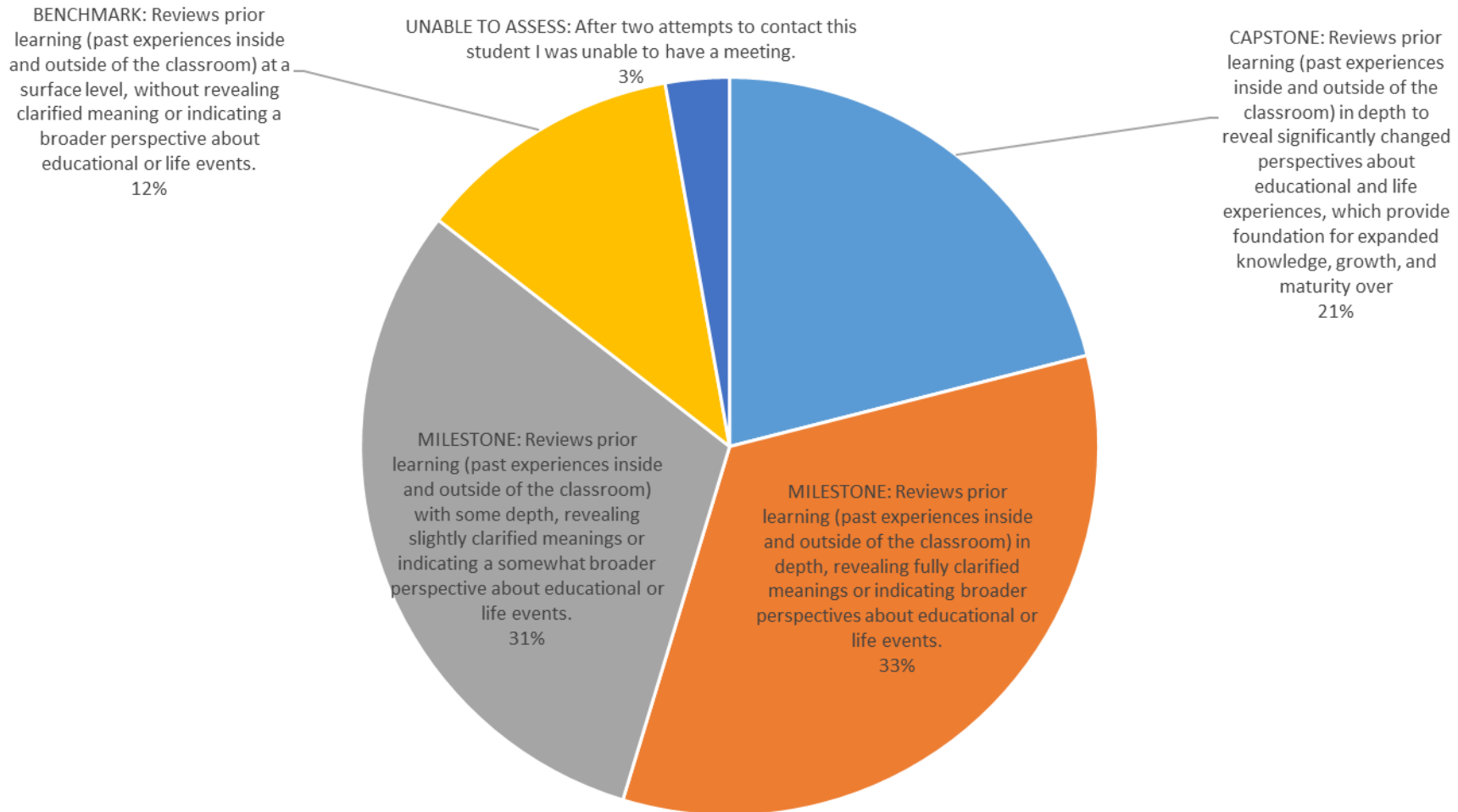
The college community provides opportunities for students to develop as whole persons in their personal and professional lives by:

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.

