

HENDRIX

C O L L E G E

Self-Study Report 2008-2009

Leading the Liberal Arts into the 21st Century

*Prepared for The Higher Learning Commission
of the North Central Association of Colleges and Schools*

Leading the Liberal Arts into the 21st Century

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Introduction

Introduction

Introduction to the College

Hendrix College is a residential liberal arts institution, situated in Conway, Arkansas. Founded in 1876 as Central Institute, the institution which was to become Hendrix College was established in Altus, Arkansas. Beginning as a primary school with an enrollment of 20 pupils, becoming a secondary school, and eventually adding a collegiate department, the institution's name was changed to Central Collegiate Institute in 1881, was purchased in 1884 by the Methodist Church in Arkansas, and in 1889 was renamed Hendrix College in honor of Bishop Eugene R. Hendrix. In 1890 the College's Board of Trustees moved Hendrix College from Altus to its present location in Conway.

Related to the United Methodist Church, Hendrix is nonsectarian in its admission and educational program and provides a vision that is national and international in scope. The College provides educational opportunities consistent both with its traditions and with the demands of cultural relevance in a time of rapid change. Hendrix is committed to the idea that the educational program of each student should combine areas of common learning with individual design. The curriculum is arranged to assure students the opportunities to gain acquaintance with cultural traditions of the world; to develop undergraduate expertise in a field of concentration; to cultivate skills of communication, deliberation, and analysis; and to study broadly in a variety of areas of knowledge. Additionally, traditional coursework is deepened and enriched through a broad array of engaged learning opportunities called *Your Hendrix Odyssey: Engaging in Active Learning*. The Hendrix academic program is complemented by creative and performing opportunities, by varsity and intramural athletics, and by a comprehensive co-curricular program including residential life, activities both on-campus and off-campus, career development, and opportunities for personal guidance and religious expression.

Consistently recognized for excellence in undergraduate liberal arts education, Hendrix emerged in the 1990s as a leader in undergraduate research. Building on this recognition, Dr. J. Timothy Cloyd assumed the presidency of the College in 2001 and initiated the process that developed the College's current priorities. He began with discussions among colleagues and with a broad range of constituents and then moved to formal research methods to refine and shape the vision. He hired the Art and Science Group to conduct the first comprehensive market research in the College's history. The research results were further refined through a series of focus groups and town hall meetings where members of the Hendrix community commented on the findings and discussed how to apply what was learned to the day-to-day work of the College.

The Art and Science study reported that Hendrix was perceived as an institution of high quality, with good word-of-mouth support, but that it did not have a clear identity in the marketplace. Hendrix had not identified and articulated what was distinctive about the institution—what set it apart from other excellent small liberal arts colleges. This lack of clear identity was made more of a problem in that Hendrix had what the researchers termed a “diffuse competitive set”—meaning that the competition was vast and quite different from Hendrix, making it difficult to position the College against anyone else. These research results gave the College a starting point from which to build its reputation as a national leader. It also identified some specific areas for the College to address if it intended to attract and retain top-notch students and faculty.

In response to information from the Art and Science group, as well as the reports from consultants hired to evaluate the feasibility of a new capital campaign, in October 2003 the Trustees committed the College to becoming a national leader in engaged liberal arts and sciences education by approving a set of priorities (*Priorities 2003-2013*) and 10-year goals that complement the College's *Statement of Purpose* and will position the College at the forefront of American higher education. This move to "reposition" the College formally began in October 2004 with the formation of *Your Hendrix Odyssey: Engaging in Active Learning* and the launching of a \$70 million comprehensive campaign (subsequently increased to \$100 million) to fund the program and other efforts that will move the College from vision to reality.

Since 2003, the Board Priorities have guided the College's actions. Implicit in the attainment of each priority is the conviction that Hendrix College is a community that carries forward a tradition by understanding its past, broadly conceived, by incorporating and embodying what is worthy to embrace, and by transforming itself continually in pursuit of the best. From the foundation of more than 130 years of excellence in education, Hendrix College has moved confidently into the 21st century.

Profile of the College

Since its incorporation, the College has developed into the most distinguished college of the liberal arts in the state, as well as into one of the leading colleges in its region of the United States. Hendrix is one of the small liberal arts colleges in the South ranked "Baccalaureate Arts & Sciences" by the Carnegie Foundation for the Advancement of Teaching. Over the past four decades, the College has had a stable enrollment of approximately 1,000 students divided almost evenly between women and men. The College began Fall 2008 with an enrollment of 1,342 students. The College's strong student body is typified by the 2008 freshman class, which includes 8 National Merit Scholars. The midrange SAT and ACT scores for this freshman class are 1150-1340 and 26-31 respectively. Forty-one percent of the 2008-2009 freshman class members graduated in the top 10% of their high school class, and 75% percent graduated in the top quarter.

The student/faculty ratio is 12:1, and the average class size is 18. Of the 115 full-time equivalent faculty, 103 are actually full-time faculty members. There are 34 part-time faculty. Five administrators teach part-time. Among the full-time faculty, 85% hold doctoral degrees, and 100% have field-appropriate advanced degrees.

In 1998 Hendrix became the second institution in Arkansas and the first liberal arts college in the state to be granted the privilege of sheltering a chapter of Phi Beta Kappa. The strength of the College's academic program has been recognized by a number of grants: a \$500,000 National Endowment for the Humanities Challenge Grant in 2003; a \$200,000 Arthur Vining Davis Foundations Award of Excellence in 2005; a \$2,300,000 grant from the Willard and Pat Walker Charitable Foundation for the Odyssey Program in 2007; combined \$90,000 Charles A. Frueauff Foundation grants for the Odyssey Program beginning in 2006; and recently a \$600,000 grant from the Mellon Foundation to establish interdisciplinary course clusters and a \$25,000 Teagle Foundation grant to study and develop effective assessment of engaged learning programs. The faculty's work in biology, chemistry, computer science, mathematics, and physics has been recognized and enhanced by recent grants from the National Science Foundation, the National Institutes of Health, Research Corporation, the Henry Dreyfus Foundation, Food Allergy and Anaphylaxis Network, the Petroleum Research Fund of the American Chemical Society, and the NASA Experimental Project to

Stimulate Competitive Research. The curriculum in both the humanities and the social sciences is enriched by programs involving visiting scholars and writers, supported by the Marshall T. Steel Center for Religion and Philosophy, the Hendrix-Lilly Vocations Initiative, the Center for Entrepreneurial Studies, the Crain-Maling Jewish Cultural Center, and the Hendrix-Murphy Foundation Programs in Literature and Language. The strength of the College's faculty has been recognized by the Council for the Advancement and Support of Education (CASE) and the Carnegie Foundation for the Advancement of Teaching. In 2003, they named Dr. Thomas Goodwin, Professor of Chemistry, the Outstanding Baccalaureate College Professor of the Year and one of four college and university professors recognized as winners of the 2003 U.S. Professor of the Year Award. In 2007, they named Dr. Jay Barth, Professor of Politics, the Arkansas Professor of the Year.

Hendrix offers majors in thirty-one academic fields and minors in thirty-three fields. The College offers one baccalaureate degree, the Bachelor of Arts, and also the Master of Arts in Accounting. In the period 2000-01 through 2007-08, twenty-five percent of Hendrix baccalaureate degrees were awarded in the four natural science disciplines of biology, chemistry, physics, and mathematics. Twenty-six percent of Hendrix degrees were granted in the disciplines of English, philosophy, religion, history, and foreign languages, while thirty-five percent were granted in the disciplines of economics and business, psychology, sociology, international relations and global studies, and politics. Six percent of Hendrix students majored in theatre, music, and art; five percent majored in interdisciplinary studies; education and kinesiology at three percent rounded out this liberal arts emphasis.

A majority of the College's graduates pursue further academic degrees in graduate or professional schools. The most recent survey of graduates shows that 28% of graduates go immediately to graduate or professional schools while 64% plan to pursue graduate or professional education. Hendrix is one of 47 institutions in the United States authorized to nominate candidates for the Thomas J. Watson Fellowships. Since 1984, twenty-three students have become Watson Fellows. Since instituting the Walker Odyssey Fellowship in 2006, five students have been granted the award. Since 1992, Hendrix graduates have received thirteen Fulbright Awards. Four students have received Rotary International Ambassadorial Scholarships, and two students have received Jack Kent Cooke Scholarships. Nineteen students have received Goldwater Scholarships and two students have been awarded Truman Scholarships. In 2001, Ben Matthew Goodwin became the sixth Hendrix College student to receive a Rhodes Scholarship, and in 2008, Jennifer R. Tate became the first Hendrix College student to receive the Council of Independent Colleges' American Graduate Scholarship.

Also, in the 2005 National Science Foundation Survey of Earned Doctorates, Hendrix ranked twenty-eighth in the nation for the overall percentage of its graduates who earn a Ph.D. In particular, the College ranks first for graduates who earned doctorates in psychology, sixth for graduates earning doctorates in social science professions, eighth for chemistry Ph.D.'s, ninth for doctorates in education, and twenty-fourth for English and literature. Over the last five years the acceptance rate for Hendrix students into medical schools has been significantly above the national average. Similarly over ninety percent of all student applicants for law school have been accepted.

History of Accreditation

The North Central Association initially accredited Hendrix College in 1924, the first year of eligibility for institutions located in the state of Arkansas. It has been examined for reaccreditation six times subsequently: in 1932, 1959, 1969, 1979, 1989 and 1999.

In 1959 the College's programs for independent study and pursuit of honors were mentioned as strengths, as were the high academic standards of the College and the good condition of the physical plant. The list of concerns included lack of clarity about the general education mission of the institution, a general paucity of resources, low salaries, the need for better definition of the position of Dean of the College, the absence of centralized student services, a perhaps unduly influential business office, the absence of a formal system of tenure, and the lack of foreign students.

By 1969 recognized strengths included the history of strong administrative leadership in the Office of the President over the preceding decade and widespread clarity about the aims and objectives of the College. The condition of the physical plant was again praised, and the faculty was described as highly qualified. The visiting team found good student-faculty relationships, a strong financial posture, and an excellent library. Among the concerns mentioned in the 1969 report were a lack of formal decision-making patterns in the College's administration, a relatively inactive Board of Trustees, and a lack of adequate administrative staff. The visiting team found inadequate long-range plans and an imperfectly articulated fund-raising program. It found a need for more faculty and for higher faculty salaries. It found the counseling arrangements at the College inadequate and detected a general insularity reflected in a faculty perceived as weak in scholarship and apparently not capable, in the eyes of the visiting team, of accomplishing the curricular innovations needed to move the College forward.

By 1979 conditions had improved significantly. The visiting team found knowledgeable, sophisticated, and involved Trustees, and a President who had established himself as the equal of his popular and successful predecessor. The College's financial condition was described as "magnificent," and the formal arrangements for the tenuring of faculty had been clarified. The visiting team found the faculty much improved in background and sophistication. Also, an extensive and active system of committees had been developed through which the faculty exercised its responsibilities in the governance of the College. However, the visiting team also found that certain dormitories, including Martin Hall, were in need of renovation, that there was still a lack of long-range planning, that there was no sabbatical program, and that the work of the faculty was hampered by the persistence of small departments and by problems in faculty load. The general education program was again mentioned as an area of concern, as were the crowded library, the student-faculty ratio, the level of alumni giving, and the College's general public relations posture.

By 1989, the College demonstrated significant progress in remedying each of the major concerns raised in the report written by the 1979 visiting team. Martin Hall, Galloway Hall, and Couch Hall, all residential buildings several decades in age, were extensively renovated. Planning was formally organized. An extensive and highly successful sabbatical program was instituted in the early 1980's. The College made substantial progress in increasing the number of full-time faculty while giving priority to adding tenure-track positions in chronically understaffed departments. The standard annual teaching load in non-laboratory disciplines was reduced from eight courses to seven, and the annual teaching load for each faculty member in most laboratory disciplines was reduced further in acknowledgement of laboratory supervision. The general education

program underwent an extensive revision. Plans continued for the building of a new library. The student-faculty ratio fell from 17:1 to 15:1, alumni giving tripled in dollars and increased in percentage of donors, and the College gained significant regional and national recognition for the high quality of its academic programs that are offered at costs lower than those of comparable colleges. However, the visiting team found some lack of understanding and clear definition of process in budgeting on the part of some personnel; that until the new library is in place, the facility and collection remain a concern; that compensation for faculty and other staff does not allow the College to be fully competitive in filling positions; that heavy work load of faculty and staff results from the multiplicity of assignments and lack of support personnel; and that the announced intention to increase student diversity needs a clearly defined rationale and strategy.

By 1999, the College demonstrated significant progress in remedying each of the major concerns raised in the report written by the 1989 visiting team. In 1994-95, the President created a Faculty Advisory Committee for the purpose of providing consultation regarding budgetary priorities and the process of budget building. In January 1994, the new Bailey Library opened. This facility solved the College's library problems by providing space for 275,000 volumes in an ADA compliant facility. In 1987 the Board of Trustees committed the College to a compensation goal at the 80th percentile of Category IIB institutions, rank by rank, as reported in the AAUP's annual "Economic Status of the Profession" issue of *Academe*. The benchmark proved to be difficult to attain and sustain, despite significant reallocations of resources to faculty compensation. Since 1988 the College had added the equivalent of eleven tenure-track faculty members and seven support personnel in the academic sector alone. Many of these additions were designed specifically to eliminate multiplicity of assignments.

In its concluding comments, the 1999 North Central Evaluation Team reported each of the following as a "strength" of the College:

- A well-maintained, improving, growing and attractive physical plant. New construction underway is needed and appropriate.
- Financial stability, especially in the growing endowment, provides support for the academic program and a basis upon which to build.
- Hard working, well-qualified faculty and staff who are dedicated to their students and the liberal arts mission of the College.
- Motivated, intellectually inquisitive students who are also dedicated to the liberal arts mission of the College.
- Loyal, well-informed, thoughtful Board of Trustees who understand their policy-making role in college governance and who reflect a clear understanding of the relationship between the College and the United Methodist Church.
- Strong, well-respected senior management team that works well together and has a trust of all College constituencies.
- A position of undisputed excellence in Arkansas higher education.
- An outstanding alumni body whose demonstrated professional success reflects excellent academic preparation by the College.

Summary of Significant Changes – 1999-2008

Since its 1999 reaccreditation review, Hendrix College has undergone a series of notable changes in an effort to meet the demands of an ever evolving academic landscape and to remain true to its rich liberal arts heritage and its growing national recognition. Of significance are those changes designed to move the institution from its position as “another good liberal arts college” to a position of national leadership in “engaged liberal arts education offered in a demanding but supportive environment.” Changes in support of this transformation form the core of Hendrix College’s move to “reposition” itself to become a leader in defining the character and meaning of undergraduate education.

The changes described in this section of the document are noteworthy in their fulfillment of the *Statement of Purpose* and in their support of this re-accreditation review.

Personnel

Since the 1999 re-accreditation review, the College has witnessed major changes at the administrative level. In 2001, the College welcomed its current President, the College’s tenth, and in 2002 its current Provost and Dean of the College. At the level of Vice President, the College has seen several changes, including three changes in the position of Vice President for Student Affairs and the addition of an Executive Vice President and Dean of Institutional Advancement and Planning and a Vice President and General Counsel, CEO of The Village. Other changes in the general administrative makeup of the College include the additions of a Coordinator of Academic Support Services, an Academic Specialist, and a Director of International Programs. These changes complement the College’s efforts to reposition itself as a national leader in liberal arts education.

The College has also witnessed a growth of 16 new tenure lines since the 2002 curriculum change. This change comes as a result of the faculty support needed to staff the new curriculum, to maintain an effective teacher-student ratio, and to meet the growth demands of a rapidly expanding student population. This last factor—growth in the student body—is another notable change since the 1999 review. In 1998, the College enrolled 317 first year students; in fall 2008, the College welcomed its largest ever class of 432 first year students.

The Curriculum

Upon the recommendation of the faculty, in the 2002-03 academic year, the College returned to the semester calendar after more than thirty years on the term calendar. The most often cited semester calendar advantages are conformity with peer college calendars, availability of more thoughtful immersion time for research and study, and a more humane rhythm of activities for students and faculty.

Extensive departmental and program self-studies led to newly created curricular offerings including a new three-component general education program consisting of the following elements:

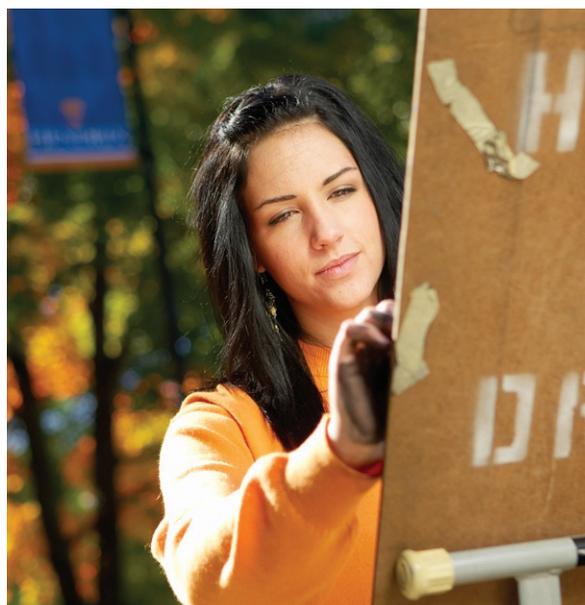
- The Collegiate Center – a three-component general education requirement to address the College’s commitments to “investigate and appreciate the richly diverse cultural, intellectual, linguistic traditions shaping the contemporary world” and “to examine critically and understand the intellectual traditions woven into the history of Western thought.”

- Learning Domains – a seven course requirement which forms the foundations of a liberal arts education.
- Capacities – a four component requirement in which students must exhibit basic proficiencies in writing, foreign languages, quantitative skills, and physical activities.

The College also replaced the 1999 freshman interdisciplinary course, Western Intellectual Traditions (WIT), with a more globally focused interdisciplinary course, Journeys, in 2002, and added a first-year experience course, Explorations, in 2003.

The curriculum was further enhanced in 2005-06 by the creation of *Your Hendrix Odyssey: Engaging in Active Learning*. This innovative program requires all students to complete at least three Odyssey experiences from the following categories:

- Artistic Creativity;
- Global Awareness;
- Professional and Leadership Development;
- Service to the World;
- Undergraduate Research;
- Special Projects.



An experiential transcript, attached to the academic transcript, will record each student’s participation in the Odyssey Program.

A fuller description of the curriculum is found in Criterion 1, Core Component 1c, including other programs and majors added since the last self-study.

The College’s curriculum saw the establishment of a major service component: The Hendrix-Lilly Vocations Initiative. By promoting service to those in need, participation in faith communities, and identification of worthy values, the Hendrix-Lilly Vocations Initiative (begun in 2002) encourages students to reflect on what their life’s work should truly be. The Vocations Initiative designs and funds retreats, volunteer service projects, and travel opportunities; visiting scholars, academic courses, student research and national conferences; opportunities for theological discernment and building spiritual discipline; occasions for “shadowing” and interning with community leaders.

Facilities

Major changes have occurred in both the academic and the residential areas of the campus. These changes include new construction and extensive improvements in existing facilities. Among new construction, the College has brought the following academic structures on line:

- 2000: The **Charles D. Morgan Center for Physical Sciences** was completed at a final project cost of \$19.5 million. This center consists of the connection of the renovation of John Hugh Reynolds Hall (29,000 square feet) to the newly constructed Axiom Hall (33,000

square-feet). This complex offers state-of-the-art space for the Departments of Chemistry, Physics, and Mathematics and Computer Science. A new atrium, with approximately 5,600 square feet, joins Axiom Hall to Reynolds Hall and features a Foucault pendulum that maps the rotation of the earth. This facility more than doubled the amount of space available for the three departments.

- 2001: The **Donald W. Reynolds Center for Life Sciences** building, which was completed in 2001 at a cost of \$12.2 million, includes three floors of classroom and laboratory space, along with a full basement and a greenhouse on the roof. Its 59,540 square feet include classroom, faculty office and laboratory space to support the College's emphasis on undergraduate research.
- 2002: The **Bertie Wilson Murphy House** was opened for campus use in support of the study of language and literature at Hendrix. The \$1.85 million facility was completely funded by the Hendrix-Murphy Foundation. Besides the offices of the Foundation staff, the 6,400 square foot building contains a full kitchen, library, a large seminar room with a modern audio-visual system, and two upstairs apartments for both short-term and long-term visitors.
- 2003: The **Hendrix Arts Complex**, a \$3 million project, contains slightly more than 20,000 square feet, and comprises three buildings for (1) Art History and Photography; (2) Drawing, Painting, and Printmaking; and (3) Ceramics and Sculpture.
- 2007: The 100,000 square-foot **Wellness and Athletic Center**, a \$19.5 million project, includes an indoor track, four indoor tennis courts, a gymnasium and special events center, an indoor soccer court, a 26-foot-high climbing wall, an aquatic center with an 8-lane competitive swimming pool, a diving pool, a sun porch, and a retractable roof. There is also a fitness center with treadmills, elliptical trainers, stationary bicycles with Internet access, free weights and other fitness components.
- 2007: In 1977 the College completed the construction of the **Cabe Theatre Arts Center** that provided a 'state of the arts' performing arts center. In 2002 a renovation of the facilities was begun to bring it back to the quality level it enjoyed upon its original completion, and the \$150,000 project was completed in 2007.
- 2009: A number of renovations to the **Trieschmann Fine Arts Building** were begun in 2003 to address climate control problems and programmatic needs. By the completion



of the \$1.6 million project in early 2009 the climate control portion of the renovation will have consisted of the replacement of the roof, windows, and doors, the addition of a new humidity control system, and the replacement of the HVAC system. In terms of meeting programmatic needs, existing space was remodeled to create a new dance studio and the Reves Recital Hall was completely refurbished.

- 2010: More than a traditional college student center, the **Student Life and Technology Center**, a \$22.8 million project, will incorporate state-of-the-art technological automation. The facility will be the “new living room” of Hendrix’s campus, and will be a place where students can relax, interact and utilize modern technology in an educational setting.

The College has been equally busy in constructing, purchasing, and renovating student housing:

- 1999: Six new **student residence homes** opened for occupancy in the fall semester. Each home accommodates between 16 and 18 students in both single and double bedrooms and offers a full kitchen, washer and dryer, and a large common area with vaulted ceilings. This \$4.8 million project provided the College with an additional 32,340 square feet of student resident living space.
- 2001: The College purchased the **Front Street Apartments** for \$1.6 million and increased the number of available beds by fifty six.
- 2008: The completion of the construction of the **Hendrix Corner** offered the College a much-needed seventy-two bed facility. This \$3.2 million project offers two bedroom townhouses and three bedroom flats.
- 2008: The \$2.65 million purchase of the **Huntington Apartments** adjacent to several other Hendrix properties contributed ninety four new beds for student residence. This facility offers two bedroom apartments similar to other College owned apartments near campus.
- 2009: The **Village Apartments**, a \$9.5 million project, will offer a one hundred forty bedroom facility located above commercial space in the developing Village at Hendrix community.

The Village

The Hendrix College Board of Trustees authorized the first phase of The Village at Hendrix, a community that will be built across the street from the College on 100 acres of undeveloped land owned by the College. The first of five planned neighborhoods will be developed for residential and commercial use over the next three years.

The Capital Campaign

The first phase of the \$100 million “Charting Progress” campaign goal successfully increased endowment support for the Odyssey Program, scholarships and financial aid, along with funding for the Wellness and Athletics Center. The second phase of the goal will now focus on funding the Odyssey Program in perpetuity and endowing the Student Life and Technology Center.



Hendrix and Accreditation

Hendrix and Accreditation

Structure and Conduct of the 2009 Self-Study

Hendrix College began the two-year self-study process in 2005 when Dr. David Sutherland, Associate Provost, attended the annual meeting of the Higher Learning Commission. Returning, he brought a copy of the Higher Learning Commission's *Handbook of Accreditation*, the contents of which he shared with the College's Council on Academic Policy as the members began a discussion of the College's upcoming re-accreditation visit. From Dr. Sutherland's initial presentation to the Council on Academic Policy, the College's formal self-study process began in Fall 2006 when Dr. Robert Entzminger, Provost and Dean of the College, asked Alice Hines, Professor of English, and Stephen Kerr, Professor of Economics and Business, to serve as co-chairs for the self-study process. In consultation with Provost Entzminger and Associate Provost Sutherland, Professors Hines and Kerr developed a Self-Study Steering Committee that was subsequently appointed by President J. Timothy Cloyd in the spring of 2007. The President's charge and a list of the membership of the Self-Study Steering Committee are found in Appendix B.

In response to the President's charge, the Steering Committee held its primary organizational meeting on April 25, 2007. Prior to this meeting, Dr. Sutherland gave members of the Steering Committee a copy of the College's 1999 Self-Study Report and a copy of the NCA Evaluation Team Report of its January 25-27, 1999, visit to the College. In the two spring organizational meetings, one in March 2007, the other in April 2007, members of the Steering Committee discussed the Higher Learning Commission institutional requirements and evaluative criteria for re-accreditation, accepted leadership roles, appointed subcommittees, established a plan for data gathering, set future meeting dates, developed a self-study timeline, and formulated a plan for summer activity devoted to the self-study. The Steering Committee co-chairs identified and appointed Criterion chairs who identified campus and off campus constituents from whom to gather information in support of each Criterion. Following that meeting, the self-study co-chairs and Dr. Sutherland attended the annual meeting of the Higher Learning Commission in 2007 and again in 2008 with committee member W. Dwayne Collins, Professor of Mathematics. Over the summer of 2007, subcommittee chairs established timelines for their data gathering, submitted regular reports to the Co-chairs, continued data gathering, and began drafting their sections of the report. Dr. Sutherland set up the campus website devoted to re-accreditation, began posting annual reports on the site, and began work on the HC-repository.

With the beginning of the 2007-08 academic year, Steering Committee members held regular reporting-discussion meetings; Co-chairs Hines and Kerr met with campus constituents to provide further explanations of the self-study process and to ensure wide involvement of members of the campus community. Professors Hines and Kerr held a student forum soliciting feedback from students about their appraisal of the College's academic program, students' learning opportunities and environment, and distributed surveys designed to obtain student feedback about each of the five evaluative criteria. The Co-chairs also met with the Student Senate. From these campus groups, many individuals were repeatedly involved at different levels and in the case of the faculty and staff, in different roles. Dr. Entzminger regularly briefed the President, members of the Senior Staff, and the Trustees. Drs. Entzminger and Sutherland gave self-study updates to the Council on Academic Policy. Steering Committee co-chairs met weekly.

As will be shown, the Hendrix College self-study plan is an outgrowth of the inclusive involvement

of all sectors of the institution: Trustees, administrators, students, faculty, and staff. The actual Committee membership mirrors this involvement: four vice-presidents, a former curriculum committee chair, a faculty drafter of the revised *Statement of Purpose*, faculty representatives from the College's three academic areas (humanities, natural sciences, and social sciences), two student members including the President of the Student Senate, and two representatives of the staff—the Dean of Students and the Associate Vice President of Communications and Marketing. In addition to regular updates to all Trustees, Provost Entzminger and Vice President Foust have discussed the process and the central issues with the Trustee Committee on Academic Affairs and Enrollment, and members of the Trustee Executive Committee have agreed to make themselves available to the visiting team. Staff have been further involved through the studies and reports required on the non-academic areas of the College. Alumni involvement has been coordinated through the Office of Alumni Affairs and through information gathered from the Office of Career Development.

Fall 2008 saw members of the Steering Committee sharing data, continuing data collection, and writing preliminary drafts of the self-study report. Changes in some administrative and staff positions slowed movement to the development of a final draft of the report. However, a working draft of the report was discussed in the August 2008 Senior Staff retreat, the August 2008 Committee on Faculty retreat, and in the September 2008 Fall Faculty Conference; updates were given in the October 2008 faculty meeting and in the October meeting of the Trustees, and a full copy of the report was available for Trustees, faculty, staff, and students in November 2008. At each presentation of the report, Co-chairs encouraged feedback, particularly corrections to errors in the reporting of fact or to identification of omissions. Hendrix College has conducted a self-study in preparation for the visit of consultant evaluators from the North Central Association's Higher Learning Commission on March 30 through April 1, 2009. The culmination of this self-study report will allow the College to

- Monitor the effectiveness of our repositioning with regard to engaged learning;
- Provide a well-documented assessment of our present academic and co-curricular programs;
- Confirm that the College meets the Five Evaluative Criteria for continued accreditation;
- Serve as an evaluative document in the College's efforts to maintain its position of national leadership as it fulfills its mission and purpose.

The current self-study is informed by the College's response to the 1999 visiting team's report, by the President's and the Trustees' call to move in a new direction, by material from existing reviews of institutional strengths and challenges (Program and Department Consultant Reviews), and by the reports from the College's assessment of student academic achievement. These existing forms of evaluation were gathered and assessed along with requested special reports. In this way, the self-study report feeds directly into existing channels for institutional improvement.

The Hendrix College Self-Study Report consists of eight chapters: an introductory chapter, a chapter on Hendrix and accreditation, five chapters containing a demonstration of adherence to each of the Higher Learning Commission's core components, and a conclusion. Each chapter that addresses a Core Component also contains a summary of challenges facing that area of the evaluation. Appendices in support of specific data points are provided at the end of the document. Major College documents are in H-Doc, the College repository.

Goals of the Self-Study

Hendrix College sees the self-study process—its data collection and its evaluation of the College’s fulfillment of the five criteria for accreditation—as a serious and significant contribution to the College’s self-understanding. As such, the completed self-study report is the first holistic review of the College’s programs since the College instituted curricular and calendar changes in the 2002-03 academic year. Given its thorough evaluative approach, this report will result in a comprehensive assessment of the College’s strengths and its challenges and will give direction to the College’s future advancements in quality and effectiveness.

To attain these desired outcomes, the College developed the following goals for the self-study process:

- To document that the College satisfies the Higher Learning Commission’s criteria for accreditation;
- To evaluate the major changes in the life of the College during the past decade;
- To identify, evaluate, and provide action plans for the College’s challenges;
- To document that the College is a future-oriented, learning-focused, connected, and distinctive organization;
- To assure long-term, continuous improvement in student learning through institutional planning, budgeting, and action.

Hendrix Response to the 1999 Evaluation

The 1999 North Central Team Report found “Hendrix College [to be] a strong, stable and enviable liberal arts institution for which the only challenges result from its ambitious agenda to achieve even more distinction as a top-tier liberal arts college.” In support of its findings, the Team identified eight strengths, listed five challenges, and offered eleven points of advice. Since that Report, the College’s Board of Trustees, administration, faculty, staff, and students have used the challenges and the advice to guide the College’s ongoing evaluative process. The following pages contain the College’s response to the challenges identified and the advice given by the 1999 North Central Accreditation Review Team:

Challenges

1. Hendrix’s ambitious aspiration to become a “top-tier national liberal arts institution” demands that the College place as its highest priority realistically assessing what will be needed to achieve this goal and how success in this effort will alter the fundamental nature of the institution.

In the fall of 1999, under the leadership of then President Dr. Ann H. Die, Hendrix began a comprehensive planning process designed to identify the programmatic, financial, and human resources needed to sustain its goal of becoming a premier liberal arts college. The Board of Trustees in its Priorities adopted this planning process for 1999-2005. These initiatives were embraced and enhanced by Dr. J. Timothy Cloyd, who became the College’s President in 2001. Addressing the 2003 Fall Faculty Conference, Dr. Cloyd presented the case to “Reposition the College.” In October of 2003, the Hendrix College Board of Trustees developed a “living document” containing a “set of priorities and 10-year goals that they [believe will] position the College at the forefront of American higher education.” These goals complement the “repositioning” described in Dr. Cloyd’s 2003 address to the faculty.

Under his leadership, the College remains on course in its drive to attain national stature as it becomes a “national leader in engaged liberal arts and sciences education.” The components of this endeavor are found in the Board of Trustees document *Priorities – 2003-2013*.

The Trustees identified the following as areas to be addressed:

Academic Excellence

Hendrix will shape its aspirations and measure its programs in comparison with the best liberal arts colleges in the nation.

Enrollment

Hendrix will enroll and graduate students of outstanding academic leadership ability.

Resources

Hendrix will enhance its resources to be comparable with the best liberal arts colleges in the nation.

Stature and Visibility

Hendrix personnel will present the College both accurately and positively to local, state, and national constituencies, and will position the College strategically and proactively as a leading national liberal arts college.

Student Life

Hendrix personnel will promote and sustain an environment that contributes to and integrates intellectual, social, emotional, physical, spiritual, and moral development and well being of the students at Hendrix College.

The list below provides examples of typical activities undertaken to meet Board priorities; specific supporting evidence addressing this challenge is presented in discussion of Criterion 1 and Criterion 2:

- In 2002 the College changed from a trimester calendar to a semester calendar.
- In 2002-2003 the College implemented its curriculum, incorporating a refocused general education program consisting of the Collegiate Center, Learning Domains, and Capacities alongside restructured majors and minors.
- In 2002-2008 the College added a number of interdisciplinary majors and minors.
- In 2002 the College added Journeys, a new Collegiate Center course required of all first year students.
- In 2003 the College added Explorations, a new first year experience course required of all first year students.
- In 2004 the College added *Your Hendrix Odyssey: Engaging in Active Learning*, a concept mandating hands-on, experiential learning activities of all students.
- In 2008, the College began the process of responding to a new mandate from the Board to consider how to achieve the following:
 - Active, vibrant social life for students;

- Radically new, holistic advising system;
- Making Hendrix's strength in the sciences visible from a great distance;
- Odyssey 2.0;
- Increasing the depth and breadth of the academic programs;
- Refining price and aid strategies.

2. The team applauds the institution's continuing desire to diversify its community and curriculum. Success in these important efforts, however, means that the College must clarify and come to a shared understanding of what diversity means at Hendrix and will demand consistently high levels of leadership, commitment, and resource allocation throughout the institution for the foreseeable future.

In the College's *Statement of Purpose*, revised and adopted by the College faculty and Board of Trustees in February 1997, one finds four goals related to the College's curricular and co-curricular programs, the first of which commits the College to offer programs "affording students the opportunity to investigate and appreciate the richly diverse cultural, intellectual, and linguistic traditions shaping the contemporary world." Guided by this goal, Hendrix College faculty, staff, and students both clarified and came to an understanding of what diversity means at Hendrix College.

First, the College has long worked toward geographic diversity, enrolling students from the nation's major geographic regions. Realizing that geographic diversity alone did not provide our students with exposure to the "richly diverse" traditions that shape our world, the College further defined diversity to include international diversity, ethnic diversity, religious diversity, economic diversity, social diversity, and diversity of learners. In both its enrollment of students and its hiring of faculty and staff, the College has added both numbers and programs. The specifics of this last statement are addressed in Criteria 2-4. Below, we offer a summary of the efforts to address this "challenge."

Perhaps the most significant advance in this area has come in the College's general education program. The change to a semester system allowed the College to redesign its general education program to one consisting of three components:

- The **Collegiate Center** assures students the opportunity to engage in thought about cultures and contemporary issues. The Center includes three course requirements: Journeys, Explorations, and Challenges of the Contemporary World.
- **Learning Domains** afford multiple options for acquiring a basic understanding of the content, disciplinary styles, and modes of inquiries of the humanities, the natural sciences, and the social sciences in ways that may cross traditional disciplinary boundaries. The Learning Domains require seven courses from the categories of Expressive Arts, Historical Perspectives, Literary Studies, Natural Science Inquiry, Natural Science Laboratory, Social and Behavioral Analysis, and Values, Beliefs and Ethics.
- **Capacities** recognize that all students must exhibit basic proficiencies in fundamental skills used across multiple disciplines. The Capacities include a bi-level writing program, a foreign language requirement, a quantitative skills course, and two physical activities courses.

In particular, the faculty replaced the required Western Intellectual Traditions courses with Journeys, a multi-cultural, inter-disciplinary, common course required of all freshmen. This course came into being because the College faculty wanted a more globally oriented freshman course to replace the exclusively Western European perspective of the previously required freshman course. Across the curriculum, new globally-focused courses have been added in history, English, politics, sociology, economics and business, philosophy, and religion, as well as courses that address gender issues and learning styles. The College also put in place a foreign language requirement of all students.

Hendrix has seen a 200% increase in admission applications received from international students in the last five years and the College enrolled fifteen international students in fall 2008, as compared to one in 2003. Complementary initiatives in this area include the hiring of a full-time Director of International Programs in 2007; the creation of three additional multicultural student organizations; the hiring of a Multicultural Programming officer; the establishment of the Crain-Maling Jewish Cultural Center in 2008. In addition to traditional Hendrix programs in Graz, London, and Oxford, the College has developed an exchange program with Heilongjiang University in Harbin, China; has established an affiliation with the Accademia dell'Arte in Arezzo, Italy; has introduced summer programs in Costa Rica and Madrid; and is developing opportunities for research, internships, and service projects in Belgium and Rwanda.

Leadership for the endeavors mentioned above has come by the creation of full-time administrative positions: the Director of International Programs, for example; from faculty hiring: the addition of tenure-lines in Spanish and International Relations; and the creation of new majors and minors: minors in Africana Studies, American Studies, International Business, and Film Studies. These additions of administrative and tenure-line positions have required a significant commitment of financial resources.

Diversity programming has continued with yearlong programs sponsored by the Hendrix-Murphy Program, the College's Special Events Series, the Volunteer Action Committee, the Center for Entrepreneurial Studies, the Crain-Maling Jewish Cultural Center, and the Hendrix-Lilly Vocations Initiative. Perhaps the largest contribution to campus diversification has come from the Odyssey curriculum that affords faculty and students opportunities for study and travel both abroad and within this country.

3. The staff openings in student development must be filled by new leadership that will rebuild a program in which administrators, faculty, and students have confidence. Lack of responsiveness to issues such as student accessibility to health care, with appropriate health care fees, mentoring of young staff, and mid-level manager under performance are examples of the administrative ineffectiveness that must be addressed.

While change continued to be an effective description of the administrative make up in Student Development, the College has addressed the personnel issues mentioned in this area, currently known as Student Affairs. The VP for Student Affairs was replaced shortly after the 1999 North Central visit, again in 2002, and in 2008. In 2002 Dr. Joyce Hardin was recruited from the faculty and developed a program that restored credibility among and built relationships with staff, faculty, and students. At the end of the 2007-08 academic year Dr. Hardin chose to return to full time teaching. In the fall of 2008 both a new VP for Student Affairs and a new Dean of Students came on board.

Mentoring of staff has been emphasized by including the entire staff in weekly meetings and yearly retreats with a focus on staff development. Not only do the individuals participate in discussions but they are given the opportunity to make presentations. New staff members meet regularly with their supervisors for conversations and are included in important decisions that are made for the individual office or for the division. The College encourages staff to attend professional meetings for networking and training by financially supporting the trips at the local and national level.

The health care issues noted in the previous Accreditation Report have been addressed by converting a part-time position into a full-time one. The clinic is staffed with an Advanced Practice Nurse who is a certified Family Practice Nurse Practitioner. The on-campus clinic is open Monday through Friday from 8 a.m. until 5 p.m. While appointments are encouraged, they are not necessary. A portion of the student fees makes possible free services that constitute a majority of the services provided by the campus clinic. Free services provided to all part-time and full-time students include assessment, diagnoses, treatment and evaluation of health issues such as illness and injury. Allergy injections, health screenings (mono, influenza, strep, urinalysis, & pregnancy), health counseling, and durable medical loans are also offered free of charge. Fee for service items include influenza and Hepatitis B vaccinations.

Goals for a Student Life Program in which administrators, faculty, and students will have confidence are documented in *Priorities – 2003-2013*:

- To improve living and student life facilities;
- To provide adequate resources to support programs to enhance and maintain a vibrant social life;
- To enhance integration of curricular and co-curricular life at Hendrix College;
- To identify and respond to the needs of Hendrix students at each stage of their experience at Hendrix College.

Assessment of these goals is available in H-Doc: The Hendrix Document Repository. A summary of the College's actions in support of these goals appears in the H-Doc document titled "Actions toward *Priorities – 2003-2013*."

4. The institution is in danger of weakening its position if it does not attend to inadequacies in both instructional and information technology that threaten to diminish the ability of students, faculty, and staff to realize their full potential. Technical support and training for these endeavors does not appear to be sufficient even with the recent addition of 7 people.

Since the 1999 Report, the College created an Information Technology Task Force (2004-05) in order to develop a comprehensive strategy for information technology, and recommendations from that group are being implemented. This report appears in H-Doc.

The College has also added two additional staff positions in the area of Information Technology: two Assistant Directors of Information Technology, one with responsibility for Academic Computing and User Services and the other responsible for Administrative Computing. Both staff members offer classes for faculty, staff, and students. Their work is supported by these initiatives:

- The College acquired *Educator* instructional software in 2003-04 and continues to provide training for faculty interested in using it.
- Faculty and staff have access to additional training through the College's affiliation with NITTE.
- Through a grant from the Sturgis Foundation, in 2003-04 the College acquired SmartBoard technology for classrooms in the Mills Building and continues to provide training for interested faculty.
- Bailey Library added a librarian position, and a grant of \$75,000 from The Alden Trust in 2000 allowed the acquisition of a web-based integrated library system.
- Bailey Library has acquired new databases, and new software packages (GIS and SPSS) have been acquired to enhance instruction and research.
- Technology upgrades were provided in 8 additional classrooms in 2006-07.
- The lobby of Bailey Library has been reconfigured as an information commons.
- Through the Media Center, students and faculty in most classrooms have access to TV/ VCR, DVD Players, Data Projectors, Mac or PC Laptops, Slide Projectors, Document Cameras, Audio Players, and Internet and Cable TV. A new position—Special Events Coordinator—was created and filled in summer 2008 to allow the Media Specialist to provide more support for classroom technology.
- The College has wireless Internet capacity across campus as of 2007.
- The College is building a new 80,000 square foot Student Life and Technology Center to include a greatly enhanced technology capacity. Students and faculty will have access to the Center 24 hours a day. Among amenities in the Center one will find the following:
 - Computer work stations with large flat-panel SMART Board interactive whiteboards to facilitate group projects as well as more traditional individual computer desks with widescreen monitors;
 - Software for preparing video and digital media presentations;
 - A video conference room linking students and faculty with their peers around the world for course work and Odysseys;
 - A practice classroom where students can create audio and video recordings or rehearse presentations using the most current instructional technology;
 - Distributed technology providing strategically located flat-panel SMART Board displays that accept student laptop and hand-held connections for collaboration in designated areas throughout the building.

Through its Hendrix Network (HNET), the College provides over 200 computers for student use, each connected to the campus network with access available from student residence hall rooms 24 hours a day. In addition to HNET, Information Technology personnel manage 3 different student computer centers: a 24 hour, seven-day-a-week center in the Jennings L. Snoddy wing of Bailey Library where 40 computers, a digital scanner, and two laser printers are located; one in D.W. Reynolds housing 12 Apple computers; and one in the Mills Building containing 7 systems running Microsoft Windows and supporting students in Economics and Business courses.

A six-station computer lab is housed in the Education Department Curriculum Library. Each computer has internet access, HNET access, and printing capabilities. Another computer in the Education Department Curriculum Library also has connection to a SmartBoard. Education majors have access to these computers after regular work hours. These computers are conveniently located near curriculum materials such as textbooks, big books for young children, education journals, paper and drawing supplies, and a scanner.

Through its membership in ARKnet, a statewide computer network, the College is linked to the Internet. Students and faculty have access to the Internet 24 hours a day.

The Hendrix College Library has automated its card catalog and circulation systems whereby users of the Public Access Catalog (PAC) may search for specific materials by author, subject, title, date, and/or key word and determine if the materials are currently available. This service is available on HNET.

The College provides each faculty member with an up-to-date computer, and all campus offices are supplied with both computers and software enabling office staff to conduct the day-to-day business of the College.

5. While the foreign language program at Hendrix meets the basic educational needs of students, the department is, as presently constituted, incapable of occupying the central role expected of such a department at a liberal arts college.

The change to the semester system brought with it a foreign language requirement: “students should achieve the degree of competence in a foreign language necessary to encounter another culture on its own terms.” While the language requirement provides four methods of fulfillment, most often students elect to pass “the second semester of any foreign language at [Hendrix] College.” Election of this option led the College to add both additional positions and courses in additional languages. Since 1999, the Department of Foreign Languages has added a Classics Program staffed by two full-time faculty members (one added in 2000, one in 2008) and has added three positions in Spanish (one each in 2000, 2002, and 2005). Previously, the College had only a part-time position in Classics and one tenure line in Spanish. One tenure line was lost in German due to low enrollments, and after the 2008-2009 academic year, the Department will have one full-time faculty member each in French and German. The Department supports these two languages, as well as its Spanish offerings, with the assistance of adjunct faculty as necessary. In 2006, the College entered a faculty exchange agreement with Heilongjiang University, brought an instructor in Chinese from Heilongjiang, and added courses in Chinese culture, language, and literature. Other departments across campus have shown significant interest in creating an Asian Studies Program, and the Foreign Languages Department has consistently maintained that a full-time Chinese language instructor should be a crucial component of an Asian Studies Program. A current interdisciplinary proposal for an Asian Studies minor incorporates Chinese language as an option (but not a requirement).

Faculty in the Foreign Languages Department have created several study abroad opportunities for students including the highly successful Hendrix-in-Madrid Program funded by the Murphy Programs in Literature and Language. Begun in the 2006-07 academic year, the program provides a month of intensive literary study at the Universidad Complutense. Summer of 2008 saw 12 students participate in the program.

These additions of courses and faculty have enhanced the departmental offerings, provided opportunities for student travel in China and Spain, and increased the visibility of the foreign language faculty. With the increased number of faculty in the Foreign Languages Department has also come an increase in the number of co-curricular activities related to foreign languages, literatures, and cultures. With the help of the Hendrix-Murphy Programs in Literature and Language, the Department has offered a variety of opportunities for students to exercise their language skills and learn more about the cultures of the languages they are studying. The role of the Foreign Languages Department on campus has been enhanced by events such as play readings, public lectures, conversation hours, foreign film screenings, and interactive programs introducing students to aspects of other cultures.

Advice and Suggestions

1. Sensitivity to maintaining a balanced allocation of resources across academic programs so that a disparity of quality amongst the disciplines does not become apparent, e.g., sciences compared to the fine arts.

Hendrix College remains sensitive to maintaining a balanced allocation of human, financial and physical resources across academic programs. *Priorities – 2003* expresses the goal “to renew and replace facilities for campus activities, student performance, and competition by focusing on venues for art, athletics, and student life while providing sufficient classroom spaces.”

Examples of resource allocations to the fine arts and humanities during the past decade include:

- The opening of the Murphy House in support of programs in language and literature;
- The opening of the \$3 million Art Complex;
- Renovations made to the vacated studio space in Trieschmann Hall creating a dance studio;
- Refurbishing of Cabe Theatre;
- New faculty positions in Art, English, Foreign Languages, Philosophy and Religion Departments;
- Formal affiliation of the College with the Accademia dell’ Arte in Arezzo, Italy;
- Odyssey funding for a Hendrix College Choir performance at Carnegie Hall;
- Establishment of the Robert and Lillian Drake Lectureship in English and the Harold Thompson Recital Series in Music;
- Creation of minors in the Film Studies and Dance programs;
- Curricula addition of Chinese language and literature;
- Odyssey Distinction Awards in the Artistic Creativity category awarded to 93 members of the 2007 Fall Semester freshman class;
- Fine Arts Performance Scholarships awarded to music, theatre and dance and visual arts students;
- Variety of art, music, and other humanities programs sponsored by Hendrix Special Events.

In addition to the improvements listed above, the College has procured major grants to support the humanities, including a \$100,000 grant from the Mellon Foundation to support collaborative research

programs and a \$500,000 Challenge Grant from NEH to develop an endowment for the interdisciplinary core course.

Of the sixteen tenure lines the College has added since the 2002 curriculum change, six have been in the humanities, five each in the sciences and social sciences. The Distinguished Professorships are now better distributed: previously three of the six were in the natural sciences; currently there are two in each of the three areas. In 2008 the College created Odyssey Professorships. Five have been filled: two in natural sciences, one in humanities, and two in social sciences.

2. Across the board budget increases are not sufficient to develop the library print collection to appropriate levels.

The Library Consultant's report dated December 3, 2007, concurred with this advice. The consultant recommends: "You should work yourself out of it over time. Improvement should be guided by purchasing materials that meet immediate needs. I therefore recommend that the library be given additional funds -- \$10,000, \$25,000 or higher as available, and that the money be designated for new faculty and for faculty who have course assignments that require student research. The librarians can then work with faculty to select and obtain material which there is a high probability the students will use in the one to three years after they are obtained." A copy of the Library Consultant's report is available in H-Doc. Following this recommendation \$93,535 was added to the Library budget to order books requested by faculty but not purchased (for lack of funds) in previous fiscal years. This figure represented the total amount needed to order the backlog of faculty book requests (going back to 2002) that were still in print in 07/08—since academic publishers typically have short runs, many were no longer in print. With the added \$93,535, the total library operating and library capital budgets for 2007-2008 were \$563,205. In 2008-2009, the total budget is \$639,175 (\$75,000 more than 07/08.) In addition to the regular budget we designate funds for new faculty in critical areas as per their negotiation with the Provost when they are hired. The usual figure is \$2,000-\$3,000.

3. The institution might want to consider having a separate sexual harassment hearing board and clarifying procedures including making them more readily accessible than at present.

While the College has not created a separate sexual harassment hearing board, it has made positive improvements in this direction. Revisions of the faculty, staff, and student handbooks now clearly document the procedures for bringing and resolving a complaint. In fact, as part of the revision of the *Faculty Handbook*, completed in 2005, the faculty approved a new procedure addressing sexual harassment and grievance cases. Moreover, all faculty and staff must complete Sexual Harassment training annually.

4. The College should continue to work toward achieving its goal on faculty salaries and also develop a commensurate benchmark for staff salaries.

In 2005, the Faculty Salary Taskforce presented its "Faculty Compensation Benchmarks Proposal" to the faculty; the proposal was incorporated into the President's presentation at the May 2006 meeting of the Board of Trustees. Starting in 2006, the Board of Trustees has committed nearly \$500,000 in additional

compensation to address salary compression, with the goal of reaching the median compensation in all ranks of a group of 25 peer colleges, and of reaching #12 in the ACS, over a period of 3 years. After two years, Hendrix had reached or exceeded that goal. A copy of The Faculty Salary Taskforce report is available in H-Doc. Additionally the Board requested to be given a report every May on the status of faculty salaries.

Hendrix does not have formal benchmarking mechanisms in place for staff positions. We do, however, monitor salary amounts for comparable institutions through the use of and participation in an annual survey done by CUPA. We have never set a specific target to try to meet collectively for staff as the jobs typically vary from institution to institution. We believe that we are still complying with the Board priority by monitoring these amounts to continue to attract and retain the best and brightest staff.

5. The team cautions the College against developing disparate evaluative criteria for faculty in different departments, particularly with regard to expectations for scholarship and performance, e.g., an emphasis on teaching in one area and the addition of research in another. If the College intends to realize its objective to become a top tier institution, then expectations of research will need to be added across the board.

A thoroughly revised Faculty Evaluation System section to the new *Faculty Handbook* (2005) resolved disparate evaluative criteria problems.

