

Hendrix College Quality Initiative Proposal

Statement of Purpose: Feeding the Core

Overview

Hendrix College is a residential liberal arts college located in Conway, Arkansas, thirty miles from Little Rock at the foothills of the Ozarks. 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. With an enrollment of approximately 1300 students, 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 organized under a program called *Your Hendrix Odyssey: Engaging in Active Learning*. [See Note 7.]

Our previous Statement of Purpose [5], adopted by the Faculty and Board of Trustees in the late 1990s, was a comprehensive document that served multiple functions: A statement of mission for the College; a brief overview of the College's programs; and broad goals for student learning. This document served its purpose well; however, after two decades the College's curriculum had shifted significantly with the development of the Odyssey Program and with the restructuring of the first-year experience seminar course into *The Engaged Citizen*. [8]

When President William Tsutsui arrived at Hendrix in 2014, one of his goals was to lead the campus in a re-visioning of the Statement of Purpose as the cornerstone for a new campus strategic plan. His plan fit well with the need to update the Statement of Purpose due to the curricular changes mentioned above. The President's approach was to replace the existing comprehensive document with four separate documents: (1) A concise statement of purpose, (2) a newly constructed diversity statement, (3) a set of formal student learning goals, and (4) a statement on the historical relationship of the College with The United Methodist Church.

A new Statement of Purpose [1] was developed, discussed and approved by the Faculty and the Board of Trustees during the 2014-2015 academic year. The process began with the President's appointment of a Strategic Planning Committee that studied other mission statements from other colleges and conducted focus groups with faculty, staff, students, alumni and local United Methodists before drafting a proposed new statement. After discussions with the Faculty and a series of edits and rewriting, the Faculty voted to approve the Statement of Purpose and to forward it to the Board of Trustees. The Board enthusiastically adopted the new statement.

The Strategic Planning Committee then used this statement as the foundation for a new strategic plan for the College that would set the priorities for the next five years. This plan is organized around three principles: Enhancing the Student Life Cycle, Feeding the Core, and Opening the Gates Wider. This committee also began work on the document explaining the relationship with

The United Methodist Church. This document is now under discussion by a committee appointed by the President and a progress report is scheduled for presentation in the fall to both the Faculty and the Board.

While the administration was crafting the strategic planning document, the Faculty continued the process by discussing a new diversity statement and revised student learning goals for the College. With leadership from the Faculty's Committee on Diversity Concerns, a Diversity Statement [3] was developed, discussed, and approved by the Faculty at the end of the 2015-2016 academic year. As the first step in revising student learning goals, the Faculty also approved a Vision for Student Learning [2] at the end of the 2015-2016 academic year. The Board of Trustees will consider this document during the October 2016 meeting of the Board.

Unlike the earlier two documents, the Vision for Student Learning was directed by an *ad hoc* faculty committee co-chaired by faculty members who had recently served as the chairs of the Academic Assessment Committee and the Curriculum Committee. The process began with an information-gathering workshop at the annual Fall Faculty Conference in August 2015. Faculty comments from that workshop led to several word cloud frequency images that showed the Faculty which thematic strands and concepts were mentioned most often and most strongly. Throughout the fall semester, the committee met with faculty groups and drafted early versions of a document. The committee decided that the document should be written in paragraph form in the style of a letter to students about student learning at Hendrix. After discussion and edits during the spring semester, the Faculty approved the document and sent it to the Board of Trustees for consideration during the October 2016 meeting.

Anticipating Board approval of the Vision for Student Learning, the next step is the development of precise, measurable learning goals from the vision statement, and then, secondly, to recommend measurement tools and an assessment plan to evaluate the effectiveness of the curriculum of the College in meeting the goals of the Statement of Purpose. These tasks form the basis of the proposed Quality Initiative with the following goals:

- Develop specific, measurable learning goals based on the new Statement of Purpose and the Vision for Student Learning;
- Develop an assessment plan, benchmarks, and measurement tools for evaluating the success of our general education curriculum in producing the student outcomes stated in the new Statement of Purpose;
- Begin the collection of data and start using the results to move our general education curriculum toward a more integrated approach rather than continuing to evaluate each curricular unit on its own.

Sufficiency of the Initiative's Scope and Significance

The President's Strategic Plan includes a call to better examine and strengthen how Hendrix delivers a liberal arts education. The strategic planning process began with a focused examination and restatement of the College's Statement of Purpose. This reaffirms to the Faculty the centrality of the role curriculum plays in the success of the College and assures that the work of the Faculty in developing the College's curriculum is an integral part of the College's strategic planning.

As noted earlier, one of the three divisions of the 2015-2020 Strategic Plan is “feeding the core.” That division is described in the strategic planning documents as follows:

The teaching and learning that define Hendrix must never be taken for granted. Programs that have enriched the student and faculty experience for decades should not only be celebrated, but must also be strengthened. Above all, our commitment to a demanding liberal arts education must never waiver. And to be the best that we can be, Hendrix must ensure that those who dedicate their careers to the College and our students are adequately rewarded and that our facilities fully support our core mission of preparing young people for lives of meaning, distinction, and service.

Since our last HLC review in 2008-2009, the Faculty has greatly increased assessment activities. Recent efforts in assessment speak to the readiness of the Faculty to take advantage of the opportunities posed by the proposed initiative. In particular, the Faculty is poised to successfully complete a process to examine student learning in a more holistic way and to better understand how the parts of the general education curriculum fit into an integrated whole. This readiness is indicated by the following factors:

- *Faculty Generational Change.* More than forty percent of the Hendrix faculty has been hired in the past five years. As new faculty members arrive on campus, we have found that they are more focused on assessment activities and supportive of—and involved with—practices that increase the robustness of academic assessment.
- *Faculty Leadership in Assessment.* Recently, two newly tenured faculty members chaired the curriculum and academic assessment committees. They functioned as a team concerning the role of the curriculum committee in general education assessment and began the project for the assessment of the Learning Domains portion of the general education program [6]. Last year they chaired the ad hoc faculty committee for the new Vision for Student Learning and one of them will return to the assessment committee to work with this initiative. In the past few years, these two faculty members have gained the trust of the Faculty on student learning issues.
- *Department/Program Annual Assessment.* In the last decade, the College has moved from a handful of departments and programs developing assessment activities on their own to an annual assessment planning process that includes every academic department and program on campus. The Academic Assessment Committee has played a strong role by evaluating all department assessment plans and making suggestions for improvement.
- *General Education Assessment.* Although the Faculty has a tradition of strong qualitative assessment of the required first-year seminar course through summer workshops for participating faculty, a more focused assessment for other parts of the general education curriculum has shown continual improvement.
 - The Odyssey Program began in 2001, but the program was adopted without formal assessment plans. Five years later, we began developing learning goals for the program and now the program has learning goals and a robust assessment plan that has been a model for other departments and programs.
 - The lessons learned during the Odyssey Program assessment development set the stage for a very different approach when the required first-year seminar course was restructured as *The Engaged Citizen* in 2014. This new course, the third version of the first-year seminar course since it began in the early 1990s, was the first general education program adopted by the Faculty with learning goals and an assessment

plan as part of the original proposal. Additionally, six faculty members who were involved in general education assessment participated in a weeklong AAC&U summer assessment program during the development of the assessment plan for *The Engaged Citizen*. This group included the Associate Provost and the current chair of the Assessment Committee.

- As mentioned earlier, the assessment and curriculum committees also began an assessment project for the Learning Domains part of the general education program.

The result of the above general education projects is that the individual components of the general education curriculum now have learning goals and assessment plans. However this assessment lacks an integrated, cohesive approach for the general education curriculum as a whole. The proposed quality initiative provides an opportunity to bring integration and cohesion to the curriculum through mission-driven assessment. The task is how to use what we have learned in the recent past to begin to think more holistically about evaluating the curriculum.

In combination with the development of a new Statement of Purpose, the factors listed above create a powerful opportunity to focus on this issue as a part of the President's Strategic Plan. The proposed initiative provides a framework for the faculty to take this next step in understanding student learning at Hendrix. And, although an integrated approach is a much more complex task than assessing individual programs or requirements, this approach will lead to a better understanding of how well Hendrix succeeds in its goal to develop "whole persons." This ideal of wholeness is woven deeply into our past and continues into our future as part of the newly adopted Statement of Purpose as well as our long-standing motto [4].

The initiative's progress will be tracked in the ways we developed over the last two years to successfully adopt the Statement of Purpose and the Vision for Student Learning. Our processes for moving discussion and action items through the meetings of the Faculty are well formed and directed by the Academic Policy Council [9]. These processes include a healthy dose of discussion, debate and revision. The Associate Provost and the Chair of the Academic Assessment Committee will provide leadership for this initiative and work closely with the Academic Policy Council and the Director of Institutional Research. Minutes of the Faculty meetings and of the Academic Policy Council will capture adjustments and decisions made during the process. The Provost, working with the Vice-President for Strategic Initiatives, will report monthly to the President's Senior Leadership Team.

Clarity of the Initiative's Purpose

Again, the goals of this initiative are threefold:

- Develop specific learning goals based on the new Statement of Purpose and the Vision for Student Learning;
- Develop an assessment plan, benchmarks, and measurement tools for evaluating the success of our general education curriculum in producing the student outcomes stated in the new Statement of Purpose;

- Begin the collection of data and start using the results to move our general education curriculum toward a more integrated approach rather than continuing to evaluate each curricular unit on its own.