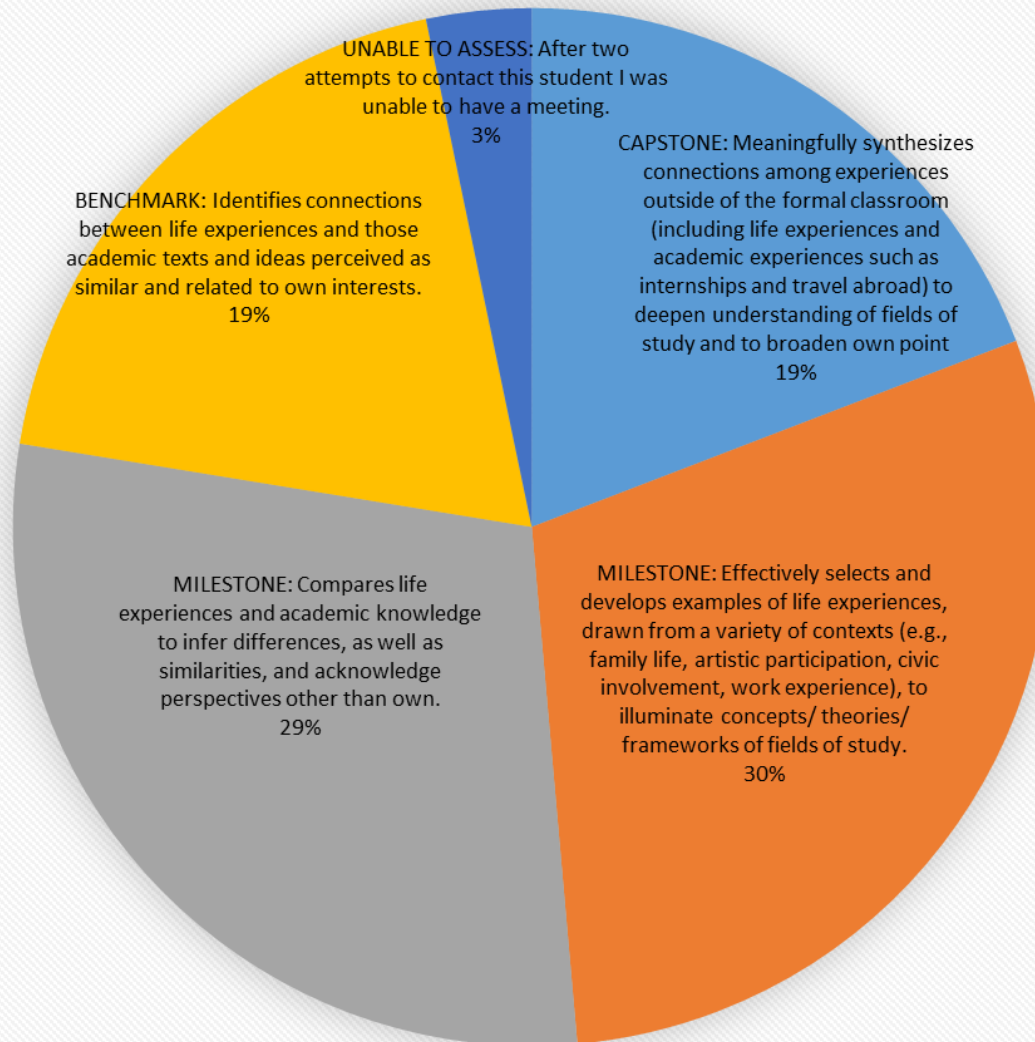
All three goals include the idea of taking their experiences in the classroom out into the world and in the world back into the classroom. As outlined in the VSL Student Assessment plan, through a guided conversation, advisors used the VSL rubric to assess the students' accomplishment of these goals.

We attempted to reach all of the 216 students who entered in the Fall of 2018. Advisors contacted 214 students (99% of Juniors). Of those 6 students were unavailable after multiple attempts. This means that 96% of the Junior class sat down with their advisors for conversations.