A major part of the *Faculty Handbook* revision also addressed the issue of expectations. A recasting of the traditional categories of Teaching, Research, and Service to Student Development, Professional Development, and Community Development accomplished two goals: it broadened the categories, allowing for more to be counted in the evaluation process, e.g., Professional Development, rather than simply peer reviewed publication, and it focused not on the activity but on the outcome, i.e., development in each category. Currently, the Committee on Faculty reviews and takes seriously the expectation that all faculty will be engaged in professional development, ideally in more than one way, and this expectation is clearly communicated to faculty. A copy of the new *Faculty Handbook* is available in H-Doc.

6. While the institution has initiated an assessment program approved by NCA, and several departments have already undergone self-evaluations with external reviews, the College might benefit from focusing closer faculty attention on measuring student achievement. The reviews conducted this far have been too early to make use of much significant data on student achievement. Collection of appropriate data will be essential in moving forward.

The *Assessment Journey* document available in H-Doc describes the College's focus on faculty ownership of the evaluation of the curricular programs of the College and the assessment of student learning. This document is also summarized in Criterion 3, Core Component 3a.

The Associate Provost provides assessment updates at the faculty meetings and at faculty department chair meetings.

The following assessment documents are available in H-Doc:

- Department and program assessment and review documents;
- Department and program self studies;

- Department and program external consultants' reports;
- Department and program responses to consultants' reports;
- Student assessment plans;
- Annual assessment reports.

7. While conversation about proposed calendar changes has been deliberative and lengthy, nevertheless the ramifications of any calendar change will require extensive investigation of all aspects of the College's programs by faculty and staff.

Over a period of three years, Hendrix faculty and staff extensively reviewed all aspects of the College's programs to accomplish a new calendar and curriculum.

Extensive investigation of all aspects of the College's programs by faculty and staff led to:

- Faculty adoption of the semester calendar concept;
- Departmental and program self-studies resulting in across the board curricular proposals including a new Collegiate Center, Learning Domains, and Capacities;
- Curriculum Committee approval of new curriculum;
- Coding of Learning Domains and Capacities curriculum;
- Faculty approval of the new curriculum;
- Reduction of student courses from nine courses to eight courses per year;
- Reduction of normal teaching load from eight to six courses per year;
- Additional faculty positions;
- Creation and adoption of a new *Faculty Handbook*;
- Revisions to the *Catalog* and admissions publications;
- Development of new Registrar processes including the creation of a new daily schedule, all computer processes, transcripts, interim reports and audits;
- Development of new admissions recruitment strategies;
- Development of new billing processes;
- Across the board revision of Information Technology support programs to the College.

Evidence of and support for the actions described above are in H-Doc.

8. While there is widespread appreciation for the administration's willingness to engage faculty in decision-making, it might be best to focus faculty energies in those significant areas that impact on the teaching-learning process and avoid redundant and prolonged discussion on matters that are primarily administrative in nature.

A yearlong focus on shared governance in 2007-2008 initiated by the Council on Academic Policy promised to provide clarification, but became diverted by debates over the new mascot and the proposal to reinstate football. However, the faculty is undergoing a rapid transformation through new hires, and this change provides an opportunity for a shift in cultural norms. Discussions on shared governance also revived little interest in moving to a faculty senate model for faculty meetings. As with past discussions of this issue,

the faculty has taken no action on this issue. Also, the 2008 Fall Faculty Conference initiated an examination of programs that might be enhanced or added. The activity of committees developed to support this examination should provide ample appropriate topics for discussion and recommendations for review.

9. As the 1989 NCA team suggested, the College still needs to develop structures to encourage interdisciplinary and interdepartmental programs.

The Board of Trustees' *Priorities 2003-2013* and subsequent administrative actions responded to this advice. The Board set the following as a priority:

“Enhance the College’s commitment to undergraduate research and other enriching opportunities such as interdisciplinary studies, study abroad, internships, and service learning.”

The following developments characterize responses from the administration and faculty:

- The faculty revised the Interdisciplinary Studies catalog copy, involved the Associate Provost in the approval process, and developed more detailed web pages that include student samples of Interdisciplinary Studies proposals.
- The College added new interdepartmental programs during the past decade:
 - Africana Studies (2002)
 - Allied Health (2006)
 - American Studies (2004)
 - Biochemistry/Molecular Biology (2004)
 - Chemical Physics (2006)
 - Environmental Studies (2002)
 - Film Studies (2005)
 - International Relations (2008) (Replacing previous International Relations – Global Studies Program)
- In 2004 the interdisciplinary core course Journeys received a \$500,000 Challenge Grant from the National Endowment for the Humanities to develop an endowment to support faculty and curriculum development;
- In 2008, the College filled a tenure line dedicated to Film Studies;
- In the 2008 Fall Faculty Conference, the faculty began consideration of further strategic additions or enhancements to the academic program, informed by research conducted by the Art and Science Group and George Dehne Associates. Several of these will likely be interdisciplinary programs.
- Starting fall 2008, a \$600,000 grant from the Mellon Foundation will support the identification and development of interdisciplinary “passages,” a complement to the components of the Collegiate Center.

- Since the 1999 North Central Report, seventy-one interdisciplinary majors have graduated, and in 2008, 15 students have declared interdisciplinary majors.

10. A consistent, well-communicated set of human resource management procedures is important for staff development. Such a function would include job descriptions, equitable professional development opportunities, employee recognition programs, and the adequacy of current staffing arrangements.

During the past decade the College has:

- Hired a Director of Human Resources and a Human Resource Assistant;
- Created job descriptions;
- Revised the *Staff Handbook*;
- Continued to provide tuition remission for all staff;
- Continued IT and library workshops.

The College has sponsored one former student and two former staff members in continuing their education with the ultimate objective of having these individuals return to Hendrix as faculty members.

Each division of the College provides funding for staff members to attend conferences and workshops. Recent examples include the National Association for College Admission Counseling conference, the Colleges That Change Lives annual meeting, The College Board Southwestern Regional Forum, the Association of Professional Researchers for Advancement conference, the CASE Major Gifts conference, Ektron's Synergy 2007 training conference, the Arkansas Assessment Workshop, the Southern Association of Colleges and Universities Business Officers meeting, the Ethics and Professional Conduct Seminar, Sales and Use Tax Seminars, the Assessment Institute, Jenzabar Administrator's Training, ASTRA Users group meeting, Instructional Technology Leaders conference, the Arkansas Turf Grass Association Annual meeting, the Faulkner County Local Emergency Planning Committee meetings, the National Association of Physical Plant Administrators meetings, the Arkansas Library Association Conference, the Consortium of College and University Media Centers annual conference, the Minority Access Role Models Conference, and the Eating Disorders Prevention and Treatment Teleconference. Additional examples and details can be found in each division's annual reports and in the Staff Development chart in H-Doc.

11. The College's recent practice of adding faculty positions is commendable and enviable. As this process continues, the following areas suggest themselves as most likely to strengthen current interdisciplinary programs: African or African-American Studies; Latin-American studies; Classics to support the WIT program; Asian languages; gender studies.

With leadership from faculty members and from the Curriculum Committee, the College now offers the following:

- Africana Studies, Allied Health, American Studies, Biochemistry-Molecular Biology, Chemical Physics, Classics and Gender Studies programs;
- Beginning and Intermediate Chinese instruction;
- Latin American related courses taught by the Foreign Languages, History, Politics, Religion, and Sociology/Anthropology Departments.

There are now two positions in Classics, one of which is expected to contribute to Journeys (the successor to WIT). A new hire in International Relations has a specialty in Africa, and a number of new hires are interested in Gender Studies. The English Department has a tenure line devoted to hiring a specialist in African American literature. Despite the addition of two tenure lines in Spanish with specialties in the Caribbean and Central and South America, no support has emerged to develop a Latin-American Studies program. Additionally the College has added positions in Asian history and Asian religion, has developed an ongoing exchange program in China, has an adjunct teacher of Chinese language, and a new program in Asian Studies is working its way through the curricular approval process.

Criterion One:

Mission and Integrity

Response to Criteria for Accreditation

Criterion One: Mission and Integrity

The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.

As it moves into its 133rd year, Hendrix College remains true to the identity, established early in its history, as a coeducational, residential college related to the United Methodist Church and committed to providing a liberal arts education of the highest order to its students. The *Statement of Purpose* adopted in 1997 functioned to reaffirm and clarify that identity as the College began its second century of continuous operation. In the subsequent decade, with the *Statement of Purpose* as the guide, the College has become more intentional both about maintaining its traditional commitment to providing excellence in liberal arts education in a demanding but supportive environment and to expanding and highlighting its long-standing and well-deserved reputation for curricular innovation and a pedagogy that emphasizes engaged, active learning.

Core Component 1a

The organization's mission documents are clear and articulate publicly the organization's commitments.

It was on the eve of Hendrix College's 1998-99 Self-Study Report that the College's faculty and Board of Trustees adopted the *Statement of Purpose* that, throughout this past decade, has guided the College through a change in calendar, a major revision of the course requirements for graduation, a re-writing of the *Faculty Handbook*, the addition of several interdisciplinary minors and majors, and the College's repositioning of itself as a national leader in engaged, experiential learning. As will be demonstrated below, the Hendrix College *Statement of Purpose*, endorsed by the Hendrix College faculty February 20, 1997, and approved by the Hendrix College Board of Trustees February 28, 1997, has continued since that time to be the normative standard by which all major initiatives of the College ultimately are measured and judged, whether the agent of proposed changes and directions be the Board, the faculty, staff, or students.

The College's *Statement of Purpose* appears as prefix to all other explanations of the College's academic program in the governing documents of the College: *Catalog* (9-10), *Trustee Notebook*, *Faculty Handbook* (B-2), *Personnel Policies and Benefits* (5), and the *Student Handbook* (3). It reads as follows:

Statement of Purpose

Hendrix College, a private, undergraduate institution of the liberal arts related to the United Methodist Church, offers distinguished academic programs in a residential, coeducational setting. As a collegiate community, Hendrix is dedicated to the cultivation of whole persons through the transmission of knowledge, the refinement of intellect, the development of character, and the encouragement of a concern for worthy values. In these ways Hendrix prepares its graduates for lives of service and fulfillment in their communities and the world.

Toward the accomplishment of this purpose, the College offers curricular and co-curricular programs affording students the opportunity

- to investigate and appreciate the richly diverse cultural, intellectual, and linguistic traditions shaping the contemporary world;
- to examine critically and understand the intellectual traditions woven into the history of Western thought;
- to develop skill and effectiveness in the use of language, the analysis of information, and the communication of knowledge;
- to explore and connect the content and methods of the humanities, natural sciences, and social sciences;
- to participate in depth in a specific field of study, acquiring a body of knowledge appropriate to that discipline, putting to use its methods for the discovery of new knowledge, appreciating its historical development, and grasping its implications for the broader culture.

Hendrix thereby intends to cultivate among students

- enduring intellectual curiosity and love of knowledge; aesthetic sensibilities and delight in beauty;
- powers of ethical deliberation and empathy for others; discernment of the social, spiritual, and ecological needs of our time;
- a sense of responsibility for leadership and service in response to those needs; and
- recreational dispositions complementing a full flourishing of the human potential.

The *Statement of Purpose* falls into three parts that together define the College's understanding of its educational mission. The first part, an opening paragraph that can and often does stand alone, states the College's general mission. It identifies the primary constituents of a Hendrix education to be undergraduates; it asserts a distinguished education in the liberal arts to be the College's overarching aim for these constituents, and it interprets such an education to be one that concerns itself, not merely with receiving and discovering knowledge, but with discerning the kind of person one wants to be and the life one wants to lead. To communicate this goal, the first paragraph uses the language of the College's motto, "unto the whole person," a contemporary translation of the words from Ephesians 4:13b, which have appeared on the College seal since at least 1897:

εἰς ἄνδρα τέλειον

The first paragraph additionally references and affirms the College's relation to the United Methodist Church, a non-sectarian institution whose documents on higher education likewise affirm the central importance of education for all persons in a context that cultivates intellect, character and a discerning sense of responsibility to self and community. See, for example, the United Methodist web page <http://www.gbhem.org>.

The second part of the Statement delineates specific programming ideals and learning goals by which the College intends to carry out its general mission. Historically, the goals bulleted in this section have served

as the warp and woof upon which the curriculum is built. The first four state goals of our general education program, and the fifth refers to the significance and aim of a concentrated field of study or major. The third and final section of the *Statement of Purpose* returns to the idea of the whole person. This third section connects the achievement of knowledge with the development of particular habits of mind and character constitutive of the liberally educated person and the fulfilled life.

Educating the campus and community about the College's mission goes well beyond merely publishing the *Statement of Purpose* in the legal documents of the College named above. The Statement is a central tool for orienting new members of our collegiate community, whether student, faculty, or Trustee. New Trustees are presented with the *Trustee Notebook*, in which the *Statement of Purpose* comprises the first section; the New Faculty Orientation seminar features discussion of the Statement; prospective students will find the Statement prominently present in the Admissions literature and once in attendance they will not just see but study and critically analyze it.

Prospective students' and their parents' first cognition of the mission of the College may come from the multiple pieces of Admissions literature that refer to an education for the cultivation of whole persons and the demanding but supportive environment in which our commitment to excellence in liberal arts education is conducted; or they may first find the *Statement of Purpose* in its entirety prominently displayed through various links to the College's web pages. For example, see <http://www.hendrix.edu/abouthendrix>.

Once the students are here, the philosophy of education that the Statement encapsulates becomes the content of their earliest studies. In their first semester, all freshmen take an interdisciplinary course, Journeys, and a quarter-credit First Year Experience course called Explorations. The latter includes a section in which students read, discuss, and subject to criticism if they wish, the *Statement of Purpose*, as well as supporting readings by philosophers of education on the meaning of a liberal arts education and the values embedded in it. Journeys introduces students to foundational literature from different cultures and intellectual traditions and takes as its unifying theme the question of how these cultures, peoples, and traditions have answered the questions of what constitutes a fulfilled life and what habits of mind and heart are necessary in the well lived life. The course invites students into the quest to determine what for them will constitute a life of wholeness, of integrity and meaning.

The addition of Journeys to the curriculum requirements in 2002, and of Explorations in 2003, was part of an entire review of the curriculum and graduation requirements that followed shortly after the 1997 adoption of the *Statement of Purpose*. Following on the footsteps of this decision was a series of significant votes to change the calendar, the curriculum, and the *Faculty Handbook*. Any of these might have been a time to re-consider and revise the *Statement of Purpose*, but quite the contrary, as will be shown in discussion of Component 1c, regarding the extent to which the mission pervades the organization, the various initiatives for change became occasions for the *Statement of Purpose* to be reaffirmed and more fully embodied in the life and work of the College.

Two developments in curricular and co-curricular offerings need mention in this section, however, partly for the sake of clarity in later pieces of the document and partly because each represents a significant way in which the College has come to articulate its mission since the last self-study. These two programs bear the titles: "Hendrix-Lilly Vocations Initiative: Vocation and Integrity – A Call to Wholeness" and "Your Hendrix Odyssey: Engaging in Active Learning."

The Hendrix-Lilly Vocations Initiative designs, organizes, and financially underwrites programs for the purpose of encouraging students to explore answers to questions about what their life's work should most truly be about. Many of these programs encourage involvement in service to the community and the world as a way of inviting vocational reflection and self-discovery. Paralleling this focus on students, the Vocations Initiative brings faculty, staff, and other constituents of the College into conversation about the vocation of the College and about their vocation as scholars and teachers. The Vocations Initiative sustains on-going discussion of the College's commitment to the cultivation of whole persons and provides co-curricular programming designed to help individuals integrate the discoveries they make as life-long learners into the decisions they will make about the life they will live and the sort of persons they will become. Providing programming for individuals across all religious and philosophical perspectives, but also sustaining specific programs for students exploring a call to Christian service and ministry, the Vocations Initiative also represents a vital way in which the College integrates its commitment to the liberal arts and its respect for its founding faith tradition. The Hendrix-Lilly Vocations Initiative began in 2002 with a five year, two million dollar grant from the Lilly Endowment, and as of 2009 – 2010 will be continued under the new title of "The Bob and Nadine Miller Center for Vocation, Ethics, and Calling."

Building upon the many ways inside and outside the classroom that the College seeks to help students connect learning to life, Hendrix inaugurated in 2005 – 2006 the curricular program "Your Hendrix Odyssey: Engaging in Active Learning." Under this program, students must complete three approved engaged learning activities from three of six categories: Artistic Creativity, Global Awareness, Professional and Leadership Development, Service to the World, Undergraduate Research, and Special Projects. The Odyssey Program grants new curricular emphasis to the educational mission of encouraging students to connect thought and practice, intellectual engagement and lived experience. With the Odyssey Program the College has committed itself to excellence in the development of educational opportunities and methodologies that employ hands-on application of classroom learning and engagement with the world outside the classroom. The program's connection to the general mission of the College, as well as its specific learning goals and requirements, are clearly stated in the *Catalog* (28-30), the *Odyssey Program Guide*, and in prominent places on the College's web pages including <http://www.hendrix.edu/odyssey/odyssey.aspx>.

The above described curricular and co-curricular programs that, since our last self-study, have enhanced the College's ability to embody the *Statement of Purpose* would not have been possible but for commitment shown by the Board of Trustees in writing and in action. The document *Priorities – 2003-2013*, which will be noted in greater detail later, was designed to support and fulfill the *Statement of Purpose*, and a revision in 2006 currently guides our efforts. These Board documents appear in Appendix A.

Core Component 1b

In its mission documents, the organization recognizes the diversity of its learners, other constituencies, and the greater society it serves.

Respect for the worth of each individual and a concern that each individual grow into a life he or she finds fulfilling are values implicit in the College's commitment to the education of whole persons. Equally implicit in the Statement's delineation of the attributes it seeks to cultivate in its students is the claim that

the well-lived life of the educated person will be one that expresses an understanding and appreciation for diversity in the discernment of social needs and responsible action in the world. The latter is well expressed in the *Catalog's* assertion that the College's "contemporary extension of the liberal arts" includes asking from its members "the cultivation of global citizenship—understanding the relation of one's own nationality, ethnicity, and heritage to a world of increasing diversity . . ." (7).

The Curriculum and Diversity

The importance of teaching respect and appreciation for cultures and peoples different from oneself is embedded in the curriculum at many junctures. For example, the First-Year Experience course, Explorations, includes a unit during which students discuss the virtues and complexities of sustaining an ethnically, racially, and religiously diverse community. As already noted, it is an explicit purpose of the Journeys course to introduce students to foundational literature from different cultures and intellectual traditions. The Journeys teaching faculty have the authority to change particular readings of the course in response to the cross-cultural issues of the day, but it presently includes the study of Confucianism, the Islamic faith, the works of W.E.B. Dubois, and the concerns of post-colonial peoples, as well as the works of Classical Greece, the writings of St. Augustine, John Locke, and Charles Darwin. Journeys is complemented by a requirement that students take one course from an approved list on Challenges of the Contemporary World. These challenges include "environmental concerns, racial and ethnic differences, social inequities regarding gender and sexuality, and other issues of world citizenship. By confronting contemporary social issues, students prepare themselves to join a responsible world community striving toward a just, sustainable, and spiritually satisfying future" (*Catalog*, 17). Additionally, since the last Self-Study, the College has added a two-semester equivalent foreign language requirement for the expressed purpose of helping students "achieve the degree of competence in a foreign language necessary to encounter another culture on its own terms" (*Catalog*, 21).

The last ten years has seen a proliferation of courses in the history, literature, language or social organization of non-European countries and cultures, including Africa, China, Vietnam, and Latin America, as well as new interdisciplinary programs in Africana Studies and Gender Studies. The College's wish that students practice global citizenship is expressed with particular clarity in two Odyssey categories, Global Awareness and Service to the World. Credit in the first explicitly requires immersion in "cultures or environments other than [one's] own," and many students conduct their Service to the World activities in countries outside the United States and almost always among peoples in social, cultural, or economic environments different from those to which they are accustomed.

Study Abroad and Diversity

Hendrix students are pursuing international education in increasing numbers, largely supported by funds provided by the Hendrix-Murphy Programs in Literature and Language, the Odyssey Program, and the Hendrix-Lilly Vocations Initiative. To support the increased interest, the administration approved a full-time Director of International Programs position that was filled Fall 2007. In recent years, students have traveled beyond Great Britain and Western Europe, traditional destinations for these programs, to China, Japan, Vietnam, Rwanda, Tanzania, South Africa, Tibet, Thailand, and Egypt. Through both Odyssey and Hendrix-Lilly, the traditional understanding of international education has expanded to include service learning experiences. Students have volunteered at medical clinics in Uganda, orphanages in Tanzania, forest

conservation programs in Ecuador, and worked with disabled adults in Chile. They have built a community center in Peru and restored hurricane-ravaged buildings in the Bahamas.

Hendrix Students Abroad									
Including Students with Odyssey, Lilly and Murphy Support									
Country	Summer 2005	2005- 2006	Summer 2006	2006- 2007	Summer 2007	2007- 2008	Summer 2008	2008- 2009	Totals
Argentina							1	2	3
Australia		1				2		5	8
Austria						4		3	7
Bahamas							10		10
Belgium								7	7
Belize			1				1		2
Bolivia			10		2				12
Bosnia								2	2
Bulgaria								1	1
Cambodia					1				1
Canada						5	1		6
Chile								1	1
China	1		8	1	10	5	4	5	34
Costa Rica			10		7	13	2	6	38
Czech Republic						2		1	3
Denmark								1	1
Dominican Rep.			1					1	2
Ecuador			2		1		3		6
Egypt					1				1
El Salvador			1						1
England				1	4	31	1	25	62
England & France								1	1
England & Greece						3			3
Estonia					1				1
Finland						3		2	5
France	2					5		4	11
Germany	8		5		6	3		2	24
Germ. & Austria							1		1
Germ. & Poland							2		2
Ghana		5						5	10
Greece			2			1		1	4
Guatemala						2			2
Guatemala & Honduras	1								1
Honduras					1				1
India					2		6	1	9
Ireland					1	1	2		4
Italy	2		2		7	4	3	1	19
Japan		3			1	1			5
Jordan						1			1

Madagascar							1	1	
Malta					2			2	
Mexico	13	3			3	1	4	3	27
Morocco					1				1
Netherlands					2				2
New Zealand					2		2	3	7
Norway								2	2
Peru							14	2	16
Poland								1	1
Rep. of Georgia							1		1
Russia	10								10
Rwanda		1			12		1		14
Scotland							7		7
Slovakia	1								1
South Africa	1				11			1	13
Spain			1		1	8	1	16	27
Suriname		1							1
Sweden						1		1	2
Switzerland						1			1
Tanzania		1			12	2	1		16
Thailand					1			1	2
Trinidad								1	1
Trini. & Tobago								1	1
Turkey		1					11		12
Turkey, Greece, England				3					3
Uganda					2				2
United Kingdom					1				1
Unknown						3			3
Venezuela	1								1
Vietnam				1		8			9
Zanzibar								1	1
Totals	17	33	48	7	88	117	79	111	500

Service to Community and Diversity

It is not only through experiences abroad that students come to appreciate diversity and explore their responsibilities as global citizens. Volunteering to serve the neighbor closer to home has similar results, and at Hendrix volunteering is a long-standing practice of the student body as well as of many faculty and staff. The Volunteer Action Committee, or VAC, is a student-led program that arranges off-campus volunteer opportunities on a regular basis. VAC service projects bring students into association with the poor, the disabled, the elderly, and the under-educated. A Hendrix professor and Hendrix students sustain a one-day a week afterschool tutoring program in the nearby town of Menifee, a low-income, historically black community. Hendrix-Lilly Service Scholars, with funding from Odyssey, formed “Students Helping Students,” which provides a meal and tutoring one afternoon a week for students in the Pine Street Community, a largely African-American neighborhood adjacent to the College. Hendrix is also co-sponsor of a chapter of the Boys’ and Girls’ Clubs in the same community. Hendrix hosts a college chapter of Habitat for Humanity. Through the Odyssey Program, the College sponsors the Hendrix Early Literacy

Program at Sallie Cone Elementary School, the most economically and ethnically diverse school in Conway, and the Above the Line Project, designed to bring underachieving schools in the Arkansas Delta up to grade level performance standards. Through Hendrix-Lilly service trips approximately twenty students and four staff travel each year to places across the United States to serve indigent populations of various ethnicities: the Navajo Nation in Shiprock, NM, the rural poor of Appalachia, the urban homeless of Chicago and San Francisco, HIV sufferers in Boston. Through support of these programs and others, Hendrix gives truth to its claim to help its members lead lives of service and fulfillment, engage a diverse world, and be responsible neighbors.



Hendrix students repair hurricane damaged homes in the Bahamas during a mission trip through Hendrix-Lilly.

Diversity on Campus

The College has long recognized that encouraging concern for a just society and preparing students for a culturally diverse world requires making our own community diverse and just. Beyond statements affirming the College's commitment to a policy of equal opportunity in its employment and enrollment practices (*Catalog* 83; *Faculty Handbook* A-2 and F-9), the College has sought actively to diversify faculty, staff, and student body. All advertisements for faculty and staff positions include the following language: "Hendrix is an equal opportunity employer. Women and members of minority groups are especially encouraged to apply." Hendrix in 2002 initiated a program for minority students and staff with an interest in pursuing a career in higher education that provides support for the person through the terminal degree program in exchange for a commitment to return to Hendrix if an appropriate opening is available. Currently one former student and two former staff members (who are also alums) are attending graduate school under this arrangement, and we anticipate seeing the fruits of this program as early as the fall of 2009.

Minority representation on the faculty and staff has grown significantly since 1999. In 1999 the total number of full- and part-time employees (faculty and staff) was 257, and the total of minorities was 17, or 6.6%. Disaggregating, there were 4 of 77 total minority faculty, or 5%, and 13 of 180 total minority staff, or 7.2%. In 2007, by comparison, the total number of faculty and staff was 382, with a total of minorities of 47, or 12.3%. Of the total, 16 of 126 total faculty were minorities, or 12.7%, and 31 of 256 total minority staff, or 12.1%. Enrichment of student diversity has also been an aim of the College. To this end, Board of Trustees Priorities since 1999 have specifically included the goal of increasing minority enrollment, out-of-state enrollment, and most recently, enrollment of international students. While actual enrollment patterns lag behind goals in minority recruitment, the College has exceeded goals set by the Board for out-of-state and international student enrollment.

In *Priorities – 2003-2013*, the Board of Trustees set a goal of enrolling a student body that was 20%

minority students and 60% out of state students. Total minority enrollment in 2006 – 2007 was 12%, with only 5% of that being African-American (*Faculty Handbook* C-23). By 2004 out-of-state enrollment, however, already had reached 42% (Admissions Office Annual Report 2004). By this past year, fall 2008, the College's out-of-state enrollment of new students was 60% (Admissions Office Annual Report 2008). The increase in enrollment of international students has been aided by recent initiatives in China, including a new exchange program with Heilongjiang University in Harbin, and a scholarship program for students from Rwanda that enrolled four students in 2007 and six in 2008.

Enrolled students from diverse backgrounds have available an array of organizations and administrative offices that support and affirm who they are. The Director of Multicultural and International Student Affairs is housed in Student Affairs, but that office works closely with the Director of International Programs and the faculty Committee on International/Intercultural Studies to assure that domestic minority students and international students are welcomed and supported, an effort complemented by a number of funded student committees and organizations: Multicultural Development Committee, Students for Black Culture, Students for Latin and Iberian Culture, Students Promoting Education on Asian Cultures, and the International Club.

Recognizing that diversity is not limited to racial, ethnic, and national groups, the College supports a Chaplain's office and the Hendrix-Lilly Vocations Initiative, and has just initiated the Crain-Maling Jewish Cultural Center, for students seeking to pursue their interest in religion outside the classroom. Related student organizations include the Religious Life Council, Fellowship of Christian Athletes, Hendrix Catholic Campus Ministry, Hillel, Hendrix Totem, and Student Mobilization. UNITY is the Lesbian/Gay/Bisexual/Straight Alliance. A faculty Committee on Diversity Concerns exists to address particular issues or problems as they arise.

Finally, the College seeks to accommodate the diversity of learning styles and abilities among its students. Through the Counseling Center and the Office of Academic Support Services, students with demonstrated learning disabilities receive reasonable accommodations. Students with physical disabilities, including three blind students who are currently enrolled, also receive assistance as appropriate. And all students have access to tutoring services through the Office of Academic Support Services.

Congruency of Mission and Code of Conduct

In the midst of welcoming diversity on campus and encouraging multicultural experiences off campus, the College makes binding on the entire student body a code of social and academic conduct consonant with its mission. The *Student Handbook* sets out a "Student Code of Conduct" (p. 19 ff) and a policy on "Academic Integrity" (p. 26 - 30). Both documents open with reference to the College's commitment to the cultivation of whole persons in an environment that values the refinement of intellect and concern for worthy values. From that point, each document delineates the behaviors that will receive disciplinary action through well-defined judicial processes. The Student Code of Conduct speaks to social behaviors necessary for the "maintenance of an atmosphere of civility and respect for all students, faculty and staff;" the policy on Academic Integrity, added in 2002-2003, defines and delineates the behaviors required for the assurance of academic honesty. As of this year, the *Handbook* also contains a well-developed policy on "Sexual Misconduct" that "models the policies and code authorized by the national Center for Higher Education Risk Management" (p. 48 – 53).

Core Component 1c

Understanding of and support for the mission pervade the organization

Approval of the *Statement of Purpose* in 1997 was the outcome of a three-year process, led by the Council on Academic Policy, that included discussion, debate, and input from the faculty, Senior Staff, and the Trustee Committee on Academic Affairs and Enrollment.

Calendar, Curriculum, and Mission

Since 1997 and the adoption of the *Statement of Purpose*, there have been a series of significant votes to change the calendar, the curriculum and the *Faculty Handbook*. Any of these might have been a time to reconsider and revise the *Statement of Purpose*, but quite the contrary, the *Statement* became the blueprint against which proposed changes were tested.

While many practical considerations provided impetus for the College's change from trimesters to semesters, effective 2002 – 2003, forefront in the faculty debates was the integrity of the curriculum, with the objectives of the second section of the Statement being the reference point. The faculty approved a general education program with three components, aligned with the first four bulleted curricular goals. (1) Collegiate Center: All students take Explorations, Journeys, and a course in Challenges of the Contemporary World. Journeys introduces freshmen to multiple cultural and intellectual traditions that have shaped the contemporary world and have been woven into the history of Western thought. Students then build upon this broad historical backdrop when, in one of many courses that may count as a Challenges of the Contemporary World course, they do a focused study of a particular problem or set of problems facing this richly diverse contemporary world. (2) Learning Domains: to assure that all students explore and connect the content and methods across the major academic disciplines, all are required to take seven courses from seven different disciplines across six Learning Domains, delineated as: Expressive Arts, Historical Perspectives, Literary Studies, Natural Sciences (two courses, at least one with a lab), Social and Behavioral Analysis, and Values, Beliefs, and Ethics. A chart describing the Learning Domains appears below. (3) Capacities: to promote students' skills for effective communication and analysis of knowledge, the College requires that students learn and demonstrate, through course work or appropriate tests, the technique and art of effective writing, competency with quantitative calculations, and familiarity with a foreign language. As the capacity to maintain one's health affects one's capacity to develop one's potential, act effectively in the world and enjoy life, students also must fulfill a physical activity requirement.

Learning Domains

Expressive Arts (EA)—one course.

Throughout history, humans have used the arts to explore and express ideas and feelings in a uniquely symbolic and expressive way, endowing the arts with qualities that are significantly different from those embodied in other ways of knowing. To understand any culture, a person must be able to grasp, interpret, and respond to its artistic creations and symbols. Given the broad spectrum of cultural production, a study of the expressive arts introduces students to ways of interpreting and understanding art content, as well as understanding the forms through which this content is produced and communicated. Courses in this domain emphasize either the creative process through the making and performing of works of art or the place of such works of art within a particular historical, cultural, or aesthetic context.

Historical Perspectives (HP)—one course.

History is that branch of knowledge that seeks to account for the diverse ways in which human beings in different cultures and societies have all responded to temporal change. Through the examination of contemporary issues from a historical perspective, we gain insight into the richness of human experience and gain insight into our own convictions and actions. Courses in this domain study the development of societies and cultures over time.

Literary Studies (LS)—one course.

Literature has been a central form of expression for many societies. Literature provides a medium through which students gain insight into the minds and lives of other human beings and the process whereby human experience is imaginatively transformed into art. Critical reading/interpretation of a literary text provides understanding into what meanings that text holds, how those meanings are produced, what purposes they serve, and what effects they have. Literary studies also facilitate a student's ability to articulate responses both orally and in writing.

Natural Science Inquiry (NS, NS-L)—two courses, each from a different department; one course must be a laboratory course.

Science and technology are playing an ever-increasing role in our society. In order to navigate this information students must know and understand how science does and does not work, the application of scientific and mathematical principles, and the distinction between science and dogma. This requires the coupling of basic scientific principles with systematic, critical analysis. Emphasis is on the methods used to model, gather, interpret, and evaluate data critically and the placement of this information into a larger context. In the face of our rapidly evolving understanding of the natural world, application of the scientific method is an enduring skill for assessing the validity of observations related to the natural world. This mode of inquiry inextricably links course content and the analysis process.

Social and Behavioral Analysis (SB)—one course.

Human experience always takes place in the context of larger social forces, organizations, and institutions: families, organizations, communities, governments, and economics. Courses in this domain study the myriad dimensions of human behavior and the human relationships from a variety of disciplinary and interdisciplinary perspectives. Through this study we begin to comprehend individual and social life and to develop policies and other means of intervention.

Values, Beliefs and Ethics (VA)—one course.

A perennial feature of humanity is the ability and need to raise fundamental questions about the ultimate meaning of our existence, our common origins and destiny, the nature of reason, and what constitutes a good life. Our efforts to deal with these questions reflect basic values and beliefs that shape our perception of the world, give order and purpose to our existence, and inform our moral judgment. Courses in this domain seek to explore critically and to understand different value and belief systems, to examine commonalities of these systems across historical, philosophical, religious, and/or cultural boundaries, and to introduce ways of making reasoned value judgments.

The provision of majors and minors for in depth study of particular fields is the fifth bulleted curricular goal in the *Statement of Purpose*. To give reality to the mission-driven general education structure described above, each department had to revisit the requirements of its major and the alignment of teaching and research duties for individual departmental faculty. In preparation for effecting the change to semesters, all academic departments conducted departmental curriculum reviews. In 2000 – 2001 they submitted proposals to a Department and Program Review Committee as well as to the standing faculty Committee on Curriculum. The two committees functioned in coordination to take to the faculty as a whole a set of departmental proposals that protected the integrity of the majors, distributed equitably across the disciplines courses appropriate for the various Learning Domains, and gave students adequate opportunity to meet all major and general education requirements within the thirty-two courses required for graduation. This same review revealed for the Administration and the Board those departments and areas where a commitment to new faculty or resources such as equipment, building, or library support would be needed.

Like the initial curriculum revision, the consideration and implementation of the more recent Odyssey Program emerged from the commitments and goals outlined in the *Statement of Purpose* and involved students, faculty, staff, and Trustees. In outlining the vision for the Odyssey Program, President Cloyd made explicit reference to the College’s motto “unto the whole person” in connecting the pedagogy involved in engaged, hands-on liberal education provided in a demanding but supportive environment to the *Statement of Purpose* and the traditional Hendrix commitment to excellence in liberal arts education characterized by a pedagogy that stresses out-of-class experiential learning opportunities.

The document entitled “Leading the Liberal Arts into the 21st Century” describes the strategic direction President Cloyd outlined, and the Board adopted, in October 2003, setting the College on course to become a national leader in engaged liberal arts education. The document illustrates both how the vision is grounded in the College’s *Statement of Purpose* and guided by empirical data collected and analyzed by the Art & Science Group. A revised set of Board Priorities was adopted to guide the College from 2003-2013, and reports from each of the College’s Senior Staff document the progress each of the areas has made toward the achievement of those goals. These reports appear in Appendix C. More recently, the Art & Science Group was commissioned to undertake a follow-up study to determine how the College can sustain, or even increase, its dramatic growth while taking advantage of the opportunity for adding faculty to enhance the breadth and depth of the curriculum, to make the advising process more holistic in pursuit of our commitment to educate the whole person, to make the Odyssey Program even more robust, and to maintain our leadership in the sciences through new initiatives.

Core Component 1d

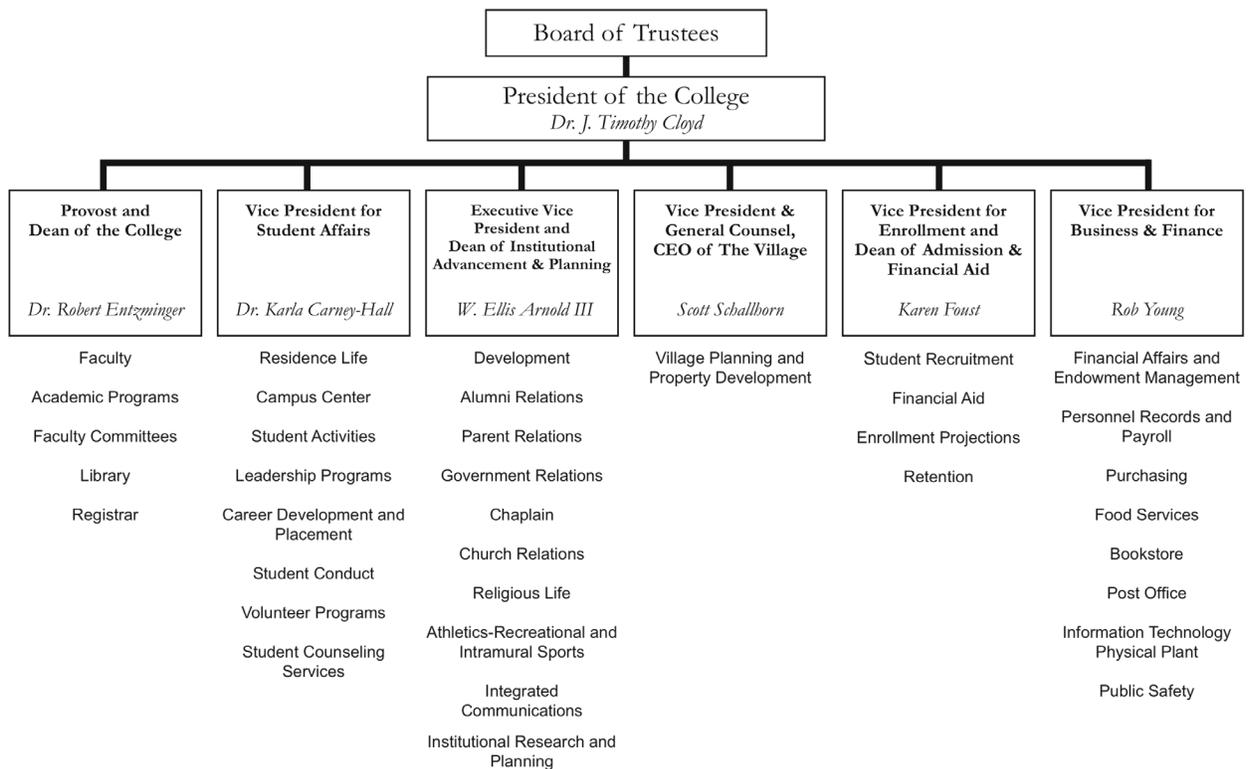
The organization’s governance and administrative structures promote effective leadership and support collaborative processes that enable the organization to fulfill its mission.

The College’s Chief Executive Officer is the President, who is appointed by and accountable to the Board of Trustees. The President in turn supervises the Senior Staff: the Vice-President and General Counsel, the Provost, and the Vice-Presidents for Advancement, Business and Finance, Enrollment, and Student Affairs. These in turn oversee all operations that fall within their areas. The Senior Staff meets weekly with the President to discuss plans, policies, and issues related to the College as a whole as well as to one or

more areas. The position of Vice-President and General Counsel was created recently to address the myriad issues related to the Village development project. Restructurings to promote greater effectiveness include the shift of Athletics from Advancement to Student Affairs and the shift of the Hendrix-Lilly Vocations Initiative from Advancement to Academic Affairs, with the Chaplain's Office moving to Student Affairs from Advancement.

Within Academic Affairs, three Associate Provosts have specific responsibilities: Academic Affairs, for faculty and academic programs; Advising and Retention; and Engaged Learning. Personnel issues, including allocation of positions, recruiting, evaluation, and tenure and promotion, are handled by the Committee on Faculty, comprising the three Area Chairs (humanities, natural sciences, and social sciences), the Provost, and (*ex officio*) the Associate Provost for Academic Affairs. Search committees, typically all or the majority of the departmental faculty, one non-departmental faculty member in the Area and one outside it, and two students conduct faculty searches. Following on-campus visits from the leading two or three candidates, which include a public presentation and meetings with the Search Committee, the Committee on Faculty, the Provost, and the President, the Search Committee and the Committee on Faculty make separate recommendations to the Provost, who in turn carries the recommendation to the President for approval. All new full-time faculty are elected by the Board of Trustees. Tenure and promotion follows the same path, except that the Executive Committee of the Board of Trustees has final approval.

Organization of Hendrix College

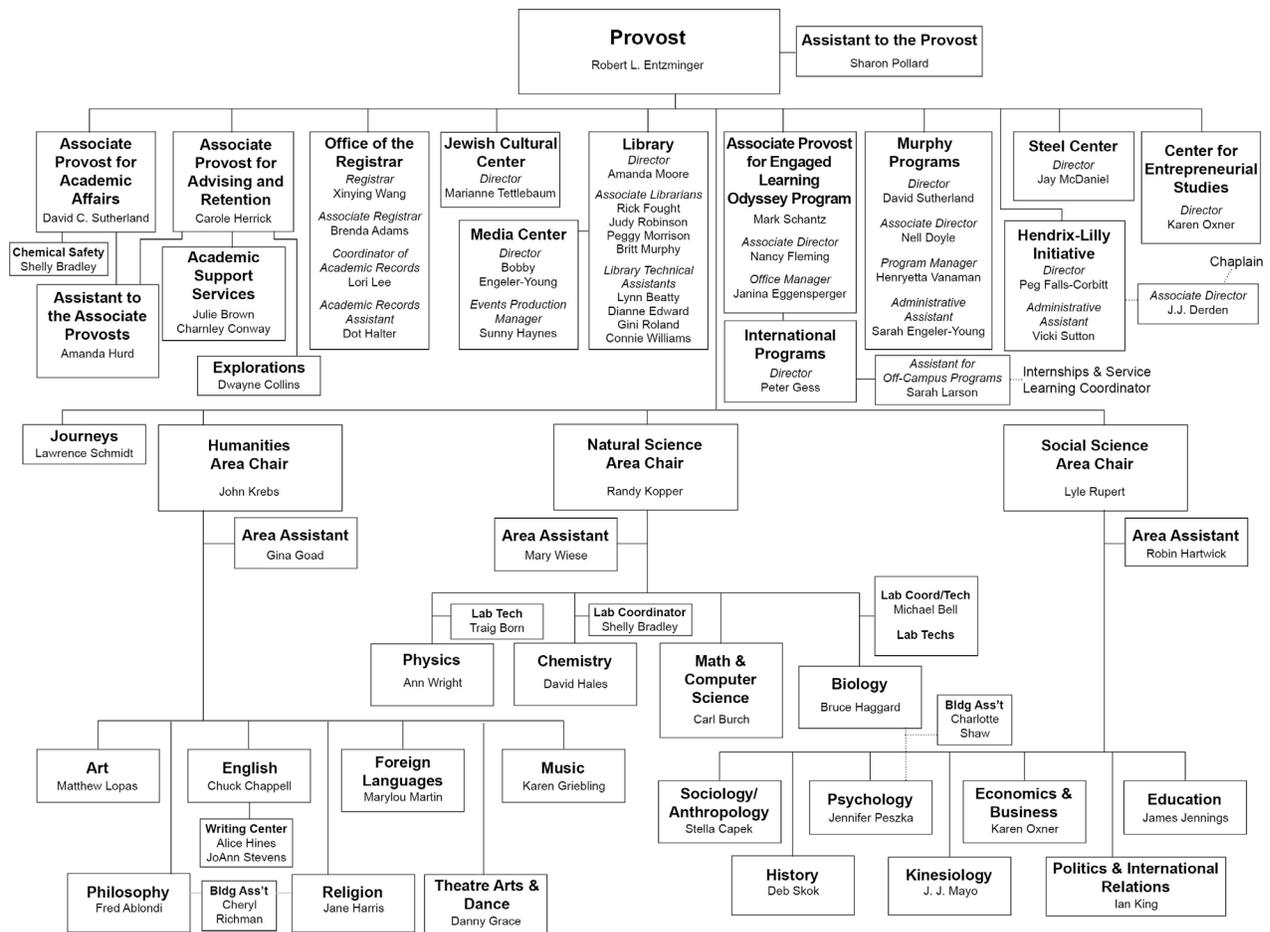


Degree candidates are approved by the faculty as a whole, and subsequently by the Board of Trustees.

The curriculum approval process originates in a department or program, is approved by the Area, and is then forwarded to the Curriculum Committee. Subject to their approval, the proposal goes to the Council on Academic Policy (the three Area Chairs, six elected faculty, two students, the Provost, the President, and *ex officio* the Associate Provost for Academic Affairs), and from there to the faculty for final approval.

Matters of policy typically originate in one of the standing committees and are routed to the faculty through the Council on Academic Policy. The Council on Academic Policy also establishes the agenda for faculty meetings, and the six elected members of the group function as the Committee on Academic and Professional Concerns, whose charge includes hearing grievances and appeals.

Organization of Academic Affairs



These structures and processes appear to work well, although a few issues have arisen. As interdisciplinary programs multiply, the role of the Areas in curricular development becomes less clear, and in one case, an interdisciplinary program spanning two Areas was approved by one but not the other, placing the proposal on hold. The faculty changed the *Faculty Handbook* to resolve this situation and the faculty approved a revision of the original proposal. Owing to the number of searches, the composition of the search committees was slightly modified. As the faculty grows, the Committee on Faculty structure is being tested, but a proposal a few years ago to create a fourth Area met with no support. Similarly, proposals for a Faculty Senate have generated little enthusiasm. A recent COACHE: Tenure-Track Faculty Job Satisfaction Survey shows that new faculty in their first two years most frequently rate the quality of undergraduate students, academic freedom, colleague support and teaching load as the best aspects of work at Hendrix. These new faculty most frequently rate the geographic location, the quality of facilities, the availability of childcare, and the lack of grant assistance as the worst aspects of work at Hendrix. These concerns are discussed in the New Faculty Orientation Program, and the College is exploring grant opportunities to respond to some of the issues.

Making the Associate Provost for Advising and Retention a full-time position, starting in 2002, as well as the addition of the positions of Academic Support Services Coordinator and Academic Specialist, has resulted in significant improvements in these areas. Similarly, the new full-time positions of Director of International Programs and the Administrative Assistant for Off-Campus Programs (2007) have already paid enormous dividends in our ability to facilitate international education for our students as well as to recruit and assimilate international students into Hendrix. Relocating the office of the Information Technology liaison with academic programs from the IT building on the periphery of campus to Bailey Library has been helpful in making that position more serviceable to the faculty and students, and discussions are underway about how to integrate IT and academics more fully once the new Student Life and Technology Center comes on line.

Core Component 1e

The organization protects and upholds its integrity.

As an institution whose *Statement of Purpose* includes the inculcation of “worthy values” for its students, Hendrix seeks in all its operations and its dealings with all internal and external constituencies to maintain the highest standards of integrity.

The commitment to institutional integrity pervades all levels of the Hendrix culture. The Board of Trustees exercises responsible stewardship of the institution’s resources and ensures that it remains focused on its mission and its primary purpose of providing an excellent undergraduate education in the liberal arts to its students. Including a large proportion of alumni and United Methodist ministers and lay leaders, including the Bishop of the Arkansas Conference, ensures that the perspectives of these two important constituencies are well-represented. A recently adopted Conflict of Interest Policy, included as a section of the *Trustee Notebook*, ensures that Trustees do not use their position for personal gain. In February 2007 the Board passed a resolution to divest endowment assets from companies that support the government of Sudan.

The College’s Charter, By-laws, *Statement of Purpose*, and Policies and Procedures are available on-line and in the appropriate publications, including the *Trustee Notebook* and the *Faculty Handbook*. The *Student Handbook*

contains the policies governing student behavior, and the booklet entitled “Personnel Policies and Benefits for Non-Faculty Employees” contains the policies governing all non-faculty employees. A member of Senior Staff serves as College Legal Counsel and is available to faculty and staff for consultation.

An annual audit by an independent firm ensures the accuracy of our financial statements and that our accounting practices and procedures are in accord with generally accepted practices. The appropriate safeguards are in place. Hendrix has received an unqualified opinion from our audit firm annually. The audit firm also opines on the College’s internal controls over financial reporting. No reportable conditions have been noted in recent management letter communication to the Audit Committee of the Board of Trustees. Copies of all recent audits appear in H-Doc.

The faculty, non-faculty employee, and student policies contain clearly outlined grievance and appeals processes. The Sexual Harassment Policy for students was revised in 2007-2008. Academic integrity is reinforced for students through the Academic Integrity Policy adopted in 2002-2003 and for faculty through the periodic review process as well as through supervision by department and Area chairs. Non-academic student misconduct is handled by the Judicial Council.

The College has in place a Human Subjects Review Board, an Institutional Animal Care and Use Committee, a Research Integrity Officer, and a Campus Chemical Compliance Officer who oversees OSHA compliance. The Assistant Athletics Director oversees Title IX compliance, and the Office of the Registrar is the primary watchdog for FERPA compliance, though that responsibility is widely shared across campus.

The Committee on Faculty exercises oversight of the recruiting and evaluating of all faculty, and the Council on Academic Policy performs a similar role for the curriculum and policies governing academic standards. All tenure-track positions are filled through national searches, and 96% of full-time faculty hold the terminal degree in their field.

All complaints are handled in a timely manner, and an appeals process is available for students and faculty who feel their grievances have not adequately been dealt with through normal channels. The mechanism for handling faculty complaints is through the elected Committee on Academic and Professional Concerns, which as a component of the Council on Academic Policy issues notes on each by-weekly meeting of the latter group and invites the faculty to bring any concerns or complaints to the attention of one of the members. They report receiving approximately three complaints a year of a relatively minor kind, which are resolved informally, and a major complaint about once every three years, requiring more formal means of resolution. In 2008, Senior Staff adopted a new complaints policy stating that “signed, written complaints, received in or referred to the President or any of the Vice Presidents, are logged in and the response is filed with the original complaint.” These reside in the office handling each complaint.