Before describing the milestones for and processes of these goals, it is helpful to review the tasks leading up to the initiative. These tasks were described in the introductory section above and are summarized in *Table 1: Pre-Initiative Actions*. These tasks set the stage for understanding milestones for the goals of the initiative that are described below and summarized in *Table 2: Initiative Actions*.

- **Goal 1:** *Develop specific learning goals based on the new Statement of Purpose and the Vision for Student Learning.*
 - During the Fall 2016 semester, the Committee on Academic Assessment will work with the Vision for Student Learning adopted by faculty last spring to distill a set of concise learning goals. The chair of this committee was involved in the general education assessment projects described in an earlier section. The goal is for the committee to have a proposal ready for the Faculty by the end of January. Monthly reports will be given to the Academic Policy Council and the Senior Leadership Team.
 - During the Spring 2017 semester, the newly developed learning goals proposal will go through our faculty governance system. This includes discussion by the Academic Policy Council and then by the Faculty in two separate meetings. It is common for these discussions to lead to changes and refinements to any proposal. The President, Provost and all other members of the Senior Leadership Team are part of the discussions in the faculty meetings. However, monthly reports will continue for the Senior Leadership Team. Also, the Associate Provost and a member of the Assessment Committee will attend the HLC annual meeting and give a progress report to our HLC representative.
- **Goal 2:** *Develop an assessment plan, benchmarks, and measurement tools for evaluating the success of our general education curriculum in producing the student outcomes stated in the new Statement of Purpose.*
 - During the summer of 2017, the Provost will sponsor a workshop for the Committee on Academic Assessment to prepare for evaluating and developing assessment tools. The group will focus on three issues: (1) Reviewing different standard measures of critical thinking and other higher order learning areas such as Bloom's taxonomy and the Perry Scale. (2) Examining data already available to the College through other collection methods. This includes the National Survey of Student Engagement [NSSE] that Hendrix has given for several years and existing rubrics and surveys for the separate parts of the Collegiate Center. (3) Reviewing external rubrics such as the LEAP program of the AAC&U and rubrics produced by various Teagle funded projects.
 - During the Fall 2017 semester, the Committee on Academic Assessment will develop an assessment plan and select rubrics. The committee will also develop benchmarks for the faculty to consider after the rubrics have been selected. Reports to Academic Policy and Senior Leadership will continue on a monthly basis.
 - During the Spring 2018 semester, the assessment plan and rubrics will go through our faculty governance system just as the learning goals did the previous spring. The same reporting patterns will be continued.

- **Goal 3:** *Begin the collection of data and start using the results to move our general education curriculum toward a more integrated approach rather than continuing to evaluate each curricular unit on its own.*
 - During the Fall 2018 semester and the first half of the following spring semester, the Assessment Committee will collect data and evaluate the data using the adopted rubrics. The committee will prepare a report to be given to the faculty in the second half of spring semester. Based on initial results, that report will include suggested benchmarks and goals for the next few years. The results of this initiative will then fold into ongoing assessment activities.

Evidence of Commitment to and Capacity for Accomplishing the Initiative

Each phase of the initiative includes monthly reporting to the President's Senior Leadership Team. Because of this initiative's ties to the President's new Strategic Plan, the President is committed to providing the leadership and resources needed to support a successful outcome to the initiative. [See attached letter of support.]

One of President's Tsutsui's first actions to support the strategic plan was to add two new administrative positions. One was a position for a Vice President for Strategic Initiatives who manages presidential initiatives including strategic planning. This position assures that academic assessment will become a stronger part of the College's strategic planning. The Vice President, working with the Provost, creates a stronger connection between academic assessment and strategic planning. The second new position was a Director of Institutional Research who reports to the Provost. This position provides greater support for the data needs created by the addition of new assessment methods being used for this initiative.

The Provost is committed to data-driven planning at the academic level and as a member of the Psychology Department has roots in an academic discipline with a strong focus on evaluation and assessment. The Associate Provost for Academic Affairs, who had a lead role in the last NCA-HLC evaluation and who has responsibility for academic assessment, is in a position to provide leadership for this initiative. The Associate Provost is also experienced in moving campus planning through the faculty governance processes and is a member of the major committees involved in faculty governance—including the Academic Policy Council and the Academic Assessment Committee. He also has participated in an AAC&U summer assessment workshop and regularly attends The Assessment Institute. The experiences of these two individuals help minimize the chance of obstacles arising that would derail or significantly delay the progress of the initiative.

The earlier descriptions involving faculty generational change, faculty leadership in assessment, department and program assessment, and general education assessment show that the faculty is prepared to move forward on the initiative. The chair of the Academic Assessment Committee is particularly prepared for this assignment given her involvement in past assessment projects. The involvement of the Senior Leadership Team—particularly the Provost and the Vice President for Strategic Initiatives—with the Senior Leadership Team's focus on the Strategic Plan, assures that the faculty work on the initiative will be supported and evaluated. The new Director of Institutional Research brings knowledge of assessment methods and practices to the work of the faculty and the Assessment Committee.

Initiative costs will be covered by the accreditation budget in the Provost's office. These funds will support travel to the HLC annual meeting and all costs for the summer workshop for the Assessment Committee. The President has been supportive of making certain this budget can meet the needs of the initiative.

Appropriateness of the Timeline for the Initiative

The timeline for the initiative is embedded in *Table 2: Initiative Actions* and as described in the previous section. This embedding shows that the goals are consistency aligned with the timing of the actions. Much of the timing is based on experiences gained with the pre-initiatives described in *Table 1: Pre-Initiative Actions* and based on the knowledge that the key persons have with steering projects through the faculty governance system.

Previous sections also describe how the initiative aligns with other campus priorities including the following issues:

- The alignment with the President's Strategic Plan assures that the Senior Leadership Team and the Faculty remain focused together on the same goals. This initiative's title *Feeding the Core* is an explicit manifestation of that alignment with the Strategic Plan.
- The alignment with the faculty's recent work on the Statement of Purpose and recent successes in other assessment projects assures that the work of the initiative remains tightly focused on mission-driven assessment and student learning.
- The alignment with the approaching ten-year HLC evaluation assures that our work on this initiative is the springboard for the HLC evaluation. The initiative's third goal provides the linkage with future assessment activities.

Institutional Contact for Quality Initiative Proposal

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Notes

Notes appear in an order that moves from governing statements to curriculum descriptions.

1. The Statement of Purpose

Approved by the Hendrix College faculty and Board of Trustees in spring 2015

Hendrix College cultivates empathy, creativity, self-understanding, rigorous inquiry, informed deliberation, and active learning across the liberal arts, toward the development of the whole person. Through engagement that links the classroom with the world, and a commitment to diversity, inclusion, justice, and sustainable living, the Hendrix community inspires students to lead lives of accomplishment, integrity, service, and joy.

2. Vision for Student Learning

Approved by the Hendrix Faculty in May 2016 and pending consideration by the Hendrix Board of Trustees in October 2016.

Hendrix College students develop a breadth of knowledge across the liberal arts and sciences that gives them the potential to explore the present and flexibly meet the demands of their futures. Through this breadth of study, we, the college community, encourage students to enhance their understanding by making connections among different bodies of knowledge. Our students also engage more deeply in at least one area of study, establishing facility in their chosen discipline.

Students' diverse course of study at Hendrix guides them in discerning and understanding core principles about complex issues. Our students rigorously investigate and research these underlying causes and connections, learn to synthesize evidence from multiple sources, and design ways to answer their questions. They acquire the skills to evaluate arguments and evidence critically and develop independent, nuanced, and thoughtful analyses. Using written, oral, experiential, visual, or other appropriate methods, students communicate their findings effectively and persuasively. Our students reflect on their studies and are prepared to engage with the world based on their inquiry and deliberation.

To facilitate this link between the classroom and the world, we introduce our students to active engagement with multiple communities. They gain an understanding of the past, present, and future needs of the earth and of humanity, and of the challenges of our interdependence. From this foundation, our students consider ethical conundrums from conflicting perspectives. Through a commitment to diversity and inclusion, we work to foster an awareness of different cultures and empathy for the people who confront the diverse challenges and needs of our shared communities in order to inspire our students to lead lives of service. Our students bring their experiences in the wider community back to the classroom to enhance their course of study, building on what they have learned.

In order to meaningfully participate in multiple communities, our students must understand themselves and their relation to the world around them. To that end, the Hendrix community guides them in examining their abilities and strengths. We help them recognize how their skills can work for them and for the good of others, both now and in the future. We provide tools and opportunities to prepare our students for their prospective professional lives, and we strive to inspire them to lead lives of accomplishment as both leaders and team members. We share in the joy of their development as whole persons: independent, responsible, and attentive to their own mental and physical well being. We nurture our students' life-long love of learning, both about themselves and about the world, as curious, creative, and active participants in life and in their communities.

3. Diversity Statement

Approved by the Hendrix Faculty in April 2016 and pending consideration by the Hendrix Board of Trustees in October 2016.

Hendrix College values a diverse learning environment enriched by the race, ethnicity, age, religion, sexual orientation, gender identity/expression, socioeconomic status, ability, culture, political philosophies, geographical backgrounds, and intellectual perspectives of its students, faculty, staff, and administrators. We believe diversity makes the whole richer, and that participating in a dynamically inclusive community provides a framework for successful leadership and engaged citizenship in the 21st century. Inclusion is our name for an active and constructive engagement with diversity. Inclusion consists of developing and implementing programs and policies that 1) respect the dignity and civil rights of all persons, 2) help prevent prejudice and discrimination, 3) recruit and retain diverse students, faculty, and staff, 4) promote capacities for understanding diverse cultures, 5) cultivate capacities for generous listening, especially to those who might otherwise not be heard, 6) introduce the arts of dialogue across differences, and 7) afford opportunities for mutual transformation through multicultural cooperation, all with the aim of creating an atmosphere that is welcoming, hospitable, and true to the best of liberal arts education.