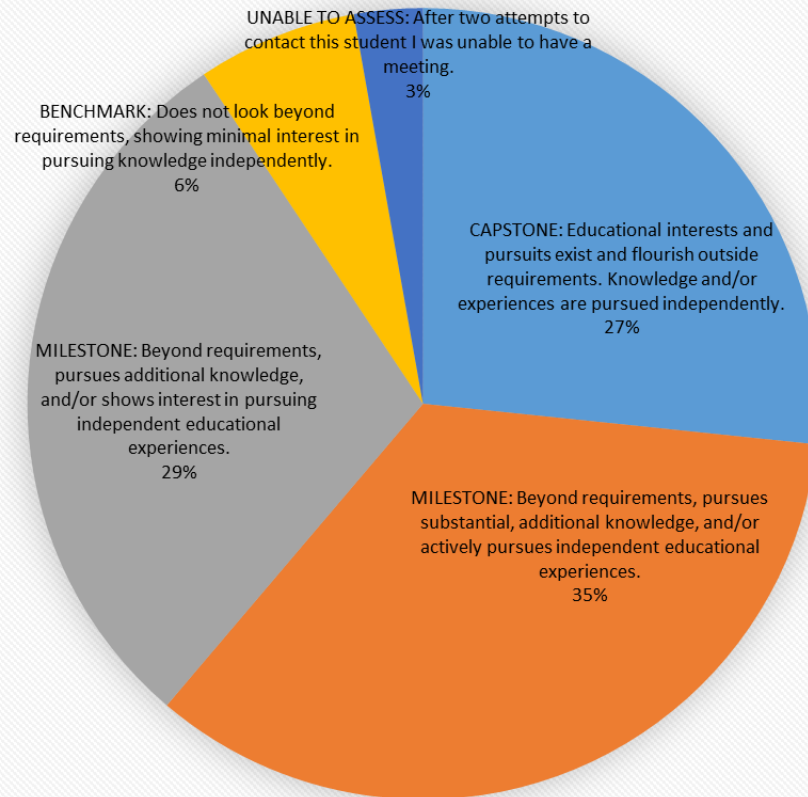
## 18. Reflecting on their studies and being prepared to engage with the world based on their inquiry and deliberation



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



**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.**



This data comes from the Fall 2020 semester, when students had been remote for the end of their Sophomore year and the beginning of their Junior year. The meetings took place remotely via video chat. For many people in Fall 2020, it felt like they had not been either in the classroom or in the world recently. Despite these drawbacks, the data for I8 and WP6 is quite strong, with the majority of students reaching Milestone 2 or Capstone level. MC3 is slightly less strong, with only 49% of students at Milestone 2 or Capstone, and 19% remaining at the Benchmark level. Juniors in Fall 2020 had missed opportunities to engage in Odyssey experiences like internships and research projects during the summer due to COVID-19, making it more challenging for them to imagine bringing their experiences back into the classroom.

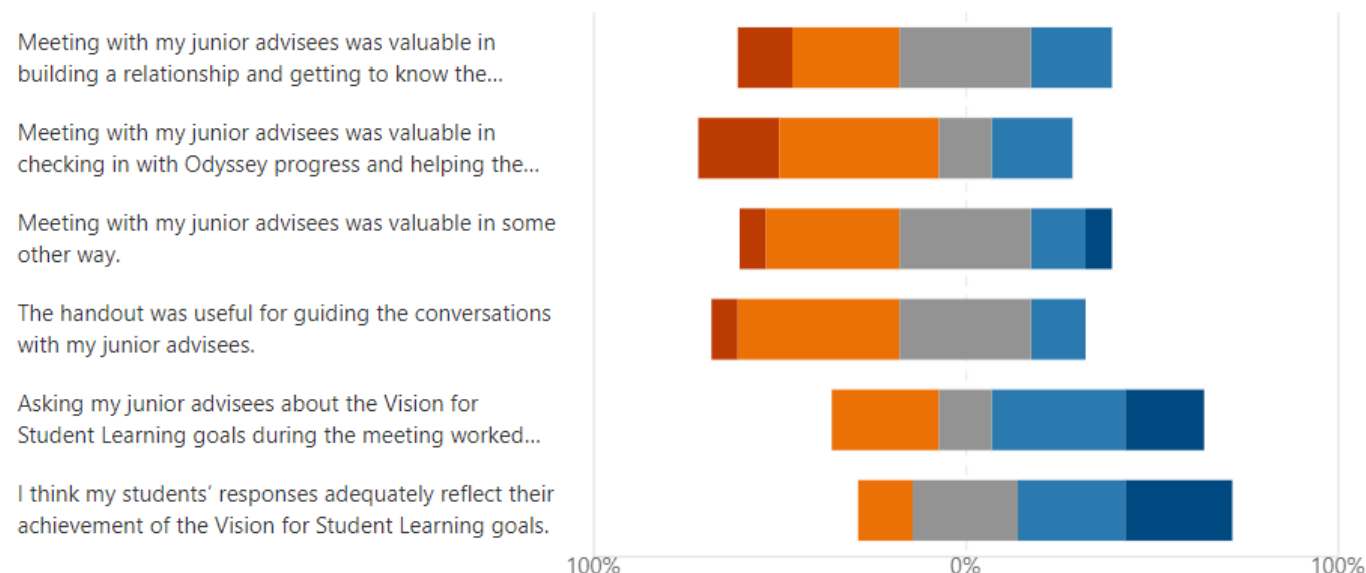
The Office of Assessment heard from several advisors that the assessment process in the meetings had been more challenging than in previous years. In a follow-up survey, we asked faculty a series of questions about how their Junior meetings went. We began with general questions about relationship