Hendrix takes pride in its reputation and works vigilantly to enhance its stature in the state, the region, and the nation, recognizing that the accomplishments of our graduates are the best testimony to the quality of the faculty and the curriculum. Hendrix alumni are frequently recognized for their professional and personal accomplishments. Each year, the Alumni Association recognizes outstanding graduates with its Distinguished Alumnus, Humanitarian and Outstanding Young Alumni awards. Since 2004, the Hendrix Board of Trustees has awarded Odyssey Medals to alumni who have distinguished themselves in the six areas of the Odyssey program. The practice was begun during Founders Day 2004, when Your Hendrix Odyssey: Engaging in Active Learning was introduced to the world. Odyssey Medalists return to campus for a day

of events, including a convocation where they speak to today's students, sharing their inspiring journeys. A complete list of Odyssey Medal recipients can be found in H-Doc. Here are a few examples, to illustrate the depth and range of alumni accomplishment:

- **Artistic Creativity: Natalie S. Canerday '85** received the 2007-08 Odyssey Medal for Artistic Creativity. Since earning a degree in theatre at Hendrix, Canerday has given stand-out performances in a number of films, including *One False Move*, *Sling Blade*, and *October Sky*. She and others in Billy Bob Thornton's *Sling Blade* were collectively nominated for the Screen Actors Guild Award for Best Cast in the Motion Picture.
- **Global Awareness: Alan Eastham '73** received the 2006-07 Odyssey Medal for Global Awareness. President Bush appointed Eastham to serve a three-year term as U. S. ambassador to the Republic of Malawi, a country of about 12 million people in southeastern Africa. Eastham, a 1973 Hendrix graduate, has served for 30 years in the Foreign Service of the U.S. State Department. His job has taken him all over the world, including France, India, Kenya Nepal, Pakistan and Sri Lanka. He accepted his first assignment with the State Department in 1975 in Kathmandu, Nepal.
- **Professional and Leadership Development: Terry J. Ticey (TJ) '80** received the 2008-09 Odyssey Medal for Professional and Leadership Development. He earned a degree in economics and business at Hendrix and took courses through the American Institute for Property and Casualty Underwriting Inc. and the Carlson School of Management, Minnesota Executive Program and the University of Minnesota. In 2000 he became the Vice President of Member Services for the Board of Pensions of the Evangelical Lutheran Church in America. There, he oversees the administrative services of ELCA pension and benefits programs for nearly 50,000 plan members and more than 11,000 participating congregations and sponsoring organizations. He also serves as board chair of African American Family Services and is a trustee for the congregation at Fellowship Missionary Baptist Church in Minneapolis.
- **Research: Stephanie James '72** received the 2005-06 Odyssey Medal for Research. A leader in research on infectious diseases of global health importance, James is on staff of the Foundation for the National Institutes of Health as associate director for science for the Grand Challenges in Global Health initiative. Prior to joining NIH, James served for 11 years as chief of the Parasitology and Internal Programs Branch, Division of Microbiology and Infectious Diseases. She is the recipient of the 1993 NIH Director's Award for leadership in establishing the International Centers for Tropical Disease Research and the 1999 award for leadership in advancing collaborative malaria research through the Multilateral Initiative on Malaria. James received a doctorate degree in microbiology from Vanderbilt University.
- **Service to the World: Jo Luck '63** received the 2004-05 Odyssey Medal for Service to the World. As president and CEO of Heifer Project International (HPI) since 1992, she has been responsible for HPI's global program for sustainable development and helping more than 4 million families in 125 countries around the world. Prior to her work at the Heifer Project, Luck served as executive

director of the Arkansas Department of Parks and Tourism for more than a decade. During her tenure under the name of Jo Luck Wilson, the economic impact of the state's tourism industry doubled from \$1 billion to \$2 billion. She also served as the first executive director of the Arkansas Advocates for Children and Families. Luck served as the first female president of the Hendrix Alumni Association in 1982-83.

- **Special Projects: P. Allen Smith '83** received the 2004-05 Odyssey Medal for Special Projects. A professional garden designer and talented commentator, Smith has a nationally-syndicated 30-minute television show, *P. Allen Smith Gardens*. He is author of the book, *P. Allen Smith's Garden Home*, a companion piece to Smith's 13-part public television series. As contributing garden editor for *Woman's Day* magazine and *Women's Day* special interest publications, Smith writes articles that reach more than 21 million readers. His popular website, pallensmith.com, hosts more than 3 million hits monthly. Smith has received the 2003 Garden Communicator Award from the American Horticultural Society and was named one of America's most influential young designers by *Southern Accents* magazine.

Conclusion

To a remarkable extent, Hendrix is guided by its *Statement of Purpose*, from the revision of the curriculum and calendar, implemented in 2002, to the design and implementation of the Odyssey Program, to the planning initiative it is currently undertaking (as described in Criterion 4, Core Component 4b). All the constituents appear to understand and endorse both the College's traditional mission and the vision with which it is taking that mission into the 21st century. Our ongoing assessment of our goals, however, has revealed some challenges that we will need to address:

- While our enrollment goals, in terms of total enrollment, out of state enrollment, and international enrollment have been met or exceeded, our minority enrollment has not increased as rapidly as we had hoped.
- Most aspects of the new curriculum have been remarkably successful in achieving stated goals, but a recent review of the Collegiate Center disclosed that the Challenges of the Contemporary World requirement lacks focus and coherence.
- The dramatic growth in enrollment we have experienced over the last three years, and expect to continue at least through 2009-2010, has been met with corresponding growth in student housing, faculty, and staff additions, and more of all of these are planned. However, the requests for funding Odyssey projects will continue to grow as well, and we will need to find additional resources to keep pace with expectations, not to mention the enhancements to the academic program that we are in the process of developing. Finally, growth in the faculty is presenting challenges to our governance structures, and we will need in the near future to consider different ways of organizing the faculty in order to sustain our commitment to shared governance while ensuring that we pursue our mission and perform our work as effectively as possible.

Criterion Two:

Preparing for the Future

Criterion Two: Preparing for the Future

The organization's allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill its mission, improve the quality of its education, and respond to future challenges and opportunities.

The College has long recognized that sustaining its mission requires that it be future-oriented. To this end, evaluating and planning are keys to the advancement of the institution as are effective, responsible allocations of the College's resources. The College finds this Criterion of the self-study especially helpful as a tool for assessing its efforts to position itself as a national leader in engaged liberal arts and sciences education offered in a demanding but supportive environment. Supporting the College's appreciation of the value of this Criterion to its on-going activity, the Board of Trustees document *Priorities – 2003-2013* contains the following goal:

“[To] strike a balance between preservation of resources for future generations of students with current utilization of resources to deliver an educational program comparable with the best liberal arts colleges in the nation.”

Core Component 2a

The organization realistically prepares for a future shaped by multiple societal and economic trends.

With consistent monitoring of future enrollment projections, demographic changes, and long-range budget modeling, the College consistently focuses on anticipated societal and economic trends and the potential impact on College financial and human resources. The College values strategic planning. In 2003, the Board of Trustees revised and affirmed the Board of Trustees' *Priorities – 2003-2013*. These priorities were established by reviewing priorities and measurement of the success or failure of previous priorities established in 1998 that guided the Board and senior administration from 1998-2003. These priorities were also shaped by anticipated societal and economic trends that could potentially have ramifications for the long-term future of the College. Priorities and progress made toward achievement of the goals and objectives are reviewed at each meeting of the Board of Trustees. These meetings typically occur three times each year.

In February 2008 the Board of Trustees approved amendments to the College's charter and in June the Arkansas Conference of the United Methodist Church ratified the amendments. The amendment broadened the scope of representation of the United Methodist Church to permit lay representation of the Church and clergy members affiliated with United Methodist Conferences outside Arkansas to fill Board positions dedicated to the Church. Previously only clergy members associated with the Arkansas Conference could serve in those positions. The discussion of the charter change focused on the historical and future relationship with the Arkansas Conference of the United Methodist Church. Trustees focused on the Conference's ability to provide assistance in recruiting and fundraising efforts for Hendrix and how that should be translated into governance positions on the Hendrix Board of Trustees. The Board collectively recognized that a change in the charter would keep the affiliation with the United Methodist Church strong while also providing the College more flexibility in the way Board members are chosen.

After a year-long study of the potential impact of adding intercollegiate football as a non-scholarship NCAA Division III sport, the Board decided in May 2008 to add the program once fundraising had taken place for the completion of capital facilities needed to support additional sports at Hendrix. Embedded within that decision was the commitment to add women's lacrosse as an intercollegiate sport as well. Part of the discussion that assisted in shaping the decision of Trustees was the projected decline in high school graduates during the period of 2010-2013. With this in mind, adding two intercollegiate sports options for Hendrix student-athletes adds breadth and depth to our co-curricular offerings. This addition should assist the College in maintaining or building on recent gains made in enrollment.

With projected demographic shifts in high school graduates, the College continues to recognize the need to recruit and retain a faculty and staff that is diverse. With this in mind, the College has sponsored one former student and two former staff members in continuing their education with the ultimate objective of having these individuals return to Hendrix as faculty members. The College has not been completely successful in adding racial diversity among faculty and staff and should continue to make efforts to enhance this in the future. Since its 1999 report and as noted in Criterion 1, Core Component 1b, the College has increased both the percentage of its minority faculty and staff. However, *Priorities – 2003-2013* sets specific goals that have yet to be reached.

In 2005, Hendrix College once again engaged the firm of Duany, Plater-Zyberk (“DPZ”) of Miami to revise and enhance the College's master plan first designed by DPZ in 1995. The revision of this plan produced a facilities master plan that could, if necessary, accommodate a student population as large as 5,000 students. While the College has not established priorities that are indicative of a student population that large, only a limited number of properties adjacent to College-owned land would need to be purchased to allow the College to fully construct the facilities necessary for a maximum student population of 5,000 students. While many recognize Hendrix as an exclusively liberal arts institution offering one undergraduate degree (Bachelor of Arts), additional colleges or programs could be added without expending substantial financial resources on land acquisition.

A long-term budget model has been developed to assist the senior administrative team in evaluating the long-term impact of current decisions relative to the future expenditure or commitment of financial resources. This has been an extremely important planning tool within the past five years as new buildings have replaced much older facilities (to the enhancement of the experience of students at Hendrix but with the additional cost of added square footage to be cooled, heated, maintained, and cleaned). The long-range budget model allows us to anticipate economic trends such as additional resources provided and additional funding needed for an increased student population.

In preparing for future societal and economic trends, the College relies on the professional staff and faculty to assist in the identification of these items through involvement and active participation in professional organizations. The College also engages consultants to assist in planning activities.

The best example of the use of consultants to assist in planning for the impact of future societal trends has been the engagement of the Art & Science Group (“A&S”). The initial study was conducted at a time when the College had enrollment competition from other universities within Arkansas that had acquired substantial financial resources and created targeted enhanced scholarship programs that impacted the enrollment at Hendrix of Arkansas residents. Through research done by A&S, the College developed a series of strategies to re-position Hendrix as a more nationally recognized residential liberal arts college promoting

engaged learning experiences. The repositioning occurred through (1) enhanced net tuition revenue derived from increased enrollment and more net tuition revenue per student, (2) the creation of the Odyssey Program as part of the required curriculum, and (3) significant enhancements to the physical facilities with the construction of the Wellness and Athletic Center and the Student Life & Technology Center.

During 2007, the College again engaged Art & Science Group to expand on their initial pricing and positioning study. The Board of Trustees in February 2008 directed “the administration, faculty, and staff of the College to study the Art & Science report and to provide recommendations and timelines for a bold plan to continue the College’s repositioning” and to present such recommendations on or before the Board’s May 2010 meeting. Faculty are currently engaged in long-term planning for the possible addition of new components to the curriculum as a response to this—and other—reports. Additional details appear in Criterion 2, Core Component 2c. The Senior Staff plans through the use of a ten-year budget model that will make certain appropriate revenues are raised to provide for the expenses of new programs as well as the expansion of current programs.

In accordance with our *Statement of Purpose*, new majors and minors have been created to offer a curriculum that continually increases its breadth and depth. As the College continues to reposition the gross tuition and financial aid discount figures, more programs that might attract a more diverse student body are continually evaluated and investigated. The recent addition of Environmental Studies and Biochemistry/Molecular Biology are examples of additional breadth within our curriculum. These programs were created in response to national academic trends and to meet anticipated future student demand.

The College also engages fundraising consultants to assist in evaluating the capacity of the current donor base and how best to plan and implement capital campaigns to meet the objectives set forth in the Board priorities.

Core Component 2b

The organization’s resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.

Over the last eight years, the College has opened a substantial number of new facilities to support both curricular and co-curricular activities. All funding was provided through gifts to the College as part of the most recent and current capital campaigns or through operational funding.

New facilities have been constructed for the College’s academic programs in the physical sciences, life sciences, and art. Additional facilities have been renovated for the Office of Student Affairs and the Odyssey Program office. Support for co-curricular activities has been robust, as the College recently completed a substantial portion of the athletic field master plan with fields positioned adjacent to the new Wellness and Athletic Center.

In January 2010, the College will open the Student Life & Technology Center. This building will house offices for the Odyssey Program, Student Affairs, Student Organizations, Religious Life, and Dining Services. The building will also contain the Educational Technology Center that will focus on enhancing the use of technology in teaching and learning for both students and faculty. Fundraising for this building is in the final stages as this report is being composed and the building will be completely funded by the end of the current capital campaign.

The College's resource base has grown as enrollment has increased substantially the past three years. Net tuition revenue has increased 42% from its low point in 2003-04 to 2007-08. This additional revenue has primarily been derived through the College's new pricing strategy implemented in Fall 2005. Additional pricing studies have been completed and may be implemented for Fall 2009 to continue adding to the future resources to support an expanded Odyssey Program and other programs created by the faculty to add breadth and depth to our curriculum.

The College's endowment has also grown substantially during this same time period (although much of the gains have been erased due to the financial market turmoil during the second half of 2008). The College has been spending a higher than preferred percentage of the endowment on an annual basis to support operations during the implementation of the Odyssey Program. As other sources of revenue (e.g. net tuition revenue) grow, the endowment will be relied on less to provide the same amount of annual support as in previous years. In addition, the College continues to raise endowment funds for Odyssey support and scholarships and financial aid. Additional gifts made to the endowment for these purposes will be critical to the long-term success of the resource base adequately supporting the Hendrix educational program.

Total education and general expenses have increased 39% since 2003-04, and instructional expenses embedded in these amounts have increased 35% during this same time. Hendrix has continued to maintain a student to faculty ratio of 12:1 or less during this time. When planning for future growth in enrollment, appropriate planning is considered relative to adding faculty positions to maintain or lower this ratio.

The College acknowledges the importance of a quality faculty to maintain and strengthen the academic program and a quality staff to maintain and strengthen co-curricular programs. One of the Board priorities is to maintain and enhance compensation to retain the most talented faculty and staff. The College plans to meet these objectives through benchmarking studies on compensation and appropriately budgeting annual increases to stay competitive in the higher education marketplace.

Core Component 2c

The organization's ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.

The oversight for assessment activities is the responsibility of the College's Senior Staff. Each Vice President is responsible for preparing an annual report and for conducting annual planning retreats with faculty/staff members. In addition, the Senior Staff members are responsible for various institutional-wide or unit-specific assessments.

The **Office of Business and Finance** is responsible each year for providing the College's Board of Trustees with a set of key institutional statistical data in the following categories:

- Enrollment profile;
- New student profile;
- Admission applicant data;
- Tuition and mandatory fees;
- Financial aid;
- Discount rate;
- Retention and graduation rates;

- Number of faculty members;
- Faculty compensation;
- Average class size;
- Net tuition revenue;
- Student satisfaction;
- Business and finance data, including long-term debt, endowment pool, bond sinking funds, Hendrix-Murphy endowment, and financial index;
- Advancement data, including total gifts, alumni giving, annual fund, campaign gifts and pledges, endowed funds for scholarships, and planned giving.

The Office of Business and Finance has instituted a variety of activities in recent years to assess its work in the following areas:

- The Office of Human Resources now conducts exit interviews with all individuals leaving employment with the College. The objectives of the interviews are to assess whether training was provided, to learn about issues related to the position, department, or supervisor, and to provide general feedback to the College about the benefits offered and overall employment environment.
- Physical Plant has employed a work order system to evaluate the effectiveness of its services. The system provides feedback on the initial response time and the average length to complete a requested work order. The Information Technology department also utilizes a similar work order system to garner feedback on its services.
- The Hendrix Dining Services conducts an annual survey to receive feedback on food choices and overall dining experiences. This department has for many years received third-party recognition from The National Association of College & University Food Services for various aspects of dining services provided. In 2008, the department received bronze, silver, and gold recognition for its dining and catering menus, special events, and retail operation of The Burrow. Details can be found in H-Doc.
- An annual audit reviews the internal financial control processes of the College. A management letter communicated by an independent auditor is sent to the Audit Committee of the Board of Trustees. This document is in H-Doc.

The **Office of Academic Affairs** is responsible annually for the following internal and external data:

- The Annual Survey of Degree Candidates “to solicit student opinion on the efficacy of the College’s programs in meeting the purposes set out in the *Catalog*” was conducted from 1996 through 1999. Graduating students were not surveyed in 2000-2004. Beginning in 2005, the National Survey of Student Engagement (NSSE) replaced the previously utilized annual survey. This instrument serves as the College’s senior assessment tool and as a means of surveying first-year students enrolled. Summary documents are found in H-Doc.

- Department and Program Assessment and Review (Office of Academic Affairs, Annual Report, 2006-2007);
- The Hendrix Advising Survey, implemented in May 2007, informs the significant role of academic advising to optimize the “teaching-learning environment” at the College (Office of Academic Affairs, Annual Report, 2006-2007).
- The Registrar’s Office prepares an annual enrollment report for the Board of Trustees, and submits surveys to agencies including the Arkansas Department of Higher Education, IPEDS, the Princeton Review’s Common Data Set and Review Data Set, HEDS, the National Student Clearinghouse, Higher Learning Commission, American Council on Education, AAUP, etc.
- Tenure-track Faculty Job Satisfaction Survey, or COACHE, was given to new faculty in 2007-2008. The Committee on Faculty and the New Faculty Orientation Program use the results.

The **Office of Student Affairs** annually administers the following assessment processes:

- The Health Perspectives Survey evaluates the College’s efforts to provide alcohol and drug programming (Office of Student Affairs, Annual Report, 2006-2007).
- The Cooperative Institutional Research Program (CIRP) Freshman Survey is administered to entering first-year students at the beginning of the freshman year. It provides helpful insight about the new group of entering students and is reviewed and utilized by the Student Affairs staff members.
- The Your First College Year (YFCY) is administered at the end of the freshman year and is designed to assess the academic and personal development of students over the first year of college.

The various offices of the Student Affairs unit also conduct a number of surveys to determine satisfaction of services provided. The Athletics Department annually invites all student-athletes to review and assess their participation experience, as well as their perceived quality of coaching and support services, in anonymous surveys. The student-athlete advisory committee assists in the development of the survey instrument. All surveys are read and reviewed by the Athletics Director. Items of note – positive and negative – are then discussed with appropriate personnel at year-end, one-on-one, meetings. The following areas are assessed: coaching (respect, coaches’ commitment to student-athlete’s academic progress, and communication), athletic training, assistant coaches, sports information, travel, supplies and gear, academic concerns, facilities, and player equity (gender and/or minority). In 2008 the student-athletes advisory committee added an assessment of learning outcomes to this survey. Student-athletes were asked to rate the following areas on a scale of 1 to 5 with 1 being “no contribution” to 5 being “great contribution”:

- Expand worldview through travel;
- Development of healthy habits;
- Enhancement of overall wellness;
- Ability to concentrate;
- Perseverance;

- Commitment;
- Self Confidence;
- Ability to work with a diverse group of people;
- Leadership;
- Overall assessment of whether participation in athletics enhanced educational experience at Hendrix.

The **Office of Admission and Financial Aid** systematically evaluates its performance and plan for future changes by extensively analyzing data in the following ways:

- Monthly reports on the College’s prospective student pool are reviewed to inform decisions and trends in responses to recruitment activities.
- The office prepares weekly new student enrollment reports to monitor and assess the admission cycle to assure that annual enrollment goals are met.
- The office utilizes The College Board’s Admitted Student Questionnaire (ASQ) each year to analyze the factors students are using in the college-selection process and to determine if marketing and positioning messages are informing the students as is intended by the College.
- The Hardwick~Day firm of Minneapolis, Minnesota, is engaged to review financial aid strategies, conduct a regression analysis, and provide recommendations for each year’s financial aid strategy. The goals of the aid policy are to increase both new student enrollment and net revenue. The firm provides bi-weekly reports, which inform the Vice President for Enrollment and other members of Senior Staff about how the College is meeting the aid policy goals. The annual report prepared by the Office of Admission and Financial Aid also provides an analysis of the yield rate of admitted applicants who file the Free Application for Federal Student Assistance (FAFSA) versus those students not filing. As previously stated, the goals of the aid policy are to increase new student enrollment and net revenue. Since the engagement of the Hardwick~Day firm in late 2005, the College has succeeded in achieving the stated aid policy goals each year.
- The Art & Science Group of Baltimore, Maryland, conducted the “Hendrix College Recruitment Market Positioning Study” in 2002-2003 to identify more effective ways of positioning the College to prospective students and to differentiating it from competitors, with the goals of increasing overall enrollment, expanding geographic representation, and determining a pricing strategy to best serve Hendrix’s enrollment objectives. The empirical data provided by this study informed and led to the College’s repositioning in 2004-2005.
- During 2007, Hendrix College engaged Art & Science Group (A&S) to conduct a “Pricing and Positioning” study. The study was devoted to understanding whether prospective students were aware of the College’s recent initiatives and what impact these initiatives had on students’ decisions to apply to or attend here. It also examined whether the College’s competitive context had changed in recent years and attempted to identify a long-term strategic trajectory for the College. The research stated that Hendrix is “clearly in a stronger position than it was before the A&S 2002-2003 study” in that conversion rates are up, enrollment and net revenue have increased, and prospective students are rating Hendrix

higher in the college selection process. In addition, the research indicated that the market impact of Odyssey has “strengthened significantly Hendrix’s ability to generate applications and yield matriculants” and “appears to account for at least 35-40% more enrolling freshmen” at the College. The study pointed to six areas which “hold the greatest potential return on investment” for Hendrix. These include:

- Creating Odyssey 2.0;
 - Making Hendrix’s strength in the natural sciences visible from a distance;
 - Increasing breadth and depth of curriculum;
 - Developing a radically new advising system;
 - Improving social life, particularly off campus;
 - Adjusting price and aid strategy.
- The College engaged George Dehne & Associates (GDA) to conduct research for the Football Study Committee during 2007-2008. The constituencies surveyed included: 1) faculty and administrative staff, 2) current students, 3) college-bound students, and 4) alumni. The Vice President for Enrollment served as the liaison to GDA for the study committee. The research assisted in informing the decision reached by the Hendrix Board of Trustees in May 2008 to add football at some point in the future, once donor funds are identified to construct capital facilities. As noted in another section of Criterion 2, the Board also decided to add women’s lacrosse. These additions will provide more co-curricular options for enrolling students in future years.
 - The College’s campus visit program has been completely revamped in the past five years. The program had a good record of attracting a fair number of prospective student visitors and families, but the Board of Trustees’ strategic plan to increase enrollment to 1,300 students by 2013 called for the Admissions Office to make significant changes in the visit program. In the fall of 2005, the office introduced the “Hendrix Experience” visit program. It provided more engaging visits and created a stronger connection for every visitor. An “experience” expert, Jeff Kallay of Target X, was engaged in October 2006 to evaluate the program and to assure that each visit was an authentic experience. He stated that the Hendrix Experience “is what we call REAL-REAL – it is what it says it is, and it is true to itself.” The College has realized a 60% increase in visitors in the past five years.
 - The Financial Aid Office annually participates in the NCAA Division III Financial Aid Reporting program, which is a study to assure “equitable treatment of student-athletes and other students within the domain of the financial aid packaging process” as called for by the NCAA’s bylaw 15.4.1. An institution is in compliance if the student-athlete does not receive more in institutional gift aid than another student with similar need. Hendrix College has been in compliance for each year of participation in the survey (see report in H-Doc).
 - The Office of Admission, after consultation with other departments on campus, prepares and submits the following surveys on behalf of the College – ACT-IDQ, Barron’s, College Board, Fiske, Peterson’s, U.S. News, and Wintergreen.
 - In 2007, Hendrix College engaged Art & Science Group to conduct a study involving quantitative research with current Hendrix students and qualitative research with students

who had withdrawn. The study concluded that initiatives undertaken by Hendrix in recent years had “much improved” the freshman-sophomore retention rate. The recommendations regarding retention are included with the A&S “Pricing and Positioning” study noted above and will be considered during the next academic year by the administration, faculty, and staff. It is important to note that during the last decade the College has significantly increased its efforts to improve student success. The previous President, Dr. Ann H. Die, established an Enrollment Management Task Force in 2000. The task force was charged to review and evaluate the College’s programs and practices related to student adjustment and success, and its work resulted in a retention action plan. Currently the Retention and Enrollment Advisory Council serves as the oversight group. The Associate Provost for Advising and Retention (Dr. Carole Herrick) serves as a member of the council, which is chaired by the Vice President for Enrollment (Karen Foust). The College’s strategic plan calls for Hendrix “To reach and maintain a 90% freshman-to-sophomore retention rate by 2010.” A chart of current retention values appears in Criterion 3, Core Component 3c.

The **Office of Advancement** is responsible each year for the following internal and external assessment instruments and data:

- The Office of Alumni and Constituent Relations routinely sends follow-up surveys to evaluate constituents’ impressions of an event and to assess needed changes for future events. Alumni Weekend, Family Weekend, and Alumni Odyssey College are all examples of on-campus events examined with online web-based surveys. Reviewing the suggestions and ideas gathered during the survey process is the last step of any event and the first step for the next event. Many times, insight received from our constituents reaches beyond the specific event and helps the office create a greater connection or engagement through the simple act of listening. Additionally, the office also employs online surveys to reach consensus with other groups and constituencies. Examples include: 1) the Alumni Association Board of Governors Awards Committee presents their selections for approval between the scheduled fall and winter meetings, and 2) surveys are sent to fourth-year students to determine their senior gift to the College or what they want for their senior banquet. (Note: survey documents are found in H-Doc).
- The Advancement Office, with contributions from the units on campus, prepares and submits the Voluntary Supportive Education survey each year (note: survey documents are found in H-Doc).

Core Component 2d

All levels of planning align with the organization’s mission, thereby enhancing its capacity to fulfill that mission.

President J. Timothy Cloyd’s opening address for the 2003-2004 academic year set the stage for the College’s strategic direction for 2003 to 2013. He stated:

Hendrix College stands on the threshold of a transformational moment in history. We can choose to let our fate be determined by external forces and risk gradual erosion of the stature this institution has earned over the past century. Or we can boldly and assertively chart our own course as the nation's leader in a distinctive type of education. The latter course will require the commitment of all supporters of the College, with primary leadership from the Board of Trustees through creative planning and provision of philanthropic resources necessary to realize this transformation.

The Hendrix Board of Trustees responded with its call to develop a new direction and lead the College into a new era. The Board adopted *Priorities – 2003-2013*, which henceforth have been the guiding force for all strategic planning. The College's Senior Staff reviews these priorities regularly and provides a written report on progress toward the achievement of the priorities during the Board's three meetings each year.

All aspects of the planning support the mission from expansion of the breadth and depth of curricular and co-curricular programs to facilities additions and improvements to providing financial resources and assistance through student financial aid. Embedded in each step of the planning process are the Board Priorities. Each Vice President and each Board Committee share goals and objectives within the priorities. A summary of the accomplished goals and objectives appears in Appendix A.

Conclusion

In adopting the College's *Priorities – 2003-2013*, the Board of Trustees boldly committed Hendrix to becoming a national leader in engaged liberal arts and sciences education and believed that the set of priorities to be achieved over a ten-year period would raise the College to a new level in higher education. The set of priorities serves as the foundation and guide for the College's strategic planning, allocation of resources, and processes for evaluation. In the first few years, the College responded to the Board's charge at a remarkable pace with the adoption of the Odyssey Program by 2004 and a new pricing and tuition revenue strategy by 2005. The research conducted by the Art & Science Group was critical in informing Hendrix of its position in the marketplace and its ability to generate prospective student interest and make significant enrollment gains in recent years.

In addition, major enhancements to the master plan, primarily through the construction of the Wellness and Athletic Center and the Student Life and Technology Center, demonstrate the College's commitment to enhancing the breadth of co-curricular opportunities and providing for a more active, vibrant social life for its students.

The current budget model serves as a significant tool to the Senior Staff in assessing the impact of decisions and commitment of financial resources in achieving the College's goals.

Our ongoing assessment of our goals, however, has revealed some challenges that we will need to address:

- One challenge is to continue to grow sources of revenue for Hendrix and rely less on the endowment for support. Enrollment gains in recent years have contributed significantly to increased revenue, and consolidating these gains in the next five years will greatly benefit the College.
- Another challenge is to improve faculty and staff compensation by conducting benchmarking studies. While this comes with a significant cost, the improved compensation will assist with faculty and staff retention and ensure the College's competitive position in the higher education marketplace.

Criterion Three:

Student Learning and Effective Teaching

Criterion 3: Student Learning and Effective Teaching

The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.

The College maintains an active program for providing evidence of student learning and teaching effectiveness. The internal assessment plan for all academic programs includes external program reviews on a rotating basis, annual assessment reports and action plans, and inclusion of assessment reports in decision-making processes. Many of the internal reports are available on the Hendrix web pages and all are available in the Office of Academic Affairs. Summary results from the National Survey of Student Engagement are linked directly from the Academics home page of the Hendrix web site.

Core Component 3a

The organization's goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.

Two major curricular events created a move toward revitalization of the College's assessment of its academic program during the 2004-2005 academic year. The first is that the College's new curriculum and new calendar, first implemented in the 2002-2003 academic year, were successfully underway and ready for evaluation. The second is that the first cycle of external program reviews for all departments concluded in the 2003-2004 academic year. Of course, the groundwork for these changes was first laid with the revision of the College's *Statement of Purpose* in 1997.

The Office of Academic Affairs linked the assessment of the new curriculum with the second cycle of external program reviews for all departments. Limited resources of time and personnel implied that assessment and evaluation of the new curriculum could not occur simultaneously in all components of the curriculum. Using the second cycle of program reviews had the advantage of spreading assessment and evaluation across time in a manageable way while allowing for focused examination of individual components of the curriculum each year. Changes in the second cycle of external program reviews made to accommodate this new linkage included:

- Language to ensure that the external review process will include an evaluation of the Student Assessment Plan for that particular department or program. (Or, for new programs without an existing Student Assessment Plan, the external review process is linked with the creation of a Student Assessment Plan.)
- Language to ensure that external reviewers who are chosen have some expertise in evaluating not only the department's curriculum but also the Student Assessment Plan.
- Inclusion of all components of the general education curriculum into the external review process including development and evaluation of student assessment plans.

At the time the linkage of assessment to external program review occurred, two other changes were made in the assessment program. The first was the move from an internally developed general assessment survey for seniors to the National Survey of Student Engagement. NSSE results are distributed to the faculty and all campus groups involved in assessment of their own programs. Summary data are included on a NSSE web page linked to the Academics home page of the Hendrix website. H-Doc contains copies of the distributed NSSE documents.

The second change in the assessment program was the creation of an annual assessment report for all departments and programs with curricular components. This report ensures that assessment is occurring on an annual schedule and becomes an ongoing part of the work of the departments and programs. Each year the report is modified to help encourage departments and programs develop a healthy annual assessment cycle that supports incremental improvements. The purpose of the evolution of the form was to increase the departments' awareness of the key structures involved in a solid assessment process and to encourage development of their assessment practices. The goal was an incremental process that fostered faculty ownership of the overall assessment plans.

This assessment process began in 2004-2005 with a short department and program chairs meeting where the first annual assessment form was explained along with the structure of the second cycle of external evaluations. During the 2006-2007 academic year, the faculty heard a detailed assessment summary based on Barbara Walvoord's Assessment Institute workshop. This summary was followed by a two-hour workshop for department and program chairs.

During this developmental process, the Office of Academic Affairs also reorganized the collection and dissemination of the external reviews and assessment reports. Each department, program and general education component of the curriculum has an assessment notebook in the Provost's Office. The notebook contains the self-study, the consultant's report, and the departmental response from each of the two cycles of external evaluations. The notebooks also include Student Assessment Plans and copies of the Annual Assessment Plan Reports. These last two items are also included electronically on a web page located in the Faculty Resources section of the Hendrix web pages. The entire contents of the notebooks are also available electronically to chairs and to the NCA-HLC Self Study Team. H-Doc contains the contents of these notebooks.

The Associate Provost monitors and evaluates these assessment activities and reports to the Committee on Faculty. The Committee on Faculty evaluates each external evaluation thoroughly and uses the information in their decision-making concerning faculty lines and departmental budgets. Beginning in the 2007-2008 academic year, the Committee on Faculty also began reviewing the annual assessment reports. Reports on assessment are also regular agenda items for the Council on Academic Policy. The Office of Academic Affairs annual reports also contain a section on assessment that is reported to the Senior Staff. H-Doc contains copies of CoF and AP agendas as well as copies of annual reports from Academic Affairs. Agendas and minutes of faculty meetings are also posted in the Faculty Resources section of the web pages.

The current status of each department, program, and general education curriculum varies according to the second cycle of external reviews.

- All departments have student assessment plans, complete annual assessment reports, incorporate learning goals into syllabi, and involve the faculty in discussions of assessment.

Some departments have lagged behind the others in development of their planning and in the sophistication of their assessment process; however, the general increase in awareness of assessment among the faculty is gradually leading to an increase in the level of activities in the departments. Linkage of student assessment with the external evaluation process has also raised the level of interest in assessment activities. Several departments have conducted an assessment audit aligning learning goals across their courses in the major.

- Most programs have student assessment plans, complete annual assessment reports, incorporate learning goals into syllabi, and involve the faculty in discussions of assessment. The fact that faculty assigned to interdisciplinary programs also belong to an academic department has kept movement toward assessment at a slower pace. Progress is occurring as faculty move what they have learned in their departments to their programs. However, progress is slower.
- Activities at the general education level are greatly increasing as emphasis is turned from the departments to the general education units. Assessment activities in Journeys and Explorations have always been extensive, and attention has been turned toward the other general education units. Summer workshops in 2008 have emphasized assessment of the Learning Domains and the Odyssey Program. Current external evaluations in foreign languages, writing, and physical activities will bring those units up to date.

The Consortium on Financing Higher Education (COFHE) recently released a statement titled “Assessment: A Public Responsibility” which has been signed by 90 public and private colleges and universities including Hendrix College. A website designed by COFHE—<http://www.assessmentstatement.org>—contains the statement, a list of signatories, and specific examples of assessment activities on many of those campuses. The Hendrix statement summarizes the academic assessment plan described earlier.

In addition to the assessment plans, student evaluation of courses has been a practice at the College for many years. Previous to the rewriting of the *Faculty Handbook* faculty conducted student evaluations in a sampling of their courses each year. When the *Handbook* was rewritten, faculty were required to conduct student evaluations in all of their courses each year. These evaluations are used both in the faculty evaluation program and in assessment of departmental and program goals. This year the *Handbook* language was again rewritten to clarify that a third goal—to provide an outlet for student expression about their learning environment—is also a valid reason for conducting student evaluations. *Handbook* language suggesting types and forms of questions to be included in student evaluation forms was also rewritten to reflect current research on effective evaluations methods.

Core Component 3b

The organization values and supports effective learning environments.

The Hendrix College faculty includes 103 full-time and 34 part-time faculty who are fully qualified to maintain academic standards of our disciplinary and general education curriculum. A detailed table identifying each faculty member’s credentials, rank, and tenure is included. A rank and tenure summary table appears below. Individual vitae are filed in the Office of Academic Affairs and are available to the NCA-

HLC visiting team. Faculty credentials are documented in an appendix of the College Catalog. Professional activities are compiled each year and lists are available in H-Doc and documented in the Academic Affairs annual reports. These activities include books, papers, presentations, external research grants, awards and participation in professional organizations. Professional expectations of faculty as teachers and scholars are described in detail in the *Faculty Handbook*, which was extensively rewritten in 2005-2006 to reflect current faculty expectations. Faculty standards are carefully monitored by the Committee on Faculty.

Faculty Size by Rank and Tenure

	02-03	03-04	04-05	05-06	06-07	07-08	08-09
Full-Time Faculty	81	81	83	85	90	92	103
Professors	32	36	35	35	37	36	37
Associate Professors	21	19	22	24	25	23	25
Assistant Professors	26	26	26	25	24	30	35
Instructors	2	0	0	1	4	3	6
Library Faculty	4	4	4	4	4	4	4
Tenured	49	52	54	55	61	56	60
Part-time Faculty	20	19	17	22	28	33	34
FTE Faculty	90.8	89.2	90.3	94.3	102.3	107	116

Faculty Degrees

	02-03	03-04	04-05	05-06	06-07	07-08	08-09
Doctorates	69	71	74	75	77	79	88
Terminal Masters	9	9	9	9	9	10	11
Masters	3	1	0	1	4	3	4

Although Hendrix has experienced a growth in the number of students and faculty in recent years, the College has successfully maintained both the student-faculty ratio and the quality of the faculty within the goals set by the Board of Trustees in the College's strategic plan.

Student Growth

	02-03	03-04	04-05	05-06	06-07	07-08	08-09
Student-Faculty Ratio (CDS)	12	12	11	11	11	11	12
Student FTE	1087	1047	1035	1017	1089	1187	1342

Faculty Development

As part of the extensive curricular restructuring as the College moved to the semester calendar in the 2002-2003 academic year, the faculty's standard teaching load was reduced from seven trimester courses per academic year to six semester courses per academic year. The purpose of this change was to acknowledge the extent to which student learning occurs outside the walls of the classroom and the extent to which faculty support that learning through office hours, group projects, and undergraduate research. The change to a four credit-hour standard for courses meeting for approximately three hours of class time reflects the same understanding of student learning as did the College's adoption of the Odyssey Program for implementation in the 2005-2006 academic year. A letter to the State Department of Education explaining the credit hour change appears in H-Doc. The relationship between this understanding of engaged student learning and the College's *Statement of Purpose* is clearly explained in the *Catalog*. This understanding of engaged learning also allows for a natural blurring of the distinction between many examples of faculty development and examples of student academic activities with perhaps undergraduate research being the clearest example. Each year student research activities are published in the Odyssey activities booklets. These booklets are contained in H-Doc.

The availability of internal faculty development funds for individual Hendrix faculty members allows for a variety of professional and educational opportunities. Faculty travel grants are available to all faculty members for a total of \$1,200 each. Faculty project grants and sabbatical grants are available each spring for the following academic year. Last year the average faculty grant awarded for this year totaled \$2,600 (with 13 grants given) and the average faculty leave sabbatical grant totaled \$3,134 (with 8 grants given). Additional annual faculty development funds of \$5,000 are available to each of the six Distinguished Professors. Beginning next year funds will be available to send new department chairs to off-campus training events.

The faculty sabbatical program was also enhanced when the College adopted the semester system and reduced teaching loads. In the five years after the last NCA-HLC visit 22 faculty members participated in the sabbatical program. In the past five years 50 faculty members participated in the sabbatical program. Although some of this increase is due to the increased faculty size, much of the increase is due to the increased availability of sabbaticals. Currently every full-time faculty member at the College who has been here seven years has taken at least one sabbatical (with the exception of one faculty member who has not chosen to apply). Each month the Faculty Colloquium series meets to provide opportunities for colleagues to hear from faculty members about their recent faculty development projects. Examples from last year and this year are included in the chart on the opposite page.

Faculty Colloquium

Sep 06	Hines, A and Vernon, A	Reviewing the College's Approach to Writing Instruction
Oct 06	Goldberg, A	Douglas--Agua Prieta: Place, Identity and Education on the United States-Mexico Border
Nov 06	Penner, J	Hoarding, Competition, and Robbery: A Tale of Two Chipmunks
Feb 07	Maakestad, E	In the Trees
Mar 07	Hales, D	Semiconductor Processing, Polymerization, Stratospheric Aerosols, and MC Reynolds 214 or Chemical Reactions in Molecular Clusters
Apr 07	Toth, J	Community in a Liminal Landscape
Sep 07	Whelan, D	Rwanda debriefing
Oct 07	Templeton, L and Garrison, C	Football at Hendrix
Nov 07	Duina, A	Studies on the Process of Gene Transcription Using Budding Yeast as the Model Organixm
Jan 08	Crowder, B	Lodz and the University of Poland
Feb 08	Vilahomat, J	Mennipean Satire in Contemporary Latin American Narrative
Mar 08	Burch, C	Logism and the Open-Source Software Movement
Apr 08	Mayo, J	Ironman Adventures
Sep 08	Muse, A, Grace, D, Campbell, C	Burn-Out MacBeth: A Southern Gothic Tale
Oct 08	Barth, J	Narrowcasting: What Explains the Effectiveness of Radio Advertising in American Political Campaigns?
Nov 08	Schantz, M	Awaiting the Heavenly Country: The Civil War and America's Culture of Death
Jan 09	Resinski, R	tba
Feb 09	Gron, L	tba

In addition to the sabbatical program, each year since 1984 the College has sent one faculty member to London to support the Hendrix-in-London program. Besides teaching and supervising Hendrix students while in London, the faculty member has the opportunity to pursue research or pedagogical development plans. Each summer since 2006 a Hendrix faculty member has spent six weeks at Heilongjiang University in Harbin, China, as part of our Hendrix-in-China program. The faculty member gives lectures to Chinese faculty and pursues a research or pedagogical development plan while interacting with exchange students from both sides of the exchange. The lists of faculty who have participated appears in H-Doc in Academic Affairs annual reports.

This year the College began with five new Odyssey Professorships. These professorships support faculty members who demonstrate a passion for the value of engaged learning in the liberal arts. Selected faculty members receive annual funds of \$25,000 (for one to three years) to develop academic courses and engaged learning experiences that further enrich the experience of Hendrix students. The resources also allow faculty to continue their own professional development in ways that complement their work with students. Also beginning this year, the College's faculty holding Distinguished Professorships receive an annual faculty development fund of \$5,000. The chart below lists both the past and current Distinguished Professors and Odyssey Professors.

Distinguished Professorships

Willis H. Holmes Distinguished Professorship (1976)

M. Francis Christie	1976-89
Rosemary E. Henenberg	1991-02
M. Warfield Teague	2002-2008
John B. (Jay) McDaniel	2008-

Harold and Lucy Cabe Distinguished Professorship (1977)

Robert W. Shideler	1977-80
Arthur A. Johnson	1980-90
John A. Ziegler	1991-98
Garrett L. McAinsh	1999-2008
Ian T. King	2008-

C. Louis and Charlotte Cabe Distinguished Professorship (1976)

Burvin C. Alread	1977-80
G. Thomas Clark	1980-90
Don Marr	1991-00
Alice M. Hines	2001-

Elbert L. Fausett Professorship (1980)

George H. Thompson	1980-91
Robert C. Eslinger	1997-04
Thomas E. Goodwin	2004-

Virginia A. McCormick Pittman Professorship (1981)

Albert M. Raymond	1981-88
Bruce Haggard	1989-

M.E. and Ima Graves Peace Professorship (1982)

Ashby Bland Crowder	1982-2008
Walker Jay Barth	2008-

Hendrix Odyssey Professorships

Bill and Connie Bowen Odyssey Professor (2008)

Tom D. Stanley 2008-

Morris and Ann Henry Odyssey Professor (2008)

Ian T. King 2008-

Julia Mobley Odyssey Professor (2008)

Thomas E. Goodwin 2008-

Judy and Randy Wilbourn Odyssey Professor (2008)

Joyce M. Hardin 2008-

George Harper 2008-

Matthew D. Moran 2008-

Nancy and Craig Wood Odyssey Professor (2008)

John B. (Jay) McDaniel 2008-

Faculty development is also encouraged through various workshops. Each year the College sends two faculty members to the Associated Colleges of the South Summer Teaching Workshop at Rollins College. To date 25 faculty members have participated in this workshop. The list of faculty participants appears in H-Doc. The Associate Provosts also host four afternoon workshops each academic year covering topics related to teaching and advising. Each summer a series of faculty workshops is held for faculty participating in one of several groups. Last summer's schedule appears below. These workshops feature intensive, interactive daylong sessions that cover course development, assessment, testing, and long-term planning. In recent years the President's Office, the Hendrix-Murphy Programs in Literature and Language, and the Hendrix-Lilly Vocations Initiative have sponsored faculty book discussions and poetry readings. Another annual faculty workshop supports the work of the Council of New Student Advisors. The CNSA includes about one-third of the faculty each year (on a rotating basis) who serve as academic advisors for new students.

Spring/Summer 2008 Faculty Workshop Schedule

	Spring	Fall
Committee on Faculty Retreat		Aug 4
Explorations	May 12-13	Aug 7-8
Journeys	May 14-16	Aug 11-13
Transitions	May 17-18	Aug 5-6
Assessment Workshops	May 19	
CW/Sustainability/Global Studies	May 20	
Council of New Student Advisors (CNSA)	—	Aug 15 (am)
New Faculty Orientation (NFO)	—	Aug 15 (pm)
Fall Faculty Conference	—	Aug 18
Writing Across the Curriculum “The Impact of L.D. and A.D.D. on Writing”	—	Sept 9

The Odyssey, Murphy, and Lilly Programs mentioned earlier have also provided other professional and personal development opportunities. Lilly has funded faculty course development grants and mission trips involving both faculty and students. Murphy has provided additional sabbatical funds for faculty pursuing language and literature projects, faculty and student internships with the Arkansas Shakespeare Theatre, conference participation for faculty and students, creative writing and poetry workshops, visiting writers and scholars, and access to libraries, archives, and databases. Odyssey has funded student-faculty research projects, international travel/study opportunities for faculty and students, and conference participation for students and faculty. These three groups spend more than half a million dollars each year on various projects, and while many of these funds are directed towards students, it is difficult to separate faculty development from student development in the majority of these collaborative projects. Each year a booklet is published that lists the vast majority of these projects. These booklets appear in H-Doc.

Another faculty development program is the New Faculty Orientation. Each new faculty member is assigned a faculty mentor from another academic area of the College to serve as a sounding board for concerns, questions, and information about the College. The new faculty and their mentors meet twice a month during the fall semester and once a month during the spring semester using selected chapters from *Good Start: A Guidebook for New Faculty in Liberal Arts Colleges* by Gerald Gibson to guide discussion of the role of faculty members in the life of the College. Additional information appears in the Academic Affairs annual reports.

Our faculty evaluation process for evaluation, tenure, and promotion is also structured to be developmental in nature with a strong nurturing component, together with more traditional criteria for measuring academic progress. The process begins with the individual faculty member writing a thoughtful letter of self-evaluation that reflects the faculty member’s understanding of his or her own role in student development, professional development, and community development. For example, student evaluations are considered as data for the individual faculty to help analyze his or own teaching methodologies rather than as a set of quantitative data for the administration to use to compare faculty. The faculty member has an opportunity to interpret his or her student evaluations in the self-evaluation letter, thus setting the context for

that discussion. The developmental nature of the evaluation process is also seen in our 2-4-6 year evaluation schedule rather than the more traditional 3-6 year schedule. Our schedule allows for a more interactive, ongoing process with more opportunities for adjustment from the faculty member and the administration. Additional information appears in the Faculty Handbook.

In addition to faculty development efforts, each division of the College provides funding for staff members to attend conferences and workshops. Recent examples include the National Association for College Admission Counseling conference, the Colleges That Change Lives annual meeting, The College Board Southwestern Regional Forum, the Association of Professional Researchers for Advancement conference, the CASE Major Gifts conference, Ektron's Synergy 2007 training conference, the Arkansas Assessment Workshop, the Southern Association of Colleges and Universities Business Officers meeting, the Ethics and Professional Conduct Seminar, Sales and Use Tax Seminars, the Assessment Institute, Jenzabar Administrator's Training, ASTRA Users group meeting, Instructional Technology Leaders conference, the Arkansas Turf Grass Association Annual meeting, the Faulkner County Local Emergency Planning Committee meetings, the National Association of Physical Plant Administrators meetings, the Arkansas Library Association Conference, the Consortium of College and University Media Centers annual conference, the Minority Access Role Models Conference, and the Eating Disorders Prevention and Treatment Teleconference. Additional examples and details can be found in each division's annual reports.

Instructional Support and Technology

Academic Computing offers workshops on topics ranging from effective use of the course management system to creating captivating presentations to enhance teaching, from Symposium lectern use to subject specific software tools. Academic Computing also works with faculty individually on projects that will enhance pedagogy and presentation. In the past five years, there has been a significant commitment by Hendrix to upgrade classroom technology and provide enhanced learning environments in as many SMART classrooms as possible. Additional information appears in the Library and Instructional Resources self-study that appears in H-Doc.

Within Bailey Library, Academic Computing hosts a small Faculty Development Area to offer technologies and training to support pedagogy and presentation. Moreover, Multipoint Interactive Viewer software allows faculty and staff from Hendrix to participate in training and collaborative projects with colleagues at National Institute for Technology in Liberal Education member institutions.

The Media Center provides effective classroom learning environments with reliable audio-visual equipment that is adequate to support the growing number of faculty using technology. The Media Center is also responsible for providing a diverse and current



collection of media materials to add breadth to the scope of academic material available for presentation in all campus learning environments. Moreover, the Media Center provides production technology for use in producing creative digital content.

The Bailey Library Information Commons provides an attractive technology space where students can socialize, work collaboratively, and receive research assistance from capable librarians. Bailey Library supports the College's curriculum with access to some 57 databases having more than 25,000 electronic scholarly journal titles.

Academic Support Services reinforces effective learning through intentional interaction with faculty, staff and students. Faculty receive monthly success tips via e-mail, on topics ranging from student learning styles to effective use of technology in classrooms to universal design for instruction. Faculty also have access via the Hendrix web pages to report student academic concerns through Faculty Concern forms. These forms allow faculty to share specific concerns about student learning challenges and result in individual student follow-up through Academic Support Services.

All Hendrix students have the opportunity to meet with Academic Support Services counselors in private meetings to discuss any challenges they may encounter in the classroom or learning process. Specific subject tutoring is offered in nine areas, and attention is paid to the method by which students are taught as well as course content. Individual tutoring is available in biology, chemistry, Chinese, French, genetics, German, Latin, physics and Spanish. Hendrix students who are nominated by professors and interviewed by Academic Support staff provide the tutoring services. The tutoring program is certified through the College Reading and Learning Association. The Academic Specialist coordinates the tutoring program. Departmental focused tutoring is provided in accounting, mathematics, computer science, and English (the Writing Center).

Finally, Hendrix faculty and staff support effective learning for students with disabilities through the provision of accommodations. The Coordinator of Academic Support Services works with faculty and staff to provide appropriate technology and other instructional modifications to offer equal access to the learning process for all Hendrix students. Disabilities represented at Hendrix encompass ADHD, blindness, dysgraphia and 17 other conditions; accommodations provided include additional time for testing, testing in a distraction-free environment, and copies of another student's notes. The College also employs a part-time staff person to convert texts and administer exams for our blind students.

Core Component 3c

The organization creates effective learning environments.

Hendrix College creates effective learning environments in a number of mission-driven ways. First, the College provides for a diverse campus in which student learning is supported by gender diversity among faculty and staff and by geographic and ethnic diversity among students. As an example, the data on Faculty Rank and Tenure Statistics shows the number of female faculty at 39% in 2008 compared to 31% in 1999, and 35% in 2004, five years after the last accreditation review. Student diversity is supported by data on the College's student profile described in Criterion 1, Core Component 1b of this report. Additionally, there is significant student diversity, in particular, geographic, international, religious, and ethnic, as shown in the Student Profile data. The addition of Odyssey Scholarships and the continuing prevalence of Governor's

Distinguished Scholarships provides access for middle-income students, who may not be eligible for federal, or other, financial assistance programs, yet cannot afford the full cost of a college education. The College also provides for diversity in students' academic interests with the wide variety of majors, minors, and interdisciplinary programs offered. Further, as the College expands the student population, there will be more opportunities for increasing ethnic and international diversity.