4. The Hendrix College Motto

The Hendrix College seal appeared for the first time on the cover of the 1898 catalog. The seal included the College's motto, selected by a committee headed by the Rev. George W. Hill and taken from a passage in Ephesians: "Till we all come in the unity of the faith and of the knowledge of the Son of God, unto a perfect man unto the measure of the stature of the fullness of Christ ..." (Ephesians 4:13, King James Version). Currently translated as "unto the whole person," the motto, in Ancient Greek, reflects Hendrix's dedication to both Christian principles and the traditional liberal arts ideal.

5. Previous 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.

6. The Collegiate Center

The academic program of Hendrix College comprises diverse elements in a coherent whole, combining design with flexibility. The general education requirements at the College, referred to as the **Collegiate Center**, consist of four components – *The First-Year Experience*, *Capacities*, *Learning Domains*, and *the Odyssey Program*. The four major components of the **Collegiate Center** provide opportunities for students to experience a liberal arts education in a way that nurtures engagement and breadth.

- *The First-Year Experience* consists of a one-credit first-year course, *The Engaged Citizen*, and a one-quarter credit first-year weekly seminar, *Explorations*.
- The *Capacities* requirement recognizes that all students must exhibit basic proficiency in fundamental skills used across multiple disciplines.
- The *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.
- *Your Hendrix Odyssey: Engaging in Active Learning* expands and formalizes currently available options for undergraduate research, study abroad, artistic development, internships, service experiences, and other hands-on activities.

7. The Odyssey Program

Hendrix College has long recognized the educational value of engaged learning, that is, of the enhanced learning that results when theory meets practice, and when experience itself, as reflected upon, becomes a source of inspiration and learning. This recognition of the value of learning through doing is manifested in numerous ways, both within the campus community and beyond its borders. The academic program entitled “Your Hendrix Odyssey: Engaging in Active Learning” is designed to encourage all Hendrix students to embark on educational adventures in engaged learning.

All students are required to complete an approved activity in at least three of the following categories:

- **Artistic Creativity [AC]** - Experiences in which students explore their creative potential in art, music, dance, drama, film, or creative writing.
- **Global Awareness [GA]** - Experiences in which students immerse themselves in cultures or environments

other than their own in ways that enhance their appreciation of those cultures and environments, deepen their understanding of the major issues affecting the world today, and lend them new perspectives on the places in which they live.

- **Professional and Leadership Development [PL]** - Experiences in which students apply their intellectual interests through internships, other opportunities for working alongside professionals on site, or leadership in community life or professional settings.
- **Service to the World [SW]** - Experiences within and beyond the Hendrix community in which students are engaged in helping meet the social, ecological and spiritual needs of our time.
- **Undergraduate Research [UR]** - Experiences in which students undertake significant research projects using the methods of their chosen disciplines.
- **Special Projects [SP]** - Experiences in which students extend, apply, connect or share different ways of knowing (e.g., oral, verbal, tactile, imaginative, intuitive), often in interdisciplinary settings.

Approved Odyssey activities may be in the form of pre-approved activities as identified in the *Odyssey Program Guide*, specially coded courses, or independent projects. Both students and faculty members may design Odyssey projects completely independent of courses. Depending on the category, a final project, public presentation, or significant reflection component may be required. Students' transcripts include a record of their completed Odyssey experiences. As part of the process for completing their projects and activities, students write 150-word descriptions of what they did and what they learned through each experience, and these appear on the transcript to give future graduate schools or employers an enhanced understanding of an individual student's application of theory to practice and engagement in learning through doing.

8. *The Engaged Citizen Course*

The Engaged Citizen is a one-semester course required of all first-year students entering Hendrix College. The theme of the "engaged citizen" combines the spirit of Hendrix's *Odyssey Program* with the College's stated purpose of "inspiring students to live lives of accomplishment, integrity, service, and joy." From philosophers and physicists to artists and anthropologists, we all approach questions about what it means to be involved in our communities, whether locally or globally, in different ways.

This course seeks to illuminate the multiplicity of possible interpretations of engaging as a citizen through interdisciplinary team teaching, in which pairs of faculty from across the institution come together to form dyads and explore a sub-topic from different methodological "ways of knowing." The varying disciplinary and individual approaches to this theme are intended to provoke discussion and reflection on this topic both within the dyads and throughout the Hendrix community.

The students divide their time equally between the two dyad professors over the course of the semester. The dyads can also meet periodically as a combined group if the professors deem it appropriate. The course includes an engaged learning component, involving an introductory, hands-on activity that engages academic material in or outside the classroom and is tied to the content of the course.

9. Academic Policy Council

The Academic Policy Council is the faculty committee that meets regularly with the President and reports regularly to the faculty. Academic Policy plans programs, reviews recommendations, and coordinates activities involving academic matters. Academic Policy sets the agenda for faculty meetings and makes recommendations to the faculty on any other issues not under the jurisdiction of other faculty committees. The Provost chairs the Academic Policy Council.

This committee is a blended governance group whose membership includes: The President, the Provost, the Associate Provost for Academic Affairs, the elected faculty representative to the Board of Trustees, the three Area Chairs (faculty appointed to positions of leadership over the Natural Sciences, the Social Sciences, and the Humanities Areas), six faculty members elected by the Faculty, and two student members elected by the student body. The previous chair of the *ad hoc* committee for the Vision for Student Learning is now an elected member of this committee.

Table 1 - Pre-Initiative Actions

	Semester	Project Milestones	Governance	Assess Progress	Action
	Fall 2014	Development of new Statement of Purpose	Presidential <i>Ad Hoc</i> Committee	President	Proposal sent to Faculty
		Development of new Strategic Plan	Presidential <i>Ad Hoc</i> Committee	President	Proposal sent to Trustees
	Spring 2015	Discussion/modification of proposed Statement of Purpose	Academic Policy Council/Provost	Provost/Academic Policy Council	Adopted by Faculty
		Discussion of proposed Strategic Plan & Statement of Purpose	Board of Trustees	Provost/President	Adopted by Trustees
	Fall 2015	Development of Diversity Statement	Faculty Diversity Concerns Committee	Provost/Academic Policy Council	Proposal sent to Faculty
		Development of the Vision for Student Learning	Faculty <i>Ad Hoc</i> Faculty Committee	Provost/Academic Policy Council	Proposal sent to Faculty
	Spring 2016	Discussion/modification of Diversity Statement	Academic Policy Council/Provost	Provost/Academic Policy Council	Adopted by Faculty
		Discussion/modification of the Vision for Student Learning	Academic Policy Council/Provost	Provost/Academic Policy Council	Adopted by Faculty
	Summer 2016	Development of Quality Initiative Proposal	Provost/Associate Provost/Provost/Academic Policy Council	Provost/President	QI sent to HLC
	Fall 2016	Discussion/modification of Quality Initiative Proposal	Provost/Associate Provost	Provost/President	Expected Action by HLC
		Board Discussion of Diversity Statement & the Vision for Student Learning	Board of Trustees	Provost/President	Expected Adoption by Trustees

Table 2 - Initiative Actions

Goal	Semester	Project Milestones	Governance	Assess Progress	Action
1	Develop specific learning goals based on the new Statement of Purpose and the Vision for Student Learning				
	Fall 2016	Development of Vision for Student Learning Learning Goals	Academic Assessment Committee	Associate Provost	Complete project
	Spring 2017	Discussion/modification of Vision Learning Goals	Faculty Academic Policy/Provost	Provost/Academic Policy Council	Expected Adoption by Faculty
2	Develop an assessment plan, benchmarks, and measurement tools for evaluating the success of our general education				
	Summer 2017	Workshop for Assessment Committee	Academic Assessment Committee	Associate Provost	Complete project
		Review/study of Critical Thinking Measures and Rubrics	Academic Assessment Committee	Associate Provost	Complete project
	Fall 2017	Development of Assessment Plan for new Learning Goals	Academic Assessment Committee	Associate Provost	Complete project
		Select Rubrics	Academic Assessment Committee	Provost/Academic Policy Council	Complete project
		Select Benchmarks	Academic Assessment Committee	Provost/Academic Policy Council	Complete project
	Spring 2018	Discussion/modification of Assessment Plan	Provost/Associate Provost	Associate Provost	Expected Adoption by Faculty
		Discussion/modification of Rubrics	Provost/Associate Provost	Provost/Academic Policy Council	Expected Adoption by Faculty
		Discussion/modification of Benchmarks	Provost/Associate Provost	Provost/Academic Policy Council	Expected Adoption by Faculty
3	Begin the collection of data and start using the results to move our general education curriculum toward a more integrated approach rather than continuing to evaluate each curricular unit on its own				
	Fall 2018	Collect Data and Evaluate Data with Rubrics	Academic Assessment Committee	Associate Provost	Complete project
	Spring 2019	Prepare Report with Recommendations	Academic Assessment Committee	Associate Provost	Report sent to Faculty
		Presentation to Faculty	Academic Assessment Committee	Provost/Academic Policy Council	Expected Approval by Faculty



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September 8, 2016

Barbara J. Johnson, Ph.D.
Vice President for Accreditation Relations
Higher Learning Commission
230 South LaSalle Street, Suite 7-500
Chicago, IL 60604

Dear Dr. Johnson,

I am delighted to be able to support the Quality Initiative Proposal developed by Provost Bonebright and her team in Academic Affairs. This initiative continues the projects the college has been doing on strategic planning activities, including the very important work developing our Statement of Purpose, a statement about diversity and inclusion, and a set of formal learning goals. All of these will assist us in guiding our efforts to provide our students with a quality liberal arts education.