building, which advisors tended to think went relatively well, and moved to questions about the assessment of the learning goals, which faculty tended to think went less well (see the chart below).

## 1. Considering the objective of the Junior meetings, how would you rate each of the following

[More Details](#)

Strongly agree Agree Neutral Disagree Strongly disagree

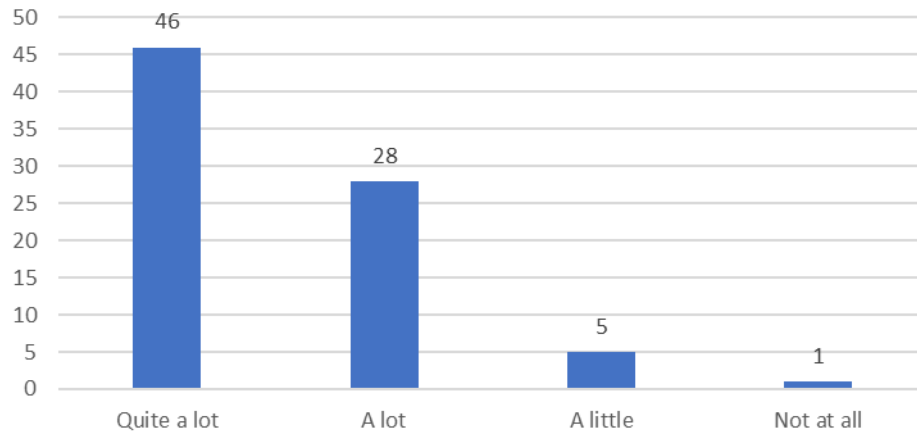


In the survey, faculty also provided responses to the open-ended question “What factors, if any, made assessing your students’ achievement of these goals more challenging?” Two particularly helpful answers to our open-ended questions focused on students’ lack of preparation and their facility in responding to abstract questions on the spot. In response to these concerns, we made changes to the Junior Meetings process for Fall 2021, giving advisors a sample email to send to students explaining the assessment process and including the questions that would be asked.

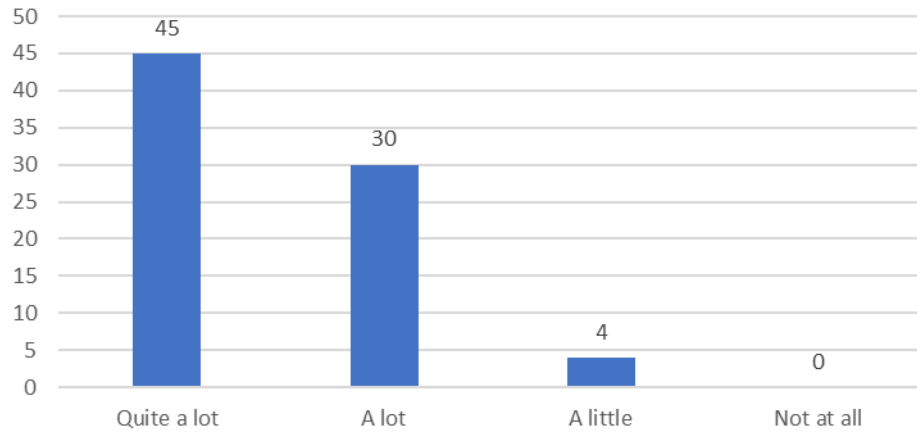
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Our indirect evidence for I8 and MC3 comes from the Senior Survey. Eighty-three students responded to the survey. 93% percent believe that they were effectively achieving I8 (“prepared to use the things I’ve learned to engage with the world”) and 95% that they were effectively achieving MC3 (“able to connect my experience to my studies in meaningful ways”).