Another way in which the College creates effective learning environments is through the provision of a variety of special programs outside the classroom. Examples of these are

- Hendrix-Lilly Vocations Initiative;
- Hendrix-Murphy Programs in Literature and Language;
- Steel Center;
- Crain-Maling Jewish Cultural Center;
- Center for Entrepreneurial Studies;
- An expansive Special Events Program.

The generally small class sizes throughout the Hendrix curriculum allow for more student interaction with each other and with the professors. These small classes stimulate debate, encourage “outside-the-box” non-linear thinking, and allow students to develop lifelong learning bonds with professors and fellow students.

Undergraduate research at Hendrix College supports directly our expressed aim in the Statement of Purpose of affording students the opportunity to “participate in depth in a particular field of study.” For more than a decade, Hendrix College has been a pioneer in such efforts. We have regularly fielded one of the largest student contingents in the nation participating in the National Conference for Undergraduate Research (NCUR). Our data embracing the years 2000 to the present show that an average of 43 Hendrix College students has presented original research at NCUR each year.

Since the inception of the Odyssey Program, we have been better poised to track the number of students engaged in research—due in large part to the fact that Undergraduate Research is one of the six categories of the Program. Over the past three years, our collection of data on student research experiences (in courses and projects approved for Odyssey credit and for those in which students have not requested Odyssey credit) has improved. Each year the Odyssey Office requests departments and programs from across the campus to send us information on their students who are involved in research projects. Data from the past three academic years captured in our experiential learning booklet show that 620 Hendrix students have engaged in undergraduate research projects. Arrayed by academic area, the projects that engaged these students include 125 projects in the humanities, 243 projects in the social sciences, and 252 projects in the natural sciences. These totals include the Hendrix participants at NCUR in each of these academic years.

Hendrix's stature as a national leader in undergraduate research was evidenced by a conference the College hosted September 14-16, 2007. Funded under the aegis of the Andrew Mellon Foundation, the conference was titled “Undergraduate Research in the Humanities: Challenges and Prospects.” It included both student and faculty participants from 10 schools representing the Associated Colleges of the South. Its purpose was to engage participants in a wide-ranging discussion of the methods and practice of undergraduate research in the humanities with an eye toward improving the quality of that experience.

The sciences at Hendrix have a strong commitment to doing publishable research with undergraduates. Currently three biologists, two chemists, and one physicist have external funding. Approximately 90% of our majors have a formal research experience before they graduate. Students work during the summer for faculty with external funding from research grants or with funding from the Odyssey Program. Students can also work during the academic year for formal course credit. Virtually all of the students that conduct research present the results of their investigations at regional or national scientific meetings. Each year, the Chemistry Department takes an average of 10-15 students to the annual American Chemical Society meeting where they present the results of their research. Physics students typically present their research at the American Physical Society meeting, and those in biology attend the National Council on Undergraduate Research (NCUR) meeting or sub-discipline specific meetings such as the Society for Neuroscience. Currently 20 biology students, 15 chemistry students, and 10 physics students are involved in research projects. Many of these undergraduate researchers become co-authors on papers published in peer-reviewed scientific journals.

A few years ago, the College made a crucial switch from a trimester system to a semester system. At that time, the College decided to do a complete review of its general education requirements. The details of the new engaged curriculum are given in Criterion 4, Core Component 4b. Following the curriculum change the College developed the Odyssey Program described in Criterion 1, Core Component 1a.

Hendrix has seen a 200% increase in admission applications received from international students in the last five years and the College enrolled fifteen international students in fall 2008, as compared to one in 2003. We have found that the breadth of experience brought by students enrolling from countries like China, Kenya, Mexico, Nepal, Rwanda, Uzbekistan, and Vietnam enriches the learning environment for all students at Hendrix. One of our international students describes his Hendrix experience in the following way.

I looked into schools in many different parts of the world before deciding on Hendrix. I found the unique academic community at Hendrix to include everything I was searching for ... superior education, diverse student body, and a strong sense of community characterized by openness and informality.

Hendrix has initiated the Rwanda Presidential Scholars Program within the last few years and by fall 2009 will enroll a total of twenty students from that country. Other recent initiatives include participation in the Colleges That Change Lives Latin America recruiting trip and membership in the Jiangsu (China) Education Services for International Exchange. One full tuition scholarship is offered to an enrolling international student each year and other admitted students are considered for both academic-based Hendrix scholarships and Odyssey awards.

In addition to successful efforts to recruit foreign students, the College sponsors student participation in several international exchange programs. One unique program, Accademia dell'Arte in Arezzo, Italy, allows participants to experience Italian culture while gaining insight and experience in the world of European theatre, vocal arts and dance. In China, the Heilongjiang program focuses on Mandarin Chinese and Chinese culture, while the Shanghai program caters to business and economics majors. The Hendrix-in-Graz program allows students to study about Austria and other topics in German. Two separate programs in Oxford allow students to study British arts, humanities and social sciences. Also in England, the London program allows students to study British topics under a Hendrix professor and three British instructors. The Hendrix summer program in Costa Rica, located at a field station in a cloud forest, is truly multidisciplinary with coursework in language, biology, sociology, psychology, political science, or other fields. A month-long program in Madrid allows students to intensively study Spanish literature. The newest Hendrix program, in Brussels,

“the capital of Europe,” will allow students to study the European Union while completing an internship in a supra- or multinational organization. A large number of Hendrix students choose to study abroad through the International Student Exchange Programs (ISEP) which provide many exciting and varied opportunities by arranging direct enrollment of individual Hendrix students in nearly 140 colleges and universities on six continents. In recent years, ISEP placements have occurred in such places as Argentina, Australia, Bulgaria, Chile, Czech Republic, Denmark, Finland, France, Germany, Ghana, Japan, Korea, Malta, Mexico, The Netherlands, New Zealand, Norway, Poland, South Africa, Spain, Sweden, Thailand, and the UK. Finally, the College will soon have a study abroad and internship program in Rwanda.

Hendrix makes available to students a variety of services and programs that fall, in the broadest sense, under the heading of Academic Support Services. These various student opportunities are informed both by “best practices” in higher education and by campus-specific circumstances and needs. Viewed collectively, these services and programs aim to facilitate and enhance the potential for each student’s academic satisfaction and success at the College. These programs are clustered around five recognized “best practice” dimensions of academic programs services for students, as follows:

- Academic Support Services, coordinated through the office of Academic Support Services;
- Academic Advising for new students through a Council of New Student Advisors (CNSA) trained and coordinated through the Associate Provost for Advising and Retention;
- Student Alert and follow-up systems coordinated through the office of the Associate Provost for Advising and Retention;
- First-Year Seminar (Explorations), coordinated through Academic Affairs;
- Academic peer mentoring and support systems linked to academic advising and the First-Year Seminar, coordinated through Academic Affairs.

The information that follows summarizes current Hendrix services and programs related to academic support and success; it is organized around these five broad headings.

- **Academic Support Services:** The formal era of providing academic support services to Hendrix students began with the creation of an Academic Affairs staff position--Coordinator of Academic Support Services--in the summer of 2000. A second staff position in Academic Support Services—Academic Specialist—was added in the 2006-07 year. These two staff members work systematically with all students on academic probation and also with students who receive academic warning (<2.0 GPA in a given semester) letters. The Academic Support Services Office administers our Hendrix Success Institute, coordinates our programs for students with disabilities, collaborates with faculty, coordinates and trains academic tutors and works with departmental tutoring programs in development and implementation of initiatives, offers academic success programs and resources across campus during the year, including residence hall academic programming assistance, academic seminars, academic tip e-mailings to campus, etc. Academic Support Services personnel are available for academic consultation with students, functioning as academic mentors and facilitators to our students at large. From their first presentation to parents and freshmen, Academic Support Services personnel encourage students to be proactive in monitoring and maintaining their academic progress.

- **Hendrix Success Institute:** The Success Institute, a two-day preview experience for incoming freshmen, has been conducted since 1996. The purpose of the program is to acquaint targeted freshmen with the expectations, resources, and opportunities of college life. This program identifies those new students entering with indicators—one or more—in their high school record that suggest they may be at greater risk for attrition in their first year at Hendrix. Academic Support Services sponsors the annual event with contributions from Career Services, Residence Life, Admissions and various faculty members. The number of students selected each year is typically 8-14% of the total class number. Median GPA figures for Success Institute invitees and participants, while lower than the average for the complete cohort, are consistently well above the academic warning benchmark.
- **Services for students with disabilities:** The number of Hendrix students reporting disabilities has grown steadily over the past few years. In academic year 2006-07, accommodations were provided for 37 students in the fall semester and 23 students in the spring semester. In academic year 2007-08, accommodations were provided to 38 students in the fall semester and 34 students in the spring semester. To date, 49 students have requested accommodations for this academic year. Students with disabilities are also supported by a part-time staff person who converts text and administers tests for blind students, and various peer note-takers.
- **Peer Tutoring:** Individual tutoring by trained peers is available in biology, chemistry, Chinese, French, genetics, German, Latin, physics and Spanish. Peer Tutoring for 2007-2008 showed that 78% of students who visited with a Hendrix tutor earned a letter grade of a “B” or better in the course in which they were tutored. There was a significant increase for individual tutoring contacts from the past years. Over 300 students visited with a tutor and 80% attended more than one tutoring session. Hendrix continues to certify students through the College Reading and Learning Association. To date, more than half of Hendrix tutors are nationally certified through the College Reading and Learning Association. This year, Hendrix also became a member of the Association for the Tutoring Profession.
- **Academic Counseling:** Academic counseling is offered by the Coordinator of Academic Support Services and the Academic Specialist and is available on a 12-month basis. Student meetings are confidential and may be scheduled or spontaneous. During academic year 2007-08, staff had 489 counseling contacts for the year. These contacts represented 129 students in the fall and 111 students in the spring.
- **Council of New Student Advisors (CNSA):** Created in 1994, the CNSA program was developed to enhance the quality and effectiveness of new student academic advising and to distribute faculty advising loads more equitably. Around forty-five faculty advisors are assigned to the CNSA each year. These faculty members are trained specifically in appropriate advisement information and academic planning protocols for new Hendrix students. Each CNSA advisor works with 10-12 new students. CNSA advisors are asked to follow a prescribed proactive contact schedule with their CNSA advisees during their first year at Hendrix. That schedule includes a minimum of three contacts in the fall and two in the spring semester. The CNSA program is based on the developmental model of faculty advising endorsed by the National Association of Academic Advisors (NACADA).

- **Student Alert and Follow-up:**
 - **Student Outreach Network (SON):** The Student Outreach Network (SON) began in 1998 as a cooperative effort between Student Affairs and Academic Affairs aimed at creating an “early alert and intervention system” for students who were experiencing academic or other difficulties at Hendrix. The SON group is primarily responsive in nature, meeting weekly to address concerns about specific students whose names come to the group through a group member, often originating from a faculty or staff member outside of the SON group.
 - **Faculty Assistance to Students (FAST):** This formalization of long-standing faculty outreach and assistance to students dates from 2002. Its purpose is to encourage all faculty members to notice and intervene appropriately with students in their classes who may be in need of academic or other assistance, especially first- and second-year students. In addition to the FAST system, a Faculty Concern Form (FCF) is available to faculty through the Academic Support Services web page. This Form is a quick and effective way for faculty to make a concern for a particular student known. It does not include direct contact between the faculty member and the student in question. Rather, Faculty Concern Forms generate a follow up from Academic Support Services personnel, with copies of all outreach to the course instructor submitting the FCF and to the student’s academic advisor.
 - **Academic Advising—Formal Follow-up Systems:** In addition to monitoring the academic adjustment and success of their advisees through informal and formal contacts and conversation, faculty advisors are expected to complete timely follow-up sessions with the specific student populations who receive faculty interim reports and have a GPA under 2.66 the first semester.
- **First-Year Seminar (Explorations):** The faculty added an academic first-year transition seminar--Explorations, a partial course (.25 credit) taken by all entering first-year full-time students--to the curriculum and graduation requirements beginning with the 2003-2004 entering class. The goals of the course—facilitating student transition, student success, and cognitive and experiential understanding of the aims, values, and content of a Hendrix education—are guiding the ongoing evolution and development of the course. The course serves, too, as an important vehicle for monitoring and mentoring the entering class. The class sessions meet one time per week for the first semester only.
- **Academic Peer Mentoring:** In 2001 an Academic Peer Mentor (APM) program was implemented in association with the CNSA advising system for new students. This program pairs a strong returning student with each CNSA member (each CNSA advisor selects his/her APM), thus adding a strong peer support/resource component to the first-year advising program for new students. APM students are trained each fall prior to working with their new CNSA student advisees. In 2003 Explorations included in its structure the assignment of a strong second-year student, an Explorations Peer Mentor (EPA), to each course section, thus providing a second “first-year peer mentor” linked specifically to student academic adjustment and success. EPA students are selected by their section teacher. They are trained each fall prior to the beginning of Explorations.

The general success of these programs is exhibited by the improvements in Hendrix's retention ratios.

Hendrix First-Year Full-Time Student Retention						
Declining population by semester of enrollment						
Cohort	4 yr grad rate	5 yr grad rate	6 yr grad rate	F-SO ret	SO-JR ret	JR-SR ret
1S08F						
1S07F				85% <i>(371/315)</i>		
1S06F				86% <i>(396/341)</i>	89% <i>(341/305)</i>	
1S05F				87% <i>(280/243)</i>	91% <i>(243/220)</i>	100% <i>(220/221)</i>
1S04F	54% <i>(159)</i>			81% <i>(295/240)</i>	84% <i>(240/202)</i>	98% <i>(202/197)</i>
1S03F	59% <i>(157)</i>	64% <i>(170)</i>		83% <i>(267/222)</i>	85% <i>(222/189)</i>	97% <i>(189/184)</i>
1S02F	62% <i>(198)</i>	68% <i>(214)</i>	69% <i>(219)</i>	85% <i>(317/269)</i>	88% <i>(269/236)</i>	97% <i>(236/229)</i>
1T01F	56% <i>(156)</i>	63% <i>(177)</i>	66% <i>(183)</i>	86% <i>(279/239)</i>	86% <i>(239/205)</i>	98% <i>(205/201)</i>
1T00F	59% <i>(193)</i>	65% <i>(212)</i>	66% <i>(215)</i>	84% <i>(326/273)</i>	87% <i>(273/238)</i>	95% <i>(238/227)</i>
1T99F	55% <i>(181)</i>	58% <i>(192)</i>	61% <i>(199)</i>	82% <i>(329/269)</i>	83% <i>(269/222)</i>	94% <i>(222/208)</i>

The College also provides a support network that allows students to successfully compete for nationally prestigious scholarships. Hendrix is one of 47 institutions in the United States authorized to nominate candidates for the Thomas J. Watson Fellowships. Since 1984, twenty-three students have become Watson Fellows. Since instituting the Walker Odyssey Fellowship in 2006, five students have been granted the award. Since 1992, Hendrix graduates have received thirteen Fulbright Awards. Four students have received Rotary International Ambassadorial Scholarships, and two students have received Jack Kent Cooke Scholarships. Nineteen students have received Goldwater Scholarships and two students have been awarded Truman Scholarships. In 2001, Ben Matthew Goodwin became the sixth Hendrix College student to receive a Rhodes Scholarship, and in 2008, Jennifer R. Tate became the first Hendrix College student to receive the Council of Independent Colleges' American Graduate Scholarship. Lists of these scholarship recipients appear in H-Doc.

A significant proportion of Hendrix students utilize Hendrix as a starting point in the post-undergraduate educational process. Hendrix successfully prepares students to complete post-secondary programs for Ph.D.'s, J.D.'s, M.B.A.'s, M.D.'s, Divinity degrees, M.A.'s, and others. Hendrix is considered a viable feeder school into nationally known graduate programs. In the 2005 National Science Foundation Survey of Earned Doctorates Hendrix ranked twenty-eighth in the nation for the overall percentage of its graduates who earn a Ph.D. In particular, the College ranks first for graduates who earn doctorates in psychology, sixth for graduates earning doctorates in social science professions, eighth for chemistry Ph.D.s, ninth for doctorates in education, and twenty-fourth for English and literature. Over the last five years the acceptance rate for Hendrix students into medical schools has been significantly above the national average. Similarly over ninety percent of all student applicants for law school have been accepted. The percentages in the chart below verify our capacity to prepare students who are accepted into medical schools.

Hendrix Medical School Applications			
Year	Applicants	Acceptances	%
2002	34	27	79
2003	31	24	77
2004	39	27	69
2005	39	28	72
2006	34	27	79
2007	26	12	46
	203	145	71

Core Component 3d

The organization's learning resources support student learning and effective teaching.

The College supports outreach efforts with local companies through its active internship program. Part of this process is to bring successful Hendrix alumni together with students in enriching internships. This process continues with the activities of the Career Center and the JobLine Student Logins program. Career Services is currently staffed with a director, internship coordinator, and a program assistant. Internships for Odyssey credit are supported by the internship coordinator and with additional program support of \$16,000. Between June and December of 2008, 106 students have started internships with 75 of them completed by December.

Hendrix has recently made a concerted effort to provide for a pervasive expansion of technology, much of it coordinated through the Media Center and Bailey Library. The culmination of these efforts will be reflected in the campus's new Student Life and Technology Center. The following improvements in library and media services point to continuing development of the campus learning environment:

- In 2003 the Library installed Innovative's Millennium, an integrated library catalog system. Converting MARC (machine readable catalog) records from DRA to Millennium was a successful technical challenge, and Circulation, Serials, and Acquisitions systems modules were brought up throughout the year. Its flexible cataloging module supports not only traditional catalog records but also catalog records with embedded links to textual, graphical, and audio information on the web
- Library activities from Fall 2005-Spring 2008 include the following accomplishments:
 - The Library Information Commons was introduced in 2005. The Commons included full text scholarly databases (EBSCO Academic Search Premier, JSTOR General Science, JSTOR Ecology and Botany, ProQuest Literature Online, International Index to Performing Arts Full Text, and the Journal of Biological Chemistry), café furniture, coffee machine, and new computer work stations. The project budget totaled \$80,000.
 - The library invested in a variety of electronic reference and research materials including digital reference desk titles from Oxford University Press's Oxford Reference Online, Johns Hopkins University's Project Muse, the Mellon Foundation's ArtStor, Classical Music Library, ProQuest Historic Newspapers, the Historic Statistics to the United States,

and Science Direct.

- The Library recorded and edited podcasts of Project Pericles discussions and worked with IT and Communications to make these podcasts available to the public via the Hendrix web pages.
- The Library participated in the NITTE dSpace initiative. This digital archive allows Hendrix to store and archive digital text and audio files, archival collections such as the Wilbur Mills Collection, the Galloway College photographic archive, or even official documents of the College.
- The Library participated in the NITTE MIV initiative. MIV allows the Hendrix community to participate in NITTE instruction about pedagogy and technology via teleconferencing.
- Although Bailey Library has traditionally participated in Campus Kitty, this year's library "product" on the auction block was particularly unusual and popular—cataloging a student.
- The Library co-hosted a Valentine Love Poetry Slam as a part of "Erase Hate Embrace Tolerance" Week. Fourteen slammers participated with an audience of over 100 people.
- The Library worked with the Hendrix Revolution Bike student organization to check out bicycles to the Hendrix community via the Hendrix Bike Share Program.
- The Library hosted a student designed display of the U.S. Constitution for Constitution Day.
- Public Services Librarians designed and implemented our Research Appointment Service to complement Reference Services and enhance the depth of research guidance provided to students.
- Librarians mentored and nurtured four seniors planning to study library/information science in graduate school.
- A new Events Production Manager was hired in the Media Center.
- The Library extended hours during final exams and studied usage patterns.
- The Library sponsored a library logo contest, with a theme to be developed by student workers and selected by student workers. The winning theme was "That's how I roll" with a drawing of a book truck. Student workers will be given "That's how I roll" t-shirts in the fall.
- Bailey Library hosted a visit by a group of five Russian librarians and archivists learning about archival practices and collections in the United States. The Russians were a part of the Open World Program, a nonpartisan initiative of the U.S. Congress designed to build mutual understanding between emerging leaders of participating countries and their U.S. counterparts.
- Professor Emeritus Bill Hawes donated his sculpture set entitled Air Boxes. This sculpture is prominently displayed in the Library's rotunda.
- The Media Center installed InSors video conferencing technology in the Library's Seminar Room.
- The Media Center and IT installed Sympodia media lecterns and Crestron controller

technology in a number of classrooms-cutting edge technologies that enhance the use and full integration of media in our pedagogy. The Media Center also upgraded lighting and sound in Staples Auditorium.

- The Library initiated an iTunesU agreement with Apple Computer's Educational Division. The Systems Librarian worked with IT and Communications to make Hendrix podcasts and vodcasts available to the public via a web interface and/or to specific classes via Educator.
- The Library co-hosted a book discussion of *The Bookmaker's Daughter*, along with the Arkansas State Library's Center for the Book. Over 40 members of the Hendrix community participated in this discussion.
- The Library's Archivist created a photographic display, entitled "Goodbye Grove," from the College Archives tracing the history of Grove Gymnasium.
- The Library initiated and managed institutional involvement in the Research Practices Survey given to our freshman class. The survey was a collaborative project of 20 NITLE (National Institute for Technology in Liberal Education) institutions including Hendrix, Grinnell, Carleton, Denison, Wellesley, and Swarthmore. The purpose was to assess the research skills of freshmen entering small, prestigious liberal arts colleges.
- For Valentine's Day, we celebrated the grand opening of the Bailey Library Information Commons with an event entitled "Love Your Library." In this event, we recognized the many individuals who worked on the planning and implementation of the Information Commons, and we promoted our new technologies and databases.
- We hosted a reading and discussion of *The Great Gatsby* as part the Arkansas State Library's "The Big Read" program. Some 37 members of the Hendrix community participated.
- Beginning in Fall 2008 the College designated funds for new faculty in academic areas that are additions to the curriculum. The usual amount granted is \$2,000-\$3,000.
- Following consultant Tom Kirk's visit during the 2007-2008 academic year, \$93,535 was added to the Library budget to order books requested by faculty but not purchased (for lack of funds) in previous fiscal years. This figure represented the total amount needed to order the backlog of faculty book requests (going back to 2002) that were still in print in 2007-2008. With the added \$93,535, the total library operating and library capital budgets for 2007-2008 were \$563,205. In 2008-2009, the total budget is \$639,175.

An important aspect of a well-rounded student is physical activity. Hendrix provides a number of programs and facilities to support this aspect of a student's life:

- A two credit Physical Activity graduation requirement;
- Wellness and Athletic Center visits totaled 23,400 during the 2007-08 academic year;
- Active participation by 260 students representing nineteen Southern Collegiate Athletic Conference intercollegiate sports during the 2007-08 academic year;
- Intramural and Recreational Sports program reported participation from 870 students during the 2007-08 academic year;

- Outdoor Recreational Activities reported participation from 105 students during the 2007-08 academic year.

With regard to intercollegiate sports, the College requires that student-athletes properly balance their participation in sports with their work in the classroom. For example, in the 2007-08 academic year, the overall career GPA for varsity team members was 3.15, and Hendrix athletes are strongly represented in the SCAC Academic Honor Roll. In addition to the completion of new athletic fields and the Wellness and Athletic Center, athletics has added an additional trainer, a director of wellness programs and facilities, an additional head soccer coach separating the men's and women's head coaching staff, a head field hockey coach, a head lacrosse coach, an assistant swimming coach, and a pool operator in the last five years. The addition of women's field hockey and men's lacrosse teams cost almost \$200,000 in additional funding in their first year. These sports brought in thirteen new field hockey students and twenty-four new lacrosse students in their first two years. Approximately \$30,000 per year is available in funding to support coaches in their recruitment efforts. In 2005, Hendrix had 185 student athletes and this year there are 350.

During the past decade the College embarked on extensive facilities improvement projects to support engaged student learning in an exemplary fashion. The planning process for each project included a primary focus on pedagogical needs and involved the appropriate faculty and staff at every stage of planning. These projects included the following facilities:

- As part of a new and innovative approach to student housing on the Hendrix campus and in response to continuing increase in the student body, six new **student residence homes** were completed in 1999 and opened for occupancy in the fall semester. Each home accommodates between 16 and 18 students in both single and double bedrooms and offers a full kitchen, washer and dryer, and a large common area with vaulted ceilings. This project received a Merit Award for Architectural Design by the Arkansas Chapter of the American Institute of Architects. Upon completion, this \$4.8 million project provided the College with an additional 32,340 square feet of student resident living space. These homes also allow the possibility of themed living spaces like the current eco-house and the Bonhoeffer house.
- In 2000 the **Charles D. Morgan Center for Physical Sciences** was completed at a final project cost of \$19.5 million. This center consists of the connection of the renovation of John Hugh Reynolds Hall (29,000 square feet) to the newly constructed Axiom Hall (33,000 square-feet). This complex offers state-of-the-art space for the Departments of Chemistry, Physics, and Mathematics and Computer Science. A new atrium, with approximately 5,600 square feet, joins Axiom Hall to Reynolds Hall and features a Foucault pendulum that maps the rotation of the earth. This facility more than doubled the amount of space available for the three departments. Specialized spaces in the complex include an electronics lab, an optics lab, a holography lab, a biophysics lab, a nuclear physics lab, a nuclear magnetic resonance lab, a biochemical/analytical lab, a chemistry computation workroom and an advanced computer lab. Audio-visual equipment is built into many of the classrooms, as are computer ports that allow Internet access for both students and faculty. Several classrooms were also designed to facilitate collaborative activities during class.

- The **Donald W. Reynolds Center for Life Sciences** building, which was completed in 2001 at a cost of \$12.2 million, includes three floors of classroom and laboratory space, along with a full basement and a greenhouse on the roof. Its 59,540 square feet include classroom, faculty office and laboratory space to support the College's emphasis on undergraduate research. It provides state-of-the-art laboratory space for the study of zoology, ecology, botany, cell biology, animal physiology, microbiology, genetics and more, as well as psychology labs, storage areas, preparation rooms and teaching labs. This building was made possible by a \$10.8 million grant from the Donald W. Reynolds Foundation.
- In the summer of 2002 the **Bertie Wilson Murphy House** was opened for campus use in support of the study of language and literature at Hendrix. The \$1.85 million facility was completely funded by the Hendrix-Murphy Foundation and serves a variety of distinct needs of the Hendrix community. Beside the offices of the Foundation staff, the Murphy House contains a full kitchen and cozy library that are a favorite for both students and faculty. A large seminar room with a modern audio-visual system supports both student and College receptions, workshops, study sessions, film screenings, poetry readings, and formal and informal luncheons and dinners. It also includes two upstairs apartments for both short-term and long-term visitors.
- The **Hendrix Arts Complex**, a \$3 million project, was completed in 2003. This complex, containing slightly more than 20,000 square feet, comprises three buildings for (1) Art History and Photography; (2) Drawing, Painting, and Printmaking; and (3) Ceramics and Sculpture. The complex contains a wood shop, sculpture studio, ceramics studio, printmaking studio, darkroom, photography studio, drawing studio, painting studio, a seminar room, a lecture hall, a slide room, faculty offices, and galleries.
- The 100,000 square-foot **Wellness and Athletic Center**, a \$19.5 million project completed in 2007, includes an indoor track, four indoor tennis courts, a gymnasium and special events center, an indoor soccer court, a 26-foot-high climbing wall, an aquatic center with an 8-lane competitive swimming pool, a diving pool, a sun porch, and a retractable roof. There is also a fitness center with treadmills, elliptical trainers, stationary bicycles with Internet access, free weights and other fitness components. The WAC is located in the heart of Hendrix's athletic facilities, which include a new artificial turf field for lacrosse and field hockey, a softball and baseball complex, tennis courts, track and field facilities, and a soccer facility, which were completed between 2006 and 2008 at an additional cost of \$4.9 million.
- In 1977 the College completed the construction of the **Cabe Theatre Arts Center** that provided a 'state of the arts' performing arts center. In 2002 a renovation of the facilities was begun to bring it back to the quality level it enjoyed upon its original completion, and the \$150,000 project was finally completed in 2007. The renovation included a refurbishment of the auditorium seating and the air float turntable as well as the replacement of the stage floor and all carpeting. The upstage riggings system, performance lighting system and lighting inventory were also renovated and expanded.
- In response to a continuing and dramatic increase in the student enrollment at the College a number of new residential apartments have been purchased since 2001. In 2001 the College

purchased the **Front Street Apartments** for \$1.6 million, increasing the number of available beds by fifty six. Another significant increase in student housing by purchases or construction occurred in 2008. First, the completion of the construction of the **Hendrix Corner** in the summer of 2008 offered the College a much-needed seventy-two bed facility. This \$3.2 million project offers two bedroom townhouses and three bedroom flats and was recognized by the Conway Chamber of Commerce as contributing to the downtown revitalization efforts. Next, the \$2.65 million purchase of the **Huntington Apartments** adjacent to several other Hendrix properties contributed ninety four new beds for student residence. This facility offers two bedroom apartments similar to other College owned apartments near campus. Finally, the **Village Apartments**, a \$9.5 million project, will offer a one hundred forty bedroom facility located above commercial space in the developing Village at Hendrix community. These apartments are scheduled for occupancy in the fall semester of 2009.

- A number of renovations to the **Trieschmann Fine Arts Building** were begun in 2003 to address climate control problems and programmatic needs. By the completion of the \$1.6 million project in early 2009 the climate control portion of the renovation will have consisted of the replacement of the roof, windows, and doors, the addition of a new humidity control system, and the replacement of the HVAC system. In terms of meeting programmatic needs, existing space was remodeled to create a new dance studio and the Reves Recital Hall was completely refurbished.
- More than a traditional college student center, the **Student Life and Technology Center** will incorporate state-of-the-art technological automation. The facility will be the “new living room of Hendrix’s campus, and will be a place where students can relax, interact and utilize modern technology in an educational setting. Along with a dining hall, game room and post office, the new 80,000 square foot facility will include a 5,000 square foot centralized programming space with state-of-the-art lighting and sound equipment and two 21-foot projection screens. The facility will include offices for Student Affairs and Academic Support Services, Advising, and Odyssey, along with offices for student organizations and student media. A distinguishing feature of the Center will be the Educational Technology Center (ETC), accessible 24 hours a day to students and faculty. The ETC will weave teaching, learning, and social technology into the campus, enhancing the educational experience with advanced technological features, including computer workstations, video and digital presentation software, a video conference room, a practice classroom, and distributed technology. This \$22.8 million project is projected to be completed in early 2010.

Beside the above mentioned renovations and new construction there have been a number of smaller facilities enhancements to the overall program of the College. The largest of these is the \$3 million project to install geothermal heating/cooling systems in the residence halls during 2005-2006. Also included are a \$200,000 renovation project for Buhler Hall that was completed in 2006, the replacement of the flooring in Greene Chapel in 2008 at a cost of \$40,000, and a \$200,000 project to construct much needed additions of parking lots in 2008.

The Office of the Chaplain plays a significant part in the College’s motto, “unto the whole person,” by providing students with a variety of ways to explore their religious and spiritual life. Students from all religious and faith backgrounds, as well as students who are searching for a faith or have no faith, are welcome to participate in any religious life program. The programs range in ways to help the students who are serious about their spiritual

life and may be pursuing religious work as a profession, to ways to help students who may be contemplating or even abandoning spiritual life. Also, students will find the programs approach religion and spirituality from an academic perspective, a devotional perspective, and from an applied, faith in action perspective. Programs offered by the Office of the Chaplain include Bible studies, film studies, intentional discernment groups for full-time ministry, internships, lectures, mission trips, retreats, service projects, covenant groups, weekly chapel and communion services, weekly fellowship time, including a meal and devotion, and weekly vocational luncheons.

Conclusion

In the past five years the College's emphasis on student learning has increased at a rapid pace through the refinement of its academic assessment program and the continued expansion of its support of effective teaching through faculty development programs. Faculty have been added to support new majors and new interdisciplinary programs. Much progress has also been made toward the goal of increasing the availability of technology in both library services and classroom modernization. Since the last self-study in 1998-99, five new academic buildings have been completed including the replacement of every science laboratory on campus. Two other buildings have been renovated and a new campus center is under construction. New choices for student living have been added along the option of themed housing. However, some challenges remain to be addressed:

- Assessment of departments and programs has become routine for most faculty members. However, balancing the continuation of this assessment with the newly developing general education assessment will create tensions that will need resolution toward rather than away from a positive climate of assessment.
- As the percentage of faculty with less than five years of service continues to grow because of new positions and retirements, greater demands will be placed on the faculty development programs on campus.
- Regardless of the rate at which campus library services and classroom technology increase, the rate of development of even newer services and technologies will increase even more rapidly.
- The improvements to Academic Advising and Academic Support Services that have aided in improved retention numbers have been significant. However, incremental increases in retention will be more difficult to achieve.

Criterion Four:

Acquisition, Discovery, and Application of Knowledge

Criterion Four: Acquisition, Discovery, and Application of Knowledge

The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.

As an institution of higher education with a focus on undergraduate liberal arts education, Hendrix College takes seriously its role in the acquisition, discovery, and application of knowledge not only for its students but also for its faculty, administration, and staff.

The College's emphasis on active, participatory learning stresses the need for its students to become full partners in the educational process, a process which integrates classroom instruction with out-of-class learning experiences, whether performed by students individually or in groups, or in collaboration with faculty members. Faculty are evaluated in part on their continuing professional development, and the record of publication, performance, conference presentation, etc., bears witness to a faculty fully engaged and professionally active in their disciplines. Their participation in the interdisciplinary core course Journeys and in other interdisciplinary programs allows them to model for students the importance of continuous intellectual growth.

Like the faculty, administrators and staff are supported in their professional development through support for conference and workshop participation. They also assume teaching responsibilities where appropriate, further demonstrating to the students that ongoing engagement with central intellectual issues is fundamental to the institution's values and essential to the life well-lived.

The institution actively recognizes, publicizes, and celebrates the achievements of its students, faculty, administrators, and staff as a means of underscoring its commitment to lifelong learning and the premium it places on continuing engagement in intellectual and professional endeavors and service in worthwhile enterprises.

Core Component 4a

The organization demonstrates, through the actions of its board, administrators, students, faculty, and staff, that it values a life of learning.

The College's *Statement of Purpose*, approved by the faculty and the Board of Trustees, appears as prefix to all other explanations of the College's academic program in the governing documents of the College: the *Hendrix Catalog* (9-10), the *Trustee Notebook*, *Faculty Handbook* (B-2), the "Personnel Policies and Benefits" booklet (5), and the *Student Handbook* (3). It reads as follows, with passages especially pertinent to this core component italicized:

Statement of Purpose

Hendrix College, a private, undergraduate institution of the liberal arts related to the United Methodist Church, offers distinguished academic programs in a residential, coeducational setting. *As a collegiate community, Hendrix is dedicated to the cultivation of whole persons through the transmission of knowledge, the refinement of intellect, the development of character, and the encouragement of a concern for worthy values. In these ways Hendrix prepares its graduates for lives of service and fulfillment in their communities and the world.*

Toward the accomplishment of this purpose, the College offers curricular and co-curricular programs affording students the opportunity

- to investigate and appreciate the richly diverse cultural, intellectual, and linguistic traditions shaping the contemporary world;
- to examine critically and understand the intellectual traditions woven into the history of Western thought;
- to develop skill and effectiveness in the use of language, the analysis of information, and the communication of knowledge;
- to explore and connect the content and methods of the humanities, natural sciences, and social sciences;
- to participate in depth in a specific field of study, acquiring a body of knowledge appropriate to that discipline, putting to use its methods for the discovery of new knowledge, appreciating its historical development, and grasping its implications for the broader culture.

Hendrix thereby intends to cultivate among students

- *enduring intellectual curiosity and love of knowledge; aesthetic sensibilities and delight in beauty;*
- *powers of ethical deliberation and empathy for others; discernment of the social, spiritual, and ecological needs of our time;*
- *a sense of responsibility for leadership and service in response to those needs; and*
- *recreational dispositions complementing a full flourishing of the human potential.*

The Hendrix Board of Trustees demonstrates its commitment to a life of learning in many ways. Its actions, as documented in the minutes of the meetings of the Board and its committees, are clearly undertaken with reference to the *Statement of Purpose*, and its current document *Priorities – 2003-2013* is likewise guided by the College's mission. Its recent commitment to raising faculty salaries reflects its commitment to recruiting and retaining the best teacher/scholars available, as does its ongoing support for sabbaticals, conference participation, and research projects. The Board recognizes that the pedagogy underlying the Odyssey Program, in its intention to move the experience of the classroom out into the world, is a way of reinforcing the commitment implicit in liberal education to a life of learning, and it has supported that program through the development of an endowment as well as through the creation of twelve Odyssey Professorships, five of which are currently filled and funding or pledges are in place for the remainder. Finally, the Board celebrates the achievements of alumni and other individuals who exemplify the liberal arts ideal of lifelong learning through their selection of the recipients of honorary degrees, Alumni Awards, and Odyssey Awards.

Student achievement is recognized most conspicuously on Honors Day, but the institution also supports students who make presentations at scholarly conferences, including NCUR, often but not always in collaboration with faculty, and it hosts a number of honorary societies, including Phi Beta Kappa. On campus, some students are selected every year as Odyssey Exemplars, presenting projects in each of the six Odyssey categories to a local audience. A Distinguished Scholarships Advisor identifies those students most likely to win post-baccalaureate scholarships and fellowships and works with them to develop their applications. The annual Alumni College brings graduates back to campus every summer to learn about a variety of subjects of interest to them, and the College's Career Services office assists not only current students but also alumni in their ongoing professional and personal development. Finally, the Odyssey activities booklets published and distributed widely

each year recognize the many Odyssey related student projects throughout the year.

The College supports ongoing professional development for its faculty through sabbaticals, project grants, and travel grants (to attend conferences). Conference travel support is available to staff as well. Odyssey Professorships provide funding for projects of up to three years that include professional development along with collaboration with students. Special programs that also offer faculty and staff development opportunities include the Murphy Programs in Literature and Language, the Hendrix Lilly Vocations Initiative, the Steel Center, and the Crain-Maling Jewish Cultural Center. Faculty and staff also take advantage of workshops for the freshman courses Journeys and Explorations and the advanced-level team-taught course Transitions, and they and their families are eligible for tuition benefits after a period of full-time employment. Many of these programs were described in Criterion 3, Core Component 3a.

Faculty and staff achievements are regularly recognized and celebrated in a variety of ways. Professional Development is one of the three categories in which faculty are evaluated in their periodic reviews, and is an important criterion in the promotion process and in the awarding of Distinguished Professorships. The Office of Academic Affairs maintains and disseminates a running list of Faculty Professional Development Activities each academic year, incorporated into the Academic Affairs report at each meeting of the Board of Trustees as well as into the Academic Affairs annual reports. These reports show an impressive level of conference appearances, publications, grants awarded, performances, exhibits, offices held in regional and national organizations.

The most notable achievements are publicized in the on-line daily newsletter “Hendrix Today,” in Trustee updates, and in news releases. As described earlier in Criterion 3, Core Component 3a, a monthly Faculty Colloquium Series allows faculty to present their research to a campus audience. Faculty and staff often compete successfully for regional and national awards, including the CASE National Teacher of the Year for Baccalaureate Institutions in 2003 and the CASE Arkansas Teacher of the Year in 2007. Alumni achievement is celebrated through the Alumni Awards and the Odyssey Awards.

As a demonstration of the premium placed on the core mission of the institution, appropriately credentialed staff and administrators frequently assume classroom teaching responsibilities. President Cloyd occasionally teaches or team-teaches a course in Politics, Provost Entzminger teaches one course a year in the English Department, and the Associate Provosts all teach at least one course per semester in their respective departments or in the Journeys course. The directors of the Hendrix-Lilly Vocations Initiative and the Crain-Maling Jewish Cultural Center likewise teach two to three courses a year, including Journeys, and the Director of International Programs teaches a course in public policy. All have terminal degrees in the appropriate field. The Assistant Controller teaches a course in the Economics and Business Department, and a number of staff members across the College teach sections of Explorations.

Data from the most recent NSSE survey indicate that both freshmen and seniors rank their experience significantly higher than their counterparts at peer institutions in three areas in particular in which the development of the habits that promise a life of learning is fundamental:

- Acquiring a broad general education;
- Learning effectively on your own; and
- Evaluating your entire educational experience.

More directly, in a survey of alumni conducted by George Dehne Associates (GDA) in 2008, 86% of respondents credited Hendrix with “contributing” or “contributing a great deal” to their “engaging in lifelong learning,” and 88% gave the College credit for contributing or contributing a great deal to the development of “thinking and reasoning skills” that make a life of learning possible. The following table shows the complete results of the survey. The complete GDA survey along with all NSSE data appears in H-Doc. An overview of the NSSE results appears as a link in the Academics section of the Hendrix web pages.

Outcomes And The Hendrix Contribution

Alumni survey participants were presented with a list of fourteen outcomes that they might have gained from their Hendrix experience. They were asked to rate the importance of each outcome and the College’s contribution. The responses are in the following tables:

	Essential	Very Important	Somewhat Important	Not Important	
Thinking and reasoning skills	69%	26%	4%	1%	
Engaging in lifelong learning	61%	32%	7%	1%	
Demonstrating problem-solving skills	57%	35%	7%	1%	
Writing effectively	55%	33%	10%	1%	
Getting along with people whose attitudes and opinions are different from mine	55%	36%	7%	1%	
Exercising my rights, responsibilities and privileges as a citizen	47%	38%	13%	2%	
Speaking effectively	47%	40%	13%	0%	
Having original ideas	47%	41%	11%	1%	
Working as a team member	42%	40%	15%	2%	
Demonstrating leadership skills	39%	39%	20%	2%	
Applying computer skills and related technology	39%	33%	17%	12%	
Appreciating literature and the fine arts	33%	43%	31%	3%	
Applying scientific knowledge and skills	30%	29%	28%	13%	
Understanding international issues	27%	39%	26%	7%	
	Contributed a Great Deal	Contributed	Contributed Somewhat	Did Not Contribute	Does Not Apply
Thinking and reasoning skills	66%	22%	11%	2%	0%
Engaging in lifelong learning	63%	20%	15%	2%	0%
Appreciating literature and the fine arts	55%	27%	16%	2%	0%
Writing effectively	54%	24%	18%	3%	0%
Getting along with people whose attitudes and opinions are different from mine	52%	25%	19%	3%	0%
Demonstrating problem-solving skills	51%	28%	19%	1%	0%
Having original ideas	47%	28%	23%	2%	0%
Exercising my rights, responsibilities and privileges as a citizen	39%	30%	26%	6%	0%
Demonstrating leadership skills	37%	29%	28%	5%	1%
Speaking effectively	34%	36%	25%	5%	0%
Applying scientific knowledge and skills	34%	22%	31%	11%	1%
Working as a team member	29%	30%	34%	6%	0%
Understanding international issues	25%	29%	33%	11%	1%
Applying computer skills and related technology	10%	12%	30%	44%	4%

In the wider community, Hendrix offers all of its concerts, dramatic performances, exhibits, and lectures without charge. It further supports tutoring activities in Conway and the surrounding communities, co-sponsors the Boys' and Girls' Clubs in the adjacent neighborhood, and operates the Hendrix Early Literacy Program at Conway's most ethnically diverse elementary school.

Core Component 4b

The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.

As this report has previously emphasized, the College's *Statement of Purpose*, the Board of Trustees initiatives, and the calendar and academic program change show a consistent, long-term commitment to providing an educational program that emphasizes the importance of acquiring a breadth of skills and knowledge as well as emphasizing the importance of responsible intellectual inquiry and engaged learning. Keeping with the *Statement of Purpose*, the College offers curricular and co-curricular programs that give its students the opportunity "to investigate and appreciate the richly diverse cultural, intellectual, and linguistic traditions shaping the contemporary world, develop skill and effectiveness in the use of language, the analysis of information, and the communication of knowledge, explore and connect the content and methods of the humanities, natural sciences, and social sciences, and participate in depth in a specific field of study, acquiring a body of knowledge appropriate to that discipline, putting to use its methods for the discovery of new knowledge, appreciating its historical development, and grasping its implications for the broader culture."

During the modifications to the academic program, the College and faculty evaluated the goals of the previous program and enhanced the fundamental ideas that framed that curriculum by reevaluating them in the context of a rapidly changing global, diverse and technological society. Hence the resulting new program clearly upheld the institution's strong commitment to afford students a breadth of perspective that will serve them well as responsible citizens in the modern, changing world while broadening the scope to a more global one.

In an effort to systematically and effectively broaden the context of the Collegiate Center the two course Western Intellectual Traditions was replaced with a single semester course called Journeys. This course is grounded in the College's motto, and hence it takes the concept of journey as its touchstone and explores how different cultures have made sense of their own life journeys. These journeys include some of Plato's dialogues, Confucius' notion of becoming an exemplary human, spiritual journeys from Islam and Christianity, the scientific journey of Charles Darwin, the journey towards modern democracy through some of John Locke's writings, and self-discovery journeys as exemplified by DuBois' *Souls of Black Folks* and Dangarembga's *Nervous Conditions*. This course is required of all entering freshmen in the fall semester.

The "Challenges of the Contemporary World" component of the Collegiate Center follows Journeys and affords the students the opportunity to explore some of the challenges of the contemporary world and issues of world citizenship, such as social inequities, environmental issues and racial and ethnic differences. Any semester after they have completed Journeys, students can choose a course from a pre-approved collection from a number of different departments and disciplinary perspectives.

The third component of the Collegiate Center, Explorations: Liberal Arts for Life, is a one-semester common course taken concurrently with Journeys. The goal of this experience is to foster an ongoing engagement with the liberal arts as well as to facilitate the transition of new students to the Hendrix community and enhance their potential for academic success. Meeting one time each week, this course introduces the students to the many varied opportunities and services the College affords them and emphasizes their personal and academic responsibilities in a small liberal arts college environment.

The previous distribution requirements of the general education program were based on the three disciplinary areas of the College, the humanities, the social sciences, and the natural sciences. Each student was required to take three courses from each of these areas, and the required distribution of the three courses in each area was significantly different from the others. The underlying principle was that different academic perspectives or “ways of knowing” could be subdivided along the lines of the disciplines within each area. Hence taking courses within each area would afford the students exposure to several important and different intellectual perspectives. However, in the increasingly diverse, global and technologically changing world the boundaries between these different perspectives are becoming much less well defined, and hence the College decided to emphasize breadth of academic experience in the general distribution requirements in terms of Learning Domains and Capacities.

Learning Domains represents an organization of courses around content and pedagogy not defined merely by department or discipline. Students are required to take one or two courses in each of the Learning Domains in order to participate in an appropriate breadth of educational experiences while at the College. These Learning Domains form the foundations of a liberal arts education as perceived and defined by the College.

The six Learning Domains that the academic program identifies are Expressive Arts, Historical Perspectives, Literary Studies, Natural Science Inquiry, Social and Behavioral Analysis, and Values, Beliefs, and Ethics. As previously noted, no department or Area “owns” any of these domains, but rather courses can be designated with one or more domain codes depending upon their content. A chart with detailed explanations of the Learning Domains appears in Criterion 1, Core Component 1c.

Capacities are those academic skills that a person who is liberally educated must possess to participate responsibly in our society. Those Capacities identified by the College that must be met by all students are Writing, Foreign Language, Quantitative Skills, and Physical Activity. Students must exhibit each Capacity as outlined in the Catalog, and there are diverse ways in which competence in the requirements for each Capacity can be met.

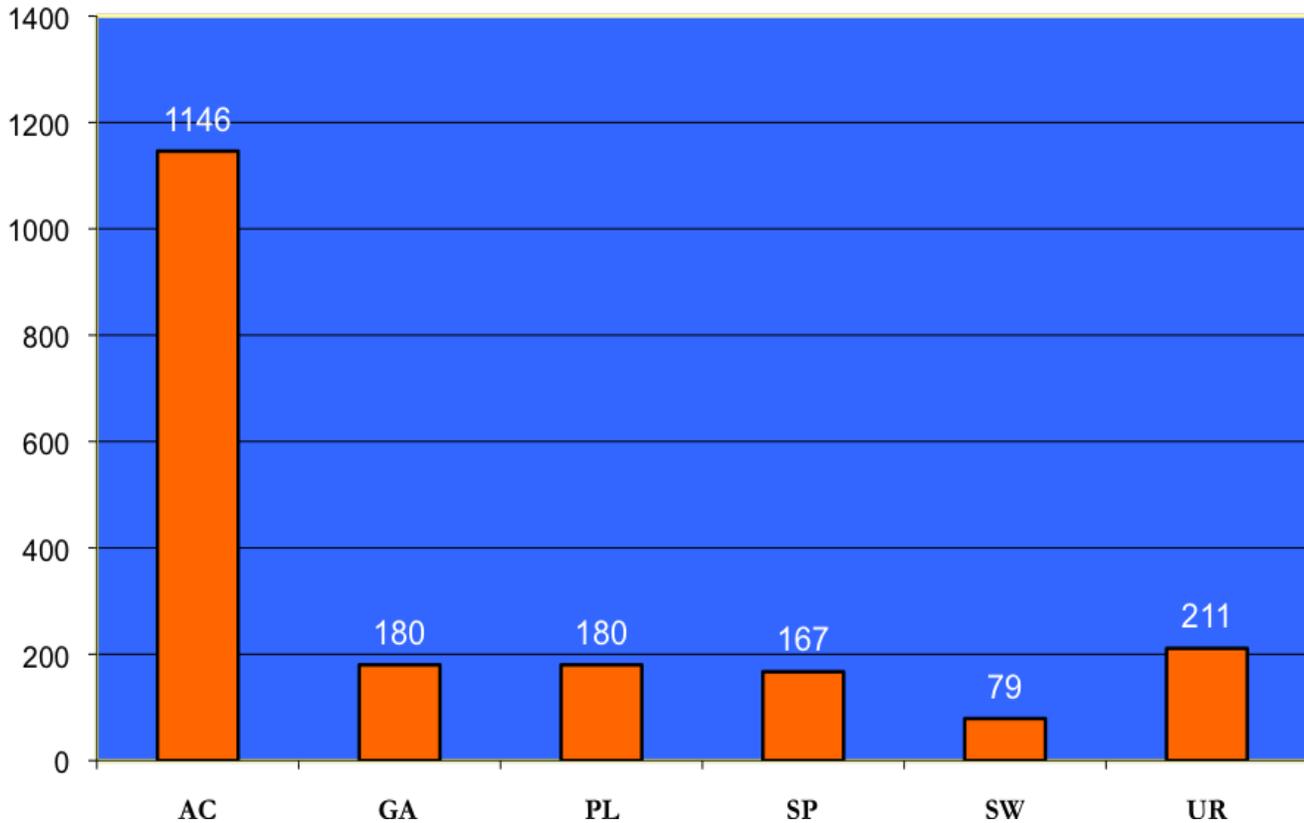
Foreign languages was an area of concern in the previous self-study, and with the implementation of a two-semester requirement in the new curriculum, the department has added new languages—Chinese, Greek, and Latin—and added several new faculty in Spanish. German and French remain small in enrollment and staffing. However, overall enrollment in the languages has increased significantly. In 1999-2000 the Department served 563 students while in 2007-08 the Department enrolled 1,084 students. Slightly under half of this year’s enrolled students are enrolled in advanced classes beyond those required for graduation. The requirement of two Physical Activities for every student is meant to realize the commitment to the whole person and the understanding of the importance of wellness to “the full flourishing of human potential,” and the new Wellness and Athletic Center provides state-of-the art facilities in which our students can develop life-long habits of wellness and recreation.