The college has also made arrangements to provide the necessary budget to accomplish this initiative.

Sincerely,

William M. Tsutsui
President and Professor of History

President's Office

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FORM

Open Pathway Quality Initiative Report

Institutional Template

The enclosed Quality Initiative Report represents the work that the institution has undertaken to fulfill the Improvement Process of the Open Pathway.


Signature of Institution's President or Chancellor

8/29/18
Date

William M. Tsutsui, President

Printed/Typed Name and Title

Hendrix College

Name of Institution

Conway, Arkansas

City and State

The institution uses the template below to complete its Quality Initiative Report. The institution may include a report it has prepared for other purposes if it addresses many of the questions below and replaces portions of the narrative in the template. This template may be used both for reports on initiatives that have been completed and for initiatives that will continue and for which this report serves as a milestone of accomplishments thus far. The complete report should be no more than 6,000 words.

Quality Initiative Reports are to be submitted by August 31 of Year 9. HLC recommends that institutions with comprehensive evaluations in the first half of Year 10 submit their report at least six months prior to their Assurance System lock date. Submit the report as a PDF file to pathways@hlcommission.org with a file name that follows this format: QI Report No Name University MN. The file name must include the institution's name (or an identifiable portion thereof) and state.

Date: 8/31/2018

Contact Person for Report: David Sutherland, Associate Provost

Contact Person's Email Address: sutherlandD@hendrix.edu

Report Categories

Overview of the Quality Initiative

1. Provide a one-page executive summary that describes the Quality Initiative, summarizes what was accomplished and explains any changes made to the initiative over the time period.

The summary is attached at the end of this form and is titled "QI Executive Summary, Hendrix College."

Scope and Impact of the Initiative

2. Explain in more detail what was accomplished in the Quality Initiative in relation to its purposes and goals. (If applicable, explain the initiative's hypotheses and findings.)

The detailed report is attached at the end of this form and is titled "QI Report, Hendrix College." As with the Executive Summary, this document does not explain the various Hendrix processes and curricular initiatives that were described extensively in the original proposal document. Please refer to the attached original proposal for those details. The proposal file is titled "QI Proposal, Hendrix College."

3. Evaluate the impact of the initiative, including any changes in processes, policies, technology, curricula, programs, student learning and success that are now in place in consequence of the initiative.

The detailed report is attached at the end of this form and is titled "QI Report, Hendrix College."

4. Explain any tools, data or other information that resulted from the work of the initiative.

The detailed report is attached at the end of this form and is titled "QI Report, Hendrix College." Learning goals, rubrics, mappings, etc. are attached after the report and titled as attachments A – E.

5. Describe the biggest challenges and opportunities encountered in implementing the initiative.

Finding adequate time for a project like this is always a big challenge! However, the Assessment Committee really owned the QI process. The greatest opportunity was when Faculty began to understand how the previous Collegiate Center assessment work naturally led to some of the issues that appeared during the QI process. The various mapping exercises are now being repeated in many departments as they review their goals for their majors.

Commitment to and Engagement in the Quality Initiative

6. Describe the individuals and groups involved at stages throughout the initiative and their perceptions of its worth and impact.

Leaders of the project were David Sutherland, Associate Provost and Professor of Mathematics, Sasha Pfau, Associate Professor of History, and Megan Leonard, Associate Professor of Economics and Business. All three have worked extensively with other assessment projects on

campus including attending a previous AAC&U summer workshop on general education assessment and planning. All three have experience in working with the Academic Policy Council to move projects through the faculty governance processes. David Sutherland has been the administrative member of both the Assessment Committee and the Curriculum Committee. Megan Leonard has chaired the Assessment Committee. Sasha Pfau has chaired the Curriculum Committee and helped develop the current first-year student seminar course (*The Engaged Citizen*) and worked with the assessment of that course. Both David and Sasha have served terms on the Academic Policy Council while Megan has recently been elected to begin a term as Faculty Representative on the Board of Trustees.

The Assessment Committee is where most of the work happened along with help from the Provost who chairs the Academic Policy Council. The President has been supportive and has participated in the process through his participation in the Academic Policy Council and faculty meetings. The student members of the Assessment Committee were actively involved in the processes.

The Faculty were very supportive and interested in the developmental processes as discussions and decisions worked their way through faculty meetings. Chairs of the various components of the Collegiate Center (as described in the attached QI Proposal) have worked to relate what they are doing in their Collegiate Center components to a larger and more integrated approach to assessing College goals.

7. Describe the most important points learned by those involved in the initiative.

Faculty support for formal assessment has come a long way at Hendrix in the past five years. Starting with the development of the learning goals for our Collegiate Center Odyssey Program and moving to the development of *The Engaged Citizen* course—the first course developed and adopted by the Faculty with learning goals as part of the package, assessment activities have increased. The QI project was positioned at the right time to move those successes from random events into a more thoughtful, integrative process of ongoing assessment.

At a small liberal arts campus where the Faculty meets as a committee of the whole, there is a tendency to reinvent the wheel for every project. The QI project, then, helped us move forward in at three distinct ways:

- Assessment is a process (and not a series of separate actions).
- Others have done excellent work that Hendrix can use—we do not have to create everything ourselves from scratch.
- Our Collegiate Center curriculum makes sense as a way to bring to fruition the goals for our students in the College's Statement of Purpose.

Resource Provision

8. Explain the human, financial, physical and technological resources that supported the initiative.

Resources other than faculty, student, and staff time were minimal. The limited financial needs and administrative support for the project were supported by the Office of Academic Affairs and the President's Office. Technological resources were provided by the College's Information Technology Department.

Three individuals listed in item 6 spent the most time on the QI; each were given (limited) release time and were not assigned to other standing committees. The faculty and student members of

the Assessment Committee worked diligently at bimonthly meetings. The Provost, Committee on Faculty, the Academic Policy Council assisted in planning faculty meetings and discussions. The President and the Senior Leadership Team heard reports and participated in the faculty meetings and discussions.

Plans for the Future (or Future Milestones of a Continuing Initiative)

9. Describe plans for ongoing work related to or as a result of the initiative.

The detailed report is attached at the end of this form and is titled "2: QI Report, Hendrix College Qualitative Initiative." Note the final paragraph of the document. We expect to use the results of this project to enhance our assessment procedures for our Collegiate Center.

10. Describe any practices or artifacts from the initiative that other institutions might find meaningful or useful and please indicate if you would be willing to share this information.

This project came at a good time for Hendrix. Faculty have generally resisted new formal assessment projects. This is a particular problem for small liberal arts colleges where the faculty are intimately involved in all academic processes. However, after several years of conducting annual department assessment reports, developing of the learning goals for the Odyssey Program, and adopting a new Statement of Purpose, the faculty has been much more open and interested in the questions raised by the QI project. At the same time, the Assessment Committee has matured into a proactive committee that takes ownership of the processes. The work they do is now perceived as coming from the faculty rather than from the administration. If these experiences would be helpful to relate to other institutions with similar issues, we would be more than happy to help.

Hendrix College Quality Initiative: Executive Summary

Statement of Purpose: Feeding the Core

Our President's Strategic Plan includes a call to better examine and strengthen how Hendrix delivers a liberal arts education. One emphasis is to "feed the core" by never taking for granted the teaching and learning that define Hendrix. The QI project provided a framework for the faculty to take this next step in understanding student learning at Hendrix through accomplishing the three goals listed below. This approach creates a better understanding of how Hendrix succeeds in its goal to develop "whole persons"—an ideal woven deeply into our past and continuing into our future as part of the new Statement of Purpose.

Goal 1: *Develop specific learning goals based on the new Statement of Purpose and the new Vision for Student Learning.*

- **Fall 2016 through Spring 2017**

- The Assessment Committee distilled a set of concise learning goals from the Vision for Student Learning (VSL) and the Assessment Committee presented the goals at a faculty meeting.
- The Assessment Committee developed a mapping of current learning goals for the Collegiate Center with the VSL goals. The Faculty accepted the VSL goals and Collegiate Center mapping.

Goal 2: *Develop an assessment plan, benchmarks, and measurement tools for evaluating the success of our general education curriculum in producing the student outcomes stated in the new Statement of Purpose.*

- **Spring 2017 through Fall 2017**

- The committee's background work included studying standard measures of critical thinking, the National Survey of Student Engagement (with Hendrix results), and the nationally developed VALUE rubrics in the AAC&U's LEAP Program.
- By semester's end, the Assessment Committee had selected, refined, and edited one or more components from the VALUE rubrics for each of the thirteen VSL goals.
- The Assessment Committee asked the Academic Policy Council to place the VSL rubrics on two faculty meeting agendas—one for discussion and one for voting.
- During the discussion in September, the Assessment Committee presented the VSL rubrics.
- The Faculty approved the revised goals in October.
- The committee created a mapping between NSSE questions and the VSL goals to help identify a VSL goal that would serve as the first goal for assessment.
- The Assessment Committee's examination of NSSE results led to VSL goal I6 "making connections among different bodies of knowledge" as the focus area.
- The Assessment Committee focused on academic advising as a strong area of fit.

