

In the 21-22 Academic year, we assessed VSL goals MC1 and MC2 through direct assessment during a junior advising meeting and indirect assessment through a graduation survey.

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.

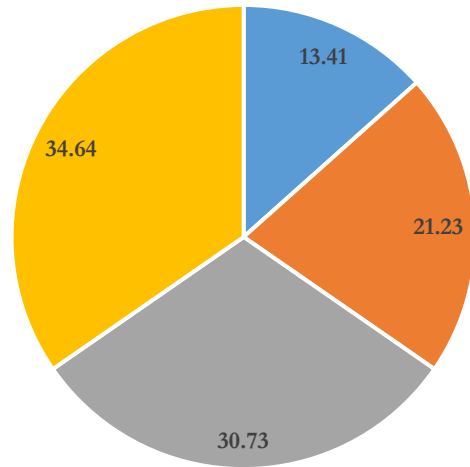
As outlined in the VSL Student Assessment plan, through a guided conversation, advisors used the VSL rubric to assess the students' accomplishment of these goals.

We attempted to reach all of the 225 students who entered in the Fall of 2019. Advisors contacted 211 students (94% of Juniors). Of those, 37 students were unavailable after multiple attempts. This means that 77% of the Junior class sat down with their advisors for conversations. This is significantly lower than in previous years. Faculty used the following rubrics to measure the achievement of their advisees.

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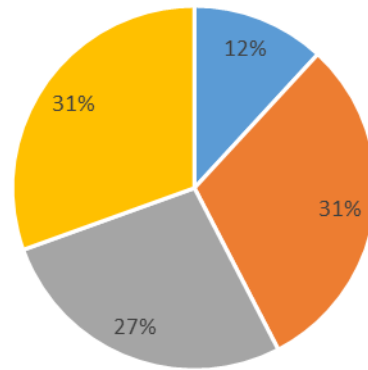
MC1. understanding the past, present, and future needs of the earth and of humanity, and of the challenges of our interdependence



■ Benchmark1: Some connections  
■ Milestone 1: Analyzes human actions  
■ Milestone 2: Evaluates global impact of local actions  
■ Capstone: Effectively addresses

For MC1, 65.37% of all students were placed in the Capstone or Milestone 2 level, while 13.4% of students were at the benchmark level. As faculty noted in their feedback on the process, this learning goal is a more challenging one to measure through conversations with students, and there may be some discrepancy in faculty interpretation of the rubric language. The same is true for MC2.

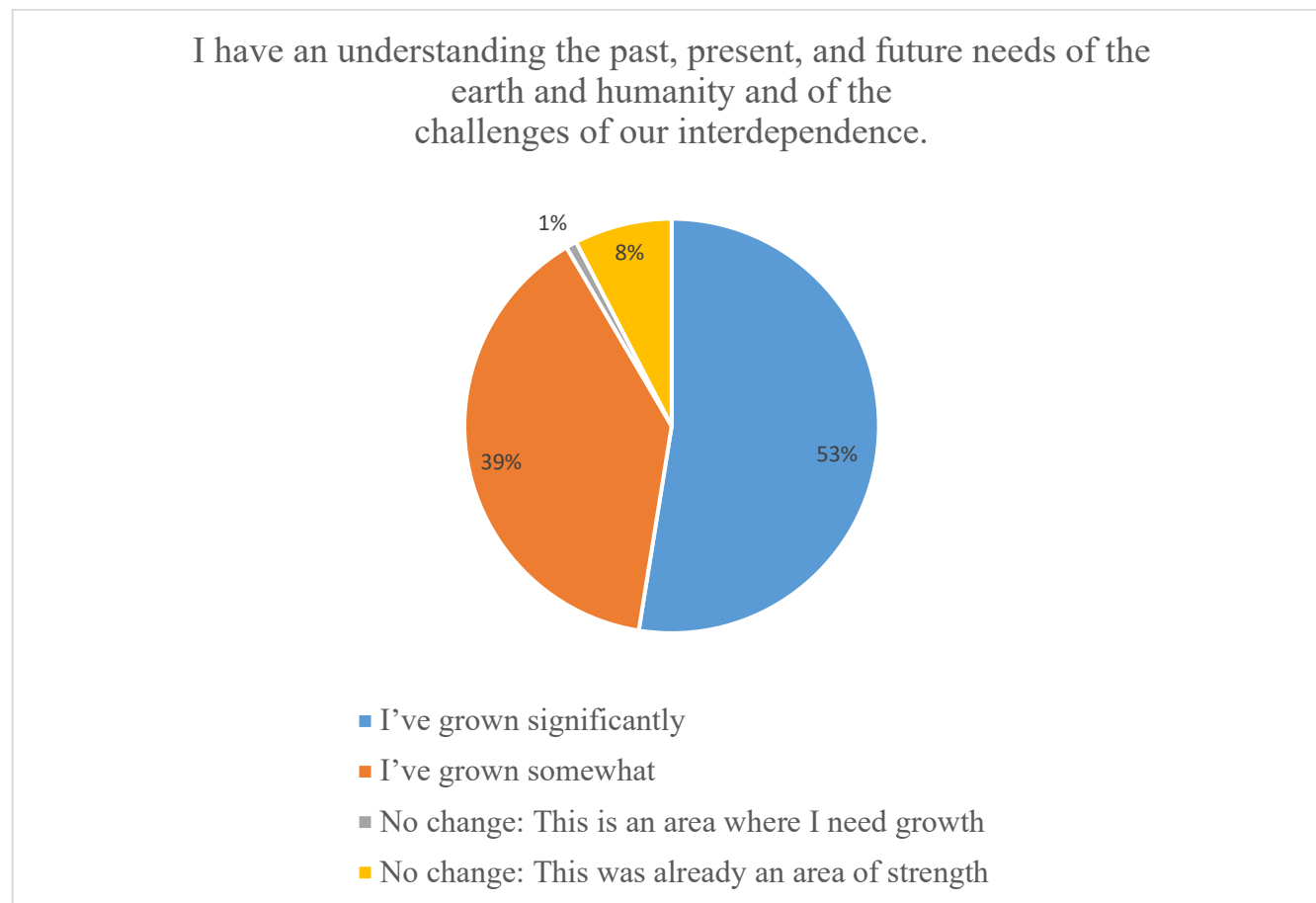
MC2. considering ethical conundrums from conflicting perspectives