As with the Learning Domains, the Quantitative Skills requirement, meant to ensure that students possess a level of mathematical proficiency necessary to their professions and their full participation in an increasingly data-driven, technological society, may be satisfied through a number of courses offered in disciplines other than Mathematics.

The Capacities requirement is further supported by the College's Writing Across the Curriculum Program (WAC), a comprehensive academic program based on the philosophy that writing enhances learning in all areas of the College curriculum and that writing well is an aid to critical thinking. This program has two primary goals: support of student writing activities and on-going faculty development. The College's bi-level writing requirement--Level 1 and Level 2 (Writing Intensive courses)-- grew out of this program. The requirement is designed to ensure that graduates can write clear, concise, effective prose, and that the writing meets the requirements of each student's academic discipline or professional field. The Level 1 requirement may be met by successful completion of an English course at Hendrix, or transfer students who have completed a writing course at another institution may satisfy this Level by passing a writing examination. Writing Level 2 may be satisfied by taking one of a number of courses in any discipline, ideally but not exclusively in the student's major. The Writing Across the Curriculum Program also consists of a student-staffed Writing Center providing tutoring services for all students. To serve the increased numbers of international students, the College has begun to offer classes in English as a Second Language and to staff the Writing Center with tutors especially trained to assist second language learners. Both a Director and an Assistant Director have oversight of Writing Center activities.

Beginning with the graduating class of 2009, students are required to complete three Odyssey credits as part of the requirements for the baccalaureate degree. These credits must come from three different categories: Artistic Creativity, Global Awareness, Professional and Leadership Development, Service to the World, Undergraduate Research, and Special Projects. These opportunities for engaged and experiential learning offer both curricular and co-curricular enhancements to the more traditional general education requirements. Although not required of the graduates to this point, Odyssey has claimed well over 300 student participants, many collecting multiple Odyssey credits. At the beginning of 2008 there were 1,963 entries in the Odyssey database covering all activities, courses, and proposals since August 2005. Of these, 1,352 were complete and ready for inclusion on the students' Odyssey transcripts. The breakdown of these projects into the six Odyssey categories is shown in the chart below. This indicates that the student body perceives the value of the experiences that the Odyssey Program offers.

Odyssey Program Projects by Category



[AC=Artistic Creativity; GA=Global Awareness; PL=Professional and Leadership Development; SP=Special Projects; SW=Service to the World; and UR=Undergraduate Research]

Each academic major contains a Senior Capstone Experience designed to give each of its students the opportunity to synthesize and apply the major concepts studied in the discipline/program. Although the requirements and implementation of the capstone experience vary significantly between programs, each program has designed it to help their majors develop a broader understanding of the significance of the discipline from the perspective of their liberal arts experience. Forms of the capstone experience include active participation in a senior seminar, undergraduate research that culminates in a publication or presentation, and a senior exhibition, recital, or performance. This program not only benefits the students in the aforementioned ways but also gives departments and programs a way to assess the effectiveness of their programs as well as to offer a direct measure to assess the learning of each student.

The Explorations course was developed with the help of a consultant, who was also instrumental in the development of an assessment plan that clearly articulates the goals and intended learning outcomes, collects direct and indirect evidence of student progress, and actively and regularly evaluates its effectiveness using a well defined feedback loop. Although significant revisions have been made to the assessment process, from the beginning of the program the collected data are summarized, the results are presented to all of the faculty and staff participants, and decisions on any changes or enhancements are made collectively. An assessment working group directs the implementation of this process.

The indirect evidence collected from the students in the first several years resulted in significant reworking of the content, its delivery, and the expected amount of student effort in meeting the demands of the course. In the spring of 2007 the assessment cycle was completely implemented and the assessment working group refined the course goals and intended learning outcomes. The course content, use of the student Explorations Peer Mentors, and pedagogical emphases of the course are now assessed, evaluated, and responded to in a complete feedback loop that involves all of the faculty, staff, and student participants. Also, rubrics have been developed and refined for the writing assignments in the course.

In a similar fashion Journeys has a developing assessment feedback loop including both direct and indirect evidence and discusses this collected data in a spring meeting as well as in its summer workshops. Recent course changes that have resulted from evaluating the student data and faculty participants include the adjustment to some of the early readings as well as the removal of one unit and a reordering of the Chinese and Greek units.

The Odyssey Office is moving ahead on assessment along two major fronts. At a broad level, Hendrix College served as the lead institution in a collaborative funded by a Teagle Foundation “Value-Added” Planning Grant that explored methodologies for assessing engaged learning. Other institutions in the collaborative included Birmingham-Southern College, Millsaps College, and Southwestern University. At the conclusion of the planning grant process, Hendrix took the leading role in the collaborative submission of a request to the Teagle Foundation for an implementation grant (\$300,000 over four years) that would allow us to engage in a wide-ranging assessment of engaged learning at our institutions. We are currently awaiting word from the Teagle Foundation on this request. More narrowly, the Odyssey Office is constantly monitoring and analyzing our progress in fulfilling the faculty-generated learning goals articulated in our Program Guide. We do this principally through weekly staff meetings in which we identify issues of concern and then address them. (Particulars are available upon request.) On May 19, 2008, the Council on Engaged Learning Programs met to design an assessment protocol for Odyssey students as we prepare to graduate our first class of students who will be required to complete Odyssey graduation requirements (the class graduating in May 2009). We will generate a rubric, based on our learning goals, and deploy that rubric in analyzing student Odyssey transcripts (that include descriptive text for each student project) to examine whether or not students are meeting the stated learning goals of the Odyssey Program. If we are successful in gaining funding from the Teagle Foundation, we should be able to expand this work and to compare our results with those obtained on the campuses of our collaborative partners. Thus, we hope that Hendrix College will emerge as a national leader in the project of assessing engaged learning in a rigorous liberal arts environment.

The remaining components of the general education program do not as yet have structured formal assessment plans. The College is quite aware of the importance of the implementation of such processes, and in the summer of 2008 workshops were used to begin the process of developing formal assessment plans for the Odyssey Program as well as the Learning Domains (beginning with the Historical Perspectives Learning Domain) and Challenges of the Contemporary World. Assessment plans for the Capacities requirements are underway as well, beginning with the external evaluation of the Writing Across the Curriculum Program this year. A description of how the assessment of the various components of the general education program has evolved appears in the response to Criterion 3, Core Component 3a.

The success of its graduates clearly indicates that the College is instilling in its students strong attitudes and skills requisite for a life of learning in a diverse society. Criterion 3, Core Component 3c, contains information concerning the selection of Hendrix students to national scholarship programs such as the Watson Fellows. Also, as was noted in Criterion 3, Core Component 3c, in the 2005 National Science Foundation Survey of Earned Doctorates Hendrix ranked twenty-eighth in the nation for the overall percentage of its graduates who earn a Ph.D.

The College offers a number of other supported special co-curricular programs that support and enhance the academic and personal development of the faculty, students, and staff. These include the Hendrix Special Events Program which funds a variety of special artists and performances each year, The W.C. Buthman Endowed Visiting Scholar and Lectureship Program that funds lectures focused on the issues found in the Challenges of the Contemporary World component of the Collegiate Center, The Marshall T. Steel Center for the Study of Religion and Philosophy, The Center for Entrepreneurial Studies, the Hendrix-Lilly Vocations Initiative, the Crain-Maling Jewish Cultural Center, and the Hendrix-Murphy Programs in Literature and Language. Individual departments also host lecturers (for example the English Department Drake Lecture), the arts departments sponsor exhibits and performances (for example the Music Department's Thompson Recital), and the Journeys course also brings in guest speakers. All these events are free and open to the general public as well as to the entire campus community.

In an effort to underscore its strong commitment to the development of life-long learners, the College actively attempts to keep close ties with its alumni in a number of ways that reinforce the *Statement of Purpose*. The Alumni Association, through the Office of Advancement and its Board of Governors, sponsors a number of activities to keep its graduates and friends connected to the College. Twice a year the magazine *HENDRIX* is published, containing timely information on the activities that the College's faculty, staff, and students are engaged in as well as important College initiatives. Also, each spring the College sponsors the Alumni Weekend where alumni can return to campus to reunite with classmates and participate in the College's life. A recent addition to the opportunities for alumni to reengage with the College is the Alumni Odyssey College. This event takes place over a weekend in May, and alumni participants take part in mini-classes and presentations by College staff, faculty, and alumni.

Core Component 4c

The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.

Not only was the change in the academic calendar and program the culmination of a College-wide assessment of the general education program but also each department was required to seriously evaluate and modify its curriculum both to meet the pace and conditions of a semester system and in terms of its relevance to the stronger emphasis on engaged and experiential learning in a more diverse society. These deliberations helped the departments to assess their disciplinary programs and courses in terms of the College's *Statement of Purpose* and modify them from a more global perspective. While the Collegiate Center requirement, through Journeys and the Challenges of the Contemporary World components, is intended to introduce students in a systematic way both to the world's diversity

and to some of the critical challenges that present themselves in the contemporary world, the Capacities requirement seeks to develop those academic skills that a person who is liberally educated must possess in order to participate effectively and responsibly in our society.

One of the fundamental assumptions of the new curriculum, with its reduction of courses, is that students need to be able to work and learn outside the classroom setting, and the capstone requirement in the major is the primary means of assessing that ability, although the Undergraduate Research component of the Odyssey Program is another means by which the College supports the creation and use of scholarship by its students. Similarly, through the Service to the World category of the Odyssey Program as well as through the student volunteers program, the Project Pericles forums, and service opportunities made available through the Chaplain's Office and the Hendrix-Lilly Vocations Initiative, students are given opportunities to develop and act upon a sense of social responsibility.

As part of this multi-year process the College responded to a strongly perceived need to diversify and enhance its interdisciplinary programs and offerings to meet the needs of the students. These new programs were the result of faculty responses to the growing emphasis on multidisciplinary approaches to important fields of study and student interests, both Hendrix students and prospective students. In particular, the interdisciplinary majors in American Studies, Biochemistry/Molecular Biology, and Chemical Physics as well as a Film Studies program and a new International Studies major have been created since 2003. In March 2008, George Dehne Associates (GDA) conducted a survey testing areas of potential future academic program development using a list of areas suggested by Hendrix faculty members. The following chart contains some of the results from that study that are currently under study by the faculty and administration.

<p style="text-align: center;">Interest in Academic Programs</p> <p style="text-align: center;">We read a list of 31 possible academic programs to all 400 inquiring students and 400 college-bound students to learn their level of interest in each. The list was compiled by the faculty and staff at Hendrix.</p>		
Extremely and Very Interested	Inquirers	College-Bound
Study of the Mind	46%	47%
Politics, International Relations, Public Service	41%	34%
Creative Writing	33%	30%
Communications	32%	23%
International Business and Finance	32%	26%
Biochemistry	30%	39%
Neuroscience	28%	31%
Comparative Literature	26%	21%
Microbiology	25%	33%
Marketing	25%	20%
Journalism	23%	23%
Public Policy	21%	16%
Film Studies	21%	16%
Earth Science	20%	15%
New Media Studies	19%	15%

Also efforts by the International Programs Office in conjunction with the Odyssey Program continue to increase faculty and student awareness of the study abroad opportunities offered by the College. As well as the growing interest in the ISEP program and College established programs in London, Graz, Oxford, and Brussels, the College now has a new faculty/student exchange program with Heilongjiang University in Harbin, China. The College has also become the accrediting partner for the Accademia dell'Arte, in Arezzo, Italy. The Accademia is a performing arts institute that enrolls students from European and American institutions seeking an intensive program in the performing arts. Through the Odyssey Program, students and faculty have traveled to such destinations as Thailand, Japan, China, Rwanda, Tanzania, and South Africa, often in connection with research projects, others in internships or service projects. The College has also recently hired its first full-time Director of International Programs to continue to develop and expand the international program. Likewise the College has recently developed summer programs in Costa Rica, Madrid, and the Four Corners region of the American Southwest.

In an effort to take advantage of advances in technology, and in response to student perception of deficiencies, as noted in the NSSE reports of current students and the GDA report of alumni, the College undertook a study of information technology across campus. The recommendations of the 2006 Technology Task Force are in the process of being implemented. Among these are the following:

- Campus-wide wireless Internet access;
- More SMART classrooms;
- More databases;
- Better staffing.

Most significantly, though, the new Student Life and Technology Center will be fully equipped with state-of-the-art technological resources to support classroom activities, Odyssey projects, and extracurricular activities. When completed, this building, housing Student Affairs as well as the Odyssey, Academic Advising, and Chaplain's offices, will provide a model for the integration of academics and student life.

As mentioned earlier, the College is continuing to put in place formal assessment plans and actions for all components of the curricular and co-curricular programs. At the academic department level heavy emphasis on the development and implementation of assessment plans resulted in the vast majority of departments submitting a first draft of such plans, and beginning in the 2004-2005 academic year each department was expected to turn in an assessment report to the Provost's Office. These plans and reports can be found on the Academic Affairs web pages through the Faculty Resources link. As noted earlier, in terms of the general education requirements both Journeys and Explorations have fully developed assessment programs with feedback loops. Many of the co-curricular programs submit yearly reports to be included in the College's Annual Report to the Board of Trustees.

The following is a list of some of the curricular revisions and enhancements that have come from formal departmental assessment of their programs:

- The Biology Department removed Organismal Biology from the curriculum in 2006 and replaced it with 2 courses, Botany and Zoology. Subsequent evidence indicates that this was

a beneficial change, which is expected to improve MFT scores in the coming years. Also, in response to student and faculty interest an upper level elective course in Neuroscience has been added and an investigation into the possible introduction of a Neuroscience interdisciplinary program has begun.

- The Politics Department recently added an International Relations major in response to a growing student interest. Also, the teaching of basic statistical methods in their research methods course significantly limited the amount of time devoted to applying those methods to political research issues, so a course in introductory statistical analysis (taught by the Mathematics and Computer Science Department) was added as a prerequisite.
- The Religion Department developed a new curriculum in response to the addition of two new faculty members and discussions with students. Such conversations with seniors clearly indicated that students have an interest in more upper-level courses in theology, biblical studies, and theories of religion. Also the department chose to separate participation in the seminar from the required senior research paper.
- The Chemistry Department has actively assessed and subsequently improved its laboratory program as a priority departmental goal. The department was disappointed by consistently low scores on the uncertainty calculations in the ATEC (Advanced Techniques in Experimental Chemistry) laboratories. Informal student interviews indicated that students did not give this sufficient attention and hence the faculty now insists that students start on the uncertainty calculations during the laboratory periods. Also, accuracy results for the iron analysis in the Green-SWAT (Green – Soil and Water Analysis at Toad Suck) laboratories indicated a problem and a laboratory practical confirmed quantitative transfer as a student weakness. Therefore the Green-SWAT laboratory materials have been rewritten to be more intentional about teaching quantitative transfer of solutions and solids to the students. Finally, the department's present focus is on developing materials for the non-science majors' course, Chemistry of the Environment, which is supported by a National Science Foundation – DUE - CCLI “Educating Green Citizens and Scientists for a Sustainable Future” grant. Faculty members in the Chemistry Department have submitted two papers involving assessment efforts to the *Journal of Chemical Education*. Since these papers represent assessment activities, copies are included in H-Doc.
- The Psychology Department evaluated its annual data from the Psychology Major Field Test results and found that overall their students score at or above the ninety-fifth percentile for psychology department means and that the scores on the various assessment indicators are strong. Recent discussion as to which conference would give their students the best venue in which to present their results resulted in an agreement to emphasize two meetings not presently regularly attended.
- Prompted by a student's expressed frustration while doing her senior capstone project, after careful deliberation the American Studies Program faculty decided to require a methodology course in an appropriate discipline in order to fill a strongly perceived deficiency in such training for the students.

- The Biochemistry/Molecular Biology Program used student input as part of their assessment plan to determine the need for the implementation of a seminar series, which was begun during the 2006-2007 academic year. Also, the faculty were not satisfied with student performance on the research presentation in past years, so a requirement that students attend at least 8 seminars where original research was presented over the course of the year was added. An appreciable improvement in seminar quality was observed this last year.

Similarly, a number of actions taken or being taken in response to formal assessment of co-curricular and student support programs through established and documented procedures are included in the following list:

- In 2006 Bailey Library developed its assessment plan that included the hosting of focus groups for students and faculty to collect qualitative feedback and suggestions for enhanced performance. In a student focus group meeting in April 2007, the group expressed concern that access to the student workers scheduled in the Media Center was often questionable due to a seasonal high demand for support for the stages and performance areas. In response, the College has created and filled an Events Manager position to allow the Media Center to focus primarily on classroom media and proper management of the Center's support staff. Another concern was a perceived restriction in the number of hours that the Library was open for use. The Library then offered extended hours of operation on a trial basis, but the resulting usage did not justify the extension of time availability.
- At the end of each Sophomore Retreat sponsored by the Hendrix-Lilly Initiative the student participants are given an evaluation form to complete as part of the assessment of the experience. The results of the January 2008 evaluation clearly indicated the need to decrease the amount of structured discussion at these retreats while increasing the availability of free time for informal conversations. These changes were made for the fall 2008 retreat, and the subsequent evaluations of the retreat clearly indicated a positive response to these changes. Similarly, the program's staff meets with the Hendrix-Lilly Service Scholars at the end of each semester in order to get feedback on the programmatic aspects of the program. In the December 2003 meeting the students articulated the desire to incorporate more "team building" aspects and suggested the inclusion of a retreat and "fun night" to facilitate this inclusion. In response, the program now begins each academic year with a Service Scholar retreat that is well received by the participants.
- In year 2000 Dining Services introduced an "Annual Food Show" that showcases various products from local vendors. Students participate in the event and submit their top choices for new menu items. Dining Services then highlights these choices at special occasions and incorporates many of them into their menu rotations. Similarly, surveys are given to the students for feedback in the types of foods and services not provided that are desired. This feedback has resulted in the implementation of a wok bar, a smoothie bar, a deli sandwich bar, and an increase in the amount of whole grain foods available during mealtime.
- The Student Affairs' policy and legal consultant completed an extensive review of the

student policies and procedures during the 2007- 2008 academic year. The resulting suggestions and review by Student Affairs were then presented to the Student Life Committee, a campus committee composed of faculty, staff, and students. This committee focused specifically on the suggested changes to the Sexual Misconduct Policy. After input from this committee, in particular the student members, several changes to the policy were proposed, including providing students with more information about sexual misconduct and the creation of a separate hearing body for these misconduct cases. The new policy passed the faculty, was reviewed by the Senior Staff and by outside legal counsel, and is now included in the 2008-2009 *Student Handbook*.

- When the Murphy House was first opened in early 2002, the staff received a number of complaints from students that the new facilities were being primarily used for faculty and Trustees' activities, such as gatherings, dinners, and receptions. In the fall of that year the Murphy staff held a formal meeting with students to assess and address this issue. The result of the discussions was that a student steering committee for the building was created that would organize and host student-centered activities in the building. This committee actively directed such student activities through the 2005-2006 academic year, volunteering to monitor study sessions several evenings each week. During this time the committee's efforts were so successful that many students found the Murphy House to be a "second home," and the corresponding culture of responsible and frequent use of the facilities was set firmly in place so as to allow the committee to be disbanded in 2006. At present the Murphy Program funds student workers to keep extended hours, and recently two Hendrix-Murphy fellows were hired to organize and oversee student-centered programs and events.
- In an ongoing effort to improve the quality of academic advising at Hendrix an advising survey developed and sponsored by the Academic Support Services office is distributed yearly to all students and the feedback received is carefully evaluated and appropriate responses are developed. In particular, the feedback from the 2006-2007 surveys initiated several important changes that were consistent with the 2003 recommendations from the Enrollment Management Task Force (EMTF) concerning student success in the second year of study. One of the results of the feedback was the initiation of a Sophomore Meeting sponsored by Academic Support Services that disseminates second-year information and resources. The first meeting, during the 2007-2008 academic year, drew more than 100 students and received positive reviews. Another initiative that resulted from this feedback was an increased outreach and support for second-year students who have yet to declare a major and/or who have not chosen a major advisor after three semesters at Hendrix. This outreach, begun in the spring of 2007, consists of multiple personal contacts by members of the Academic Support Services staff that offer individualized assistance. Finally, these survey results have begun the process of finding effective ways to extend and enhance the supplemental instruction model presently existing in some academic programs.

Core Component 4d

The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

The responsibilities and duties of the faculty were revisited in preparation for the new academic program and clearly articulated in the *Faculty Handbook* and the *Catalog*. The College demands a high level of integrity and responsibility of its students, and as an institution that emphasizes an “engaged liberal arts education offered in a demanding but supportive environment” it expects an equal level of professionalism and integrity from its faculty. Hence the College has clearly indicated its expectation for integrity in terms of scholarly activities and research.

In Section D of the *Faculty Handbook* the duties and responsibilities of the faculty are explicitly articulated in the context of the mission of the College. The formal evaluation of each faculty member closely follows this listing of professional expectations. The three main categories of faculty duties and responsibilities are Student Development, Professional Development, and Community Development.

As expected from the mission statement, the faculty’s responsibility to student learning is significant and taken quite seriously by the Hendrix community. The expectations in terms of all aspects of teaching, from detailed classroom expectations to co-curricular expectations are clearly articulated. Student evaluation of courses is a crucial and required component of the assessment of each faculty member’s teaching effectiveness. Topics to be addressed in these evaluations include the perceived effectiveness of the chosen pedagogical style, course content and clarity of student expectations, and sensitivity to students’ needs and interests. In particular, the emphasis on an experiential learning environment with personal interactions with the faculty is supported by the expressed faculty responsibilities in the advising and mentoring of the students.

In the context of the professional development of the faculty (and students) a number of policies are in place to ensure that knowledge is discovered and applied in responsible ways. In particular, the Copyright Policy (which appears in the *Faculty Handbook* and in library web pages), the Research Integrity Policy, the Human Subjects Review Board Policies and Procedures, the Institutional Animal Care and Use Committee and Policies, and Committee on Academic Integrity documents (which all appear in the Faculty Resources web page) are provided in the College’s web pages and publications. Faculty and staff are well aware of FERPA guidelines, all employees are required to take a test on Sexual Harassment annually, and an Intellectual Properties policy is being developed. New faculty are introduced to these policies and how to use them during the New Faculty Orientation Program. Students are introduced to appropriate policies during new student orientation programs, in the Explorations course, and in courses where papers are written and research is conducted.

In order to acclimate new faculty to these institutional expectations and policies as well as to College resources and programs, the Associate Provost manages the New Faculty Orientation and Mentor Program. Each new full-time faculty member is assigned a peer mentor and attends orientation sessions and discussions throughout the academic year with her/his peer. These sessions include presentations on advising, resources, and expectations. Supplemental readings may include chapters from texts such as *Good Start: A Guidebook for New Faculty in Liberal Arts Schools* by Gerald Gibson. Summaries of each year’s activities appear in Academic Affairs annual reports.

As with the faculty, the College clearly identifies appropriate policies for responsible student behavior in the Standards of Student Conduct. As stated in the *Catalog*, the faculty and students developed policy standards and procedures that express a mutual respect for and expectation of integrity in the students' academic pursuits. The principles of these standards and procedures as well as the working definitions of violations to this policy are clearly stated in the *Catalog*. This policy and procedures are identified and strongly emphasized to the entering class of students each fall semester in the Explorations sections. The Committee on Academic Integrity is made up of six students and five faculty members and handles instances of alleged academic dishonesty. The appropriate procedures for handling academic grievances and appeals are also found in the *Catalog*. Annual reports from Academic Affairs document the number of cases seen each year in the Judicial and Academic Integrity Committees. For example, in 2007-08, the Committee on Academic Integrity dealt with nine accusations of academic dishonesty.

Efforts to make the new entering students aware of these policies and general student expectations are centered about the orientation program for new students and the Explorations course that all new students must take as a graduation requirement. Both components heavily involve returning students in order to add an effective peer component to this crucial dissemination to the Hendrix community and student responsibilities.

In addition to these two experiences the Office of Academic Support Services sponsors the Success Institute, which is a two-day, residential program designed to give "at-risk" entering new students an introduction to the overall College community and academic expectations. As with the Orientation Program and Explorations course, this program uses peer assistants, often from prior Institutes.

Within the Orientation Program and Explorations classes the students are introduced to and reminded of the varied student support services offered by the College to enhance their potential for success in their collegiate activities. The increase in the first to second year student retention rate since the inception of the Explorations course indicates that this initial strong emphasis on the awareness of the importance of such services is significantly contributing to their success and appreciation of the College community and benefits.

In order to maintain a strong connection between every student at Hendrix and a faculty advisor, the appointment of an Associate Provost for Advising and Retention in the spring of 2002 formalized the ongoing commitment of the College to optimize both the academic climate for student satisfaction and success at Hendrix and the strong student retention patterns that are reflective of such a climate. Within this broad commitment, the College has placed a particular emphasis on academic advising and its potential for enhancing the quality of academic life for Hendrix students and supporting the continual development of the students' overall attitudes towards responsible acquisition and use of knowledge. This office implements the College's commitment to a diverse offering of resources, programs, and services that are designed to facilitate academic satisfaction and success to all its students.

One of these programs that directly target incoming new students is the Council for New Student Advisors (CNSA). The CNSA program is based on the developmental model of faculty advising endorsed by the National Association of Academic Advisors. CNSA training and practices bring all faculty members in contact with this model, thus inviting the incorporation of developmental advising principles in Hendrix advising practices in general.

Within the Office of Student Affairs there are a number of programs and services intended to help in the students' academic and personal development. The previously mentioned Orientation Program is managed

by Student Affairs in close collaboration with the Office of the Associate Provost for Advising and Retention. The Office of Multicultural and International Student Services “provides students with opportunities to engage in cross-cultural reflection and promotes an appreciation of diversity, service and leadership.” This office’s responsibilities include assisting the College’s international and exchange students as well as offering a number of programs such as diversity training and leadership training. Another important student service is the Office of Counseling Services, whose mission is “to provide students with help and support to develop lifelong skills for personal growth and the successful management of conflicts and crises by offering them individual counseling and a variety of prevention and educational programs.” The goal of the Office of Career Services is “to support students and alumni through the exploration of professional and educational opportunities for a lifetime of intellectual, social, and personal development.”

The Office of Academic Affairs manages a number of academic support services for all students of the College through the Office of Academic Support Services. An extremely important academic service is offered by the Writing Center, which provides all students individualized support and development of their writing skills. The Center is staffed by students and is under the direction of a faculty member in the English Department. Evaluative reports for the Writing Center are filed each year with the Murphy Program Committee.

Similarly, the Office also oversees the peer-tutoring program, which became nationally certified through the College Reading and Learning Association. Tutoring is offered in such disciplines and subjects as biology, chemistry, foreign languages, physics, psychology, mathematics, and computer science. Both the number of students utilizing this important resource and the frequency of use by students has continued to grow over the last few years. Also, this office offers individualized academic counseling to students who are on academic probation, received an academic warning, or feel that they need additional help in achieving their academic responsibilities and expectations. Collected data, as shown in the chart below, indicate that the number of freshmen receiving academic warnings or placed on academic probation is decreasing in spite of a continuing increase in the size of the entering classes.

First Year at Hendrix <i>(Organized by semester)</i>			
Entering Year	Number of Students	Warning/Probation Percentages	Median GPAs (at end of 15)
2007	360/354	7.77%; 9.89%	3.11
2006	396/379	7.83%; 5.12%	3.06
2005	280/271	11.07%; 8.12%	3.06
2004	295/273	16.27%; 13.17%	2.89
2003	267/256	10.11%; 10.55%	3

Conclusion

As a liberal arts institution, Hendrix College is committed to the ideals of intellectual inquiry, creativity, lifelong learning, and the application of knowledge in the pursuit of worthy values. The following provide evidentiary support for this assertion:

- The College's *Statement of Purpose*, widely disseminated to all constituencies, clearly articulates its commitment to these goals;
- Data collected from students, through NSSE, and from alumni surveys confirm that the College is successful in instilling these goals in its students and graduates;
- The College recruits, develops, and is largely successful in retaining a fully credentialed and professionally active faculty, who in their ongoing professional development and pursuit of intellectual inquiry beyond disciplinary boundaries model for their students the ideal of lifelong learning that is at the heart of liberal education;
- The College supports lifelong learning for its faculty, administrators, and staff through professional development funds and support for travel to conferences and workshops;
- The College's rich array of performances, exhibits, and lectures is free and open to all employees as well as to the public at large, and the tuition benefit makes the academic program available to employees;
- The College's graduation requirements require both breadth, as demonstrated through the general education requirements, and depth, typically but not exclusively pursued in the context of an academic major;
- The Odyssey requirement further extends the ideals of breadth, in that three are required for graduation, and depth, allowing for intense focus in each of the experiences the student chooses;
- In order to fulfill its mission more effectively, the College completely revised its academic calendar, graduation requirements, and curriculum, with the new structure implemented in 2002, and it continues to assess and refine the components of that curriculum on an ongoing basis, adding the Odyssey program in 2005, increasing the number of interdisciplinary majors, and making other adjustments as indicated;
- The College's policies ensure the integrity of its commitment to inquiry through policies that protect academic freedom and promote the highest ethical and professional standards.

Although it is evident that the College is dedicated to these important academic components of a holistic development for its students, faculty, administrators, and staff there are several significant challenges that it still faces in this regard.

- After the curricular and calendar changes more emphasis was generally given to the evaluation and assessment of departmental and major programs than to the general education program. Although some of the components of the general education program have an ongoing assessment process and feedback loop, formal assessment plans for much of the program are quite new or are only now being designed and implemented. Once each

of the components of the program has been critically evaluated following stated formal criteria, the College will need to evaluate the general education program from a more holistic perspective.

- Another clear challenge is the need for significant improvement in the use of computers and related technology within the College's curricular and co-curricular programs that will afford its students a stronger sense of computational and information competency and experience. As mentioned in Core Component 4c the College is continuing to address this issue, but careful attention must continue to be given to this important aspect of the students' academic experience.
- As the Odyssey Program matures in its role as the centerpiece of engaged learning at Hendrix, the College must carefully gauge and subsequently offer the appropriate degree of support and resources to nurture its development. These resources and support include not only financial support for the program, but also administrative, faculty, and student commitment and expectation in context of the interface between it and the other individual curricular and co-curricular programs.
- Although the College has a long history of a strong common emphasis on written communication skills, recent assessment indicates that the emphasis and centrality of this initiative has noticeably lost its prominence over time. Several new initiatives are taking place to address the issue of bringing writing back to a clearly identifiable level of emphasis, but there is much work to be done to determine an appropriate way to implement the re-emergence of this focus in a unified manner.

Criterion Five:

Engagement and Service

Criterion Five: Engagement and Service

As called for by its mission, the organization identifies its constituencies and serves them in ways that both value.

Hendrix's commitment to engagement and service is derived from its mission statement (*Statement of Purpose*), which says that the College is dedicated to the cultivation of whole persons, the development of character and a concern for worthy values. The mission statement outlines the goal of preparing Hendrix graduates for lives of meaning and fulfillment in their communities and the world.

We believe that encouraging engagement with the community and service to others helps our students develop character and a concern for worthy values. We believe that developing a habit of engagement and outreach prepares our graduates to be the kind of citizens who are engaged in their own communities and involved in service work after graduation.

In many ways and through various means, Hendrix engages the constituencies it serves in a continuing dialogue. We consciously pull others into the conversation to ensure that the services we provide and the engagement we seek are mutually beneficial. It is important that the service work our students perform not only meets community needs, but also provides educational benefit to our students.

One of the benefits of this kind of civic engagement is that students learn how to interact with and learn from people who live outside the "Hendrix bubble," including those who have different values, attitudes and goals than those our students encounter in their academic lives. Several questions from the NSSE results show how Hendrix students report their civic engagement activities.

National Survey of Student Engagement [NSSE]

Hendrix 2005	Hendrix 2006	Hendrix 2007	Hendrix 2008
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		Class	Mean	Mean	Mean	Mean	Carnegie Class Institutions	NSSE 2008 Institutions
1 Academic and Intellectual Experiences		<i>In your experience at your institution during the current school year, about how often have you done each of the following? 1=never, 2=sometimes, 3=often, 4=very often</i>						
k.	Participated in a community-based project (e.g. service learning) as part of a regular course	FY	1.99	1.74	1.83	1.71	+*	+*
		SR	1.62	1.58	1.57	1.68		
6 Additional Collegiate Experiences		<i>During the current school year, about how often have you done each of the following? 1=never, 2=sometimes, 3=often, 4=very often</i>						
d.	Examined the strengths and weaknesses of your own views on a topic or issue	FY	2.91	2.84	2.81	2.92	+++	++++
		SR	2.88	3.08	2.86	3.09	++++	++++
e.	Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	FY	3.05	3.08	3	3.09	++++	++++
		SR	3.1	3.18	2.96	3.05		+++
f.	Learned something that changed the way you understand an issue or concept	FY	2.99	3.02	2.99	3.12	+*	++++
		SR	3.1	3.06	3.04	3.03		
7 Enriching Educational Experiences		<i>Which of the following have you done or do you plan to do before you graduate from your institution? (Recoded: 0=have not decided, do not plan to do, plan to do; 1=done. Thus the mean is the proportion responding "done" among all valid respondents.)</i>						
b.	Community service or volunteer work	FY	0.75	0.64	0.68	0.48		+*
		SR	0.77	0.69	0.72	0.78	+*	++++
11 Educational and Personal Growth		<i>To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas? 1=very little, 2=some, 3=quite a bit, 4=very much</i>						
i.	Voting in local, state, or national elections	FY	3.24	2.19	2.36	2.64	++++	++++
		SR	2.89	2.7	2.75	2.86	+++	++++
l.	Understanding people of other racial and ethnic backgrounds	FY	2.9	2.7	2.82	2.94	+++	++++
		SR	2.77	2.67	2.55	2.69		
m.	Solving complex real-world problems	FY	2.89	2.7	2.77	2.97	++++	++++
		SR	2.75	2.97	2.76	2.93		
n.	Developing a personal code of values and ethics	FY	2.97	2.69	2.69	3.11	++++	++++
		SR	2.91	2.96	2.84	3.03	+*	++++
o.	Contributing to the welfare of your community	FY	2.87	2.64	2.66	2.85	+++	++++
		SR	2.75	2.76	2.62	2.89	+++	++++
p.	Developing a deepened sense of spirituality	FY	2.11	2.02	1.94	2.14		
		SR	2.1	2.2	1.79	2.18		+*

Our new Odyssey Program, which emphasizes experiential learning, drives some of our student involvement in the community. The Odyssey Program helps us codify and track the level of student involvement in ways that weren't possible before the program began in 2005.

Another program that has enhanced civic engagement at Hendrix is our involvement in Project Pericles, a national program begun in 1999 by philanthropist Eugene M. Lang, known for creating the "I Have a Dream Foundation." In 2005, Hendrix became the 20th college or university to be recognized as a Project Pericles campus. Institutions are chosen based on their commitment to civic engagement in their existing programs but are also challenged to expand those endeavors to serve as a clear model for the rest of the higher education community.

The Project Pericles program at each member institution exhibits the unique culture of that college or university. At Hendrix, the program exhibits the College's commitment to active learning with a variety of endeavors that allow members of the college community to learn from each other and learn through hands-on activities. The program also exhibits the College's commitment to further an atmosphere in which the most controversial issues of the day are discussed and debated in a civil manner, an attribute of a healthy democracy.

As such, the first new program initiated by Project Pericles at Hendrix was the weekly "Hendrix Forum." Held at lunchtime each Thursday, the "Hendrix Forum" focuses on a topic announced only a few days in advance to maximize the currency of the topic. Topics during the spring 2008 semester included "The Academic Life at Hendrix College: Has the College Delivered on its Promises?" (led by the chairs of the self-study committee for the Higher Learning Commission), "Tibet," "What is a Jewish Cultural Center?" "In Loco Parentis," and "Super Duper Tuesday Preview." An informed facilitator frames the conversation and then quickly turns the spotlight to the members of the community to exchange their own views of the topic. The Forum is designed to encourage thoughtful and passionate, yet civil, discussion. For more details about Project Pericles, its impact at Hendrix, and podcasts of recent Forums visit <http://www.hendrix.edu/pericles/>

Another program that emphasizes service and engagement is the Hendrix-Lilly Vocations Initiative, begun in 2002 with a grant from The Lilly Endowment. The goals of the program are

- to encourage campus-wide awareness of life as vocation, or calling, whether from a Christian, other religious or ethical point of view;
- to mentor and nurture in very deliberate ways those students exploring a call to Christian ministry or active lay leadership in the church as an essential part of their vocation;
- to build dynamic connections between church leadership and the College;
- to support on-going, campus-wide discussion of the vocation of teaching and the vocation of Hendrix as a church-related liberal arts college.

The Hendrix-Lilly Vocations Initiative has a strong service component, regularly scheduling spring break work trips and summer mission trips to areas of need in the U.S. and internationally. Recent mission trips have included working to help Gulf Coast residents rebuild after Hurricane Katrina and performing construction work for the Navajo Nation through a program administered by the Four Corners United

Methodist Church. As part of the program, students not only perform needed service, but also reflect on their work through journaling and group discussions. Participants are asked to examine their faith traditions and how their beliefs guide their life choices.

Lilly-sponsored service opportunities include Service Fellowships as well as mission trips. Service Fellowships provide funding for students who have completed their sophomore or junior year to perform intensive summer service with non-profit organizations and churches in the United States or abroad. The purpose of the recipient's summer work should be tri-fold: to help where there is need, to learn from those in need, and to grow in vocational self-understanding.

The Lilly Endowment grant was given to help Hendrix establish a self-sustaining program linking ethics, faith and vocation. Lilly provided supplemental funding that runs out in 2009. The College recently secured a gift that will allow the program to continue. The program will be renamed the Bob and Nadine Miller Center for Vocation, Ethics, and Calling and will be housed in the new Student Life and Technology Center, currently under construction.

The Hendrix-Lilly Vocations Initiative has built on the College's long-standing relationship with the United Methodist Church and has incorporated and enhanced many of the ongoing activities of the Chaplain of the College. The Associate Chaplain serves as program coordinator for the Lilly Initiative, further linking the two offices. Through the Religious Life Council and the UMYF Scholars program, Hendrix students reach out to serve the Conway community and United Methodist churches throughout Arkansas.

New additions such as the Odyssey Program, Project Pericles, and the Hendrix-Lilly Vocations Initiative have increased the College's emphasis on engagement and service. However, student involvement – as well as faculty and staff involvement – are not new things at Hendrix. For nearly 60 years, Hendrix students have organized an annual fund-raising event called Campus Kitty that has raised thousands of dollars for local and area charities. For many years, the College has maintained a Volunteer Action Center that matches student volunteers with local agencies and organizations in need of volunteers. Hendrix students have long staffed an after-school tutoring program in Mennifee, a small low-income community about 15 minutes from campus. VAC sponsors regular "Service Saturdays" when students are invited to meet by the Altus Bell and perform community service as a group. Their activities vary with community needs and might include cleaning up the yard or painting the house of a low-income elderly widow or picking up litter along a public nature trail or park.

Hendrix is building even stronger ties with the Conway business community through the construction of The Village at Hendrix, a mixed-use neighborhood being developed on nearly 100 acres of land the College owns east of the main campus. The principles of New Urbanism are being applied to the environmentally friendly development, which will provide retail and residential spaces within walking distance of the campus. We are striving to engage and encourage merchants who provide an interesting mix of retail offerings and restaurant choices that will complement what is offered in downtown Conway. Our goal is to attract vendors that will meet the needs of our students and of the neighborhood's residents, while making the overall Conway community more attractive for potential employers and new residents. Additional information about the Village can be found at <http://www.thevillageathendrix.edu>.

While building stronger ties at home, the College is also reaching out to the wider world. One exciting new program links Hendrix with the government and the people of Rwanda. Hendrix has collaborated with the Rwandan government to build a coalition of colleges that this past summer welcomed 25 young Rwandan

scholars to colleges and universities in Arkansas and South Carolina. President Cloyd is working to expand the coalition, adding more institutions across the country, and expects to place twice the number of Rwandan students next fall. Hendrix is also developing opportunities for our students and the students at other coalition institutions to experience internships and other learning opportunities in Rwanda. This outreach program is helping Rwanda rebuild after genocide virtually eliminated the nation's educated class. It is also expanding the horizons of Hendrix students who have traveled to Rwanda, interned in Rwanda or learned more about the country from their Rwandan classmates.

These are just a few examples of the ways Hendrix students interact with the surrounding community. While we believe the College is a good citizen and that our outreach programs are significant and appropriate, we acknowledge that we could and should do more to engage both the internal and external community. We need to develop a more comprehensive community relations program and to improve internal communications and planning with the goal of improving existing programs and identifying new ways in which we can serve.

We will provide more detail about our current level of involvement and specific ways we seek feedback as we discuss each core component of Criterion 5.

Core Component 5a

The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.

The College's *Statement of Purpose* drives its outreach and engagement efforts. The Odyssey Program, launched in 2005 and now a core component of our curriculum, is a vehicle for engagement both for our students and for the College with the community.

The Odyssey program is designed to fulfill the learning goals identified in the *Statement of Purpose*. In particular, the Odyssey Program engages students in their own learning adventure and provides them the opportunity to

- Develop skill and effectiveness in use of language, analysis of information, and the communication of knowledge;
- Explore and connect the content and methods of the humanities, natural sciences and social sciences;
- Participate in depth in a specific field of study, acquiring a body of knowledge appropriate to that discipline, putting to use its methods for the discovery of new knowledge, appreciating its historical development, and grasping its implications for the broader culture;
- Develop enduring intellectual curiosity, powers of ethical deliberation and empathy for others;
- Discern the social, spiritual and ecological needs of our time; and
- Develop a sense of responsibility for leadership and service in response to those needs.

The process of developing, gaining approval and often funding for, and implementing Odyssey projects is designed to encourage students to think deeply about ideas that excite them. We encourage students to "pursue their passions," thinking outside the book, outside the campus – and outside their majors – to develop projects

that are interdisciplinary and multi-dimensional. Many Odyssey projects reach out to those less fortunate or address social or ecological needs. Hendrix students have delivered medical supplies to Mexico, cared for HIV-infected babies in African orphanages, and engaged middle-school students in Conway in learning about the scientific method as part of their Odyssey projects. Through these projects and hundreds more, Hendrix students are developing their intellectual curiosity and powers of deliberation, as well as empathy for others and a sense of their personal responsibility to lead and serve others. For more details about the range and impact of Odyssey projects, consult annual Experiential Learning publications in the Resource Room or visit: <http://hendrix.odyssey.collegetrends.org/>

The Odyssey Program grew from an in-depth examination of the Hendrix curriculum as a result of the decision to change from the term to the semester academic calendar. The switch to the more traditional semester calendar created an environment that encouraged the development of co-curricular activities, by lengthening the term and slowing the academic pace slightly. Without this change, the addition of new facilities, and growth in enrollment and faculty numbers, creation of the Odyssey Program would not have been feasible.

The calendar change, the new curriculum, and the development of the Odyssey Program were all developed with input from the College's constituents. For example:

- Faculty involved students, staff, alumni, and a variety of consultants in discussions about the calendar change.
- The College engaged The Art & Science Group to do extensive research on Hendrix's market position and what steps should be taken to reposition the College as a national leader in engaged liberal arts and sciences education. (Art & Science reports available in the Resource Room.)
- Results of the Art & Science study were shared with the Trustees, the faculty, the staff, students and alumni and their input was sought as a response to the data that was developed.
 - Trustees discussed the data during a two-day retreat where they also revised their priorities for the next 10 years.
 - Alumni received the data and had opportunity for response during a two-day Alumni Summit. Alumni input continued to be sought through informal focus groups, surveys and direct input from the Alumni Board.
 - Faculty/staff received the data during Fall Faculty Conference and the opening of school events. They had an opportunity to respond during a series of "town hall" meetings presented by the Cox Commission (chaired by a Trustee).
 - Students were invited to attend town hall meetings and heard an overview of the data.
- The results of the research and the feedback from the community were incorporated into the plan for the Odyssey Program, which was developed by a faculty-led committee in less than six months. Over the next year, the faculty fleshed out the ideas, making the concepts concrete and putting a structure in place to make the Odyssey idea function as a vital part of the curriculum.

The development and implementation of the Odyssey Program illustrates how Hendrix routinely incorporates research and relies on feedback from its constituents to develop its programs.

Another example of constituent involvement is the development of the Campus Master Plan. Campus master planner Andres Duany and his team from the Miami-based architecture and urban planning firm Duany Plater-Zyberg (DPZ) used a process it calls a “charrette” to involve the whole community in thinking about its future. The process involves open work sessions, where faculty, staff, students and members of the community are invited to generate ideas with the planners. The concepts are presented for discussion in town hall meetings, where further input is sought. The planning charrette ends with a public presentation of the results, where further comments are solicited. The College’s current master plan was developed during a week-long charrette in 1995 and revamped during another charrette in 2005, when the community came together to decide on a location for a new Wellness and Athletics Center, which opened in 2007.

Using the open forum of a design charrette to determine where to locate the new Wellness and Athletics Center gave the whole community a chance for input and helped the institution accept the final decision with little dissension. The decision could have been a controversial one because a proposed location (the one chosen in the end) was across a busy U.S. highway, which bisects the campus. Many on campus believed this location an unwise choice when the discussions began. After all the alternatives and their long-term impact on the institution were vetted in an open discussion, most of those originally opposed agreed that the proposed location was the best.

Our master planners challenge us as an institution to think 20, 30 even 50 years into the future to envision where and how the campus should grow. This kind of forward thinking involves more than determining the location of buildings. It spurs on-campus discussions about the overall future of the institution and gives individuals at all levels of the organization an opportunity to contribute their ideas.

Criterion Five: Core Component 5b

The organization has the capacity and the commitment to engage with its identified constituencies and communities.

The *Statement of Purpose* states that “In these ways Hendrix prepares its graduates for lives of service and fulfillment in their communities and the world.” Hendrix also attempts to cultivate “discernment of the social, spiritual, and ecological needs of our time and a sense of responsibility for leadership and service in response to those needs.” These phrases in the *Statement of Purpose* are signs of a commitment to prepare our students for life beyond the community we call Hendrix. It would be very difficult to prepare students for this life without knowledge of and connections with the community beyond Hendrix College.

The College is structured in a way and has processes in place that allow for effective communication with external constituencies. Much of the external communications are directed through and overseen by members of the Advancement office. The Office of Communications & Marketing provides information to both external and internal communities. They use a variety of mechanisms for dispersing the information including the web, email, and materials prepared for targeted audiences. While the College often emphasizes the transmission of information from the College to the constituent, the flow of information is rarely one way. Many of the methods of communication allow for persons to comment, react, or send feedback to the College. Often Advancement and Admission events are face-to-face events, and in this way information is gathered from the constituencies the College serves.

Most recently the College has developed a Target Cities campaign in Memphis, Austin, Dallas, Houston, St. Louis and Little Rock. These are cities where we have recruited students successfully and we have a strong alumni base. Regular events are planned in these cities from dinners, receptions, lectures or discussions. Attendees include area alumni, board members, parents, friends of the College, and Advancement and Admission staff. Often other members of the Hendrix community participate – our Internship and Service Learning Coordinator, students, faculty, the President and other members of Senior Staff. These events not only convey information about the success of the Hendrix community but provide opportunities for feedback and discussion with the external constituents. This gives them a chance to share concerns and ideas with Hendrix. When the campus representatives return to campus, this information is shared with the appropriate campus units. Student Affairs receives the compliments and complaints of parents. Career Services links with those individuals who wish to provide internship or shadowing experiences, mentor our students, or make campus presentations. Names of prospective students are passed to the Admissions Office. Development staff members are informed of potential new donors or long-time supporters who may be ready to make a special gift. By focusing our efforts in the Target Cities, we are able to see real results, with increases in new students recruited from these cities, as well as increased gifts.

Hendrix College is in some ways a unique institution in that most co-curricular activities are open to the community beyond Hendrix. (A few social events for which space is limited do require a Hendrix ID for admission.) Virtually all lectures, discussions, and performances are free and open to the public. These events are publicized through the web, targeted e-mail, direct mail, local and regional newspapers, event calendars, and local radio stations, including the NPR station in Little Rock.

Some co-curricular events are planned primarily with the external community in mind. These include Fall Family Weekend, Alumni Weekend and the Alumni Odyssey College. Gospel Explosion, Service Saturdays, Friday Night Stix and Volunteer Action Committee programs are all events that have developed specifically to connect the College to the Conway community through programming that supports the College's mission while recognizing community diversity. These events are planned to bring people together to learn from one another, provide opportunities for dialogue, and for sharing personal experiences that help to erase stereotypes. Each year the campus supports a United Way fund drive. Some recent examples of the faculty and staff volunteer efforts in the community appear below.

Community Outreach Involvement

Jennifer Peszka, presented: "Am I getting Enough Sleep?: The Consequences of Sleep Deprivation" to the Conway Kiwanis Club.

Lei Pinter serves as President of the Conway chapter of Arkansans for Gifted and Talented Education and is on the Board of Directors of the Arkansas Shakespeare Theatre.

Scott Schallhorn serves on the boards of both the Conway Area Chamber of Commerce and Conway Downtown Partnership.

Mark Schantz has given addresses to both the Conway Lion's Club and to Conway Rotary Club on the Odyssey Program.

David Sutherland is currently the treasurer and chair of the finance committee for Conway Interfaith Clinic and worship chair at First United Methodist Church.

Ann Wright, as part of Ferndale Extension Homemakers Club, organized "Breakfast with Santa;" participated in "Festival of Stars" at Arkansas Children's Hospital, re-wired overhead lights and electrical outlets in the Extension Homemakers Clubhouse.

Fred Ablondi and his family prepare and deliver the evening meal for Bethlehem House every third Friday of the month.

Alice Hines serves on the Board of Directors of Faulkner County Women's Shelter, the Faulkner County Single Parent Scholarship Fund, and through membership in the Conway Morning Rotary Club regularly distributes dictionaries to students in the city's elementary schools. She coordinates the Meniffee tutoring program which features a diverse group of Hendrix students who provide weekly tutorial sessions to African-American students nine miles from the campus.

Jon Arms has done pro bono translation work for Conway Regional Hospital.

Chuck Chappell as a volunteer taught literature at the Life-Quest program (an enrichment and service program for older adults) in Little Rock.

A wonderful example of an outreach activity was the recent “Friday Night Stix” event. More than 1,200 people attended a celebration that included games for the kids (including the climbing wall in the new Wellness and Athletic Center), food, demonstrations of our two new sports – field hockey and lacrosse – a men’s lacrosse game, and fireworks. A summary report of this event is located in H-Doc. Other community and campus events hosted in the Wellness and Athletic Center since opening include:

- “Welcome WAC” Opening Convocation featuring Bill Bradley as Keynote Speaker (700 attendees)
- “Welcome WAC” Health and Fitness Expo (175 attendees)
- Hendrix Social Committee Dance (100 students)
- Hendrix PEER Leaders Social
- Hendrix Social Committee Relay Event (70 students) Frisbee Glow Disc Night (50 students)
- Junior Olympic Volleyball Tournament hosted for fee (700 attendees)
- Arkansas Christian High School Basketball Championship hosted for fee (400 attendees)
- Arkansas Christian High School & Elementary track meet hosted for fee (250 attendees) Tennis
- Center rental to UCA for college matches for fee
- AquaKids swim team using pool daily for fee AquaKids Swim Meets – 3 during the year (1,300 total attendees)
- Conway High School swim team using pool for fee
- Hosted CAC-Morrilton basketball game for fee (350 attendees)
- Hosted local cheerleader competition for fee (500 attendees)
- Hosted 12 birthday parties (225 kids attendees)
- Old School AAU Basketball Tournament (1,000 attendees)
- Arkansas 5A Regional State Track Meet (450 attendees)
- Southern Collegiate Athletic Conference Basketball Tournament
- Agape Church Halloween Party (200 attendees)
- Red Cross Blood Drive (145 attendees)
- ROTC Swim Testing (75 attendees)
- Chik-Fil-A Training Program (30 attendees)
- Community Basketball Tournament (425 attendees) Business After Hours – Chamber of Commerce Event (75 attendees)

Hendrix College is located about 30 miles from Riddle’s Elephant and Wildlife Sanctuary. This sanctuary was founded in 1990 by Scott and Heidi Riddle on 330 acres in the Ozark Mountain foothills to provide a home for any elephant that needs one for any reason, male or female, Asian or African. A few years after the Sanctuary was founded, Hendrix connections began as Campus Chaplain Jon Guthrie led groups of students, staff and faculty on frequent visits to do service projects: shoveling manure, painting barns, hauling hay, etc. While these activities have continued, other connections have arisen, including recent Odyssey-funded student internships.