Goal 3: *Begin the collection of data and start using the results to move our general education curriculum toward a more integrated approach rather than continuing to evaluate each curricular unit on its own.*

- **Spring 2018 through Spring 2019**

- The Assessment Committee worked with the Academic Advising Office and Academic Affairs to plan the process for data collection for goal I6 during the Fall 2018 semester.
- The plan was discussed at the May faculty meeting: All academic advisors will meet with their junior advisees during the sixth and seventh weeks of classes. At these meetings advisors will have two agenda items and one is to conduct an assessment of VSL goal I6.
- A training session led by the Assessment Committee is scheduled for the September Faculty Meeting this fall.
- The Assessment Committee will assess the results gathered by these conversations and they will
 - Use the results to set a benchmark for the I6 for the following year and continue the advising rubric scoring for the following year.
 - Communicate results back to the Collegiate Center groups who can then make decisions about the relationship between the results and the goals of their individual groups. They will develop for action plans as part of their regular annual assessment reports.
- Report back to the Faculty and the President's Senior Leadership Team and prepare a formal assessment plan including a rotation of the VSL goals.

Hendrix College Quality Initiative Report

Statement of Purpose: Feeding the Core

Our President's Strategic Plan includes a call to better examine and strengthen how Hendrix delivers a liberal arts education. One emphasis is to "feed the core" by never taking for granted the teaching and learning that define Hendrix. The QI project provided a framework for the faculty to take this next step in understanding student learning at Hendrix through accomplishing the three goals listed below. This approach creates a better understanding of how Hendrix succeeds in its goal to develop "whole persons"—an ideal woven deeply into our past and continuing into our future as part of the new Statement of Purpose.

Goal 1: Develop specific learning goals based on the new Statement of Purpose and the new Vision for Student Learning.

- **Fall 2016**
 - The Assessment Committee distilled a set of concise learning goals from the Vision for Student Learning (VSL). The goals follow the structure of the VSL. The first eight goals relate to inquiry (Goals I1–I8). The second three relate to multiple communities (Goals MC1–MC3). The third two relate to community (Goals C1–C2). The final set of six items are stated as opportunities the College provides for student growth as whole persons (Statements WP1–WP6).
 - Because the goals closely follow the VSL, the Assessment Committee decided to present the goals to the Faculty as a committee report rather than an action item. The Senior Leadership Team and the Academic Policy Council were kept up to date with reports from the Committee on Academic Assessment.
 - The Assessment Committee developed a mapping of current learning goals for the Collegiate Center (the Hendrix general education program) with the VSL goals.
 - Attachments: **A. Hendrix College Vision for Student Learning Goals**
 - B. Collegiate Center Initial VSL Mapping**
- **Spring 2017**
 - At the January Faculty Meeting, the Assessment Committee, presented the draft VSL goals and initial Collegiate Center mapping. The Faculty accepted the report.
 - The VSL goals were posted on the VSL webpage and reported to the Board of Trustees by the chair of the Assessment Committee.

Goal 2: Develop an assessment plan, benchmarks, and measurement tools for evaluating the success of our general education curriculum in producing the student outcomes stated in the new Statement of Purpose.

- **Spring 2017**
 - Because the draft VSL goals were adopted at the beginning of the semester, the Assessment Committee had an early start on studying rubrics. During the spring the committee began background work including studying the following:
 - Standard measures of critical thinking including Bloom's taxonomy and the Perry Scale.
 - Both the survey instruments from the National Survey of Student Engagement [NSSE] and the results from Hendrix students for the last decade.
 - Nationally developed VALUE rubrics in the LEAP program of the AAC&U.
 - After extensive review of these materials, the Assessment Committee decided the VALUE rubrics should serve as the source for VSL rubrics. For example, the VALUE rubric for integrative learning is divided into five related goals. The goal for making "connections to disciplines" matched the VSL goal I6 "making connections among different bodies of knowledge" very closely. In some cases, merging two of the VALUE rubrics and editing the

Hendrix College Quality Initiative Report

Statement of Purpose: Feeding the Core

scale descriptions very accurately reflected one of the VSL goals. The committee wanted to use VALUE rubrics as much as possible for two reasons:

- VALUE rubrics were developed nationally and thus provide the possibility for comparative data to be used with our results.
- VALUE rubrics are constructed so that Faculty ownership was easier to create without extensive editing.
- By semester's end, the Assessment Committee had selected, refined, and edited one or more components from the VALUE rubrics for each of the thirteen VSL goals.

Attachment: C. Hendrix College Vision for Student Learning Rubrics

- **Fall 2017**

- Unlike the close relationship of VSL goals to the VSL prose statement, the VSL rubrics would be a departure from information previously discussed at faculty meetings. The Assessment Committee followed the more formal approach for adopting the VSL rubrics including discussion by the Academic Policy Council and its approval to place the VSL rubrics on two faculty meeting agendas—one meeting for discussion and a subsequent meeting for voting.
- During the discussion in September, the Assessment Committee presented the VSL rubrics. Faculty members asked questions and made suggestions about edits to make the rubrics clearer.
- The Assessment Committee made revisions and brought them back to the Faculty in October for a vote. The rubrics were approved without dissent.
- After Faculty approval, the Assessment Committee turned its attention to an assessment plan using the new rubrics and benchmarks. The committee created a mapping between NSSE questions and the VSL goals with two goals in mind:
 - To provide a readily available measure that would guide the order and frequency in which VSL goals were measured by data collection.
 - To identify a VSL goal that would serve as the first goal for which direct assessment data would be collected.
- The Assessment Committee's examination of NSSE results led to the identification of VSL goal I6 as the first area of focus.
- The Assessment Committee discussed ways to gather data for I6. Initially the committee focused on senior capstones as a place to use that rubric. However, the committee had concerns that the capstone focus might be too disciplinary focused. Eventually, the committee focused on academic advising as a strong area of potential fit.

Attachment: D. NSSE and VSL Mapping

Goal 3: *Begin the collection of data and start using the results to move our general education curriculum toward a more integrated approach rather than continuing to evaluate each curricular unit on its own.*

- **Spring 2018**

- The Assessment Committee worked with the Academic Advising Office and Academic Affairs to plan the process for data collection for I6 during the Fall 2018 semester.
- The plan: All academic advisors will meet with their junior advisees during the sixth and seventh weeks of classes. At these meetings advisors will have two agenda items.
 - Discussion of Odyssey and career goals (organized by the Academic Advising Office).
 - Conduct an assessment of VSL goal I6 using the I6 rubric (organized by the Assessment Committee).
- This plan was discussed at the May faculty meeting.

Attachment: E. Advising Meeting Overview for I6

- **Fall 2018**

Hendrix College Quality Initiative Report

Statement of Purpose: Feeding the Core

- A training session led by the Assessment Committee is scheduled for the September Faculty Meeting this fall. The session will include discussion prompts and instructions to score the rubric based on the student conversation.
- The Assessment Committee assesses the results gathered by these conversations.
- Make decisions on the following issues:
 - Use the results to set a benchmark for the I6 goal for the following year.
 - Set up the same advising scenario for the I6 rubric for the following year.
 - Feed results back to the Collegiate Center groups who can then make decisions about the relationship between the results and the goals of their individual groups. They will develop for action plans as part of their regular annual assessment reports.
 - Report back to the Faculty and the Senior Leadership Team.
- **Spring 2019**
 - Prepare a formal assessment plan including a rotation of the thirteen VSL goals and how to incorporate them into the Collegiate Center planning.
 - Take the written plan to the Faculty for approval.

Hendrix College Vision for Student Learning

Approved by the Hendrix Faculty in May 2016 and by the Hendrix Board of Trustees in October 2016.

Hendrix College students develop a breadth of knowledge across the liberal arts and sciences that gives them the potential to explore the present and flexibly meet the demands of their futures. Through this breadth of study, we, the college community, encourage students to enhance their understanding by making connections among different bodies of knowledge. Our students also engage more deeply in at least one area of study, establishing facility in their chosen discipline.

Students' diverse course of study at Hendrix guides them in discerning and understanding core principles about complex issues. Our students rigorously investigate and research these underlying causes and connections, learn to synthesize evidence from multiple sources, and design ways to answer their questions. They acquire the skills to evaluate arguments and evidence critically and develop independent, nuanced, and thoughtful analyses. Using written, oral, experiential, visual, or other appropriate methods, students communicate their findings effectively and persuasively. Our students reflect on their studies and are prepared to engage with the world based on their inquiry and deliberation.

To facilitate this link between the classroom and the world, we introduce our students to active engagement with multiple communities. They gain an understanding of the past, present, and future needs of the earth and of humanity, and of the challenges of our interdependence. From this foundation, our students consider ethical conundrums from conflicting perspectives. Through a commitment to diversity and inclusion, we work to foster an awareness of different cultures and empathy for the people who confront the diverse challenges and needs of our shared communities in order to inspire our students to lead lives of service. Our students bring their experiences in the wider community back to the classroom to enhance their course of study, building on what they have learned.

In order to meaningfully participate in multiple communities, our students must understand themselves and their relation to the world around them. To that end, the Hendrix community guides them in examining their abilities and strengths. We help them recognize how their skills can work for them and for the good of others, both now and in the future. We provide tools and opportunities to prepare our students for their prospective professional lives, and we strive to inspire them to lead lives of accomplishment as both leaders and team members. We share in the joy of their development as whole persons: independent, responsible, and attentive to their own mental and physical well-being. We nurture our students' life-long love of learning, both about themselves and about the world, as curious, creative, and active participants in life and in their communities.