I am prepared to use the things I've learned to engage with the world



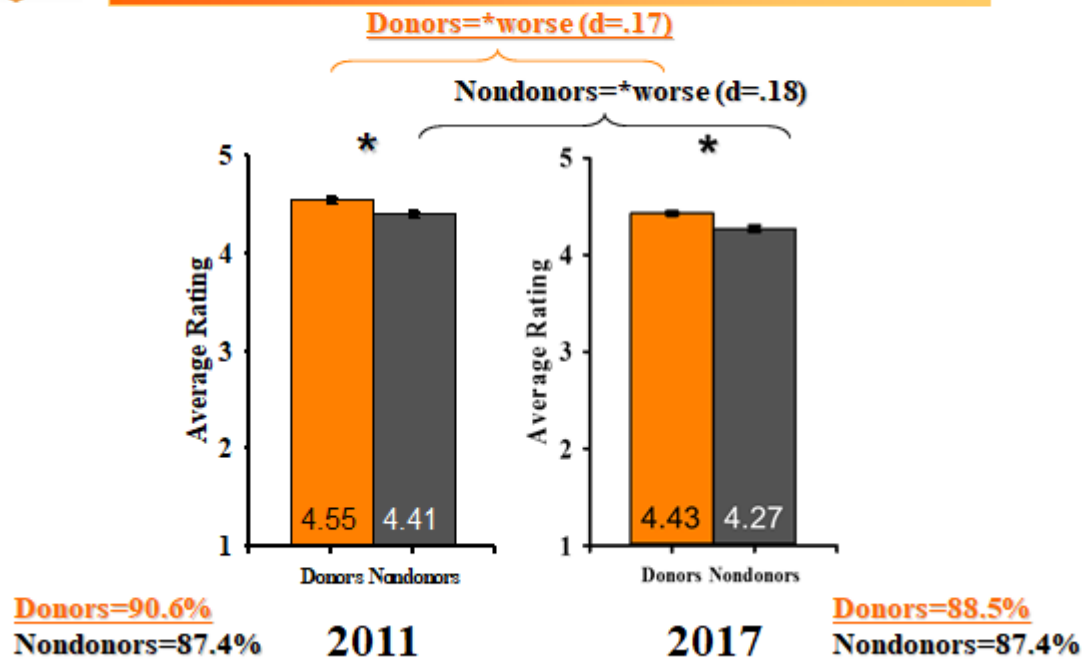
I am able to connect my experience to my studies in meaningful ways.



Indirect evidence for WP6 comes from the 2011 and 2017 Alumni Surveys. The data has been disaggregated by donors and non-donors for the purposes of the Office of Development. There was a slight decline in the average rating of lifelong learning between 2011 and 2017, although it remains quite strong.



## My Hendrix experience instilled in me a lifelong love of learning Combined



Overall, indirect evidence suggests that we are meeting our goals.

We will present this evidence to the Faculty in order to determine the best response to these results. Those plans will be reported in our 2021-2022 Annual Report.

**Closing the Loop**

As indicated in our 2019-2020 Annual Report, we presented our data to the Faculty in Fall 2020 during a remote Faculty Meeting held on Microsoft Teams. It was determined that the data fell within acceptable parameters, especially given the complexities of large scale academic program revision during a global pandemic. We will revisit those goals in 2024-2025, according to our assessment cycle.