Additionally, Tom Goodwin, a Distinguished Professor of Chemistry, wanted to use his scientific training not only to help the Sanctuary and its elephants, but also to study elephant behavior and biochemistry in general. Tom's involvement began in this area when he and student assistants began to measure progesterone in elephant blood samples so that the estrous cycles of the Sanctuary's female elephants could be tracked. Alliances with other scientists followed, especially with the late Bets Rasmussen (biochemist, Oregon Graduate Institute) and Bruce Schulte (animal behaviorist, Georgia Southern University). These alliances led to grants from the National Science Foundation to support the elephant-related research of Drs. Goodwin, Rasmussen and Schulte and their students. These studies have focused on chemical communication among African elephants both in the wild and in captivity, and have led to 17 peer-reviewed publications, most of which have included undergraduate co-authors, as well as approximately 30 undergraduate research presentations at national American Chemical Society meetings. All of the research has been non-invasive to the elephants, and humanely conducted with the approval of appropriate institutional Animal Care and Use Committees. The research has greatly benefited from the expertise of Scott and Heidi Riddle and their Sanctuary staff, and from the easy access to their well-managed group of elephants. These efforts have also been the genesis of other collaborations of Tom and his students to study additional threatened or endangered species, including lemurs, maned wolves, polar bears, and kakapo. Students benefit as they learn science by doing science in this area of basic research.

Another Hendrix connection with the Sanctuary should not go unmentioned, and unfortunately revolves around the infrequent but inevitable elephant deaths. Such events are always very sad occasions, akin to losing a beloved family member. Thorough necropsies are always performed and documented under the guidance of one or more experienced veterinarians. These vets were aided for a while by the late Dr. Keith Sutton, formerly a zoologist in the Hendrix Biology Department. Dr. Sutton was incredibly knowledgeable about anatomy in general, and soon became an expert on elephant anatomy in particular. Not only was he helpful during the necropsies, but also years later he and dedicated Hendrix students exhumed and cleaned the skeletons so that they could be used in teaching not only students in Hendrix classes, but also in classes at the Sanctuary for elephant managers from around the world. As a memorial to Dr. Sutton after his untimely death, Scott and Heidi Riddle donated an entire articulated, cleaned and reconstructed Asian elephant skeleton to Hendrix, where it is now proudly displayed in the lobby of the D. W. Reynolds Life Sciences Building for the education of students and guests.

A major event on campus every year is Campus Kitty. This includes a week-long series of events that raises money for local charities. Each year the amount increases and in spring of 2008, the amount raised was almost \$42,000. After raising the money, the committee buys items for the organizations rather than providing them with money. It takes a tremendous amount of time to find out what the organizations need and to make and deliver the purchases. This way of operating clearly shows that the Campus Kitty committee has been listening to the external constituents that they serve. Charitable groups receiving Campus Kitty funding in 2008 included Bethlehem House Homeless Shelter, Boys' and Girls' Clubs of Faulkner County, Camp Aldersgate, CASA, Children's Hospital Community Service Inc., Conway Animal Shelter, Conway Cradle Care, Conway Interfaith Clinic, Daily Bread, Faulkner County Literacy Council, Food Bank Network, Habitat for Humanity of Faulkner County, HAVEN, Independent Living Services, Pine Street Free Clinic, Rice Depot, Riddle's Elephant Sanctuary, Safe Place, Seniors Citizen Center, Soul Food Café, and the Women's Shelter of Central Arkansas.

One of the best ways of illustrating that the College is committed to supporting effective programs of engagement and service is the Odyssey Program. This program is the most significant change (besides the calendar) that has occurred at Hendrix College in the past ten years. The heart and soul of the program is to connect students with the world beyond. The College has dedicated tremendous resources to this program including financial, human, and physical resources. The College has made it one of the three major prongs of our current \$100 million fund-raising campaign. No other unit of the College has grown so quickly or had such a dramatic impact on the life of the College. A substantial portion of the office space in the new campus center will be offices for the Odyssey staff. Just the fact that the program will be located at the heart of campus shows the centrality of the program to the very fiber of Hendrix College. The Odyssey Program is a concrete and important way that students connect their classroom learning with the world around them. One of the major avenues for achieving Odyssey credit is through the internship program. Internships allow students to reach beyond their class work, connect to their passions and gain potential job experiences. Some courses on campus have service learning components and some departments, such as Psychology and Sociology, require practicum courses for their major. These experiences provide practical experiences for our students.

Sometimes the connection with the external community is not necessarily a physical one. With the plethora of technologies available our students are able to connect with real people and discuss real issues all over the world through email and other electronic links. The importance of this connectedness has been recognized by the College and is to be emphasized in the new campus center scheduled to be completed in November of 2009. The new Student Life and Technology Center will be rich in technology, from spaces dedicated to technological activities to a more distributed approach where almost any cluster of comfortable seating can be converted into an area for group work where students can link their computers and display their work on a monitor that all can see.

Each student is required to take a course that is coded "Challenges of the Contemporary World." This requirement acknowledges the interdependence of the global community and the commitment of the College to engage the minds of our students in issues that affect external communities.

The planning process of the College definitely reflects an ongoing commitment to engagement and service. Many of the events on campus, and certainly the big ones, give the attendees the opportunity to evaluate the experience. These evaluations are reviewed and changes are regularly made in response to the information we receive through this process.

The Alumni Odyssey College, which is beginning its fourth year, is a direct result of a request received through the survey process. During an open forum as part of an on-campus Alumni Summit and in follow-up surveys after Alumni Weekend, alumni asked for more engaging educational programs. They expressed a desire to recapture the excitement of true intellectual challenge, discussion and debate, a key component of their Hendrix experience as students. The Alumni Odyssey College, created in response to those requests, brings alumni, friends, and parents to campus for 24 hours of classroom experiences led by alumni and faculty.

Preparing our students for lives of meaning and service in their communities is a key part of the College's mission. Meaning and service imply connection and engagement. If we expect Hendrix graduates to become engaged citizens we must foster this desire and model engagement.

Core Component 5c

The organization demonstrates its responsiveness to those constituencies that depend on it for service.

Hendrix has strong and long-lasting ties with other higher learning organizations that benefit the College's faculty and its students. For example:

- College is an active member of the Associated Colleges of the South, a consortium of 16 liberal arts colleges in 12 states mostly in the southeast United States. The ACS mission is “to make the case for liberal arts education and to strengthen the academic programs of member institutions.” (Source: <http://www.colleges.org> – About ACS) Member colleges collaborate on joint programs, seminars and workshops for students and faculty, an electronic virtual library, and an environmental studies program.
- Hendrix is also an active member of the Council of Independent Colleges, whose CAO Task Force Provost Entzminger has served as a member.
- Hendrix works with the National Association of Independent Colleges and Universities to promote the value and impact of private education to the nation and the world. President Cloyd is the Region IV representative on the NAICU board, serving on the Policy Analysis and Public Relations Committee of the board. (Term: February 2006-February 2009.)
- Hendrix is an active member of the National Association of Colleges and Schools of the United Methodist Church. President Cloyd is a member of the board of NACSUMC. The organization serves United Methodist-related schools, colleges, universities, medical colleges, and theological schools. The organization meets semiannually for professional development; study of institutional issues; and analysis of proposed legislation and guidelines that affect student aid, federal programs, institutional governance, and reporting requirements. NACSUMC cooperates with and engages in liaison relationships with other agencies of the Church and with professional societies and organizations. (Term: July 2006-July 2009.)
- President Cloyd is president of the Southern University Conference, an organization of college and university presidents from prominent Southern institutions formed to examine the progress of education and other matters pertaining to college and graduate work. This group gathers annually to deliberate on significant academic and intellectual issues. He has been a member of the board since 2007. (Term: 2007-2008; eligible for re-election.)
- Hendrix encourages its students to travel and study abroad and is actively involved in the International Student Exchange Program. President Cloyd is a member of the ISEP board. (Term: July 1, 2007-June 30, 2010.)
- President Cloyd serves on the board of the Educational & Institutional Insurance Administrators, Inc. (EIIA). EIIA was formally incorporated as a not-for-profit corporation in 1976 under The United Methodist Church with the specific purpose of providing group purchasing and administration of insurance programs for The (UMC) Historically Black Colleges and Universities. The Board of Directors meets semi-annually and includes college presidents, business officers, and representatives from the General Board of Higher Education and Ministry of The United Methodist Church. The EIIA Board of Directors

provides oversight and policy making decisions regarding the operation of the EIIA programs. An EIIA Advisory Council comprised of 20 chief financial officers provides direction on specific insurance needs that higher education institutions must address. (Term: November 2008 – November 2011.)

- The College participates in cooperative programs in engineering with Columbia University, Vanderbilt University and Washington University and is a formal affiliate of the Gulf Coast Research Laboratory in Ocean Springs, Mississippi.
- Hendrix is the accrediting institution for courses through the Accademia dell' Arte in Arezzo, Italy. Provost Entzminger serves on its Board of Trustees.
- Hendrix partners with the College of Public Health at University of Arkansas for Medical Sciences in Little Rock to develop a joint program that allows Hendrix students to earn a baccalaureate degree from Hendrix and a master's degree in public health from UAMS in five years. The process ordinarily takes six years. Enrollment in the joint program opened in Fall 2008.
- Hendrix faculty regularly participate in joint research projects with the faculty of other institutions across the country and around the world. Professional activities of the faculty are collected each year and included in the Academic Affairs annual reports. These reports are in H-Doc.

Hendrix faculty, staff and students support public education in Arkansas in a variety of ways, from participation in local parent-teacher organizations as parents to leading organized programs on behalf of the College. For example:

- Hendrix Early Literacy Program (HELP), a partnership between Hendrix and Sallie Cone Elementary School in Conway. The program, created in 2004 by Dr. Susan Perry, Assistant Professor of Education, is an intervention program in which Hendrix students work with children who need extra help with reading or writing skills. The program recently received the Innovation in Teacher Education Award from the Southeastern Regional Association of Teacher Educators (SRATE).
- The Above the Line Project, funded by the Hendrix Odyssey Program and designed by Dr. James Jennings, Professor of Education and History, studied 22 third-graders in the Forrest City School District who had scored “below” or “below basic” on the Arkansas Benchmark Exam. After three weeks of intensive remedial studies using the Above the Line Project curriculum, most of the students improved their test scores.

- “Ridin’ Dirty with Science” was designed to make science fun for a group of public school students in Conway. Dr. Liz Gron, Associate Professor of Chemistry, led a team of Hendrix students who designed and presented a two-day camp for students in grades 4-7. Hendrix students teamed with the Faulkner County Boys’ and Girls’ Clubs for the project, with a goal of fostering an interest in science in elementary and middle-school students.



For more details about these examples of Hendrix programs that benefit our students and public education in the state, see the Winter 2007 issue of *HENDRIX Magazine*.

Criterion Five: Core Component 5D

Internal and external constituencies value the services the organization provides.

Hendrix College involves its constituencies in the evaluation of services that it provides in both formal and informal ways. Events that heavily involve or are primarily directed toward external constituents such as Fall Family Weekend or Alumni Weekend are evaluated by the participants. Feedback is compiled and considered in planning the next similar event. Survey results are available in H-Doc. Planning of the events often involves the constituencies served. For example, the Alumni Board is involved in planning Alumni Weekend and the board meets on the last day of the weekend to provide immediate feedback on how things went and make suggestions for improving the next year’s program.

Survey results after Fall Family Weekend have spurred several changes in the programming over the years. For example, at the request of parents, informational sessions providing details about what to expect if your child is a sophomore, a junior or a senior have been added to the lineup. Also Theatre Arts productions scheduled during Fall Family Weekend are now selected with more attention to the age and interests of students’ families. Parents also requested less formal programming so that they could spend more family time with their students, and the schedule has been adjusted to accommodate that request.

Another way the institution has responded to parents’ concerns is by adding a Parent Relations Director to the staff. This new position, added in Summer 2008, serves as a central point for parent contact with the

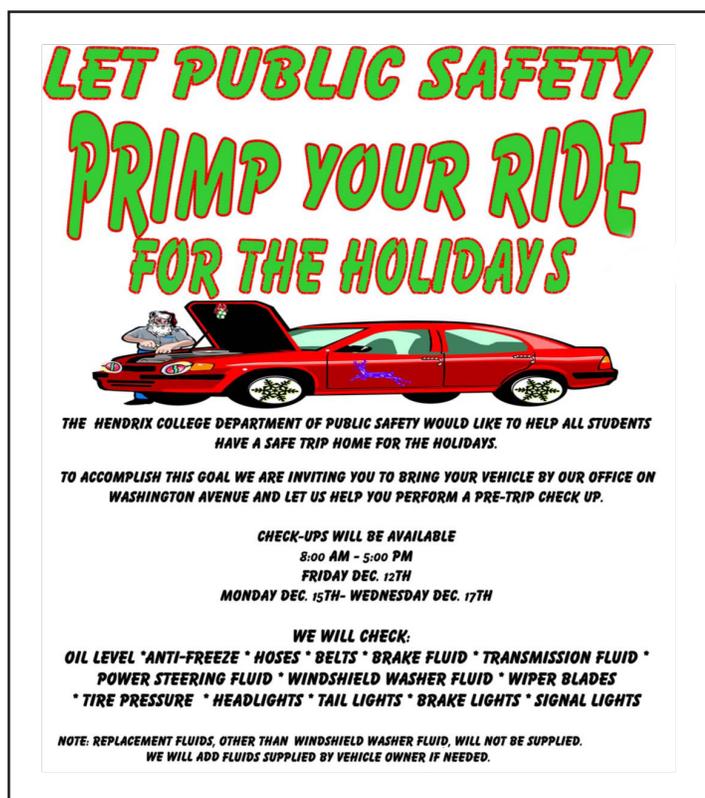
College. The Parent Relations Director keeps in regular contact with parents, prepares and distributes a monthly e-newsletter for parents, maintains parent-centered pages on the Hendrix website, plans Fall Family Weekend, staffs the Parent Council and helps raise money for the Parent Fund. Listening and responding to the concerns of parents is a central task for this position.

One popular program sponsored by the Department of Public Safety is the “Primp Your Ride” program available before end of semester and holiday breaks. Students are invited to bring their cars for a safety check before hitting the roads. The program is explained by the brochure that appears below. Beginning in Fall 2008 shuttle rides to the airport were made available to students flying home for holiday breaks.

Many events that target internal constituencies are evaluated by all participants. One such example is the Career Fair, an event targeting students but involving recruiters from potential employers and graduate schools. These events are evaluated by the students as the targeted audience and by the recruiters that participate. Information gathered from the surveys is used directly by the Career Services staff to improve the annual event. Recent suggestions have included increasing on-campus marketing efforts to attract more students to the event and expanding the range of employers and graduate schools that are invited to participate. Survey results are in H-Doc.

We know that the services that Hendrix provides are valued by the communities served through the multiple ways that feedback comes to campus. As mentioned above, formal events are assessed but there are many less formal means of accumulating feedback. We receive letters of support and thanks regularly from external groups and individuals. In addition, our students are highly sought after as interns and volunteers. We have some long-standing relationships with Habitat for Humanity and the Menifee community. The fact that these relationships have stood the test of time indicates that the communities receiving those services value the service provided. A sample of letters expressing appreciation to Hendrix faculty and staff appears in H-Doc.

Supporting workforce and economic developmental activities is at the core of the mission of the College. Routinely our faculty, staff, and students are extended invitations to speak externally or participate in discussions that are educational in nature. The College is also an active partner in such economic development organizations as the Conway Chamber of Commerce and the Downtown Partnership. Hendrix sees itself as a member of the Conway community and actively supports the progress and development of its hometown.



**LET PUBLIC SAFETY
PRIMP YOUR RIDE
FOR THE HOLIDAYS**

THE HENDRIX COLLEGE DEPARTMENT OF PUBLIC SAFETY WOULD LIKE TO HELP ALL STUDENTS HAVE A SAFE TRIP HOME FOR THE HOLIDAYS.

TO ACCOMPLISH THIS GOAL WE ARE INVITING YOU TO BRING YOUR VEHICLE BY OUR OFFICE ON WASHINGTON AVENUE AND LET US HELP YOU PERFORM A PRE-TRIP CHECK UP.

CHECK-UPS WILL BE AVAILABLE
8:00 AM - 5:00 PM
FRIDAY DEC. 12TH
MONDAY DEC. 15TH- WEDNESDAY DEC. 17TH

WE WILL CHECK:
OIL LEVEL *ANTI-FREEZE * HOSES * BELTS * BRAKE FLUID * TRANSMISSION FLUID *
POWER STEERING FLUID * WINDSHIELD WASHER FLUID * WIPER BLADES
* TIRE PRESSURE * HEADLIGHTS * TAIL LIGHTS * BRAKE LIGHTS * SIGNAL LIGHTS

NOTE: REPLACEMENT FLUIDS, OTHER THAN WINDSHIELD WASHER FLUID, WILL NOT BE SUPPLIED.
WE WILL ADD FLUIDS SUPPLIED BY VEHICLE OWNER IF NEEDED.

Our facilities are available to the community. The wide variety of events includes everything from conferences to Sunday worship services to blood drives. The Hendrix Chapel is a popular site for weddings year round and during peak spring and fall foliage seasons local photographers are everywhere on campus taking family photographs. A sample of off-campus organizations that have used Hendrix facilities in 2008 appears in the table below.

**Off-Campus Organizations Use of Hendrix Facilities
2008 Calendar Year**

Central Arkansas Speedway Banquet
Conway AGATE Board
MLK Joint Service
High School Swim Meet
AquaKids Swim Club
Catholic Ministries
Red Cross Luncheon
4th-6th Grade Basketball Tournament
Perkins School of Theology
Single Parents Scholarship Fund
UCA Film Group
Junior Olympic/AAU Club
AAU Tournament
Junior Achievement Luncheon
First UMC Picnic
Poll Worker Training
Adult Baseball League
Choosing to Excel Event
Arkansas Governor's School
School of Christian Missions
Beyond the Borders
St. Matthew Lutheran Church
501 Life Holiday Show
Master Han's Taekwando Tournament

Meeting the continuing educational needs of professionals in the community is not a core mission for the College. Beyond the Borders, a professional conference for social workers in the area, has been conducted on the Hendrix campus for more than a decade. Other professional groups and organizations use our facilities for continuing education programs periodically.

As part of our relationship with the United Methodist Church, Hendrix has offered a variety of professional development opportunities for ministers, including hosting courses offered by the Perkins School of Theology at Southern Methodist University and annual Preaching Workshops, which are directed by our Chaplain and supported by grant funding. In addition, the Office of the Chaplain coordinates the Religious Education Advancement Program (REAP), which offers workshops that allow UMC laity and clergy in the local church, as well as current Hendrix students, to improve skills in ministry. Periodically, workshops are

scheduled for public school teachers or others studying particular subjects. For example, a member of the English faculty with expertise in African literature has offered workshops for high school teachers, some of which have been funded by Fulbright grants and have included a trip to Africa as part of the curriculum.

Local police, fire, and EMT professionals use campus facilities and emergency response events for training. Formal emergency training events that occur on campus are linked with local officials so that the drill provides experience for them as well as the team on campus. For example, Conway firefighters conducted training exercises as part of the demolition of Grove Gymnasium in 2007. The building, which was replaced by the Wellness and Athletics Center that opened in Fall 2007, stood on the site of the new Student Life and Technology Center, slated to open in January 2010.

Conclusion

Since moving to Conway in 1890, Hendrix has been an integral part of the community. Through outreach and service programs – planned and unplanned – the College has linked itself to the community it calls home and to the constituents it serves. Outreach and service projects have grown from classroom, co-curricular and social programs, attracting campus support and often College funding to reach their goals. Continuing dialogue with our constituents benefits both the College and the community. Our commitment to being good neighbors and good citizens is strong and deep.

However, there are challenges before us as we work to integrate College and community, learning and service into our goals and our lives. For example,

- Opening the retail and residential areas in The Village at Hendrix will change the way the College interacts with its neighbors and affect the community dynamic. We believe this will be positive for both College and community. But change always brings risk with it. We must increase opportunities for open communication between the campus and community and we must be sure to listen more than we speak as we move forward.
- Our community outreach and service efforts lack comprehensive direction and oversight. Projects and opportunities arise from many levels of the institution, which is a good thing, but also makes it difficult to keep track of who is doing what with whom. Coordinating our efforts in a more systematic fashion would ensure that we are making the best use of our resources.
- The College has established good relationships with media and with constituent groups that help us communicate the institution's messages to the public. However, we can do a better job of providing opportunities for our constituents to initiate communication with the College. We can do a better job of listening and a better job of reporting back to our constituents how their input made a difference. This requires that the institution focus more of its attention outward and that we hold ourselves accountable for closing the communications loop.

Conclusion

Conclusion

With the 2009 self-study report, Hendrix College believes that it meets the criteria for continued accreditation by the Higher Learning Commission of the North Central Association. The self-study included within its scope the entire institution and utilized an evaluative format designed to ensure comprehensive coverage of the institution. The information gathered from the self-study will provide the College with data essential to our process of institutional improvement.

In our response to each Criterion, we have shown that the College's programs are driven by and complementary of its mission, a mission that is consistent with our heritage, fulfills the requirement of the Higher Learning Commission, and is understood and supported by the Board of Trustees, administration, students, their parents, faculty, staff, alumni, and the College's multiple constituencies.

Operating with integrity, the College effectively manages its endowment and organizes its finances to support its current programs and to prepare for future program and institutional advancements. The College is aware that as it continues to grow programs and enhance its curriculum, greater demands will be placed on its financial and human resources. The College is proactively committed to meeting these changing needs.

Mindful of its role as a national leader in engaged liberal arts education, emphasizing hands-on learning, the College provides on-going assessment of its programs and of student learning in these programs as it seeks to provide, analyze, and assess multiple avenues for students' acquisition, discovery, and application of knowledge.

By engaging and serving its constituents, Hendrix College continues to operate with integrity and in compliance with federal policies and regulations.

Because this self-study has broadened awareness of the College's strengths and brought the College to a clearer understanding of the challenges it faces, Hendrix College believes this report confirms its adherence to the evaluative standards of the Higher Learning Commission of the North Central Association. We, therefore, welcome the March 30-April 1, 2009, visit of the evaluation team.

On the basis of this report and the visiting team's verification of the facts contained therein, we request continued accreditation by the Higher Learning Commission of the North Central Association.

Appendix A

Priorities 2003-2013

The Statement of Purpose

Hendrix College, a private, undergraduate institution of the liberal arts related to the United Methodist Church, offers distinguished academic programs in a residential, coeducational setting. As a collegiate community, Hendrix is dedicated to the cultivation of whole persons through the transmission of knowledge, the refinement of intellect, the development of character, and the encouragement of a concern for worthy values. In these ways Hendrix prepares its graduates for lives of service and fulfillment in their communities and the world.

Toward the accomplishment of this purpose, the college offers curricular and co-curricular programs affording students the opportunity

- to investigate and appreciate the richly diverse cultural, intellectual, and linguistic traditions shaping the contemporary world;
- to examine critically and understand the intellectual traditions woven into the history of Western thought;
- to develop skill and effectiveness in the use of language, the analysis of information, and the communication of knowledge;
- to explore and connect the content and methods of the humanities, natural sciences, and social sciences;
- to participate in depth in a specific field of study, acquiring a body of knowledge appropriate to that discipline, putting to use its methods for the discovery of new knowledge, appreciating its historical development, and grasping its implications for the broader culture.

Hendrix thereby intends to cultivate among students:

- enduring intellectual curiosity and love of knowledge;
- aesthetic sensibilities and delight in beauty;
- powers of ethical deliberation and empathy for others;
- discernment of the social, spiritual, and ecological needs of our time;
- a sense of responsibility for leadership and service in response to those needs; and
- recreational dispositions complementing a full flourishing of the human potential.



**Board of Trustees
Priorities
2003-2013**

Introduction

From the beginning, the vision of Hendrix College has been to establish itself as one of the premier liberal arts colleges in the nation. Periodically, the Board of Trustees has set priorities to guide the College toward fulfillment of this vision. New priorities, set forth here, are designed to realize the goal of becoming one of the premier liberal arts colleges. These priorities are also designed to distinguish Hendrix as a national leader in hands-on, intellectually challenging, liberal arts education in a demanding, but supportive environment. Our aspiration is not only to be regarded as a peer among the best liberal arts colleges in the country but to be known for a unique approach to world-class arts and sciences education. These priorities will guide the College in its next steps toward heightened academic excellence, toward an increasingly able, broad-based, and successful student body, toward a sharply enhanced stream of resources, and toward even greater recognition among the nation's leading liberal arts colleges.

Hendrix College Board of Trustees
October 2003

HENDRIX COLLEGE BOARD OF TRUSTEES

Priorities

I. Academic Excellence

Mission Statement:

Hendrix will shape its aspirations and measure its programs in comparison with the best liberal arts colleges in the nation.

Goal:

To reposition the College as an institution distinctive for providing an intellectually challenging, hands-on liberal arts academic program in which every student experiences the types of enriched learning activities that are the hallmark of excellence in undergraduate education in a demanding, but supportive environment.

Objectives/Strategies:

	D/CR	AA/E	SL	EX	FI
1. Maintain a faculty/student ratio of 12/1; enhance the College's ability to support faculty who combine sustained professional development with close attention to students; maintain the quality of faculty through compensation, hiring, evaluation, and development.		X			
2. Increase the strength and effectiveness of the College's networks in the academic world by enhancing faculty, staff, and student exposure through contacts, travel, collaboration, and campus visitors of national prominence.	X	X			
3. Maintain instructional technology and support at levels comparable to that provided at the best liberal arts institutions. Provide ongoing training to maximize utilization.					
4. Renew and replace facilities for campus activities, student performance and competition, by focusing on venues for arts, athletics, and student life, while providing sufficient general classroom spaces.	X	X	X	X	

D/CR = Committee on Development and College Relations

AA/E = Committee on Academic Affairs and Enrollment

SL = Committee on Student Life

EX = Executive Committee

FI = Finance and Investment Committee

5. Develop and enhance a rich liberal arts curriculum with distinctive features and programs while building upon recognized successes.
6. Enhance the College’s commitment to undergraduate research and other enriching opportunities such as interdisciplinary studies, study abroad, internships, and service learning.
7. Build the College’s national reputation for academic excellence through intentional strategies to publicize successes under objectives above.
8. Prepare graduates to compete successfully for fellowships including the Watson, Truman, and Fulbright, among others; for placement in the nation’s most prestigious graduate and professional programs; and for state, regional, and national employment opportunities.

X X

X X

II. Enrollment

Mission Statement:

To enroll and graduate students of outstanding academic and leadership ability.

Goals:

1. To reach and maintain an enrollment of 1300 by the fall of 2013.
2. To enroll a broad-based student body whose composition is 20% minority and up to 60% out-of-state.
3. To enroll the highest-quality students based on individualized assessment mechanisms.
4. To reach and maintain a 90% freshman-to-sophomore retention rate by 2010 and a 78% six-year graduation rate by 2013.

Objectives/Strategies:

	D/CR	AA/E	SL	EX	FI
1. Develop a national marketing strategy to increase inquiries, applications, and enrollments.		X		X	
2. Develop strategies to convert inquirers to applicants.				X	
3. Develop and resource a target-cities recruitment program.		X		X	
4. Continue a relationship with a national admission/marketing firm for strategy consultation.				X	
5. Refine use of internal and out-sourced information systems to enhance recruiting efforts and financial aid packaging.				X	
6. Leverage scholarships and financial aid to attract an optimal student body and maximize tuition revenue.		X		X	
7. Continue an inter-departmental retention team with clear and comprehensive retention initiatives.				X	X
8. Develop enhanced strategies to recruit and retain minority students.				X	X
9. Continue development of alumni as resources for recruitment and career development.		X		X	X

FI

D/CR AA/E SL EX

- 10. Involve alumni, parents, the United Methodist Church, and friends of the College in identifying prospective students and in supporting programs for Hendrix students.

X X

III. Resources

Mission Statement:

Hendrix will enhance its resources to be comparable with the best liberal arts colleges in the nation.

Goals:

1. Achieve net tuition growth on an annual basis to support budgetary needs of the College.
2. Further the development of the College's physical facilities master plan by 2013.
3. Obtain sufficient gifts to assist in meeting these goals.
4. Attract and retain a high-performing and diverse workforce as the lifeblood of the College.
5. Strike a balance between preservation of resources for future generations of students with current utilization of resources to deliver an educational program comparable with the best liberal arts colleges in the nation.

Objectives/Strategies:

FI

	D/CR	AA/E	SL	EX
1. Realize gifts to the endowment on an average annual basis, through 2013, equal to 1% of the market value.	X			
2. Achieve a market value of the endowment of at least \$200 million by 2013.	X			X
3. Implement a comprehensive campaign to obtain the financial resources and national visibility necessary to fulfill the vision and reposition the College.	X	X	X	X
4. Implement Art & Science's recommendations for tuition and discounting strategies with the goal of an annual net revenue enhancement.	X	X	X	X
5. Increase the Annual Fund to \$3.5 million by 2013 and maintain alumni giving to the College between 35% - 45%.	X			

	D/CR	AA/E	SL	EX	FI
6. Meet facility needs in the following areas by 2013: Student Life Wellness and Intercollegiate Athletics Classrooms and Offices Fine and Performing Arts Student Residences	X	X	X	X	X
7. Ensure strong senior level leadership is maintained.				X	
8. Ensure that compensation and professional development opportunities are adequate to attract and retain high-performing individuals.				X	
9. Ensure adequate levels of information systems and technological support campus wide.	X	X	X	X	X
10. Maintain discipline and innovation that ensures costs are controlled and resources are used in the most efficient manner.					X

IV. Stature and Visibility

Mission Statement:

To present the College both accurately and positively to local, state, and national constituencies and to position the College strategically and proactively as a leading national liberal arts college.

Goals:

1. To reposition the College as an institution distinctive for an intellectually challenging, hands-on academic program in which everyone experiences the types of enriched learning activities that are the hallmark of excellence in undergraduate education. This occurs in a demanding, but supportive environment.
2. To increase the positive recognition of the distinctive value and quality of Hendrix by all constituencies.
3. To broaden and increase philanthropic support for the College.

Objectives/Strategies:

	D/CR	AA/E	SL	EX	FI
1. Implement a comprehensive marketing and capital campaign to obtain the financial resources and national visibility necessary to fulfill the strategic vision and reposition the College.	X	X			
2. Develop and implement a media relations program that secures substantial coverage in local, state, and national media.	X	X			
3. Provide adequate funding for objectives 1 and 2 above to ensure a launch in 2004 .	X				
4. Conduct focus groups of external constituencies to evaluate recognition and perception and to test the impact of our marketing and visibility programs.	X	X			
5. Establish and publicize initiatives that give visibility to the College's position as a national leader in hands-on, experiential liberal arts education.	X	X			
6. Continue to enhance the quality and content of all print and electronic media by developing a college-wide integrated marketing campaign with particular attention to a web presence.	X	X			

	D/CR	AA/E	SL	EX	FI
7. Use volunteer networks through the Church to enhance Church relations and support of the College.	X				
8. Utilize technology to increase and enhance visibility and connections with our constituencies.	X	X			X
9. Obtain funding from nationally-recognized and prestigious funding sources.	X	X			
10. Develop and activate our national network of alumni for visibility, support, and recruitment.	X	X			
11. Enhance relationships with business, cultural, and political communities of Little Rock to establish clear connections between the city and the College.	X	X	X		

V. Student Life

Mission Statement:

To promote and sustain an environment that contributes to and integrates intellectual, social, emotional, physical, spiritual and moral development and well being of the students at Hendrix College.

Goals:

1. To improve living and student life facilities.
2. Provide adequate resources to support programs to enhance and maintain a vibrant social life.
3. Enhance integration of curricular and co-curricular life at Hendrix College.
4. Identify and respond to the needs of Hendrix students at each stage of their experience at Hendrix College.

Objectives/Strategies:	D/CR	AA/E	SL	EX	FI
1. Build a new campus center and Health and Wellness Center.	X		X	X	X
2. Renovate all traditional Residence Halls.			X		
3. Provide adequate housing options to maintain an 80% residential community.			X		
4. Develop new programs that contribute to the new vision.			X		
5. Provide adequate staff and resources at levels appropriate to programs for the new vision of vibrant social life.	X		X	X	X
6. Evaluate and expand leadership program centered around civic leadership that incorporates four active learning communities (first year, sophomore, etc.)			X		
7. Investigate and design program to more firmly link entering first year students and parents to Hendrix College.		X	X		
8. Continue to develop and improve first year experience program.		X	X		
9. Design and implement programming to meet the needs of students at different stages of their college career.		X	X		

Objectives/Strategies:	D/CR	AA/E	SL	EX	FI
10. Enhance programming and support to help sustain a diverse campus community.		X	X		
11. Enhance internship program.			X		
12. Enhance outdoor recreation program.		X	X		
13. Be more deliberate in connecting students with business, cultural, political and social opportunities in Little Rock.			X		
14. Strengthen programs in leadership and career development; social, recreational, and entertainment activities; student adjustment and success; and religious life and community service within the context of a residential community.			X		

Leading the Liberal Arts into the 21st Century

A strategic direction for Hendrix College, 2003-2013

Hendrix College stands on the threshold of a transformational moment in its history. We can choose to let our fate be determined by external forces and risk gradual erosion of the stature this institution has earned over the past century. Or we can boldly and assertively chart our own course as the nation's leader in a distinctive type of education. The latter course will require the commitment of all supporters of the College, with primary leadership from the Board of Trustees through creative planning and provision of philanthropic resources necessary to realize this transformation.

With these words as the introduction, the Hendrix College Board of Trustees answered the call to develop a new direction and lead the College into a new era. In October 2003, the Trustees committed the College to becoming a national leader in engaged liberal arts and sciences education. The Board approved a set of priorities and 10-year goals that they believed would position the College at the forefront of American higher education.

Since that time, the Board Priorities have guided the College's actions. The Priorities are a living document, a strategic plan that grew organically from the historic strengths and lasting commitments of the institution and that is reviewed, refined and renewed regularly.

Starting with empirical data

When Dr. J. Timothy Cloyd became president of Hendrix, he initiated the process that developed the College's current priorities. He began with discussions among colleagues and with a broad range of constituents and then moved to formal research methods to refine and shape the vision. He hired the Art & Science Group to conduct the first comprehensive market research in the College's history. The research results were further refined through a series of focus groups and town hall meetings where members of the Hendrix community commented on the findings and discussed how to apply what we learned to the work we do every day.

The Art & Science study told us that Hendrix was perceived as an institution of high quality, with good word-of-mouth support, but that it did not have a clear identity in the marketplace. Hendrix had not identified and articulated what was distinctive about the institution – what set it apart from other excellent small liberal arts colleges. This lack of clear identity was made more of a problem by the fact that Hendrix had what the researchers termed a “diffuse competitive set” – meaning that our competitors are many and very different from us, making it difficult to position ourselves against anyone else.

Art & Science tested several “platforms” on which Hendrix might build a more distinct image in the higher education marketplace. These platforms emerged out of focus groups conducted on campus with faculty, staff, students, alumni and trustees, prior to their being field tested in the market study of prospective students. The researchers also tested major fields of study and confirmed that Hendrix was well known for its strength in the sciences and that maintaining our reputation in this area is critical to our continued success. The platforms described Hendrix as an institution where students studied in a demanding yet supportive

environment. One described Hendrix as a place where hands-on learning was highly valued; another referred to Hendrix as “an honors college by its very nature.” After extensive review and discussion – which included rejection of the “honors college” concept – the College agreed that the following platform, or positioning statement, would be the bedrock on which our future marketing efforts would be constructed:

The Positioning Statement

Your Hendrix Odyssey: Engaging in Active Learning

“Your Hendrix Odyssey” recognizes that each enrolling student embarks on a unique journey directed toward experiences that contribute to his or her intellectual, personal, social, spiritual and professional development. The Hendrix Odyssey combines excellent teaching, small class size, a demanding but supportive environment, common learning objectives, a vibrant campus experience, and opportunities for each student to tailor his or her education, all enhanced through a wide variety of options for learning through active participation.

The experiential nature of Your Hendrix Odyssey encourages students to apply what they have learned in a different context by engaging the world outside the classroom to bring critical thought into action — whether that’s the college community, a community of motivated peers, or a local or global community.

The research gave Hendrix a starting point on which to build its reputation as a national leader. It also identified some specific areas for the College to address if it intended to attract and retain top-notch students and faculty. High on the list of needs for the institution was creating a vibrant, active social life for students, emphasizing the College’s long-standing strength in the sciences and in the expressive arts, and adjusting tuition to put the price more in line with the College’s peers, while increasing scholarship and grant aid to keep Hendrix affordable.

The research results, as well as the reports from consultants hired to evaluate the feasibility of new capital campaign, informed the Trustees’ decisions as they set priorities for Hendrix.

Outlining a new vision

Dr. Cloyd outlined a vision of Hendrix as a place that blends critical thought with action, taking learning beyond the classroom and into the world. This emphasis on experiential learning was already part of the Hendrix culture. A survey told us that 90 percent of students completed at least one “hands-on” learning experience during their time at Hendrix and that 75 percent of students completed at least two such experiences. Dr. Cloyd asked the faculty to find a way to guarantee engaged learning experiences for all Hendrix students. He asked for something that would be unique to Hendrix and universal for all students. Hendrix faculty rose to meet the challenge, developing the initial concept in record time. *Your Hendrix Odyssey: Engaging in Active Learning*, enacted by the faculty in the spring of 2004, is the result.

The Odyssey Program requires that every student complete at least three engaged learning activities selected from six categories: Artistic Creativity, Global Awareness, Professional and Leadership Development, Service to the World, Undergraduate Research and Special Projects. Students can apply for competitive grants to fund their projects. Graduates receive an Odyssey transcript documenting their experiences.

As the cornerstone of our repositioning effort, the Odyssey Program has attracted national attention to the College, a growing number of students to the campus, and increased giving to fund this new initiative.

The Art & Science research is visible not only in the creation of the innovative Odyssey program, but also in the College's decision to build a new Wellness and Athletics Center and new Student Life and Technology Center, which both support efforts to enhance the co-curricular educational experiences of our students and to build an active, vibrant social life. The College's commitment to develop almost 100 acres of adjacent unused land into a residential and retail neighborhood called The Village at Hendrix is another way the institution is addressing the need for a more active social life for students and for faculty.

In fact, every goal of the current campaign is a direct outgrowth of what we learned from our research and our conversations with our constituents about the results.

Moving from vision to reality

In October 2004, the College announced the formation of Your Hendrix Odyssey and launched a \$70 million comprehensive campaign to fund the program and other efforts to position Hendrix as a national leader in engaged liberal arts and sciences education.

At the same time, the College launched an integrated marketing effort that included developing a new graphic identity, re-imagining all the institution's printed materials, and developing a new Web site. Hendrix hired GDA Integrated Services, a national marketing firm that works primarily with small liberal arts colleges, to support its repositioning effort. With GDA's guidance, the College developed a "target cities" program, identifying a number of cities where the confluence of prospective students and an adequate alumni/donor base made it practical for us to concentrate our student recruitment and fund-raising energies. Hendrix also began to emphasize one-on-one and small group communication techniques to build interest in the institution and to keep former students and friends connected to the campus.

As a result of these efforts, and others, the number of applications for enrollment started to climb, reaching 1,762 in 2007-08, up from 1,310 in 2005-06 and 942 in 2002-03. By focusing our efforts on our target cities, we began to combat some of the recruiting problems caused for us by our diffuse competitive set and to make a larger impact out of state. We have begun to consistently enroll a higher percentage of students from out of state, although the number of students enrolling from Arkansas remains fairly constant. Sixty percent of the entering students in Fall 2008 are from out of state, compared with 27% in the fall of 2001. Shifting demographic patterns, with a decreasing number of high school graduates expected in 2010, will make broadening our enrollment base even more critical in the next decade.

As enrollment began to climb, Hendrix administration and faculty used the additional net tuition revenue to deepen and broaden the academic program. Expanding the academic program began in 2002 with the move to a semester calendar and the introduction of a new curriculum. As part of the new curriculum, the faculty developed a new interdisciplinary course called Journeys required of all first-year students. The

course takes the concept of a journey as its touchstone and explores how different cultures and different peoples have made sense of their own life journeys. New students also take a companion seminar course called Explorations: Liberal Arts for Life. This first-year-experience course is designed to foster an ongoing engagement with the liberal arts experience, to facilitate the transition of new students to the Hendrix community, and to enhance students' potential for success in their collegiate studies.

To enhance the sciences and increase our breadth, in the past five years, the College has added majors in Allied Health, American Studies, Biochemistry/Molecular Biology, and Chemical Physics; minors in American Studies, Dance, Film Studies and International Business; and added 11 tenure-track positions to support enrollment growth across the curriculum.

Growing enrollment also caused the institution to seek and construct additional student housing. One new apartment complex opened in fall 2008 and a second set of apartments, to be constructed in Phase I of The Village at Hendrix, is scheduled to open in fall 2009. The location of these buildings, as well as placement of the Wellness and Athletics Center and the new Student Life and Technology Center, was determined during an on-campus charrette led by campus master planner Andres Duany in January 2005. Duany, a principal with the firm of Duany Plater-Zyberk and Company in Miami, Fla., updated his original master plan developed in 1995. The master plan guides the physical growth of the campus much as the Art & Science firm's research guides our programmatic and marketing efforts.

Success leads to success

In October 2006, the Trustees revised the Board Priorities and examined increasing the campaign goal. The College undertook a feasibility study to determine the likelihood of meeting a higher campaign goal.

In October 2007, the College formally announced that the campaign goal would be increased to \$100 million and its end date extended to December 2010.

In November 2007, the College surpassed the original \$70 million goal, more than a year ahead of schedule.

The vision Dr. Cloyd outlined in 2003 is becoming reality. Hendrix is building a national reputation for excellence in engaged liberal arts and sciences education. Hendrix enrollment topped 1,200 in the fall of 2007, with first-year enrollment up more than 40 percent since 2004. The College more than met the Trustees' enrollment goal for 2013 when 1,350 students enrolled for the 2008 fall semester.

Through Odyssey and other programs, Hendrix students and faculty have received nearly \$1 million to fund close to 2,000 Odyssey projects. We have raised more than \$10 million to fund scholarships for students from middle-income families. We opened a \$23 million Wellness and Athletics Center in fall 2007. We constructed three new art buildings. We have received gifts and pledges to fund 12 Odyssey Professorships, which will provide faculty members with extra funding to develop and expand experiential learning opportunities for Hendrix students. The first five Odyssey Professors received their initial funding in fall 2008.

The final phase of the campaign is focusing on fully endowing the Odyssey Program and constructing a \$26 million Student Life and Technology Center that will house the Odyssey Program, serve as the kitchen,

dining room and living room of the campus and provide cutting-edge technology that will connect Hendrix students and faculty to their peers around the globe.

Continuing feedback

Our rising enrollment tells us that *Your Hendrix Odyssey* is helping us meet the board priorities of raising the national visibility and stature of the institution. Rising enrollment supports our financial goals, as does increased philanthropy to support the new program. The opportunities that we offer students and faculty members to follow their individual passions with the support of Odyssey grants is helping us attract the quality of students and faculty that we need to establish Hendrix as a national leader in engaged liberal arts and sciences.

We continue to monitor the effectiveness of our unique approach to engaged learning. We provide ongoing assessment of the Odyssey Program and of our education program through analysis of the outcomes and through feedback from student and faculty participants.

Each student is required to complete three experiential learning projects through the Odyssey Program. The students' Odyssey transcripts report the work they have done. In addition to recording the details of their projects and completing the paperwork to document their accomplishments, each participant must keep a journal to qualify for credit. Each student is asked to reflect on what they are learning and how they are learning. We ask that they record the impact of the experience on their work in the classroom and on their development as human beings. This emphasis on individual personal development reflects the College's commitment to its motto: *Unto the Whole Person*.

New research

As our current campaign moves toward a successful completion, Hendrix has begun to look to the future. Our first step, once again, is to seek quantitative data to guide us. The institution has again engaged the Art & Science Group to test the College's current position in the marketplace. It is imperative that we clearly understand our current market position so that we can consolidate the gains we have made so far and learn how to enhance the position of the College in light of demographic shifts and the changing economy.

The Art & Science research confirmed what our rising enrollment had already told us – the Odyssey Program and our emphasis on engaged learning is attracting students to Hendrix. In fact, the data indicates that without Odyssey, 40 percent of our enrolling new students would most likely not have chosen to enroll at Hendrix. So, how do we hold on to the gains we have made so far and position Hendrix for future growth?

After its year-long study, the Art & Science Group recommends that we focus on five areas:

- Take the Odyssey Experience to a new level: create Odyssey 2.0
- Integrate academic, career and Odyssey advising into a holistic program
- Enhance the breadth and depth of the academic program
- Make the quality of our programs in the sciences visible from a distance
- Enhance social life to create an active, vibrant environment for students

In addition to the Art & Science research, GDA Integrated Services was engaged to survey alumni to learn how their Hendrix experience met their expectations and added value to their lives. The GDA research showed a high level of satisfaction, with 55 percent of those responding saying their current view of the College is very positive. Alumni said Hendrix contributed greatly to the development of skills they believe are necessary for success in life, including thinking and reasoning skills, writing effectively, and getting along with others whose attitudes and opinions are different from their own.

The GDA study indicated that adding football and other sports such as women's lacrosse would expand the College's market footprint. For example, adding football would make Hendrix more attractive to male students who, on a national level, are attending college at a lower rate than females.

Our research efforts also include asking faculty to provide ideas about how to enhance the breadth and depth of our programs and then testing those ideas in the marketplace. The next step in positioning of the academic program occurred during the August 2008 Fall Faculty Conference when faculty members refined the areas they would like to add to the academic program. Some areas under consideration include:

Study of the mind/neuroscience

Asian Studies

Environmental studies/sustainability

School of Commerce and and Public Policy

National Center for Undergraduate Research in the Sciences

Hendrix at a pivotal moment

Once again, Hendrix is at a pivotal moment in its history. The goals outlined in the current Board Priorities appear to be within reach. While we keep focused on reaching today's goals, we are also looking to the future. We have begun to ask ourselves – what is next? What will tomorrow's graduates need from Hendrix? What knowledge, skills and abilities will be essential to success in the 21st century? What new challenge should we commit ourselves to in our effort to maintain our position of national leadership?

The answer to those questions may launch Hendrix on a new Odyssey of its own.

The Statement of Purpose

(Approved 1997)

Hendrix College, a private, undergraduate institution of the liberal arts related to the United Methodist Church, offers distinguished academic programs in a residential, coeducational setting. As a collegiate community, Hendrix is dedicated to the cultivation of whole persons through the transmission of knowledge, the refinement of intellect, the development of character, and the encouragement of a concern for worthy values. In these ways Hendrix prepares its graduates for lives of service and fulfillment in their communities and the world.

Toward the accomplishment of this purpose, the college offers curricular and co-curricular programs affording students the opportunity

- to investigate and appreciate the richly diverse cultural, intellectual, and linguistic traditions shaping the contemporary world;
- to examine critically and understand the intellectual traditions woven into the history of Western thought;
- to develop skill and effectiveness in the use of language, the analysis of information, and the communication of knowledge;
- to explore and connect the content and methods of the humanities, natural sciences, and social sciences;
- to participate in depth in a specific field of study, acquiring a body of knowledge appropriate to that discipline, putting to use its methods for the discovery of new knowledge, appreciating its historical development, and grasping its implications for the broader culture.

Hendrix thereby intends to cultivate among students:

- enduring intellectual curiosity and love of knowledge;
- aesthetic sensibilities and delight in beauty;
- powers of ethical deliberation and empathy for others;
- discernment of the social, spiritual, and ecological needs of our time;
- a sense of responsibility for leadership and service in response to those needs; and
- recreational dispositions complementing a full flourishing of the human potential.



**Board of Trustees
Priorities
2003-2013**

Introduction

From the beginning, the vision of Hendrix College has been to establish itself as one of the premier liberal arts colleges in the nation. Periodically, the Board of Trustees has set priorities to guide the College toward fulfillment of this vision. New priorities, set forth here, are designed to realize the goal of becoming one of the premier liberal arts colleges. These priorities are also designed to distinguish Hendrix as a national leader in hands-on, intellectually challenging, liberal arts education in a demanding but supportive environment. Our aspiration is not only to be regarded as a peer among the best liberal arts colleges in the country but to be known for a unique approach to world-class liberal arts and sciences education. These priorities will guide the College in its next steps toward heightened academic excellence, toward an increasingly able, broad-based, and successful student body, toward a sharply enhanced stream of resources, and toward even greater recognition among the nation's leading liberal arts colleges.

Hendrix College Board of Trustees
October 2003

**Priorities of the
HENDRIX COLLEGE BOARD OF TRUSTEES**

Revised October 2006

I. Academic Excellence

Hendrix will shape its aspirations and measure its programs in comparison with the best liberal arts colleges in the nation.

Goal

- To reposition the College as an institution distinctive for providing an intellectually challenging, hands-on liberal arts academic program in which every student experiences the types of enriched learning activities that are the hallmark of excellence in undergraduate education in a demanding but supportive environment.

Objectives/Strategies:

1. Maintain a student/faculty ratio of 12/1; enhance the College's ability to support faculty who combine sustained professional development with close attention to students; maintain the quality of faculty through compensation, hiring, evaluation, and development.
2. Increase the strength and effectiveness of the College's networks in the academic world by enhancing faculty, staff, and student exposure through contacts, travel, collaboration, and campus visitors of national prominence.
3. Maintain instructional technology and support at levels comparable to that provided at the best liberal arts institutions. Provide ongoing training to maximize utilization.
4. Renew and replace facilities for campus activities, student performance and competition, by focusing on venues for arts, athletics, and student life, while providing sufficient general classroom spaces.
5. Develop and enhance a rich liberal arts curriculum with distinctive features and programs while building upon recognized successes.
6. Enhance the College's commitment to undergraduate research and other enriching opportunities such as interdisciplinary studies, study abroad, internships, and service learning.
7. Build the College's national reputation for academic excellence through intentional strategies to publicize successes under objectives above.
8. Prepare graduates to compete successfully for fellowships including the Watson, Truman, and Fulbright, among others; for placement in the nation's most prestigious graduate and professional programs; and for state, regional, and national employment opportunities.