Hendrix College Vision for Student Learning Goals

With the guidance of the college community and the curriculum requirements, our students benefit from the breadth and depth of a liberal arts and sciences education. They engage in rigorous inquiry and informed deliberation by:

- I1. investigating and researching underlying causes and connections
- I2. synthesizing evidence from multiple sources
- I3. designing ways to answer their questions
- I4. acquiring the skills to evaluate arguments and evidence critically
- I5. developing independent, nuanced, and thoughtful analyses
- I6. making connections among different bodies of knowledge
- I7. communicating their findings effectively and persuasively through written, oral, experiential, visual, or other appropriate methods
- I8. reflecting on their studies and being prepared to engage with the world based on their inquiry and deliberation

Hendrix College students actively and reflectively engage with multiple communities by:

- MC1. understanding the past, present, and future needs of the earth and of humanity, and of the challenges of our interdependence
- MC2. considering ethical conundrums from conflicting perspectives
- MC3. bringing their experiences in the wider community back to the classroom to enhance their course of study

The Hendrix College community supports these goals by:

- C1. fostering an awareness of different cultures through a commitment to diversity and inclusion
- C2. providing opportunities for students to confront the diverse challenges and needs of our shared communities in order to inspire them to lead lives of service

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

- WP1. guiding students in examining their abilities and strengths
- WP2. helping them recognize how their skills can work for them and for the good of others, both now and in the future
- WP3. providing tools and opportunities to prepare our students for their prospective professional lives
- WP4. striving to inspire students to lead lives of accomplishment as both leaders and team members
- WP5. encouraging their development into individuals who are independent, responsible, and attentive to their own mental and physical well-being
- WP6. nurturing their life-long love of learning, both about themselves and about the world as curious, creative, and active participants in life and in their communities.

Collegiate Center Initial VSL Mapping
Hendrix College Quality Initiative

Attachment B

VSL Goals ⇒ CC Goals ↓	I1	I2	I3	I4	I5	I6	I7	I8	MC 1	MC 2	MC 3		C1	C2		WP1	WP2	WP3	WP4	WP5	WP6
Odyssey																					
TEC																					
Learning Domains																					
EA																					
HP																					
LS																					
NS																					
NSL																					
SB																					
VA																					
Explorations																					
Capacities																					
W1																					
W2																					
FL																					
PA																					
QS																					
NSSE																					

Key: The columns are for the Vision for Student Learning Goals. The rows are for the parts of the Collegiate Center. Color blocks indicate that the row and column learning goals are in alignment. Different colors match subcomponents of the Collegiate Center to the parts of the Collegiate Center containing them. See the next page for a key to the VSL goals and parts of the CC.

Vision for Student Learning Goals

- I1 investigating and researching underlying causes and connections
- I2 synthesizing evidence from multiple sources
- I3 designing ways to answer their questions
- I4 acquiring the skills to evaluate arguments and evidence critically
- I5 developing independent, nuanced, and thoughtful analyses
- I6 making connections among different bodies of knowledge
- I7 communicating their findings effectively and persuasively through written, oral, experiential, visual, or other appropriate methods
- I8 reflecting on their studies and being prepared to engage with the world based on their inquiry and deliberation
- MC1 understanding the past, present, and future needs of the earth and of humanity, and of the challenges of our interdependence
- MC2 considering ethical conundrums from conflicting perspectives
- MC3 bringing their experiences in the wider community back to the classroom to enhance their course of study
- C1 fostering an awareness of different cultures through a commitment to diversity and inclusion
- C2 providing opportunities for students to confront the diverse challenges and needs of our shared communities in order to inspire them to lead lives of service
- WP1 guiding students in examining their abilities and strengths
- WP2 helping them recognize how their skills can work for them and for the good of others, both now and in the future
- WP3 providing tools and opportunities to prepare our students for their prospective professional lives
- WP4 striving to inspire students to lead lives of accomplishment as both leaders and team members
- WP5 encouraging their development into individuals who are independent, responsible, and attentive to their own mental and physical well-being
- WP6 nurturing their life-long love of learning, both about themselves and about the world as curious, creative, and active participants in life and in their communities

Collegiate Center Components

The First-Year Experience

The Engaged Citizen course

Explorations course

Capacities

Writing Across the Curriculum (Level 1 and Level 2)

Language (LA credit)

Quantitative Skills (QS credit)

Physical Activity (2 PA credits)

Learning Domains

Expressive Arts (EA credit)

Historical Perspectives (HP credit)

Literary Studies (LS credit)

Natural Sciences Inquiry (NS and NS-L credit)

Social and Behavioral Analysis (SB credit)

Values, Beliefs and Ethics (VA credit)

Hendrix Odyssey (Odyssey credits in 3 of 6 categories)

Artistic Creativity, Global Awareness, Professional & Leadership Development, Special Projects, Service to the World, and Undergraduate Research

Hendrix College Vision for Student Learning Rubric

With the guidance of the college community and the curriculum requirements, our students benefit from the breadth and depth of a liberal arts and sciences education. They engage in rigorous inquiry and informed deliberation by:				
	Capstone	Milestones		Benchmark
I1. investigating and researching underlying causes and connections	Explores a topic in depth, yielding a rich awareness of its larger context.	Explores a topic in depth, yielding insight into its larger context.	Explores a topic with some evidence of depth, providing occasional insight into its larger context.	Explores a topic at a surface level, providing basic facts and little insight into its larger context.
I2. synthesizing evidence from multiple sources	Synthesizes in-depth information from relevant sources representing various points of view/ approaches.	Presents in-depth information from relevant sources representing various points of view/ approaches.	Presents information from relevant sources representing limited points of view/ approaches.	Presents information from irrelevant sources representing limited points of view/ approaches.
I3. designing ways to answer their questions	Identifies multiple approaches to address their question that apply within a specific context.	Identifies approaches to address their question, only some of which apply within a specific context.	Identifies only a single approach to address their question that does apply within a specific context.	Identifies one or more approaches to address their question that do not apply within a specific context.
I4. acquiring the skills to evaluate arguments and evidence critically	Information is taken from source(s) with enough interpretation/ evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.	Information is taken from source(s) with enough interpretation/ evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.	Information is taken from source(s) with some interpretation/ evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.	Information is taken from source(s) without any interpretation/ evaluation. Viewpoints of experts are taken as fact, without question.

	Capstone	Milestones		Benchmark
15. developing independent, nuanced, and thoughtful analyses	Organizes and synthesizes evidence to reveal insightful patterns, differences, or similarities related to focus.	Organizes evidence to reveal important patterns, differences, or similarities related to focus.	Organizes evidence, but the organization is not effective in revealing important patterns, differences, or similarities.	Lists evidence, but it is not organized and/ or is unrelated to focus.
16. making connections among different bodies of knowledge	Independently creates wholes out of multiple parts (synthesizes) or draws conclusions by combining examples, facts, or theories from more than one field of study or perspective.	Independently connects examples, facts, or theories from more than one field of study or perspective.	When prompted, connects examples, facts, or theories from more than one field of study or perspective.	When prompted, presents examples, facts, or theories from more than one field of study or perspective.
17. communicating their findings effectively and persuasively through written, oral, experiential, visual, or other appropriate methods	Communicates, organizes and synthesizes information from sources to fully achieve a specific purpose, with clarity and depth, using a format in ways that enhance meaning, making clear the interdependence of language and meaning, thought, and expression.	Communicates, organizes and synthesizes information from sources. Intended purpose is achieved. Uses a format to explicitly connect content and form, demonstrating awareness of purpose and audience.	Communicates and organizes information from sources. The information is not yet synthesized, so the intended purpose is not fully achieved. Uses a format that connects in a basic way what is being communicated (content) with how it is said (form).	Communicates information from sources. The information is fragmented and/or used inappropriately (misquoted, taken out of context, or incorrectly paraphrased, etc.), so the intended purpose is not achieved. Is not thoughtful about the format.
18. reflecting on their studies and being prepared to engage with the world based on their inquiry and deliberation	Reviews prior learning (past experiences inside and outside of the classroom) in depth to reveal significantly changed perspectives about educational and life experiences, which provide foundation for expanded knowledge, growth, and maturity over time.	Reviews prior learning (past experiences inside and outside of the classroom) in depth, revealing fully clarified meanings or indicating broader perspectives about educational or life events.	Reviews prior learning (past experiences inside and outside of the classroom) with some depth, revealing slightly clarified meanings or indicating a somewhat broader perspectives about educational or life events.	Reviews prior learning (past experiences inside and outside of the classroom) at a surface level, without revealing clarified meaning or indicating a broader perspective about educational or life events.

Hendrix College students actively and reflectively engage with multiple communities by:				
	Capstone	Milestones		Benchmark
MC1. understanding the past, present, and future needs of the earth and of humanity, and of the challenges of our interdependence	Effectively addresses significant issues in the natural and human world based on articulating one's identity in a global context.	Evaluates the global impact of one's own and others' specific local actions on the natural and human world.	Analyzes ways that human actions influence the natural and human world.	Identifies some connections between an individual's personal decision-making and certain local and global issues.
MC2. considering ethical conundrums from conflicting perspectives	Evaluates and applies diverse perspectives to complex subjects within natural and human systems in the face of multiple and even conflicting positions (i.e. cultural, disciplinary, and ethical.)	Synthesizes other perspectives (such as cultural, disciplinary, and ethical) when investigating subjects within natural and human systems.	Identifies and explains multiple perspectives (such as cultural, disciplinary, and ethical) when exploring subjects within natural and human systems.	Identifies multiple perspectives (such as cultural, disciplinary, and ethical) relative to subjects within natural and human systems.
MC3. bringing their experiences in the wider community back to the classroom to enhance their course of study	Meaningfully synthesizes connections among experiences outside of the formal classroom (including life experiences and academic experiences such as internships and travel abroad) to deepen understanding of fields of study and to broaden own points of view.	Effectively selects and develops examples of life experiences, drawn from a variety of contexts (e.g., family life, artistic participation, civic involvement, work experience), to illuminate concepts/ theories/ frameworks of fields of study.	Compares life experiences and academic knowledge to infer differences, as well as similarities, and acknowledge perspectives other than own.	Identifies connections between life experiences and those academic texts and ideas perceived as similar and related to own interests.