- Benchmark: Some connections
- Milestone 1: Analyzes human actions
- Milestone 2: Evaluates global impact of local actions
- Capstone: Effectively addresses

For MC2, 58% of all students were placed in the Capstone or Milestone 2 level, while 12% of students were at the benchmark level. We will discuss the results further below, incorporating indirect evidence.

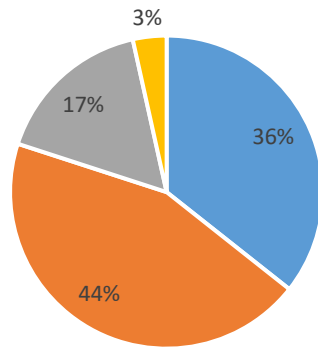
Our indirect evidence comes from the Senior Survey. We received 118 responses to the 2022 Senior Survey.



We note that 91% of students perceive growth in this area, which is significantly higher than the faculty's direct assessment reflects. This is encouraging, and suggests that we need to improve our assessment tools, rather than pursuing widespread instructional changes. This is an area we should continue to monitor.

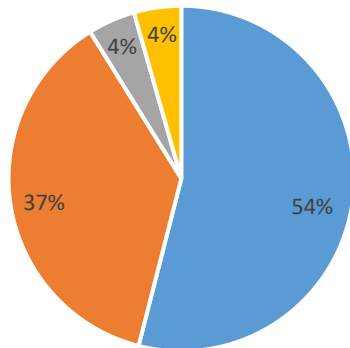
For MC2, we do not have a question on the Senior Survey with a one-to-one correspondence with the language of the learning goal, an oversight that we will remedy in the 2023 Survey. However, there were two questions that we felt speak to the underlying values reflected in the goal. These questions are directed more at students' interactions with alternative perspectives, particularly those of other students.

To what extent do you think Hendrix encourages interaction among students from different backgrounds (e.g., social, racial/ethnic, religious)?



■ Very much so ■ Moderately ■ Slightly ■ Not at all

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



■ No, never ■ Sometimes ■ Often ■ All the time

Our students seem to have experiences interacting across different perspectives, but we acknowledge that this does not necessarily mean that they are “considering ethical conundrums from conflicting perspectives.” Given the concerns raised in the faculty’s direct assessment, this is another area that we will need to monitor going forward. We will begin by collecting indirect data that is more closely aligned with the language of MC2 and editing the rubrics.

## **Conclusions**

When we created our Student Assessment Plan, we found that some of our goals were more difficult to map to the VALUE Rubrics that we used as our template, and MC1 and MC2 were particularly challenging. Before we return to these goals in our Cycle, we recommend that the Assessment Committee consider both the rubrics themselves and the means of assessment. Faculty found that informal conversations did not fully capture students’ depth of achievement. Perhaps a more formal means of assessment would yield more accurate results. We are heartened by the fact that the students felt that they had grown in this area, so we want to be sure that our assessment practices reflect their successes. We feel that our issues here are more about our assessment practices than our students’ achievement of the goals.