II. Enrollment

To enroll and graduate students of outstanding academic and leadership ability.

Goals

- To reach and maintain an enrollment of 1300 by the fall of 2013.
- To enroll a broad-based student body whose composition is 20% minority and up to 60% out-of-state.
- To enroll the highest-quality students based on individualized assessment mechanisms.
- To reach and maintain a 90% freshman-to-sophomore retention rate by 2010 and a 78% six-year graduation rate by 2013.

Objectives/Strategies:

1. Develop a national marketing strategy to increase inquiries, applications, and enrollments.
2. Develop strategies to convert inquirers to applicants.
3. Develop and resource a target-cities recruitment program.
4. Continue a relationship with a national admission/marketing firm for strategy consultation.
5. Refine use of internal and out-sourced information systems to enhance recruiting efforts and financial aid packaging.
6. Leverage scholarships and financial aid to attract an optimal student body and maximize tuition revenue.
7. Continue an inter-departmental retention team with clear and comprehensive retention initiatives.
8. Develop enhanced strategies to recruit and retain minority students.
9. Continue development of alumni as resources for recruitment and career development.
10. Involve alumni, parents, the United Methodist Church, and friends of the College in identifying prospective students and in supporting programs for Hendrix students.

III. Resources

Hendrix will enhance its resources to be comparable with the best liberal arts colleges in the nation.

Goals:

- Achieve net tuition growth on an annual basis to support budgetary needs of the College.
- Further the development of the College's physical facilities master plan by 2013.
- Obtain sufficient gifts to assist in meeting these goals.
- Attract and retain a high-performing and diverse workforce as the lifeblood of the College.
- Strike a balance between preservation of resources for future generations of students with current utilization of resources to deliver an educational program comparable with the best liberal arts colleges in the nation.

Objectives/Strategies:

1. Realize gifts to the endowment on an average annual basis, through 2013, equal to 1% of the market value.
2. Achieve a market value of the endowment of at least \$200 million by 2013.
3. Implement a comprehensive campaign to obtain the financial resources and national visibility necessary to fulfill the vision and reposition the College.
4. Implement Art & Science's recommendations for tuition and discounting strategies with the goal of an annual net revenue enhancement.
5. Increase the Annual Fund to \$3.5 million by 2013 and maintain alumni giving to the College between 35% - 45%.
6. Meet facility needs in the following areas by 2013:
 - a. Student Life
 - b. Wellness and Intercollegiate Athletics
 - c. Classrooms and Offices
 - d. Fine and Performing Arts
 - e. Student Residences
7. Ensure strong senior-level leadership is maintained.
8. Ensure that compensation and professional development opportunities are adequate to attract and retain high-performing individuals.
9. Ensure adequate levels of information systems and technological support campus wide.
10. Maintain discipline and innovation that ensures costs are controlled and resources are used in the most efficient manner.

IV. Stature and Visibility

To present the College both accurately and positively to local, state, and national constituencies and to position the College strategically and proactively as a leading national liberal arts college.

Goals:

- To reposition the College as an institution distinctive for an intellectually challenging, hands-on academic program in which everyone experiences the types of enriched learning activities that are the hallmark of excellence in undergraduate education. This occurs in a demanding but supportive environment.
- To increase the positive recognition of the distinctive value and quality of Hendrix by all constituencies.
- To broaden and increase philanthropic support for the College.

Objectives/Strategies:

1. Implement a comprehensive marketing and capital campaign to obtain the financial resources and national visibility necessary to fulfill the strategic vision and reposition the College.
2. Develop and implement a media relations program that secures substantial coverage in local, state, and national media.
3. Provide adequate funding for objectives 1 and 2 above to ensure a launch in 2004.
4. Conduct focus groups of external constituencies to evaluate recognition and perception and to test the impact of our marketing and visibility programs.
5. Establish and publicize initiatives that give visibility to the College's position as a national leader in hands-on, experiential liberal arts education.
6. Continue to enhance the quality and content of all print and electronic media by developing a college-wide integrated marketing campaign with particular attention to a web presence.
7. Use volunteer networks through the Church to enhance Church relations and support of the College.
8. Utilize technology to increase and enhance visibility and connections with our constituencies.
9. Obtain funding from nationally-recognized and prestigious funding sources.
10. Develop and activate our national network of alumni for visibility, support, and recruitment.
11. Enhance relationships with business, cultural, and political communities of Little Rock to establish clear connections between the city and the College.

V. Student Life

To promote and sustain an environment that contributes to and integrates intellectual, social, emotional, physical, spiritual and moral development and well being of the students at Hendrix College.

Goals

- Take the Odyssey Experience to a new level: create Odyssey 2.0
- To improve living and student life facilities.
- Provide adequate resources to support programs to enhance and maintain a vibrant social life.
- Enhance integration of curricular and co-curricular life at Hendrix College.
- Identify and respond to the needs of Hendrix students at each stage of their experience at Hendrix College.

Objectives/Strategies

1. Build a new campus center and Health and Wellness Center.
2. Renovate all traditional Residence Halls.
3. Provide adequate housing options to maintain an 80% residential community.
4. Develop new programs that contribute to the new vision.
5. Provide adequate staff and resources at levels appropriate to programs for the new vision of vibrant social life.
6. Evaluate and expand leadership program centered around civic leadership that incorporates four active learning communities (first year, sophomore, etc.)
7. Investigate and design program to more firmly link entering first-year students and parents to Hendrix College.
8. Continue to develop and improve first-year experience program.
9. Design and implement programming to meet the needs of students at different stages of their college career.
10. Enhance programming and support to help sustain a diverse campus community.
11. Enhance internship program.
12. Enhance outdoor recreation program.
13. Be more deliberate in connecting students with business, cultural, political and social opportunities in Little Rock.
14. Strengthen programs in leadership and career development; social, recreational, and entertainment activities; student adjustment and success; and religious life and community service within the context of a residential community.

A Word of Thanks

This plan is the result of countless hours of work and involved many members of the Hendrix College community. Faculty, students, alumni, trustees, staff and parents have contributed to the development of these goals and objectives and to the overall success of Hendrix. To all of you who offered your ideas, insights, questions and suggestions on behalf of the College, I offer my deepest gratitude.

- J. Timothy Cloyd, Ph.D.
- President

Appendix B

2008-2009 Self-Study



1600 Washington Avenue
Conway, Arkansas 72032-3080

3/23/07

Dear David:

With this letter I am appointing you to the 2008-09 Hendrix Self-Study Committee. This committee will guide the College in its request for maintaining Accredited Status with the Higher Learning Commission of the North Central Association of Colleges and Schools through the Program to Evaluate and Advance Quality (PEAQ). The Self-Study Committee is charged with

- guiding the College through a two-year process of self-study,
- working with the Commission throughout the process,
- producing a Self-Study Report that will be the basis of evaluation for maintaining accreditation by the Commission and that provides the College an evaluation of the major changes in the life of the College during the past decade,
- hosting the Commission Team Review, and
- organizing responses to recommendations from the Commission.

The self-study process occurs every ten years and affords the College an opportunity to seriously examine its institutional goals, functions, practices, and outcomes. Since the last self-study Hendrix has changed its curriculum and calendar, added the Odyssey Program, created new majors and minors, conducted a capital campaign, added athletic teams, and brought significant building additions to campus. Many of these changes have been evaluated separately but this self-study is an opportunity to examine how well these changes have functioned in the whole.

During the process, the Committee should keep in mind that according to the Commission an effective self-study process

- Fits the distinctive nature of the organization.
- Achieves stated goals that guide the design and the conduct of the process.
- Ensures effective evaluation of the whole organization.
- Promises to have an impact on the organization beyond the Commission visit.
- Engages multiple constituencies of the organization.
- Builds naturally on existing and ongoing self-evaluation processes.
- Has strong presidential and board support.
- Draws on the expertise and credibility of recognized leaders throughout the organization.
- Maintains regular and effective communication links with organizational constituencies.
- Produces evidence to show that the Commission's Criteria for Accreditation are met.
- Produces a self-study report that meets the Commission's needs.
- Testifies to the organization's commitment to peer review.

Thank you for your agreeing to serve the College as a member of this committee. You will be contacted by co-chairs Alice Hines and Stephen Kerr to schedule the first meeting.

Sincerely,

J. Timothy Cloyd, Ph.D.
President

PHONE: 501-450-1351 FAX: 501-450-3821
EMAIL: cloyd@hendrix.edu WEB: www.hendrix.edu

Self-Study Team Membership

Alice Hines
Professor of English, co-chair

Stephen Kerr
Professor of Economics and Business, co-chair

Robert Entzminger
Provost and Dean of the College and Professor of English

Karen Foust
Vice President for Enrollment and Dean of Admission and Financial Aid

Robert Young
Vice President for Business and Finance

Karla Carney-Hall
Vice President of Student Affairs

David Sutherland
Associate Provost and Professor of Mathematics

Margaret Falls-Corbitt
Professor of Philosophy

Keith Berry
Professor of Economics and Business

Dwayne Collins
Professor of Mathematics

Joyce Hardin
Professor of Biology

Helen Plotkin
Associate Vice President for Communications & Marketing

Will Green
Student Senate President 2007-08

Alana Buie
student

Timeline

Fall 2006

- The Committee on Faculty appointed Self-Study Co-Chairs.
- Departmental assessment updates continued.
- Co-Chairs nominated the Hendrix Self Study Committee membership.
- Budget prepared.

Spring 2007

- J. Timothy Cloyd, PhD President of the College presented the Self-Study charge and appointed the Hendrix Self Study Committee:
 - Alice Hines, Professor of English, co-chair
 - Stephen Kerr, Professor of Economics and Business, co-chair
 - Robert Entzminger, Provost and Dean of the College and Professor of English
 - Karen Foust, Vice-President for Enrollment and Dean of Admission and Financial Aid
 - Robert Young, Vice-President for Business and Finance
 - David Sutherland, Associate Provost and Professor of Mathematics
 - Margaret Falls-Corbitt, Professor of Philosophy
 - Keith Berry, Professor of Economics and Business
 - Dwayne Collins, Professor of Mathematics
 - Cassandra Bailey, Dean of Students
 - Helen Plotkin, Associate Vice President for Communications & Marketing
 - Will Green, student
 - Alana Buie, student
- The Director of Information and Technology and The Director of Bailey Library, provided resource room planning consultation.
- HLC Team visit confirmed as March 30 to April 1, 2009.
- Department Chairs meeting assessment updates continued.
- Three Committee members attended the HLC annual meeting in Chicago.
- The Committee reviewed the President's charge and the Criteria for Accreditation.
- Criterion sub-committees were formed.
- Data and information collection.

Summer 2007

- Data collection and Criterion analysis continued.

Fall 2007

- Data and documents were scanned into the Hendrix HLC Online Repository to assist with the self-study process.
- The Criterion subcommittees, along with the Co-Chairs, met to analyze the Criterion and to brainstorm questions and evidence.
- Two Committee members attended the Assessment Institute's Annual Meeting.
- An Assessment update was presented at the November Faculty meeting.
- The Committee affirmed the progress made to the Challenges and Advice expressed in the 1999 Visiting Team Report.

Winter Break

- Criterion subcommittee meetings continued.

Spring 2008

- Hendrix HLC Online Repository data and document collection continued.
- Self-Study discussions and updates with Senior Staff.
- Self-study discussion forums, events, and announcements directed at all College constituencies continue.
- Notify commission of the competencies that the College would like to see represented in the members of the evaluation team.
- Prepare budget for 2009 NCA Team visit.
- Criterion subcommittees continue data gathering and begin drafts of Criterion Chapters.
- Participate in Workshop on Self-Study and other Annual Meeting programs.
- Departmental assessment workshops occur.
- Criterion Chapters due.
- Prepare federal compliance report.
- Prepare 2006 and 2007 Fall Semester comparison institutional snapshot. A three year comparison institutional snapshot including the 2008 Fall Semester will be prepared in Spring 2008.
- Identify external self study consultant.
- The Commission sends a list of proposed team members and an Evaluation Visit Summary sheet to Hendrix College.
- The College sends comments on proposed team members to the Commission in regards to conflict of interest issues.
- Commission formally invites team members to participate.

Summer 2008

- Criterion Chapters reviewed by Committee
- Self-study editor drafts report.
- Self-study committee reviews, edits and recommends changes to self-study draft.

Fall 2008

- Community-wide communications continue.
- Submit Self Study report to external consultant.
- Invite Third Party Comment.
- Identify and meet HLC space and equipment needs.
- Prepare executive summary.
- Prepare federal compliance report.
- Host subcommittee formed to plan for HLC team.
- Prepare final self-study report.

Spring 2009

- Community-wide communications continue.
- Prepare HLC team resource and meeting room.
- Prepare Fall 2006, 2007 and 2008 comparative, Institutional Snapshot.
- Share self-study report with institutional constituencies.
- Send one complete self-study to each team member and campus liaison.
- Encourage Hendrix Community to attend HLC Team Open Sessions.
- HLC team visit.
- The College receives the HLC team report and responds as necessary. The self-study report and HLC team report will be available in the Hendrix College Bailey Library and on the Hendrix College Website.
- Develop an action plan to address any concerns raised by the HLC team visit.
- The College develops college-wide mechanism to annually monitor and share action plan progress to institutional constituencies.

Appendix C

Progress toward Priorities



Review of Priorities Affecting Academic Affairs

I. Academic Excellence

Hendrix will shape its aspirations and measure its programs in comparison with the best liberal arts colleges in the nation.

Goal:

To reposition the College as an institution distinctive for providing an intellectually challenging, hands-on liberal arts academic program in which every student experiences the types of enriched learning activities that are the hallmark of excellence in undergraduate education in a demanding but supportive environment.

Objectives/Strategies:

1. Maintain a faculty/student ratio of 12/1; enhance the College's ability to support faculty who combine sustained professional development with close attention to students; maintain the quality of faculty through hiring, evaluation, and development.

- *Hendrix began the academic year 2003-04 with a student/faculty ratio of 12/1 and has begun every year subsequently with a ratio of 11/1. A plan was developed to restore the 12/1 ratio by 2013, but the goal was achieved in 2008.*
- *The Committee on Faculty carefully monitors the allocation of new faculty positions in order to maintain the student/faculty ratio and support the curriculum.*
- *In order to keep pace with enrollment growth and new curricular initiatives, the Hendrix faculty has grown from 81 to 103 full-time faculty, including new tenure-track positions in Anthropology, Biochemistry, Biology (2), Classics, Film Studies, History, International Relations, Philosophy, Psychology, and Religion.*
- *A thorough revision of the Faculty Handbook, including sections on recruitment, development, and evaluation, was completed in 2005.*
- *The Committee on Faculty conducts faculty evaluations in the regular pattern of two-year evaluations for untenured faculty and five-year evaluations for tenured faculty. Since 2003, twenty-two faculty have successfully stood for tenure and promotion to associate professor and fifteen for promotion to full professor; two librarians have been promoted to associate librarian.*
- *Since 2003, forty-nine faculty have been awarded sabbatical leaves to engage in writing, research, advanced study, and curriculum development.*
- *Starting in 2005, the Board of Trustees has committed nearly \$500,000 to address salary compression, with the goal of reaching the median compensation in all ranks of a group of 25 peer colleges, and of*

reaching #13 in the ACS, over a period of 3 years. After two years, Hendrix had reached or exceeded that goal for assistant and associate professors.

- *Twelve endowed Odyssey Professorships have been created, allowing the recipients access to \$25,000 annually for up to three years to support professional development and collaborative student-faculty projects. Six are now fully funded, and commitments are in place for the remainder.*
- *The Hendrix faculty continues to bring recognition to the College through their teaching and scholarship. Individual faculty have consistently had their works published or performed, presented papers at professional meetings, and had their work supported through external funding agencies. Many faculty also serve in leadership positions in regional and national professional organizations.*

1. Increase the strength and effectiveness of the College's networks in the academic world by enhancing faculty, staff and student exposure through contacts, travel, collaboration, and campus visitors of national prominence.

- *The faculty development program has disbursed funding for travel to conferences and workshops, professional development projects, sabbaticals, and curriculum development projects. The number of travel grants awarded since 2003 is 355; 122 project or project-leave grants were awarded; since its inception in 2005, the Odyssey Program has funded 240 collaborative learning projects for a total of \$906,952.*
- *The Hendrix-Murphy Foundation, the Steel Center, the Special Events Program, the Center for Entrepreneurial Studies, Phi Beta Kappa, the W.C. Buthman Endowed Visiting Scholars and Lectureship Program, and the Robert and Lilian Drake Lectureship in English continue to bring visitors of national prominence to campus.*
- *The College continues to provide travel support for students to attend national, regional, and state meetings of such organizations as the National Conference on Undergraduate Research, the American Chemical Society, the Arkansas Psychology Students Symposium, the British Studies Symposium, and the Hendrix-Rhodes-Sewanee Mathematics Consortium.*
- *Hendrix faculty members are collaborating with colleagues at other ACS schools on initiatives in environmental studies, spirituality and sustainability, Chinese language, information fluency, and instructional technology.*
- *Hendrix was invited to participate in Project Pericles starting in 2005.*
- *In 2008, Hendrix introduced a combined degree program with the Arkansas College of Public Health, and has participated since 2004 in the INBRE research program, run through the University of Arkansas for Medical Sciences, which has brought \$1.3 million in research support for Hendrix faculty and students.*
- *In 2008, Hendrix began collaborating on research and internships with the Arkansas Game and Fish Foundation and the Nature Conservancy, and is exploring a similar relationship with Heifer International.*
- *Students and faculty in art, music, and theatre regularly present exhibitions and performances both on and off campus.*

2. Maintain and enhance instructional technology and support at levels comparable to that provided at the best liberal arts institutions. Provide ongoing training to maximize utilization.
 - *The College acquired Educator instructional software in 2003-04 and continues to provide training for faculty interested in using it.*
 - *Through a grant from the Sturgis Foundation, the College acquired SmartBoard technology for classrooms in the Mills Building in 2003-04 and continues to provide training for interested faculty.*
 - *Technology upgrades were provided in eight additional classrooms in 2006-07.*
 - *An Information Technology Task Force was created in 2004-05 in order to develop a comprehensive strategy for information technology, and their recommendations are being implemented.*
 - *Bailey Library has acquired new databases, and new software packages (GIS and SPSS) have been acquired, to enhance instruction and research.*
 - *The lobby of Bailey Library has been reconfigured as an information commons.*
 - *A new position, Special Events Coordinator, has been created and filled starting in summer 2008, to allow the Media Specialist to provide more support for classroom technology.*
 - *The College has wireless capacity across the campus, as of 2007.*
 - *The College is building a new Student Life and Technology Center to include a greatly enhanced technology capacity.*
 - *Faculty and staff have access to additional training through affiliation with NITTE.*

3. Renew and replace facilities for campus activities, student performance, and competition by focusing on venues for arts, athletics, and student life while providing sufficient general classroom spaces.
 - *The new \$3 million art complex on Front Street was occupied in Fall 2003.*
 - *The vacated studio space in Trieschmann was renovated as a dance studio and was ready for use in January 2004, and the roof and HVAC system replaced in that building in 2008.*
 - *Renovations in Buhler Hall were completed in 2004 in order to accommodate the Odyssey Program, and new office and lab space has been created in the Morgan Center and D.W. Reynolds.*
 - *The new Wellness Center, which includes spaces for the academic program, was completed and began operation in August 2007.*
 - *The new Student Life and Technology Center will include space for the Odyssey Program, Advising and Academic Support, and Instructional Technology, and will free space in other buildings to accommodate growth in the faculty.*

4. Develop and enhance a rich liberal arts curriculum with distinctive features and programs while building upon recognized successes.
 - *A First-Year Seminar, called Explorations, was inaugurated in Fall 2003.*
 - *The interdisciplinary core course Journeys received a \$500,000 Challenge Grant from the National Endowment for the Humanities to develop an endowment to support faculty and curriculum development.*
 - *New interdisciplinary majors in American Studies and Biochemistry/Molecular Biology were implemented in 2004, and the Chemical Physics major in 2006. Courses in Archaeology were introduced in 2004, and in Chinese language and literature in 2006.*

- *The Odyssey Program was fully implemented in 2005. All graduates in that class are required to complete three engaged learning experiences from six categories.*
 - *The College has filled a new position dedicated to Film Studies and has appointed its first Writer-in-Residence, both beginning in the Fall of 2008.*
 - *In the Fall Faculty Conference of 2008, the faculty began to consider further strategic additions or enhancements to the academic program, informed by research conducted by the Art & Science Group and George Dehne Associates.*
5. Enhance the College's commitment to undergraduate research and other enriching opportunities such as interdisciplinary studies, study abroad, internships, and service learning.
- *Through the Odyssey Program, with support from the Hendrix-Lilly Vocations Initiative, the Hendrix-Murphy Programs in Literature and Language, and other sources, the opportunities for students to participate in out-of-classroom learning experiences has increased dramatically.*
 - *In addition to traditional Hendrix programs in Graz, London, and Oxford, Hendrix has developed an exchange program with Heilongjiang University in Harbin, China, has established an affiliation with the Accademia dell'Arte in Arezzo, Italy, has introduced summer programs in Costa Rica and Madrid, and is developing opportunities for research, internships, and service projects in Belgium and Rwanda.*
 - *In the summer of 2008, courses were taught for the first time in the Four Corners region of the American Southwest.*
 - *On behalf of the ACS, Hendrix is running a Summer Language Institute for U.S. students in 2008, funded by the U.S. State Department, in cooperation with Heilongjiang University. It will be repeated in 2009.*
 - *Through the Odyssey, Lilly, and Murphy programs, faculty have traveled with students to many countries, including China, Rwanda, South Africa, Tanzania, and Viet Nam.*
 - *A full-time position as Director of International Programs was created and filled in 2007, and an Internships/Service Learning Coordinator position was created and filled in Career Services.*
 - *Five of a projected 12 Odyssey Professorships have been filled, funding opportunities for student/faculty collaboration in engaged learning projects.*
 - *A \$600,000 grant from the Mellon Foundation has been awarded to support the identification and development of interdisciplinary "passages," starting Fall 2008.*
6. Build the College's national reputation for academic excellence through intentional strategies to publicize successes under objectives above.
- *Hendrix continues to be ranked by numerous journals and guides among the best colleges in the nation for quality and value.*
 - *Hendrix has received favorable publicity in the New York Times, Time Magazine, and other national publications.*
 - *Hendrix Professor of Chemistry Tom Goodwin received local and national press coverage for being named the 2003 CASE U.S. Professor of the Year for Baccalaureate Institutions.*
 - *Jay Barth was named the 2007 Carnegie Teacher of the Year for Arkansas.*
 - *Carole Herrick, Associate Provost for Advising and Retention, has been recognized for her work by the regional and national organizations of college advisors.*

- *Hendrix's Chemistry and Physics departments received recognition for Excellence in Undergraduate Science Education in 2003 at the national conference of the Council of Independent Colleges.*
 - *The American Chemical Society designated the Hendrix Chemistry Department Student Affiliates a Green Chemistry Chapter in 2004.*
 - *Hendrix has won support from the Arthur Vining Davis Foundations, the Mellon and Teagle foundations, the National Endowment for the Humanities, Research Corporation, and other national philanthropic organizations to support its academic programs.*
 - *Hendrix faculty and administration continue to make presentations at conferences, etc., about the Odyssey Program.*
7. Prepare graduates to compete successfully for fellowships including the Watson, Truman, and Fulbright, among others; for placement in the nation's most prestigious graduate and professional programs; and for state, regional, and national employment opportunities.
- *The College created the position of Distinguished Scholarships Adviser in 2003-04 to identify and prepare students to compete for post-baccalaureate awards.*
 - *Since 2003, Hendrix students have been awarded three Watson Fellowships, three Goldwater Scholarships, five Fulbright Teaching Fellowships, two Jack Kent Cooke Fellowships, two Rotary Fellowships, and one each of the following: Gilman Scholarship for Study Abroad, and the American Graduate Fellowship for study in the humanities.*
 - *Graduating seniors have been accepted to many outstanding graduate programs, including Boston University, Dartmouth College, Duke University, Emory University, Hebrew University (Jerusalem), Indiana University, the Johns Hopkins University, the New School for Social Research, Rice University, Stanford University, the University of Bristol (UK), the University of California-Davis, the University of Florida, the University of Illinois, the University of Maryland, the University of Minnesota, the University of North Carolina-Chapel Hill, the University of Texas-Austin, the University of Virginia, the University of Washington, Vanderbilt University, and Washington University.*

Review of Priorities

Affecting Admission and Financial Aid

II. Enrollment

To enroll and graduate students of outstanding academic and leadership ability.

Goal:

To reach and maintain an enrollment of 1,300 by the fall of 2013.

In the first years of this decade, Hendrix experienced some decline in enrollment and took steps in 2002-2003 by engaging the Art & Science Group of Baltimore, Maryland. The firm was to identify more effective ways of positioning the College to prospective students and to differentiating it from its competitors with the goals of increasing overall enrollment, expanding geographic representation, and determining a price strategy to best serve Hendrix's enrollment objectives. The empirical data provided by this study informed and led to the College's repositioning in 2004-2005.

The Hardwick~Day firm of Minneapolis, Minnesota, is engaged to review financial aid strategies and provide recommendations in setting the goals of the aid policy. The overarching aid goals are to increase both new student enrollment and net revenue.

Total headcount enrollment was 1,073 for Fall 2003, and by Fall 2008 enrollment had grown to 1,342. New marketing initiatives were instituted during 2003-2004 and continue today in providing strong, consistent messaging to the prospective students and families and various other influencers. One additional challenge faced by the Admission Office five years ago was converting a higher percentage of inquiries into applicants. The Fall 2003 conversion rate was a low 3.9%. During recent years, this rate has improved significantly and is 8.9% for Fall 2008.

Goal:

To enroll a broad-based student body whose composition is 20% minority and up to 60% out of state.

During the last five years there has been some increase in enrolling multicultural students. Twenty-eight new students enrolled in Fall 2003 and last year's class enrolled 45 new students. Currently 53 students or 11.8% of the entering class will enroll for Fall 2008. The Registrar's Office reports that multicultural representation in the Fall 2007 overall enrollment was 13%.

Enrollment of out-of-state students has grown significantly between 2003 and 2008. For Fall 2003, 127 students or 47.6% of the enrolling class were from 25 states outside of Arkansas. Last fall, 52% of new freshmen entering Hendrix were out-of-state students. The geographic breakdown for the entering Fall 2008 class is 40% or 181 students from Arkansas and 60% or 270 from 32 other states or international countries.

Goal:

To enroll the highest quality students, based on individualized assessment mechanisms.

The chart below demonstrates that Hendrix has continued its tradition of attracting and enrolling academically gifted students during this period of enrollment growth from 2003 to 2008.

Averages:	2003	2004	2005	2006	2007	2008
Grade Point	3.6	3.6	3.6	3.7	3.7	3.8
ACT	27	27	28	27	28	28
SAT	1244	1251	1247	1233	1240	1232

Goal:

To reach and maintain a 90% freshman-to-sophomore retention rate by 2010 and a 78% six-year graduation rate by 2013.

The freshman-to-sophomore retention rate in the Fall of 2003 was 84.9%. Comparative national data that same year of all private institutions was 74.0% and 81.7% for selective schools (Source: ACT). The Fall 2008 rate was 84.9% and this compares to all private institutions at 72.9% and 80.1% for selective schools.

During the last decade the College has significantly increased its efforts to improve student success. An Enrollment Management Task Force, established in 2000, was charged to review and evaluate the College's programs and practices related to student adjustment and success. The work of the task force resulted in a retention action plan. In 2004, a new group was established and today the Retention and Enrollment Advisory Council serves as the oversight group on issues related to improving student success and retention. In the last two years, the council has expanded its work and developed programs for upperclass students to ensure continued success at Hendrix.

Hendrix's six-year graduation rate has fluctuated some during the last five years. The figures for this period are: 64% - 2003, 67% - 2004, 61% - 2005, 66% - 2006, 66% - 2007, and 69% - 2008.

Review of Priorities Affecting Business and Finance

I. Academic Excellence

Hendrix will shape its aspirations and measure its programs in comparison with the best liberal arts colleges in the nation.

Objectives/Strategies:

1. Increase the strength and effectiveness of the College's networks in the academic world by enhancing faculty, staff, and student exposure through contacts, travel, collaboration, and campus visitors of national prominence.

Areas under the VP of Business and Finance participate in more regional and national conferences than in previous years. The contacts staff make with peers at similar institutions enhance their value to Hendrix and assist them in generating new ideas in performance of their job responsibilities.

2. Maintain instructional technology and support at levels comparable to that provided at the best liberal arts institutions. Provide ongoing training to maximize utilization.

The Director of Information Technology participated in the Academic Technology Task Force. As part of the final report submitted to Senior Staff, benchmarking information on instructional technology was included. Recommendations from this report were evaluated, and all critical items listed in the report have been implemented.

II. Enrollment

To enroll and graduate students of outstanding academic and leadership ability.

Objectives/Strategies:

1. Develop strategies to convert inquirers to applicants

Information Technology assists with this objective through assistance with management of the College's website and back-end maintenance of the College's computer database systems.

2. Refine use of internal and out-sourced information systems to enhance recruiting efforts and financial aid packaging.

Information Technology provided process documentation and programming support to assist Financial Aid in packaging and awarding financial aid annually.

II. Resources

Hendrix will enhance its resources to be comparable with the best liberal arts colleges in the nation.

Objectives/Strategies:

1. Achieve a market value of the endowment of at least \$200 million by 2013.

The Vice President of Business and Finance conducts monthly meetings with the Investment Committee to monitor endowment pool performance and make changes when necessary. This goal will be more difficult to achieve given the recent financial market turmoil in the fall of 2008. The Investment Committee's focus was narrowed at the May 2006 trustee meeting to focus on the management of the endowment. (The role of audit and budget oversight was transferred to the newly formed Planning, Budget, and Audit committee of the Board. That committee was later sub-divided into a separate Board Committee for Planning & Budget and another committee for Audit oversight.)

2. Implement Art & Science's recommendations for tuition and discounting strategies with the goal of an annual net revenue enhancement.

The Board voted in October 2004 to implement these recommendations with approval of tuition and fees for the 2005-06 year at that meeting. The Vice President of Business & Finance works closely with the President and Vice President of Enrollment to develop additional strategies to enhance net tuition revenue. The College engaged Hardwick-Day to consult on net revenue enhancement during the 2005-06 year. Substantial annual gains in net tuition revenue have occurred annually since a low point in 2004.

3. Meet facility needs in the following areas by 2013:

Student Life, Wellness and Intercollegiate Athletics, Classrooms and Offices, Fine and Performing Arts, Student Residences

The College hired a master planning firm to evaluate short-term and long-term campus planning needs in 2005. This same firm had been engaged ten years earlier by the College to develop the original comprehensive master plan. The College is currently constructing the new Student Life & Technology Center. The College has recently completed construction of a Wellness and Athletic Center and four new athletic fields. Hendrix has renovated and added additional classroom and office space. Cobe Theatre and the Mills Lecture halls have been renovated, and a new three-building Art Facility was completed. The College added geo-thermal heating and cooling units in the six traditional residence halls. Hendrix has also constructed or purchased over 200 beds in apartment-style housing during the last decade and is currently completing construction on an additional 140 bed apartment facility in the Village at Hendrix development. The Vice President of Business and Finance, the Director of Campus Construction, and the Director of the Physical Plant are actively involved in the planning and management of these projects.

4. Ensure that compensation and professional development opportunities are adequate to attract and retain high-performing individuals.

Areas under the VP of Business and Finance participated in more regional and national conferences than in previous years. These professional development opportunities are important in retaining high-performing staff. Of the five Associate Vice Presidents reporting to the Vice President of Business and Finance (Business Office, Human Resources, Physical Plant, Information Technology, and Dining Services), the only turnover during the last decade was a change in the Controller's position. Continuity in the Leadership Team under the Vice President of Business and Finance has been a key to achieving many of the objectives supported by these various areas.

5. Ensure adequate levels of information systems and technological support campus wide.

Hendrix has repeatedly increased bandwidth to keep up with surging demand. Most recently, a campus wireless network was installed in 2007. The Director of Information Technology participated directly in an academic task force on technology. Network upgrades and computer desktop support have been enhanced greatly since 2005. Classroom technology upgrades have also seen substantial funding increases.

6. Maintain discipline and innovation that ensures costs are controlled and resources are use in the most efficient manner.

The College changed the fiscal year end to May 31, beginning in 2007. This will allow for better planning and more efficient utilization of College resources relative to long-term capital budgeting.

IV. Stature and Visibility

To present the College both accurately and positively to local, state, and national constituencies and to position the College strategically and proactively as a leading national liberal arts college.

Objectives/Strategies:

1. Utilize technology to increase and enhance visibility and connections with our constituencies.

The Business Office and Office of Information Technology serve in supporting roles in the repositioning campaign and the capital campaign. Every effort is made to utilize technology in the most efficient manner to achieve goals of these campaigns.

Review of Priorities Affecting Advancement

IV. Stature and Visibility

To present the College both accurately and positively to local, state, and national constituencies and to position the College strategically and proactively as a leading national liberal arts college.

Goal:

To broaden and increase philanthropic support for the College.

Objectives/Strategies:

1. Implement a comprehensive marketing and capital campaign to obtain the financial resources and national visibility necessary to fulfill the strategic vision and reposition the College.
The capital campaign has generated more than \$87 million in gifts and commitments, and the visibility campaign has generated unprecedented national recognition for Hendrix.
2. Develop and implement a media relations program that secures substantial coverage in local, state, and national media.
As reported above, we continue to receive substantial coverage in local, regional, and national media. Coverage has increased significantly during the period of this strategic plan.
3. Provide adequate funding for objects 1 and 2 above to ensure a launch in 2004
The Board has provided funds for these campaigns utilizing special gifts and a designated endowment draw, including additional resources for the extended campaign and increased campaign objectives.
4. Conduct focus groups of external constituencies to evaluate recognition and perception and to test the impact of our marketing and visibility programs.
David Strauss of Art & Science has completed a market study as a follow-up to the study conducted by A&S three years ago, and George Dehne of George Dehne & Associates is conducting a study related to the potential addition of football and to other potential new initiatives of the College. Each of these studies includes external constituents.
5. Establish and publicize initiatives that give visibility to the College's position as a national leader in hands-on, experiential liberal arts education.
We have received significant media coverage of the Odyssey Program and numerous recent recognitions of our national leadership. Odyssey medals are now awarded on Founders Day to alumni who have distinguished themselves and Hendrix through their life work in areas related to the respective Odyssey categories. These awards are publicized widely. Recent invitations to submit proposals for significant

funding by the Andrew Mellon Foundation and the Teagle Foundation reflect the increased visibility resulting from the Odyssey Program.

6. Continue to enhance the quality and content of all print and electronic media by developing a college-wide integrated marketing campaign with particular attention to a web presence.

We continue to refine the college website and print publications. We launched Net Communities, a new online community that enhances alumni engagement with the College. Many of these publications and sites have received national awards. The integrated marketing has gained support across campus and is reflected in departmental publications as well. We are adding a web designer to our web management team as we continue to enhance our presence on the World Wide Web.

7. Use volunteer networks through the Church to enhance Church relations and support of the College.

Reverend Wayne Clark, chaplain of the College; Reverend J. J. Whitney, program director of the Hendrix-Lilly Vocations Initiative; and until his departure in 2008 Dr. Rock Jones, Executive Vice President and Dean of Advancement, lead this effort. We continue to have growing numbers of students participating in religious life programs coordinated by the Chaplain's Office and in vocational discernment programs offered by the Hendrix-Lilly Office, under the leadership of Dr. Peg Falls-Corbitt.

8. Utilize technology to increase and enhance visibility and connections with our constituencies.

The new web content management system and the new website dramatically improve our web presence. The monthly e-newsletters to alumni and parents provide regular updates on college activities. The web management team has developed strategies for utilizing various social media as venues for promoting Hendrix. The College also now utilizes such resources as podcasting, vodcasting, and YouTube in its marketing efforts.

9. Obtain funding from nationally-recognized and prestigious funding sources.

In this campaign we have received funding for the first time from the Andrew Mellon Foundation, the Teagle Foundation, the Willard and Pat Walker Charitable Foundation, and the Walton Family Foundation, among others.

10. Develop and activate our national network of alumni for visibility, support, and recruitment.

The Board of the Alumni Association is providing unprecedented leadership in both the capital campaign and the marketing campaign and is planning to spend the next year developing an entirely new model for alumni relations at Hendrix. The Alumni Odyssey College continues to be a strong addition to our alumni relations program.

11. Enhance relationships with business, cultural, and political communities of Little Rock to establish clear connections between the city and the College.

The target cities program has developed important new programs for alumni, parents, and friends in Little Rock. We will host another Hendrix Night at Dickey-Stephens Park this summer, and we have continued the highly successful Hendrix Huddle program in Little Rock.

Review of Priorities Affecting Student Affairs

I. Academic Excellence

Hendrix will shape its aspirations and measure its programs in comparison with the best liberal arts colleges in the nation.

Goal:

To reposition the College as an institution distinctive for providing an intellectually challenging, hands-on liberal arts academic program in which every student experiences the types of enriched learning activities that are the hallmark of excellence in undergraduate education in a demanding but supportive environment.

Objectives/Strategies:

1. Renew and replace facilities for campus activities, student performance and competition, by focusing on venues for arts, athletics, and student life, while providing sufficient classroom spaces.
 - *New athletic venues:*
 - *WAC—replaced competition gym, recreational basketball courts, fitness facility, weight room, swimming pool, and added a climbing wall*
 - *Fields—replaced soccer, baseball, softball, added an artificial turf field with track and lights*
 - *In planning stages (must relocate soon due to Village project): new indoor and outdoor tennis courts, new turf practice field*
 - *All athletic facilities will be completely replaced within the next couple of years.*
 - *DPZ charette and update of campus master plan assisted College in determining location for new athletic facilities and vision for the “Village at Hendrix.” It is anticipated that the Village will provide additional activities and housing for students.*
 - *New apartments:*
 - *Townhouses and flats (72 beds) at corner of Mill and Front Streets completed in July 2008*
 - *Currently planning new apartments above the first two commercial buildings in the Village (flats for approximately 140 students)*
 - *Planning for a new Student Life and Technology Center (currently under construction)*

Much of the activity related to a new student center involved planning. A new planning committee began work in January of 2006 by reviewing and revising the program developed in the spring of 2002 by an earlier committee. The program translated into a building plan that includes the following facilities: dining hall, café, kitchen, servery, programming spaces, meeting rooms, offices for student organizations, student affairs, Odyssey, religious life, and Jewish Cultural Center. In addition, a state of the art technology center designed particularly for use by groups is a centerpiece of the building. Preliminary costs for the building were presented at the May 2007 board meeting and revised plans and costs presented in October 2007. Final

approval for the building was granted by the board in February 2008.

Objectives/Strategies:

1. Prepare graduates to compete successfully for fellowships including the Watson, Truman, and Fulbright, among others; for placement in the nation's most prestigious graduate and professional programs, and for state, regional and national employment opportunities.

Career Services provides assistance to students as they prepare for life beyond Hendrix College. The major services include career planning, internship, employment acquisition preparation, job search skills, graduate and professional schools, communication skills and connections with our alumni through the Alumni Sharing Knowledge (ASK) program that connects our students with alumni working in a field of interest to the student. Each of the major services includes a variety of resources offered in either a one-on-one or group setting.

The internship program has established a solid link between Career Services and the Odyssey Program. Students are using internships in increasing numbers for Odyssey credit and the total number of internships per year has significantly increased, particularly internships with out of state organizations.

II. Enrollment

To enroll and graduate students of outstanding academic and leadership ability.

Objectives/Strategies:

1. Continue an inter-departmental retention team with clear and comprehensive retention initiatives. *Student Affairs actively participates in the interdepartmental retention team known as Student Outreach Network (SON). The team meets weekly to identify and assist students with problems. Six Student Affairs staff members (including the Dean of Students and two athletic staff) participate in the group led by Dr. Carole Herrick, Associate Provost for Advising and Retention.*

The VP and others from Student Affairs served on the Enrollment Management Task Force and the Retention and Enrollment Advisory Council Group. (See report from VP for Enrollment and Dean of Admission and Financial Aid for additional information on the activity of these two groups.)

2. Develop enhanced strategies to recruit and retain minority students. *An important priority for Multicultural and International Student Services is to assist in the retention of minority students. The director provides individual support for minority students, advises Multicultural Diversity Council (a council of student cultural organizations), and provides cultural and diversity programming for the entire campus. In addition the office leads an outreach effort designed to encourage minority high school students to attend college. Our students act as mentors and provide programming to assist those students with college preparatory activities.*
3. Continue development of alumni as resources for recruitment and career development. *Student Affairs connects with alumni in a variety of ways. Currently alumni volunteer their time as panel members for programs, as internship sponsors, and advisors to students. Career Services has a formal Alumni*

Sharing Knowledge (ASK) program that connects our students with alumni working in a field of interest to the student. In addition our Internship and Service Learning staff member spends time in the target cities developing relationships and internship sites for our students.

Student Activities invites alums to perform on campus and the Residence Life staff uses alums in their programming in the residence halls. The Internship and Service Learning coordinator is working with the target cities coordinator to strengthen ties to alumni in our target cities.

IV. Stature and Visibility

To present the College both accurately and positively to local, state, and national constituencies and to position the College strategically and proactively as a leading national liberal arts college.

Objectives/Strategies:

1. Enhance relationships with business, cultural, and political communities of Little Rock to establish clear connections between the city and College.

V. Student Life

To promote and sustain an environment that contributes to and integrates intellectual, social, emotional, physical, spiritual and moral development and well being of the students at Hendrix College.

Objectives/Strategies:

1. Be more deliberate in connecting students with business, cultural, political and social opportunities in Little Rock.

Student Affairs continues to develop opportunities for our students in the Little Rock area. New relationships are sought with employers and educational sites identified. Student Activities and Multicultural and International Student Services continue to utilize the entertainment and shopping opportunities.

2. Renovate all traditional Residence Halls.

HVAC systems in the traditional residence halls have been renovated so that heating and cooling is now provided using geothermal technology. A major upgrade to enhance safety includes electronic locks installed on the exterior doors. Additional larger projects include replacing the windows and completing new paint in Hardin and Veasey and new furniture for Veasey, Hardin, Eco house, and the Language house. New furniture will be ordered for Couch Hall this summer.

Additional renovation of the residence halls is being considered as we reformulate long range plans for the residence life facilities including the accommodation of an increasing student population.

5. Provide adequate staff and resources at levels appropriate to programs for the new vision of vibrant social life.

Staff members have been added as needs have been identified. Most have been created by the splitting of responsibilities, or required due to new facilities.

The following positions are “new” as full time positions to Athletics within the past five years:

Athletic Director

Head Athletic Trainer

Head Men’s / Women’s X-Country & Track

Sports Information Director

Head Field Hockey Coach

Head Lacrosse Coach

Director of Wellness Facilities and Programs

Head Women’s Soccer Coach

Assistant Women’s Basketball Coach / WAC Night Supervisor

Associate Athletic Trainer

The following positions are new to other Student Affairs offices:

Assistant Director of Student Activities

Dean of Students

Internship and Service Learning Coordinator

Additional staffing will be required as we open new facilities, the enrollment continues to grow, and as we develop more opportunities for students. These positions are currently in our planning budgets and will continue to be evaluated as the program develops and the student population increases.

4. Investigate and design program to more firmly link entering first year students and parents to Hendrix College.

The Retention and Enrollment Advisory Council inventoried communications with entering students and their parents. The group made recommendations for strengthening these connections including combining and coordinating mailings from the College so that recipients would receive information in a more organized and timely fashion.

Multiple activities have been added to enhance the link with first year students and their parents to the College. The efforts targeted toward parents include reorganization of the web site and enhancing sessions for parents during Orientation and Fall Family Weekend. Both a parents’ newsletter and parents’ association have recently been created and a new staff position filled to support those efforts.

The web site has been reorganized and additional pages added to facilitate communication with parents. The parents' pages include links to a wide variety of information relating to Hendrix College including information from Student Affairs departments. During the web site reorganization and upgrade, the pages for all departments and offices were updated and made more user-friendly. (An interactive component for parents was included for a short period of time on the Student Affairs web pages but discontinued due to lack of use.)

The college implemented a course for first year students designed to assist students in their transition to college life and to Hendrix College. This course, called Explorations, is described elsewhere and recent changes to the course are described in Item 5 below.

5. Continue to develop and improve first year experience program.

The college implemented a course for first year students designed to assist students in their transition to college life and to Hendrix College. With each year and based on the evaluations from both students and faculty, "Explorations" has changed from including materials such as study skills to a greater emphasis on the liberal arts and Hendrix College, in particular the Odyssey Program.

The course continues to evolve and a new major reading was included for last fall. "Warriors Don't Cry" by Melba Patillo Beals was selected to highlight the 50th anniversary of the integration of Central High. Dr. Beals visited campus, interacted with our first year students and made a formal presentation. Additional campus discussions and activities were planned for the entire campus during the fall semester.

The Explorations course underwent formal evaluation in June of 2006. The consultant assisted the leadership team in strengthening the outcomes assessment. The consultant encouraged the College to make efforts to plan for the long term staffing of the course. In response to this recommendation, the leadership team has expanded and efforts are underway to enhance faculty participation in teaching the course.

9. Design and implement programming to meet the needs of students at different stages of their college career.

Various offices provide opportunities that are structured for targeted student populations. Although open to all students, Career Services targets many of their programs and markets toward populations of students at particular stages of their academic careers. In addition, the leadership scholars program is particularly designed to provide experiences appropriate to students in the various stages of their career at Hendrix.

The Enrollment and Retention Advisory Council has spent time discussing programs based on the needs of students at the different points in their academic careers. As a result, Sophomore and Junior class meetings have been instituted under the leadership of Student Support Services and Career Services.

Summer letters and mailings have been developed specifically for each class of students focused on what students should be doing during the summer and the next academic year in terms of their life plans. This material highlights upcoming events that will be particularly helpful to the student.

10. Enhance programming and support to help sustain a diverse campus community.

Providing a variety of experiences and activities to appeal to a broad number of students is a high priority for us. Each unit offers co-curricular programming over the year that appeals to or is targeted toward different “audiences” and occurs in a variety of venues.

Appendix D

Institutional Snapshot

Hendrix College Institutional Snapshot

1. Student Demography Headcounts

A. Undergraduate Enrollments by Class Level (Freshmen-Senior)

Undergraduate Student Level	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
Freshmen	315	307	410	396	456
Sophomore	242	247	266	353	337
Junior	277	235	241	259	361
Senior	202	221	170	181	187
Non-Degree Seeking Undergraduate	6	12	1	2	1
Total	1,042	1,022	1,088	1,191	1,342

Source: Office of the Registrar

B. Undergraduate Students by Degree Seeking and Non-degree Seeking Status (showing totals, with breakdowns by gender and by race/ethnicity per IPEDS report). 1B & 1C are combined in the table below.

C. Graduate/Professional Students by Degree Seeking and Non-degree Seeking Status (showing totals, with breakdowns by gender and by race/ethnicity per IPEDS report). 1B & 1C are combined in the table below.

Fall 2004 Enrollment	Black, non-Hispanic		Am. Indian/Alaskan Native		Asian or Pacific Islander		Hispanic		Non Resident Alien		Unknown		White, non-Hispanic		Total		Grand Total
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
Undergrad – Degree Seeking	12	30	4	13	17	15	7	22	4	7	86	91	320	408	450	586	1,036
Undergrad – Non-Degree Seeking	0	0	0	0	0	0	0	0	0	0	0	1	3	2	3	3	6
Graduate – Degree Seeking	0	0	0	0	0	0	0	0	1	0	1	1	3	1	5	2	7
Total by Gender	12	30	4	13	17	15	7	22	5	7	87	93	326	411	458	591	1,049
Total by Ethnicity	42		17		32		29		12		180		737		1,049		

Fall 2005 Enrollment	Black, non-Hispanic		Am. Indian/Alaskan Native		Asian or Pacific Islander		Hispanic		Non Resident Alien		Unknown		White, non-Hispanic		Total		Grand Total
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
Undergrad – Degree Seeking	12	24	3	5	19	12	10	19	4	1	78	89	318	416	444	566	1,010
Undergrad – Non-Degree Seeking	1	0	0	0	1	0	1	1	0	0	3	0	1	4	7	5	12
Graduate – Degree Seeking	0	0	1	0	0	0	0	0	0	0	2	1	2	3	5	4	9
Total by Gender	13	24	4	5	20	12	11	20	4	1	83	90	321	423	456	575	1,031
Total by Ethnicity	37		9		32		31		5		173		744		1,031		

Fall 2006 Enrollment	Black, non-Hispanic		Am. Indian/Alaskan Native		Asian or Pacific Islander		Hispanic		Non Resident Alien		Unknown		White, non-Hispanic		Total		Grand Total
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
Undergrad – Degree Seeking	14	36	2	6	22	15	12	18	6	2	12	23	417	502	485	602	1,087
Undergrad – Non-Degree Seeking	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	0	1
Graduate – Degree Seeking	0	1	0	0	0	1	0	1	0	0	0	0	2	2	2	5	7
Total by Gender	14	37	2	6	22	16	12	19	6	2	12	23	420	504	488	607	1,095
Total by Ethnicity	51		8		38		31		8		35		924		1,095		

Source: Office of the Registrar

Fall 2007 Enrollment	Black, non-Hispanic		Am. Indian/Alaskan Native		Asian or Pacific Islander		Hispanic		Non Resident Alien		Unknown		White, non-Hispanic		Total		Grand Total
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
Undergrad – Degree Seeking	16	34	3	6	21	19	19	20	8	8	14	33	459	529	540	649	1,189
Undergrad – Non-Degree Seeking	0	0	0	0	0	0	0	0	0	0	0	0	1	1	1	1	2
Graduate – Degree Seeking	1	1	0	0	0	0	0	0	0	0	0	0	2	0	3	1	4
Total by Gender	17	35	3	6	21	19	19	20	8	8	14	33	462	530	544	651	1,195
Total by Ethnicity	52		9		40		39		16		47		992		1,195		

Fall 2008 Enrollment	Black, non-Hispanic		Am. Indian/Alaskan Native		Asian or Pacific Islander		Hispanic		Non Resident Alien		Unknown		White, non-Hispanic		Total		Grand Total
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
Undergrad – Degree Seeking	19	30	4	6	19	23	25	23	18	12	18	36	499	609	602	739	1,341
Undergrad – Non-Degree Seeking	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	0	1
Graduate – Degree Seeking	0	0	0	0	0	0	0	0	1	0	0	0	5	2	6	2	8
Total by Gender	19	30	4	6	19	23	25	23	19	12	18	36	505	611	609	741	1,350
Total by Ethnicity	49		10		42		48		31		54		1,116		1,350		

Source: Office of the Registrar

D. Age Range of Undergraduate Students (24 and under; 25 and older).

Undergraduate Age Range	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
24 years and Under	1,032	1,014	1,088	1,190	1,335
25 years and Older	17	17	7	5	7
Total	1,049	1,031	1,095	1,195	1,342

Source: Office of the Registrar

E. Numbers of Students by Residency Status of Credit-seeking Students who come to a Campus or Site for Instruction

Residency	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
Arkansas Resident	605	574	589	635	651
Out-of-State Resident	432	452	498	544	668
Non-US Resident	12	5	8	16	31
Total	1,049	1,031	1,095	1,195	1,350

Source: Office of the Registrar

2. Student Recruitment and Admissions

A. Number of Applications, Acceptances, and Matriculants for each of the following categories of entering students (Freshman, Undergraduate Transfer, Graduate/Professional)

Freshmen					
	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
Applied	1,027	1,086	1,263	1,323	1,695
Admitted	875	896	1,077	1,094	1,339
Enrolled	295	281	396	372	433

Source: Office of Admissions & Financial Aid Annual Report

Transfers					
	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
Applied	57	43	47	57	67
Admitted	34	26	21	33	41
Enrolled	22	14	13	14	14

Source: Office of Admissions & Financial Aid Annual Report

Graduate					
	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
Applied	6	9	8	4	9
Admitted	6	9	8	4	8
Enrolled	6	9	8	4	8

Source: Department of Economics & Business

B. If your institution requires standardized test scores as a condition of admission, what instrument(s) do you require and what is the mean score for each?