The Hendrix College community supports these goals by:				
C1. fostering an awareness of different cultures through a commitment to diversity and inclusion	Demonstrates evidence of adjustment in own attitudes and beliefs because of working within and learning from diversity of communities and cultures. Promotes others' engagement with diversity.	Reflects on how own attitudes and beliefs are different from those of other cultures and communities. Exhibits curiosity about what can be learned from diversity of communities and cultures.	Has awareness that own attitudes and beliefs are different from those of other cultures and communities. Exhibits little curiosity about what can be learned from diversity of communities and cultures.	Expresses attitudes and beliefs as an individual, from a one-sided view. Is indifferent or resistant to what can be learned from diversity of communities and cultures.
C2. providing opportunities for students to confront the diverse challenges and needs of our shared communities in order to inspire them to lead lives of service	Engages with multiple communities and evaluates and applies diverse perspectives to complex subjects within natural and human systems in the face of multiple and even conflicting positions. Uses this knowledge to commit to future action.	Engages with multiple communities and synthesizes other perspectives when investigating subjects within natural and human systems. Uses this knowledge in contemplating future action.	Is familiar with different communities and identifies and explains multiple perspectives when exploring subjects within natural and human systems. Is aware of possible future action.	Has limited interaction with different communities. Identifies multiple perspectives while maintaining an inflexible preference for own positioning. Does not consider possible future action.

VSL <--> NSSE Mapping
Hendrix College Quality Initiative

Attachment D

National Survey of Student Engagement Vision for Student Learning Goals are in the first column and NSSE questions are in the second and third columns.			Hendrix 2013					Hendrix 2014				Hendrix 2015				Hendrix 2016			
			Class	Mean	Private	Class	2013	Mean	Private	Class	2014	Mean	Private	e Class	2015	Mean	Peer Group	Southest Lib Arts	NSSE 2016
C1	14d	Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)	FY	3.1	***	***	***	3.1	***	***	***	3.0		*	3.1		*	***	
			SR	2.8			*	2.5	*			2.8		*	2.6				
C1	17h	Understanding people of other backgrounds (economics, racial/ethnic, political, religious, nationality, etc.)	FY	3.1	**	***	***	3.0	*	**	***	2.9			2.9			*	
			SR	3.2	**	**	***	2.8				3.1	*	**	3.2		*	**	
C1	2c	Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	FY	2.8			***	2.8	*		**	2.9	**		2.8			**	
			SR	2.9			*	3.1	**	**	**	2.9		*	3.0			***	
C1	8a	People of a race or ethnicity other than your own	FY	3.2				3.3			**	3.3			3.1	***			
			SR	3.0				3.0	*		*	3.0	*		3.0	**			
C1	8b	People from an economic background other than your own	FY	3.3			**	3.3			**	3.2			3.1	*			
			SR	3.1				3.0				3.1			3.1	*			
C1	8c	People with religious beliefs other than your own	FY	3.4	***	***	***	3.5	***	***	***	3.4	***	**	3.1				
			SR	3.3	***	**	**	3.2	**			3.3	**	*	3.3		*	**	
C1	8d	People with political views other than your own	FY	2.9				3.1				3.1			2.7	***	***	***	
			SR	2.8	*	*	**	2.7	***	***	***	2.9	**		2.7	***	***	***	
C2	12	About how many of your courses at this institution have included a community based-project (service-learning)?	FY	1.6	*			1.5	**			1.5	*		1.4	*	***	***	
			SR	1.5	***	***	**	1.6	***	**	***	1.5	***	***	1.5	**	***	**	
C2	14d	Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)	FY	3.1	***	***	***	3.1	***	***	***	3.0		*	3.1		*	***	
			SR	2.8			*	2.5	*			2.8		*	2.6				
C2	17h	Understanding people of other backgrounds (economics, racial/ethnic, political, religious, nationality, etc.)	FY	3.1	**	***	***	3.0	*	**	***	2.9			2.9			*	
			SR	3.2	**	**	***	2.8				3.1	*	**	3.2		*	**	
C2	2e	Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	FY	3.0				2.9				3.2	**	*	3.1		*	***	
			SR	3.0				3.2	**	*	**	3.2		*	3.3		*	***	
I1	17d	Analyzing numerical and statistical information	FY	2.6		*		2.5				2.5			2.4	*	**	**	
			SR	2.9	*	*		2.8				3.2	***	***	3.0				
I1	2a	Combined ideas from different courses when completing assignments	FY	2.7				2.7				2.8			2.5	*	*		
			SR	3.1	*			3.2	**		*	3.1			3.1				
I1	4c	Analyzing an idea, experience, or line of reasoning in depth by examining its parts	FY	3.2	*		**	3.1				3.2	*		3.1			*	
			SR	3.3	*		**	3.4	***	***	***	3.2			3.4			***	
I2	17d	Analyzing numerical and statistical information	FY	2.6		*		2.5				2.5			2.4	*	**	**	
			SR	2.9	*	*		2.8				3.2	***	***	3.0				

I2	2a	Combined ideas from different courses when completing assignments	FY	2.7					2.7				2.8				2.5	*	*
I2			SR	3.1	*				3.2	**	*		3.1				3.1		
I2	4d	Evaluating a point of view, decision, or information source	FY	3.1		*			3.0				3.2	*	**		3.1		*
I2			SR	3.1					3.2		***		3.2		*		3.2		**
I2	6c	Evaluated what others have concluded from numerical information	FY	2.3					2.4				2.5	*	*		2.3		
I2			SR	2.6	***		**		2.5				2.0	**	**		2.8	*	***
I2	9c	Summarized what you learned in class or from course materials	FY	2.9					2.8				2.8				2.8		
I2			SR	2.9					2.9				2.9				2.9		
I3	4c	Analyzing an idea, experience, or line of reasoning in depth by examining its parts	FY	3.2	*		**		3.1				3.2	*	**		3.1		*
I3			SR	3.3	*		**		3.4	***	***	***	3.2				3.4		***
I3	6a	Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	FY	2.5					2.6				2.5				2.6		
I3			SR	2.7					2.6				2.8	*			2.8		
I3	6b	Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	FY	2.2					2.3				2.2				2.2		
I3			SR	2.4					2.4				2.5				2.6		
I3	6c	Evaluated what others have concluded from numerical information	FY	2.3					2.4				2.5	*	*		2.3		
I3			SR	2.6	***		**		2.5				2.0	**	**		2.8	*	***
I4	17c	Thinking critically and analytically	FY	3.4	**	*	***		3.4	**	*	***	3.2				3.2		*
I4			SR	3.7	***	***	***		3.7	***	***	***	3.7	***	**	***	3.7		***
I4	2c	Examined the strengths and weaknesses of your own views on a topic or issue	FY	2.9					2.9				3.0		*		2.7	*	*
I4			SR	2.9					3.1			**	3.0				3.0		*
I4	2f	Learned something that changed the way you understand an issue or concept	FY	2.9					3.0				3.0				2.9		
I4			SR	3.1			**		3.2	**		***	3.2	**		***	3.3		***
I4	4a	Memorizing course material	FY	2.8	*		*		2.9				2.8				2.9		
I4			SR	2.6					2.6		*		2.7				2.5	***	**
I4	4b	Applying facts, theories, or methods to practical problems or new situations	FY	3.1					3.0				3.1				3.0		
I4			SR	3.1					3.2				3.2				3.3		
I4	6a	Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	FY	2.5					2.6				2.5				2.6		
I4			SR	2.7					2.6				2.8	*			2.8		
I4	6b	Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	FY	2.2					2.3				2.2				2.2		
I4			SR	2.4					2.4				2.5				2.6		
I4	6c	Evaluated what others have concluded from numerical information	FY	2.3					2.4				2.5	*	*		2.3		
I4			SR	2.6	***		**		2.5				2.0	**	**		2.8	*	***
I4	9a	Identified key information from reading assignments	FY	3.4	**	*	***		3.3			**	3.4		**		3.3		**
I4			SR	3.5			***		3.6	***	***	***	3.6	***	**	***	3.5		***
	2f	Learned something that changed the way you understand	FY	2.9					3.0				3.0				2.9		