Hendrix requires all applicants to submit scores from either the SAT Reasoning Test or the ACT with optional Writing Test. International applicants must take the Test of English as a Foreign Language (TOEFL), or the SAT or ACT.

Test	Average Score of Fall Admits				
	2004	2005	2006	2007	2008
Average Composite ACT	27	28	27	28	28
Average Composite SAT	1251	1247	1233	1240	1231
TOEFL (International Undergraduate Applicants)					
TOEFL: Paper-based	647	613	657	513	645
TOEFL: Internet-based	n/a	n/a	n/a	82	94

Source: Office of Admission

3. Financial Assistance for Students

A. What percentages of your undergraduates and of your graduate students applied for any type of financial assistance?

The following chart reflects the number of students enrolled at Hendrix for each of the listed years. Because the application for admission here also serves as the application for many merit based aid programs, every student effectively applies and is considered for at least merit based forms of financial aid. The academic program at Hendrix includes a very small Masters of Accounting degree program. The chart reflects total enrollment for the Fall semesters and the percent of students who applied for financial assistance. In addition, the chart notes the number included in the overall enrollment figure enrolled in the graduate program.

	Fall 2004		Fall 2005		Fall 2006		Fall 2007		Fall 2008	
	n	%	n	%	n	%	n	%	n	%
Total Enrollment	1,049	100%	1,031	100%	1,095	100%	1,195	100%	1,350	100%
Graduate Enrollment	6		6		10		4		8	

Source: Office of Financial Aid

B. How many of your undergraduate students and of your graduate/professional students received financial assistance of any type? What percentage is this of your total enrollment? What percentages of your total enrollment received assistance in each of the following categories?

Type of Financial Assistance	Fall 2004		Fall 2005		Fall 2006		Fall 2007		Fall 2008	
	n	%	n	%	n	%	n	%	n	%
Financial Assistance of any Type (number and % of student body)	1,010	96.30%	1,013	98.30%	1,084	99.00%	1,187	99.40%	1,350	100%
Loans (excludes parent loans)		51.00%		52.00%		53.50%		51.50%		49.15%
Work-Study		44.20%		46.00%		55.90%		55.50%		50.26%
Scholarships/Grants		93.70%		95.40%		98.60%		99.40%		100%
Academic Based Merit Based Scholarships		69.80%		70.80%		76.90%		80.80%		83.32%

Source: Office of Financial Aid

C. Using the formula cited below, what was the tuition discount rate (TDR) for undergraduate and graduate student populations? If this rate cannot be separated for these two categories, so note and simply report aggregate figures.

TDR = total institutional financial aid dollars as a proportion of income that would result from all students paying full tuition.

I = Institutional Financial Aid Dollars Awarded for Tuition

P = Payments of Tuition and Fees Expected of Students and their External Aid

TDR = I/(I+P) as a percentage

Total Undergraduate and Graduate Tuition Discount Rate

Fiscal Year	Institutional Financial Aid Dollars (I)*	Payments of Tuition and Fees Expected of Students and their External Aid (P)	Tuition Discount Rate (TDR)
2004	\$8,236,604	\$8,075,079	50.50%
2005	\$9,870,329	\$8,422,973	53.96%
2006	\$12,441,709	\$9,718,420	56.14%
2007	\$15,478,048	\$11,497,241	57.38%
2008	\$19,887,952^	\$12,312,048	61.76%

*These figures include Hendrix scholarships & grants, Hendrix work program, federal work study match, FSEOG match, Voyager Fund parent loan interest payments and tuition remission.

^ On the date of this preparation, 08/09 figures are still very much a work in progress. This is especially true with regard to net tuition and fee revenue, Voyager Fund interest payments and Hendrix work program earnings.

Note: The tuition discount rate presented in this Institutional Snapshot includes the federal and institutional work-study match and thus is higher than the one presented in the College's Dashboard.

4. Student Retention and Program Productivity

A. What percentage of your first-time, full-time fall entering undergraduate students in the previous year returned for study during the fall semester on which this report is based? Please provide the following data in aggregate and with breakdowns by race/ethnicity per IPEDS categories

2004 Cohort	Black, non-Hispanic	Am. Indian/Alaskan Native	Asian or Pacific Islander	Hispanic	Non Resident Alien	Unknown	White, non-Hispanic	Total
Entering Cohort	9	4	11	2	1	45	223	295
Returning Cohort	8	4	9	1	1	37	180	240
1 st Year Retention	88.9%	100.0%	81.8%	50.0%	100.0%	82.2%	80.7%	81.4%

2005 Cohort	Black, non-Hispanic	Am. Indian/Alaskan Native	Asian or Pacific Islander	Hispanic	Non Resident Alien	Unknown	White, non-Hispanic	Total
Entering Cohort	5	1	8	14	2	42	208	280
Returning Cohort	5	0	6	10	2	38	181	242
1 st Year Retention	100.0%	0.0%	75.0%	71.4%	100.0%	90.5%	87.0%	86.4%

2006 Cohort	Black, non-Hispanic	Am. Indian/Alaskan Native	Asian or Pacific Islander	Hispanic	Non Resident Alien	Unknown	White, non-Hispanic	Total
Entering Cohort	22	3	17	13	3	16	322	396
Returning Cohort	19	2	17	10	3	15	275	341
1 st Year Retention	86.4%	66.7%	100.0%	76.9%	100.0%	93.8%	85.4%	86.1%

2007 Cohort	Black, non-Hispanic	Am. Indian/Alaskan Native	Asian or Pacific Islander	Hispanic	Non Resident Alien	Unknown	White, non-Hispanic	Total
Entering Cohort	14	3	9	15	7	21	302	371
Returning Cohort	11	3	9	10	7	15	260	315
1 st Year Retention	78.6%	100.0%	100.0%	66.7%	100.0%	71.4%	86.1%	84.9%

2008 Cohort	Black, non-Hispanic	Am. Indian/Alaskan Native	Asian or Pacific Islander	Hispanic	Non Resident Alien	Unknown	White, non-Hispanic	Total
Entering Cohort	14	3	12	16	14	18	356	433
Returning Cohort	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
1 st Year Retention	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Source: Office of the Registrar

B. How many students earned graduate or professional degrees during the past year, and what was the distribution by race/ethnicity per IPEDS categories?

Degree Level 2004-2005	Black, non- Hispanic		Am. Indian Alaskan Native		Asian or Pacific Islander		Hispanic		Non Resident Alien		Unknown		White, non- Hispanic		Total		Grand Total
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
Undergrad – Degree Seeking	1	6	1	4	4	2	1	6	1	7	15	15	54	85	77	125	202
Graduate – Degree Seeking	0	0	0	0	0	0	0	0	1	0	1	0	3	1	5	1	6
Total by Gender	1	6	1	4	4	2	1	6	2	7	16	15	57	86	82	126	208
Total by Ethnicity	7		5		6		7		9		31		143		208		

Degree Level 2005-2006	Black, non- Hispanic		Am. Indian Alaskan Native		Asian or Pacific Islander		Hispanic		Non Resident Alien		Unknown		White, non- Hispanic		Total		Grand Total
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
Undergrad – Degree Seeking	3	8	0	2	5	3	1	7	1	0	16	24	71	100	97	144	241
Graduate – Degree Seeking	0	0	1	0	0	0	0	0	0	0	2	1	2	3	5	4	9
Total by Gender	3	8	1	2	5	3	1	7	1	0	18	25	73	103	102	148	250
Total by Ethnicity	11		3		8		8		1		43		176		250		

Degree Level 2006-2007	Black, non- Hispanic		Am. Indian Alaskan Native		Asian or Pacific Islander		Hispanic		Non Resident Alien		Unknown		White, non- Hispanic		Total		Grand Total
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
Undergrad – Degree Seeking	3	6	0	2	3	2	1	3	2	0	5	6	76	94	90	113	203
Graduate – Degree Seeking	0	1	0	0	0	1	0	1	0	0	0	0	2	3	2	6	8
Total by Gender	3	7	0	2	3	3	1	4	2	0	5	6	78	97	92	119	211
Total by Ethnicity	10		2		6		5		2		11		175		211		

Degree Level 2007-2008	Black, non- Hispanic		Am. Indian Alaskan Native		Asian or Pacific Islander		Hispanic		Non Resident Alien		Unknown		White, non- Hispanic		Total		Grand Total
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
Undergrad – Degree Seeking	3	6	1	2	5	2	0	1	2	0	1	3	75	91	87	105	192
Graduate – Degree Seeking	1	1	0	0	0	0	0	0	0	0	0	0	2	0	3	1	4
Total by Gender	4	7	1	2	5	2	0	1	2	0	1	3	77	91	90	106	196
Total by Ethnicity	11		3		7		1		2		4		168		196		

Source: Office of the Registrar

C. Report the number of graduates in the previous academic year by college/program in keeping with the following Classification of Instructional Programs (CIP) codes.

NCA CATEGORY (With CIP Codes included)	CIP CODE	Total Degrees Awarded by Year			
		2004-05	2005-06	2006-07	2007-08
Biological & Physical Science (3,26,40,41)	26	30	29	35	19
	40	11	14	9	13
	41	0	0	0	0
	3	6	6	3	4
	Total	47	49	47	36
Business (52)	52	4	8	6	3
	Total	4	8	6	3
Communications/Fine Arts (09, 10, 50)	9	0	0	0	0
	10	0	0	0	0
	50	15	16	15	14
	Total	15	16	15	14
Education (13, 21, 25)	13	1	3	3	2
	21	0	0	0	0
	25	0	0	0	0
	Total	1	3	3	2
Humanities/Interdisciplinary (05,16,23,30,31,38,51,54)	5	0	0	2	3
	16	4	10	4	5
	23	10	18	12	20
	30	4	10	10	7
	38	6	31	15	15
	54	22	14	15	16
	31	6	3	5	2
	51	0	0	0	1
	Total	52	86	63	69
Mathematical/Computer Science (11, 27)	11	2	5	5	3
	27	2	4	3	4
	Total	4	9	8	7
Psychology/Social Sciences & Services (42,44,45)	42	35	37	23	17
	44	0	0	0	0
	45	44	33	38	44
	Total	79	70	61	61
Grand Total		202	241	203	192

Source: Office of the Registrar

D. Pass rates for students sitting for licensure examinations.

*Praxis Performance Data		
Hendrix College - Education Department		
2002-2008 Cumulative Testing Years		
Test	Total N	% Pass
0133 Art CK	8	100.00%
0132 Art CTCA	8	100.00%
0131 Art Making	5	100.00%
0235 Biology:CK	8	100.00%
0571 Earth Science:CK	10	80.00%
0021 Ed of Young Children	9	100.00%
0041 English LLC:CK	13	100.00%
0042 English LLC:Essays	11	72.73%
0043 English LLC:Ped	12	83.33%
0856 Health & PE CK	12	100.00%
0234 Life Science:Ped	7	100.00%
0521 PLT Early Childhood**	11	100.00%
0522 PLT K-6***	5	100.00%
0524 PLT 7-12****	33	93.94%
0081 Social Studies CK	20	100.00%
0082 Social Studies AE	17	100.00%
0191 Spanish CK	9	77.78%
0192 Spanish PLS	8	87.50%
0194 Spanish Ped	7	85.71%

*Praxis is a national testing series designed by the Educational Testing Service for teacher education candidates

**All early childhood education candidates

***All elementary education candidates prior to shift to early childhood education

****Candidates for all disciplines in grades 7-12 - art, biology/life/earth science, English, physical education, social studies, Spanish

5. Faculty Demography

A. Indicate the headcount of faculty in the full-time and part-time categories according to highest degree earned.

	Faculty Highest Degree Earned				Totals
	Doctorate	First Professional	Master's	Bachelor's	
Fall 2004					
Full-time	74	2	7	0	83
Part-time	4	2	7	4	17
Total	78	4	14	4	100
Fall 2005					
Full-time	75	2	8	0	85
Part-time	8	0	11	3	22
Total	83	2	19	3	107
Fall 2006					
Full-time	77	3	10	0	90
Part-time	10	1	22	3	36
Total	87	4	32	3	126
Fall 2007					
Full-time	79	2	11	0	92
Part-time	13	4	19	4	40
Total	92	6	30	4	132
Fall 2008					
Full-time	88	2	13	0	103
Part-time	8	1	15	4	28
Total	96	3	28	4	131

Source: Office of Academic Affairs

B. Faculty by Rank, Gender and Ethnicity

Fall 2004		Non-Resident Alien		Black (non-Hispanic)		Am. Indian/Alaskan		Asian/Pacific Islander		Hispanic		White, non-Hispanic		Unknown		Total		Total
		F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	
Full-time	Professor	0	0	1	0	0	0	0	1	0	0	6	26	0	0	7	27	34
	Assoc Prof	0	0	0	1	0	0	0	1	0	0	6	14	0	0	6	16	22
	Asst Prof	0	2	0	0	0	0	0	0	1	2	14	8	0	0	15	12	27
	Instructor	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Total (Gender)	0	2	1	1	0	0	0	2	1	2	26	48	0	0	28	55	83
	Total (Ethnicity)	2		2		0		2		3		74		0		83		
Part-time	Professor	0	0	0	0	0	0	0	0	0	0	1	1	0	0	1	1	2
	No Rank	0	0	0	0	0	0	0	0	1	0	9	5	0	0	10	5	15
	Total (Gender)	0	0	0		0	0	0	0	1	0	10	6	0	0	11	6	17
	Total (Ethnicity)	0		0		0		0		1		16		0		17		
Total (Gender)		0	2	1	1	0	0	0	2	2	2	36	54	0	0	39	61	100
Total (Ethnicity)		2		2		0		2		4		90		0		100		

Fall 2005		Non-Resident Alien		Black (non-Hispanic)		Am. Indian/Alaskan		Asian/Pacific Islander		Hispanic		White, non-Hispanic		Unknown		Total		Total
		F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	
		Full-time	Professor	0	0	1	0	0	0	0	1	0	0	6	27	0	0	7
Assoc Prof	0		0	0	1	0	0	0	1	0	0	10	12	0	0	10	14	24
Asst Prof	0		2	0	0	0	0	0	0	1	2	13	7	0	0	14	11	25
Instructor	0		0	0	0	0	0	0	0	1	0	0	0	0	0	1	0	1
Total (Gender)	0		2	1	1	0	0	0	2	2	2	29	46	0	0	32	53	85
Total (Ethnicity)	2		2		0		2		4		75		0		85			
Part-time	Professor	0	0	0	0	0	0	0	0	0	0	1	3	0	0	1	3	4
	Assoc Prof	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	1
	Asst Prof	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	1
	No Rank	0	0	0	0	0	0	0	0	0	0	6	10	0	0	6	10	16
	Total (Gender)	0	0	0	0	0	0	0	0	0	0	7	15	0	0	7	15	22
	Total (Ethnicity)	0		0		0		0		0		22		0		22		
Total (Gender)		0	2	1	1	0	0	0	2	2	2	36	61	0	0	39	68	107
Total (Ethnicity)		2		2		0		2		4		97		0		107		

Fall 2006		Non-Resident Alien		Black (non-Hispanic)		Am. Indian/Alaskan		Asian/Pacific Islander		Hispanic		White, non-Hispanic		Unknown		Total		Total
		F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	
Full-time	Professor	0	0	1	0	0	0	0	0	0	0	7	29	0	0	8	29	37
	Assoc Prof	0	0	0	1	0	0	0	1	1	0	10	12	0	0	11	14	25
	Asst Prof	0	2	0	0	0	0	0	0	0	2	12	8	0	0	12	12	24
	Instructor	1	0	0	0	0	0	0	0	2	0	0	1	0	0	3	1	4
	Total (Gender)	1	2	1	1	0	0	0	1	3	2	29	50	0	0	34	56	90
	Total (Ethnicity)	3		2		0		1		5		79		0		90		
Part-time	Professor	0	0	0	0	0	0	0	0	0	2	4	0	0	2	4	6	
	Asst Prof	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	1	
	No Rank	1	0	1	0	0	0	0	1	0	0	15	11	0	0	17	12	29
	Total (Gender)	1	0	1	0	0	0	0	1	0	0	17	16	0	0	19	17	36
	Total (Ethnicity)	1		1		0		1		0		33		0		36		
Total (Gender)	2	2	2	1	0	0	0	2	3	2	46	66	0	0	53	73	126	
Total (Ethnicity)	4		3		0		2		5		112		0		126			

Fall 2007		Non-Resident Alien		Black (non-Hispanic)		Am. Indian/Alaskan		Asian/Pacific Islander		Hispanic		White, non-Hispanic		Unknown		Total		Total
		F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	
Full-time	Professor	0	0	1	0	0	0	0	1	0	0	7	27	0	0	8	28	36
	Assoc Prof	0	0	0	1	0	0	0	0	1	0	10	11	0	0	11	12	23
	Asst Prof	0	3	0	0	0	0	1	0	0	2	11	13	0	0	12	18	30
	Instructor	0	1	0	0	0	0	0	0	1	0	1	0	0	0	2	1	3
	Total (Gender)	0	4	1	1	0	0	1	1	2	2	29	51	0	0	33	59	92
	Total (Ethnicity)	4		2		0		2		4		80		0		92		
Part-time	Professor	0	0	0	0	0	0	0	0	0	1	5	0	0	1	5	6	
	Asst Prof	0	0	0	0	0	0	0	0	0	1	0	0	0	1	0	1	
	No Rank	2	0	2	0	0	0	0	0	1	0	18	10	0	0	23	10	33
	Total (Gender)	2	0	2	0	0	0	0	0	1	0	20	15	0	0	25	15	40
	Total (Ethnicity)	2		2		0		0		1		35		0		40		
Total (Gender)	2	4	3	1	0	0	1	1	3	2	49	66	0	0	58	74	132	
Total (Ethnicity)	6		4		0		2		5		115		0		132			

Fall 2008		Non-Resident Alien		Hispanic		(non-His) Asian		(non-His) Black /Afr. Am.		(non-His) White		Multi-racial		Unknown/ Nat. Am./ Isl.Pac.		Total		Total
		F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	
Full-time	Professor	0	0	0	0	0	0	1	1	8	26	0	1	0	0	9	28	37
	Assoc Prof	0	0	1	2	0	0	0	0	12	10	0	0	0	0	13	12	25
	Asst Prof	0	3	0	0	0	0	0	0	15	16	1	0	0	0	16	19	35
	Instructor	0	1	1	0	0	0	0	0	1	3	0	0	0	0	2	4	6
	Total (Gender)	0	4	2	2	0	0	1	1	36	55	1	1	0	0	40	63	103
	Total (Ethnicity)	4		4		0		2		91		2		0		103		
Part-time	Professor	0	0	0	0	0	0	0	0	1	6	0	0	0	0	1	6	7
	No Rank	3	0	0	0	0	0	0	0	13	5	0	0	0	0	16	5	21
	Total (Gender)	3	0	0		0	0	0	0	14	11	0	0	0	0	17	11	28
	Total (Ethnicity)	3		0		0		0		25		0		0		28		
Total (Gender)		3	4	2	2	0	0	1	1	50	66	1	1	0	0	57	74	131
Total (Ethnicity)		7		4		0		2		116		2		0		131		

Source: Office of Academic Affairs

C. Number of faculty by college/program (full-time and part-time together) in keeping with Classification Instructional Programs (CIP) codes.

CIP	Faculty														
	Fall 2004			Fall 2005			Fall 2006			Fall 2007			Fall 2008		
	Full-time	Part-time	Total	Full-time	Part-time	Total									
Agriculture /Natural Resources (1,3)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Architecture /Eng. / Eng. Tech. (4, 14, 15)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Biological & Physical Science (26, 40, 41)	18	0	18	18	2	20	17	5	22	20	3	23	22	2	24
Business (52)	3	2	5	3	1	4	3	1	4	3	4	7	3	3	6
Communications/ Comm. Tech./ Fine Arts (9, 10, 50)	12	4	16	12	4	16	12	6	18	13	7	20	17	3	20
Education/Library Science (13, 21, 25)	2	2	4	2	2	4	2	3	5	2	1	3	2	4	6
Health (51)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Humanities/Interdis. (5, 16, 23, 24, 30, 38, 39, 54)	25	5	30	26	6	32	31	13	44	30	15	45	32	10	42
Law (22)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Mathematics/ Computer Science (11, 27)	6	1	7	6	2	8	6	4	10	6	3	9	7	1	8
Military Tech./Protective Services (29, 43)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Personal Serv./ Consumer Serv./ Fitness (12, 19, 31)	3	1	4	3	3	6	3	1	4	3	2	5	3	2	5
Psychology/Social Sciences & Services (42, 44, 45)	14	2	16	15	2	17	16	3	19	15	5	20	17	3	20
Trades/Production/Transp. Health (46, 47, 48, 49)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Totals	83	17	100	85	22	107	90	36	126	92	40	132	103	28	131

Source: Office of Academic Affairs

6. Availability of Instructional Resources and Information Technology.

An account of the technology resources dedicated to supporting student learning (library sites, residence hall-hookups, Internet Cafe's, etc) and how the College monitors the level of their usage.

Bailey Library



Technology Resources Dedicated to Supporting Student Learning	Means of Monitoring Usage
The Bailey Library Bibliographic Laboratory is a computer classroom used for library and academic computing instruction.	Data are kept on the numbers of classes using the facility and the numbers of individuals in those classes.
The Bailey Library Information Commons provides access to computers, internet, and library databases in a casual social space with coffee available.	Observation
Library databases are available both locally and remotely. [SEE a complete list below.]	Statistical reporting features of database vendors
The Bailey Library Catalog provides records about books, access to electronic reserves and electronic books, and links to content-rich web pages appropriate to our academic programs.	Statistical reporting features of our integrated library system
<p>Research Help web page http://www.hendrix.edu/baileylibrary/ (Provides access to electronic interlibrary loan forms, “class guides” bibliographies of library and web resources appropriate for classes or academic areas, course reserves, Bailey’s research appointment service, and a guide to citing online information.)</p>	External web counter service

<p>Student Services web page http://www.hendrix.edu/baileylibrary/ (Provide links to the Journeys class library resources page, Bailey library map and online tour, tools for writing papers, and various resources to help students navigate Hendrix College.)</p>	<p>External web counter service</p>
<p>Serials Solutions to help students locate electronic journals available in Bailey Library http://dp4mh4ve3x.search.serialssolutions.com/ (This URL is the direct link. The service is also accessible from “Journals List” on Bailey’s home page.)</p>	<p>Vendor reports</p>

Databases in Bailey Library

ACS Web Editions (1989-present)

ACS Web Editions provides access to the full text of select journals published by the American Chemical Society. You can either access a specific article if you have the citation, or else you can perform a search in one or more journals. Click on one of the journal titles to begin searching.

Academic Search Premier (1975-present)

A multidisciplinary database containing full text articles and abstracts of articles from over 8,000 journals and magazines, about half of which are peer-reviewed. Full text is provided for nearly 4,700 publications.

African American History (1620s-present)

A collection from LexisNexis’ *Primary Sources in U.S. History*, this database contains full text of primary, secondary, and reference materials in African American Studies from colonial times to the present. You can search or browse autobiographies, case law, government publications, manuscripts, photographs, articles, speeches, and statutes.

AGRICOLA (1970s-present)

Contains citations to agricultural literature created by the National Agricultural Library. Subjects covered include animal and veterinary sciences, entomology, plant sciences, farming, agricultural economics, extension and education, food and human nutrition, and earth and environmental sciences. AGRICOLA contains **no full text**, so be sure to check our Journals List to see if we have the journal.

America: History and Life (1964-present)

Contains citations and abstracts to articles, dissertations, and book reviews of American and Canadian history from prehistory to the present. This database contains some links to full text, but if you get just a citation, be sure to check our Journals List to see if we have the journal.

AnthroSource (1880-present)

AnthroSource, developed by the American Anthropological Association (AAA), is a searchable online journal archive of AAA journals through 2003, with links to archival content at JSTOR. Anthrosource indexes current issues for eleven of the AAA's most critical peer-reviewed publications.

Art Abstracts (1984-present)

Art Abstracts indexes and abstracts articles from international art periodicals, yearbooks, museum bulletins, and reproductions of artworks that appear in indexed periodicals. **No full text** is available, so be sure to check our Journals List to see if we have the journal.

ARTstor

ARTstor is a digital library of approximately 700,000 images in the areas of art, architecture, the humanities, and social sciences with a set of tools to view, present, and manage images for research and pedagogical purposes. This database will be of interest those in the visual arts, as well as individuals in American Studies, Anthropology, Asian Studies, Classical Studies, Literary Studies, Medieval Studies, Music, Religious Studies, and Renaissance Studies.

Article1st (1990-present)

A general database that indexes journals in science, technology, medicine, social science, business, the humanities, and popular culture. Includes no full text, but indicates whether or not we have the periodical. A good place to begin research if you have a general, news-related topic.

ATLA Religion Database (1949-present)

The American Theological Library Association produces this database, which is a collection of religion and theology journals selected by some of the foremost religion scholars in the United States. Journals representing all major religious faiths, denominations, and language groups are included. Some full text is available.

BIOSIS (1992-1999)

BIOSIS, or Biological Abstracts, is a database composed of abstracts and citations from over 6,000 life sciences research journals worldwide. This database covers materials from 1992 to the current date, and is considered the most complete research tool in the life sciences. There is no full text available, so be sure to check our Journals List to see which journals we have. BIOSIS is a CD-ROM, and can only be used in the library. Use BIOSIS Previews (below) to update your searches.

BIOSIS Previews (2000-present)

BIOSIS Previews is the largest collection of biological sciences records in the world. Source publications for BIOSIS Previews include nearly 6,000 titles on vital biological research, medical research findings, and discoveries of new organisms in such traditional areas of biology as botany, zoology, microbiology,

biomedical, agriculture, pharmacology, and ecology. There is no full text available, so be sure to check our Journals List to see which journals we have. Use the CD-ROM, BIOSIS (above), to search for materials from 1992-1999.

Book Index with Reviews (current)

Book Index with Reviews provides information on 4 million book titles (fiction and non-fiction), over 500,000 music titles, and over 200,000 video titles. BIR contains over 800,000 full-text searchable book reviews from sources such as Library Journal, School Library Journal, Publishers Weekly, CHOICE, and others, and allows you to search by genre, format, and indicates the popularity of each item.

Books In Print (current)

Books in Print is an online directory of over five million book, audiobook, and video titles. This database provides information on forthcoming, in-print, and out-of-print titles.

Britannica

Online version of *Encyclopaedia Britannica*. Includes articles, multimedia, videos, and Internet links. Research tools include:

Merriam-Webster's Dictionary & Thesaurus

Notable Quotations

Gateway to the Classics

World Atlas & Data

Year in Review

Business Full Text (1982-present)

The Wilson Business database indexes and abstracts articles from English-language periodicals, including the leading business magazines, as well as trade and research journals. Full text exists for selected periodicals beginning in 1995.

Classical Music Library

Online collection of classical music recordings covering a variety of musical styles and time periods. Includes short biographies of composers and other reference information.

CollegeSource Online (current)

A database of college catalogs in complete cover-to-cover, original page format including 2-year, 4-year, graduate, professional and international schools. Users can find colleges by major, enrollment, tuition, degrees, state, and affiliation. The site also includes a profile of every accredited college in the U.S. along with links to college home pages, career, and financial aid information.

Education Full Text (1983-present)

Education Full Text contains citations and some full text articles from English-language periodicals, yearbooks, and some English-language books relating to education. Subjects in this database include all levels of education, as well as computer technology; teacher education, evaluation, and methods; school administration and parent-teacher relations; and issues such as government funding and prayer in the schools.

ERIC (1966-present)

World's largest source of published and unpublished education information, supported by the U.S. Department of Education. Contains nearly a million abstracts of documents and journal articles on education research and practice.

General Science Full Text (1984-present)

The General Science database contains citations from English-language periodicals published in the United States and Great Britain, plus full text beginning in 1995. The coverage includes popular science magazines as well as professional journals.

GPO Access

GPO Access is a service of the U.S. Government Printing Office that provides free electronic access to information products produced by the federal government. Includes such databases as:

- Budget of the United States (FY1997 -)
- Congressional Bills (103rd Congress, 1993 -)
- Congressional Directory (104th Congress, 1995/96 -)
- Congressional Record (1994 -) and Index (1983 -)
- Economic Indicators (1995 -)
- Economic Report of the President (1995 -)
- Federal Register (1994 -)
- History of Bills (1983 -)
- Public Laws (104th Congress, 1995 -)
- Senate and House Calendars (104th Congress, 1995 -)
- Supreme Court Decisions (1937 - 1975)
- United States Code (1994 -)
- United States Government Manual (1995/1996 -)

GPO Monthly Catalog (1976-present)

The Monthly Catalog is a publication of the U.S. Government Printing Office. It is the basic index to government documents, and covers all subjects of interest to the U.S. government.

Health and Wellness Resource Center (1997-present)

Use this database to research topics in health and medicine, medications, and wellness. Includes encyclopedias, directories, medical dictionary, magazines, journals, and newspapers. Contains more **reference** materials than the Health Reference Center (below) and links to health sites on the Web. Some full text is available.

Health Reference Center Academic (1980-present)

Use to find **articles** on fitness, pregnancy, medicine, nutrition, diseases, public health, occupational health and safety, alcohol and drug abuse, HMOs, prescription drugs, etc. Some full text is available.

Historical Abstracts (1955-present)

Historical Abstracts contains citations and abstracts to articles and books covering world history (excluding the United States and Canada - see America: History and Life) from 1450 to the present. Key historical journals from virtually every major country are indexed. This database contains some links to full text, but if you get just a citation, be sure to check our Journals List to see if we have the journal.

Historical Newspapers (1800s-2000s)

Offers full-text and full-image articles from the Chicago Tribune, New York Times, and the Washington Post, dating back to their first issues. The collection includes digital reproductions of every page from every issue, cover to cover, in PDF files.

Historical Statistics of the United States (1790-2000)

This resource is the online version of the Millennial Edition of Historical Statistics of the United States and is the single most comprehensive compendium of historical U.S. statistics available. It covers the social, economic, political and geographic data collected by the Census Bureau and other agencies of the United States government. Each chapter provides extensive documentation for the sources of the statistics. Data can be downloaded in Excel or CSV. Custom tables can be created which can also be downloaded, printed, or graphed.

Humanities Full Text (1983-present)

The Humanities database cites articles from English-language periodicals, and has full text of selected periodicals beginning in January 1995. This database covers archaeology, classical studies, art, dance, film, gender studies, folklore, history, journalism and communications, linguistics, literary criticism, music and performing arts, philosophy, and religion and theology.

International Index to the Performing Arts (1864-present)

The International Index to the Performing Arts (IIPA) contains citations, abstracts, and selected full text from about 220 journals covering subject areas such as dance, film, drama, television, the arts and entertainment industry, stagecraft, magic, musical theatre and performance art. Abstracts are provided for every citation from 1998 forward.

Iter (1784-present)

Iter includes literature pertaining to the Middle Ages and Renaissance (400-1700). Citations for books and journal material (articles from over 1,500 journals) are included, as are citations for dissertation abstracts, and essays in books.

JSTOR

JSTOR contains the **full text** of scholarly journals in the humanities, social sciences, and sciences. *JSTOR does not index the most current issues.* You can search the following subject areas: African American studies, African studies, anthropology, archeology, Asian studies, botany & plant sciences, classical studies, ecology & evolutionary biology, economics, education, finance, folklore, geography, history, language & literature, Latin American studies, mathematics, Middle East studies, philosophy, political science, population studies, Slavic studies, sociology, and statistics.

LexisNexis Academic (1970s-present)

LexisNexis Academic Universe is a full text information service containing almost one billion documents. This database covers the following areas:

- **News:** from newspapers, news wires, & transcripts such as the New York Times, Washington Post, AP, & NPR
- **Business:** company news & financial information
- **Legal Research:** federal, state, & international legal materials
- **Medical:** full text & abstracted medical & health information
- **Reference:** state & country profiles, business reference, & biographical information

LexisNexis Congressional (1970-present)

LexisNexis Congressional is an online legislative and regulatory service that provides access to the following:

- full text of congressional bills and resolutions (from 1989) as well as reports and documents
- bibliographic information to congressional hearings
- biographical and voting information for members of Congress
- full text of the Federal Register (from 1980)
- full text of the Congressional Record (from 1985)

Literature Online (700s-present)

Literature Online is a fully searchable library of more than 350,000 works of English and American poetry, 7,000 works of drama and prose, 192 full-text literature journals, and other key criticism and reference resources.

Literature Resource Center (current)

Access biographies, bibliographies, and critical analyses on authors from every age and literary discipline. The Literature Resource Center covers more than 120,000 novelists, poets, essayists, journalists, and other writers. Twayne World, U.S., and English Authors each contains the full text of 200 frequently used Twayne Literary Masters books on individual World, U.S., or English authors.

Making of America (1800-1899)

Contains imprint monographs published in the 19th century, the majority of which were published between 1850 and 1876. The collection is strong in the areas of education, psychology, American history, sociology, religion, and science and technology. You can view faithful replicas of original source materials and perform full text searches over the entire collection as well as within individual texts.

MEDLINE (1965-present)

The National Library of Medicine produces this database, which covers all fields of medicine, nursing, dentistry, veterinary medicine, the health care system, and the preclinical sciences. Contains citations and abstracts from over 3,500 biomedical journals published internationally. There is no full text available, so be sure to check our Journals List to see if we carry the journal.

MLA (1963-present)

The MLA International Bibliography provides citations to scholarly research in over 4,000 journals in the areas of literature, language, linguistics, and folklore. Some full text is available.

Music Index (1874-present)

The International Index to Music Periodicals allows you to search for records of articles published in more than 325 international music journals. There is **no full text** available, so you must check our Journals List to see if we have the journal.

Oxford English Dictionary

The *Oxford English Dictionary* is a historical dictionary of English, tracing the development of English words from the earliest times to the present day. Entries contain detailed etymological analysis, and are illustrated by quotations from a wide range of English language sources from around the world. Follow the “Enter OED Online” link to search the dictionary.

Oxford Reference Online (current)

Oxford Reference Online contains over 150 dictionary, language reference, and subject reference works published by Oxford University Press, including key titles from the Oxford Companions Series and the Oxford Dictionary of Quotations. It is a fully-indexed, cross-searchable database of reference books.

PapersFirst (1993-present)

An index of papers included in every congress, conference, exposition, workshop, symposium and meeting received at The British Library. PapersFirst contains a separate record for each paper listed in a Proceedings database record. No full text is available.

Philosopher’s Index (1940-present)

The Philosopher’s Index provides citations and abstracts from books and journals of philosophy and related fields. It covers the areas of ethics, aesthetics, social philosophy, political philosophy, epistemology, and metaphysics as well as material on the philosophy of law, religion, science, history, education, and language.

Proceedings (1993-present)

Citations of every congress, symposium, conference, exposition, workshop and meeting received at The British Library. This database has records for the **meetings** that relate to the papers described in the PapersFirst database. In other words, this database concentrates on the meetings themselves, while PapersFirst has records of the publications that come out of the meetings. No full text is available.

Project Muse (1990s-current)

Full text of nearly 200 scholarly journals published by university presses in the fields of literature and criticism, history, the visual and performing arts, cultural studies, education, mathematics, political science, gender studies, and others.

PROLA (1893-present)

PROLA is the American Physical Society's Physical Review Online Archive. It is a searchable database containing the full text of *Physical Review* (1893 and on), *Physical Review Letters* (1958 and on), and *Reviews of Modern Physics* (1929 and on). PROLA does not contain the most current four years of material.

PsycARTICLES (1985-present)

This American Psychological Association (APA) full text article database contains the full text of articles from APA journals and selected EPF (Educational Publishing Foundation) journals. You can search the full text of the articles or search using PsycINFO fields. This database is NOT the same as PsycINFO - you are only searching approximately 50 journals instead of the 2,000 journals PsycINFO indexes.

PsycINFO (1887-present)

This database, produced by the American Psychological Association, contains citations and summaries of articles from over 2,000 journals, book chapters, dissertations, technical reports, and book literature in psychology. PsycINFO covers psychological aspects of medicine, psychiatry, nursing, sociology, education, pharmacology, physiology, linguistics, anthropology, business, and law. Some full text is available.

For your benefit we have compiled a list of psychology journals that Hendrix and UCA carry (found in a **red folder** at one of the library computer workstations).

RIA Checkpoint (1860-present)

RIA Checkpoint is a tool for accounting and tax research. It includes full text of the United States tax laws and codes with commentary, IRS rulings and releases, tax news sources, and tax court rulings and international tax treatises.

Readers' Guide Full Text (1983-present)

Readers' Guide indexes and abstracts the most popular general-interest periodicals published in the United States and Canada. Full text begins in January 1994 for most titles. Readers' Guide is a good place to start if you have a general, news-related topic.

ScienceDirect

This database provides access to full text of around 100 journals in all areas of science.

Information Technology

The past five years have seen vast improvements in Hendrix's infrastructure as regards service to all constituencies. All servers have been replaced, the entire computer desktop fleet has been replaced, and wireless capability throughout campus is seamless to students, faculty and staff. The Ektron system of creating, handling and distributing information via the web, has given us a more professional appearance, and has made information more easily accessible.

There are 11 computer labs on campus with an average of 8 computers each. These labs range from the Bailey Library Snoddy Center with 40 computers, to the Mill Center lab with 6. Each lab has standard Microsoft Office software. The MCreynolds Math Lab includes specialized software, Mathematica. The psychology lab, Mills Lab, and Bailey Library Snoddy Center includes SPSS. Specialized software exists in the Chemistry and Robotics computer labs.

Interaction between faculty and students is facilitated with email capability utilizing either our CampusWeb portal system, or our Educator course management system.

We have continued to upgrade our internet connectivity to allow students and faculty sufficient capability to utilize the internet for research and other activities.

The Media Center

The Media Center supports all audio-visual activities for event and classroom presentations using the installed technology and prepared portable units described below as well as assorted auxiliary equipment. Use is monitored through a raw count of events entered on the Media Center schedule as well as anecdotal evidence of independent use by professors who perform their own classroom a/v setups.

Class Room Control

Capabilities	Control	Room
Symposium Interactive Panel, Computer, Guest Laptop connection, VCR, DVD, Sound System (No Mic), Mounted LCD Projector, Document Camera	Crestron e-Control through Symposium interface	Trieschmann 3 DW 10
Symposium Interactive Panel, Computer, Guest Laptop connection, VCR, DVD, Sound System (No Mic), Mounted LCD Projector	Crestron e-Control through Symposium interface	Raney South Cabe Green Room DW 008 Mills B Mills C WAC 237 WAC 242 WAC 249
Symposium Interactive Panel, Computer, Guest Laptop connection, VCR, DVD, Mounted LCD Projector, Sound System with wireless mic (option lapel or handheld)	Crestron e-Control through Symposium interface	Mills A
Computer, Guest Laptop connection, VCR, DVD, Mounted LCD Projector, Sound System (No Mic), Laserdisc, LP Record Player, Cassette Player	S-Video Switcher, VGA Switcher, Audio Receiver/Switcher, Projector remote to select input	Seminar Room
Mounted LCD Projector, VCR, DVD, Guest Laptop connection, Sound System	Audio/Video switcher, Projector remote to select inputs	Art Building A Lecture
Computer, Mounted LCD Projector, SMART Interactive White Board, VCR, DVD, TV, Computer Speakers	Isolated component remotes, Projector remote to select input (DVD and VCR connected to TV)	Mills 104D
Computer, Mounted LCD Projector, VCR, DVD, Sound System (No Mic)	Isolated component remotes	Axiom 119

Computer, Mounted LCD Projector, VCR, DVD, Speaker from Projector only	Isolated component remotes	Bailey Bib Lab DW 13 MCR 110 MCR 315 MCR 317
Computer, Mounted LCD Projector, VCR, DVD, Computer Speakers on Tray	Isolated component remotes	DW 137 MCR 115
Mounted Projector, Guest Laptop connection, Computer Speakers, DVD/VCR	Projector remote to select inputs, DVD/VCR remote, manually re-plug audio cables to switch sound inputs	Fausett 11, 21, 22
Cart: TV/VCR/DVD adjacently located in building	Isolated component remotes	Art Building A Seminar Mills 101, 102, 103, 301, 302B, 303, 304 Fausett 10, 12 Raney North
Cart: Sympodium, Computer, DVD/VCR, Sound System, Guest Laptop connection (3)	Crestron e-Control through Sympodium interface	Mills 1 st Floor Mills 3 rd Floor WAC
Cart: Computer, DVD/VCR, Computer Speakers (3)	Isolated component remotes, manually re-plug audio cables to switch sound inputs	DW 11, 131 DW 12 DW Biology Labs

Academic Computing

Educator Use at Hendrix

The Hendrix optional course management system, Ucompass Educator, has been in use for five years. Files are housed on remote servers in Maryland, and backup files are maintained. Workshops are held multiple times annually and individual assistance is available from the Assistant Director of IT/Academic Computing. During the 2007-08 school-year, 63 faculty and instructional staff, representing twenty different academic departments, used Educator in their courses.

A representative list of the groups and committees which used Educator in the 2007-08 year includes:

- Technology Task Force
- Student Activities
- Student Group-Phi Beta Lambda
- Career Services
- Health Services
- Internship Program
- China Odyssey
- Food Services
- Faculty Governance Committee
- Leadership Scholars

Faculty Development Area

The “Hut” provides an area for consultation and hands on instruction with equipment such as three computers with multimedia capabilities, a high-quality Epson scanner, and a Nikon 4000 slide scanner. Faculty may bring their laptops for individual assistance.

One computer facilitates NITLE’S Multipoint Interactive Video workshops.

Other professional development workshops

Academic Computing conducts a limited number of workshops to faculty, staff and students in Improving Pedagogy with PowerPoint and with, Word, Excel, and Outlook software packages. Academic Computing teams with the Public Services Librarian to offer workshops on Corbis Images and Copyright. Moreover Academic Computing conducts workshops by request from students. Topics have ranged from “Improving your Presentations” to the use of Audacity Software for recording articulation passages for class.

7. Financial Data

A. Actual unrestricted revenues

Actual Unrestricted Revenues	Fiscal Year Ending July 31, 2006	Fiscal Year Ending May 31, 2007 (10 months)	Fiscal Year Ending May 31, 2008
Tuition and Fees	\$18,487,374	\$22,360,270	\$27,086,303
State/Local Appropriations	-	-	-
Denominational Income	-	-	-
Investment and Annuity Income	6,939,935	15,742,866	1,354,841
Contributions	-	-	-
Auxiliary	5,419,013	6,145,111	7,241,823
Other			
Total Private Gifts, Grants and Contracts	2,947,884	2,156,952	3,344,691
Total Assets Released from Restrictions	10,233,834	9,362,156	10,031,357
Total Other Sources	162,361	8,185	314,688
Total	\$44,190,401	\$55,775,540	\$49,373,703

Source: Office of Business and Finance

B. Actual unrestricted expenses

Actual Unrestricted Expenses	Fiscal Year Ending July 31, 2006	Fiscal Year Ending May 31, 2007 (10 months)	Fiscal Year Ending May 31, 2008
Instructional/Departmental/Library	\$11,682,597	\$11,647,656	\$14,680,842
Student Services	4,442,985	4,741,904	5,916,750
Operation and Maintenance of Plant	2,368,799	2,145,356	2,636,154
Administration	7,805,068	7,056,305	9,764,124
Fundraising	-	-	-
Auxiliary	3,750,557	4,241,276	5,277,078
Other			
Total Research	858,598	596,931	935,269
Total Academic Support	1,140,218	1,099,978	1,265,665
General Institutional Expenses	1,129,183	425,696	513,656
Total Scholarships and Awards	10,447,423	12,914,343	16,136,617
Total	\$43,625,428	\$44,869,445	\$57,126,155

Source: Office of Business and Finance

C. If, in either of the past two completed fiscal years, the total in 7B exceeded the total in 7A above, how did the institution cover its shortfall?

The amounts above represent GAAP accounting and may not necessarily reflect cash operating budget amounts. Any shortfalls during the current year would have been covered by cash reserves.

Appendix E

Federal Compliance

Federal Compliance

Credits, Program Length, and Tuition

Beginning with the 2002-03 academic year, Hendrix introduced a new calendar, moving from a three-term to a semester system, and a curriculum emphasizing student research performed under the close supervision of faculty. In conjunction with these changes, Hendrix also altered its method of measuring progress toward the degree. Instead of the more traditional credit-hour system, with courses typically awarded credit varying from three to five hours and students carrying a three to five course load per term depending on the total number of credit hours, Hendrix has adopted a model, in use at many top-tier liberal arts colleges, that regularizes both courses and course loads. Under this scheme, all courses are considered equivalent and the normal semester load is four courses. Thus rather than using credit hours to define graduation requirements and to measure progress toward the degree, Hendrix requires its students to complete four courses a semester over eight semesters for a total of 32 courses. For students transferring to institutions using the more traditional system, Hendrix follows the customary practice of assigning to each of its courses the weight of four credit hours.

The rationale for this change is well-stated in the report of the Office of Academic Affairs to the Hendrix Board of Trustees:

The aim of the new calendar and curriculum is to make an already excellent academic program even better, taking advantage of new facilities and an improving student faculty ratio to offer programs increasingly reliant on research-based instruction, student initiative, small-group work, and direct, individual contact between faculty and students, as well as emergent technologies (May 16, 2002).

All transfer policies and credit equivalence policies appear in the *Catalog* and are available on the College's web pages.

All tuition and fee amounts are approved by the Board of Trustees each year and printed in the college *Catalog*. Special fees for certain laboratory classes, private music instruction, and physical activity courses are listed in the *Catalog*. As described in the body of the self-study report, tuition charges have been the subject of several consultant reports studied by Senior Staff and the Board of Trustees.

Institutional Compliance with the Higher Education Reauthorization Act

Hendrix College is a fully authorized participant in the United States Department of Education Title IV financial aid programs under the Title IV school code number of 001099-00. The College complies with the Title IV requirements of the Higher Education Reauthorization Act as amended in 1998. Examples of compliance are provided below:

- Hendrix College minimizes cohort default rates through intentional, highly focused, entrance and exit counseling.

Hendrix College Federal Stafford Loan cohort default rates:

2006 – 2.0
2005 – 2.4
2004 – 0.5
2003 – 0.4
2002 – 4.5
2001 – 3.9
2000 – 5.1
1999 – 2.2
1998 – 2.4
1997 – 4.0
1996 – 3.5
1995 – 6.5
1994 – 1.4
1993 – 5.1
1992 – 2.6
1991 – 1.5
1990 – 2.8
1989 – 2.0
1988 – 1.7

- The USDE reported no significant findings in its most recent program review in June 1995.
- No significant findings were reported by the College's independent auditor, Baird, Kurtz and Dobson, in their May 31, 2008, A-133 Financial Audit Report to the Hendrix College Board of Trustees. Copies of the five most recent audit reports are available in the repository.
- Hendrix College complies with Campus Crime Reporting and Student Consumer Information Disclosures. Hendrix's annual campus security report is available online at www.hendrix.edu/studentlife. Graduation rates are reported at <http://members.ucan-network.org/hendrix>. Graduation and retention rates will be reported in the College's *Outcomes Brochure* beginning in 2010. The following data describe Hendrix College graduation and retention rates:

Most recent 6-year graduation rates for first-year full-time students entering in the year indicated:

Fall 02 Semester cohort 69% (219 grads of 317 in original class)
Fall 01 Term cohort 66% (183 grads of 279 in original class)
Fall 00 Term cohort 66% (215 grads of 326 in original class)

Most recent freshmen retention rates for first-year full-time students entering in the year indicated:

Fall 07 Semester cohort 85% (315 retained of 371 in original class)
Fall 06 Semester cohort 86% (341 retained of 396 in original class)
Fall 05 Semester cohort 87% (243 retained of 280 in original class)

The College *Catalog*, admissions office brochures and the College's web pages disclose other Student Consumer Information.

Federal Compliance Visits to Off-Campus Locations

Hendrix College has no off-campus locations.

Institution's Advertising and Recruitment Materials

Hendrix College began using the Mark of Affiliation to refer to the Higher Learning Commission in its 2008-09 *Catalog*. Otherwise, College materials state that it is "Accredited by the Higher Learning Commission and a member of the North Central Association" along with The Commission's website address and phone number.

Professional Accreditation

Hendrix College is accredited by:

- University Senate of the United Methodist Church
P.O. Box 871, 1001 19th Ave. South, Nashville, TN 37202
(615) 340-7399
- National Association of Schools of Music
11250 Roger Bacon Dr., Suite 21, Reston, VA 20190
(703) 437-0700
- National Council for Accreditation of Teacher Education
2010 Massachusetts Ave., NW, Suite 500, Washington, D.C. 20036-1023
(202) 466-7496
- American Chemical Society
1155 Sixteenth St., NW, Washington, D.C. 20036
(202) 872-4481

All of the College's accredited programs are in good standing with their professional accrediting agencies. No adverse action has been taken by any of the College's professional accrediting agencies. The most recent reports from professional accrediting agencies are available in the repository.

Requirements of Institutions Holding Dual Institutional Accreditation

Hendrix College does not hold dual institutional accreditation.

Institutional Records of Student complaints

The faculty, non-faculty employee, and student policies contain clearly outlined grievance and appeals processes. The Sexual Harassment Policy for students was revised in 2007-2008. Academic integrity is reinforced for students through the Academic Integrity Policy adopted in 2002-2003 and for faculty through the periodic review process as well as through supervision by department and Area chairs. Non-academic student misconduct is handled by the Judicial Council. All policies are printed in the *Catalog*, the *Faculty*

Handbook, the *Staff Handbook*, or the *Student Handbook*, depending on which are most appropriate.

The College has in place a Human Subjects Review Board, an Institutional Animal Care and Use Committee, a Research Integrity Officer, and a Campus Chemical Compliance Officer who oversees OSHA compliance. The Assistant Athletics Director oversees Title IX compliance, and the Office of the Registrar is the primary watchdog for FERPA compliance, though that responsibility is widely shared across campus.

All complaints are handled in a timely manner, and an appeals process is available for students and faculty who feel their grievances have not adequately been dealt with through normal channels. The mechanism for handling faculty complaints is through the elected Committee on Academic and Professional Concerns, which as a component of the Council on Academic Policy issues notes on each by-weekly meeting of the latter group and invites the faculty to bring any concerns or complaints to the attention of one of the members. They report receiving approximately three complaints a year of a relatively minor kind, which are resolved informally, and a major complaint about once every three years, requiring more formal means of resolution.

In 2008, Senior Staff adopted a new complaints policy stating that “signed, written complaints, received in or referred to the President or any of the Vice Presidents, are logged in and the response is filed with the original complaint.” These reside in the office handling each complaint.