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I5	an issue or concept	SR	3.1		**	3.2	**	***	3.2	**	***	3.3	**	***
4e	Forming a new idea or understanding from various pieces of information	FY	3.0			3.0		*	3.2	**	*	3.0		
I5		SR	3.1			3.3	**	*	3.2		**	3.3		***
11f	Complete a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.)	FY	1%			1%			2%			1%		
I5		SR	88%	***	***	93%	***	***	84%	***	*	85%	*	***
17c	Thinking critically and analytically	FY	3.4	**	*	3.4	**	*	3.2			3.2		*
I5		SR	3.7	***	***	3.7	***	***	3.7	***	**	3.7	***	***
2a	Combined ideas from different courses when completing assignments	FY	2.7			2.7			2.8			2.5	*	*
I6		SR	3.1	*		3.2	**	*	3.1			3.1		
2c	Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	FY	2.8		***	2.8	*	**	2.9	**	***	2.8		**
I6		SR	2.9		*	3.1	**	**	2.9		*	3.0		***
4d	Evaluating a point of view, decision, or information source	FY	3.1		*	3.0			3.2	*	**	3.1		*
I6		SR	3.1			3.2		***	3.2		*	3.2		**
6a	Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	FY	2.5			2.6			2.5			2.6		
I6		SR	2.7			2.6			2.8	*		2.8		
6b	Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	FY	2.2			2.3			2.2			2.2		
I6		SR	2.4			2.4			2.5			2.6		
6c	Evaluated what others have concluded from numerical information	FY	2.3			2.4			2.5	*	*	2.3		
I6		SR	2.6	***	**	2.5			2.0	**	**	2.8	*	***
1a	Asked questions or contributed to course discussion in other ways	FY	3.0		*	3.0		*	3.2		***	2.9	**	**
I7		SR	3.2		**	3.3			3.3		*	3.5		***
1b	Prepared two or more drafts of a paper or assignment before turning it in	FY	2.2	***	***	2.4	***	*	2.5			2.5		
I7		SR	2.3	***	*	2.3	***		2.3	*		2.4		
1f	Explained course material to one or more students	FY	2.6		*	2.6		**	2.9		*	2.6	*	*
I7		SR	2.7	***	**	2.7	*	*	2.7		*	2.8		
1i	Gave a course presentation	FY	2.0	***	***	2.1	***	***	2.3	*		2.2		***
I7		SR	2.6	**	***	2.6		***	2.5	***	***	2.8	*	***
7a	Up to 5 pages	FY	8.5	**	***	9.1	***	***	9.3	**	***	8.1		**
I7		SR	10.4	***	*	11.1	***	***	10.9	***	**	10.5	*	***
7b	Between 6 and 10 pages	FY	2.3			3.0	***	***	2.8		*	2.7		
I7		SR	4.8	**	*	4.5		*	4.5		*	4.3		
7c	11 pages or more	FY	0.3	***	***	0.6			0.7			0.5		
I7		SR	2.3			2.2			2.1			2.4	*	
11f	Complete a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.)	FY	1%			1%			2%			1%		
I7		SR	88%	***	***	93%	***	***	84%	***	*	85%	*	***
17a	Writing clearly and effectively	FY	3.1		**	3.0		*	3.2		*	3.0		
I7		SR	3.6	***	***	3.5	***	***	3.5	***	***	3.5	***	***

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I7	17b	Speaking clearly and effectively	FY	2.6	*				2.8				2.7				2.6		**	
			SR	3.2	**		***		3.1				3.1	*			3.1	*		*
I8	11f	Complete a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.)	FY	1%					1%				2%				1%			
			SR	88%	***	***	***		93%	***	***	***	84%	***	*	***	85%	*	**	***
I8	17i	Solving complex real-world problems	FY	2.8			*		2.7				2.6				2.6			
			SR	3.1		**	**		2.8				3.0				3.1	*		**
I8	2b	Connected your learning to societal problems or issues	FY	2.8	*		**		2.8				2.8		*		2.8			**
			SR	3.0			*		3.2	**		***	3.0				3.1			***
I8	2e	Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	FY	3.0					2.9				3.2	**	*	**	3.1		*	***
			SR	3.0					3.2	**	*	**	3.2		*		3.3		*	***
I8	2f	Learned something that changed the way you understand an issue or concept	FY	2.9					3.0				3.0				2.9			
			SR	3.1			**		3.2	**		***	3.2	**		***	3.3		**	***
MC1	17h	Understanding people of other backgrounds (economics, racial/ethnic, political, religious, nationality, etc.)	FY	3.1	**	***	***		3.0	*	**	***	2.9				2.9			*
			SR	3.2	**	**	***		2.8				3.1	*	**	***	3.2		*	**
MC2	2e	Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	FY	3.0					2.9				3.2	**	*	**	3.1		*	***
			SR	3.0					3.2	**	*	**	3.2		*		3.3		*	***
MC2	17j	Being an informed and active citizen	FY	3.1	***	***	***		3.1	***	***	***	3.0	**	*	***	3.1	***	**	***
			SR	3.1	**	**	***		3.0	*	*	***	3.1	**	*	***	3.2	**	*	***
MC3	17e	Acquiring job- or work-related knowledge and skills	FY	2.4	***	**	**		2.4	***	**	**	2.3	**	*	*	2.4		***	**
			SR	2.8	***		**		2.6	***	***	***	2.8	**			2.8			
MC3	2g	Connected ideas from your courses to your prior experiences and knowledge	FY	3.3	*		**		3.2	*		**	3.3		*		3.1			
			SR	3.4			*		3.5	**	*	***	3.4		**		3.5		**	***
WP1	3a	Talked about career plans with a faculty member	FY	2.1	**	**			2.2	*	*		2.1	**	*		2.3		*	
			SR	2.8	***		***		2.8	***		***	2.8			***	2.8			***
WP1	3d	Discussed your academic performance with a faculty member	FY	2.2					2.3		**		2.3		*		2.2	*	**	
			SR	2.4	*		*		2.3				2.3				2.4		*	
WP1	13b	Academic advisors	FY	5.6		*	***		5.2				5.7	*		**	5.7		*	***
			SR	6.3	***	***	***		6.1	***	***	***	6.1	***	***	***	6.1		**	***
WP1	14b	Providing support to help students succeed academically	FY	3.5	***	***	***		3.5	***	***	***	3.4	*		**	3.3			
			SR	3.5	***	***	***		3.4	***	***	***	3.4	***	***	***	3.2			**
WP1	14c	Using learning support services (tutoring services, writing center, etc.)	FY	3.4	***	**	***		3.4	**		***	3.3		*		3.3			*
			SR	3.3	**	**	***		3.0		*		3.1		**		3.0			

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WP2	3a	Talked about career plans with a faculty member	FY	2.1	**	**		2.2	*	*		2.1	**	*		2.3		*	
			SR	2.8	***		***	2.8	***		***	2.8			***	2.8			***
WP2	12	About how many of your courses at this institution have included a community based-project (service-learning)?	FY	1.6	*			1.5	**			1.5	*			1.4	*	***	***
			SR	1.5	***	***	**	1.6	***	**	***	1.5	***	***	***	1.5	**	***	**
WP2	13b	Academic advisors	FY	5.6		*	***	5.2				5.7	*		**	5.7		*	***
			SR	6.3	***	***	***	6.1	***	***	***	6.1	***	***	***	6.1		**	***
WP2	17g	Developing or clarifying a personal code of values and ethics	FY	3.0			**	2.8				2.7				2.7		*	
			SR	3.1			***	2.8	**	*		2.9				3.1			*
WP2	17j	Being an informed and active citizen	FY	3.1	***	***	***	3.1	***	***	***	3.0	**	*	***	3.1	***	**	***
			SR	3.1	**	**	***	3.0	*	*	***	3.1	**	*	***	3.2	**	*	***
WP3	3a	Talked about career plans with a faculty member	FY	2.1	**	**		2.2	*	*		2.1	**	*		2.3		*	
			SR	2.8	***		***	2.8	***		***	2.8			***	2.8			***
WP3	11a	Participate in an internship, co-op, field experience, student teaching, or clinical placement	FY	5%	*	*		6%				10%				5%		*	
			SR	64%	***		***	75%	***	*	***	79%	***	**	***	68%			***
WP3	11e	Work with a faculty member on a research project	FY	5%				4%				12%		*	*	3%			
			SR	58%	***	**	***	63%	***	***	***	65%	***	***	***	66%	**	***	***
WP3	13b	Academic advisors	FY	5.6		*	***	5.2				5.7	*		**	5.7		*	***
			SR	6.3	***	***	***	6.1	***	***	***	6.1	***	***	***	6.1		**	***
WP3	17e	Acquiring job- or work-related knowledge and skills	FY	2.4	***	**	**	2.4	***	**	**	2.3	**	*	*	2.4		***	**
			SR	2.8	***		**	2.6	***	***	***	2.8	**			2.8			
WP3	17j	Being an informed and active citizen	FY	3.1	***	***	***	3.1	***	***	***	3.0	**	*	***	3.1	***	**	***
			SR	3.1	**	**	***	3.0	*	*	***	3.1	**	*	***	3.2	**	*	***
WP4	10	During the current school year, to what extent have your courses challenged you to do your best work?	FY	5.7				5.6				5.8				5.7			
			SR	5.8	*			5.8		*		5.8				5.7			
WP4	11b	Hold a formal leadership role in a student organization or group	FY	19%	*		**	17%				27%	**	**	***	15%			
			SR	64%	***		***	64%	***		***	65%	*		***	75%		**	***
WP4	17f	Working effectively with others	FY	2.9				2.7	**	**	*	2.7				2.7		*	
			SR	3.0				2.9	*	**		3.0				3.1			
WP5	1c	Come to class without completing readings or assignments	FY	3.1				2.9	**			3.0				3.1			
			SR	3.0	***			3.0	**			3.1				3.0			
WP5	14b	Providing support to help students succeed academically	FY	3.5	***	***	***	3.5	***	***	***	3.4	*		**	3.3			
			SR	3.5	***	***	***	3.4	***	***	***	3.4	***	***	***	3.2			**
WP5	14c	Providing opportunities to be involved socially	FY	3.6	***	***	***	3.5	***	***	***	3.5	***	***	***	3.4	**	***	***
			SR	3.5	***	***	***	3.5	***	***	***	3.5	***	***	***	3.4	***	***	***
WP5	14f	Providing support for your overall well-being (recreation,	FY	3.4	***	***	***	3.4	***	***	***	3.3	*	*	**	3.3	**	***	***
			SR	3.4	***	***	***	3.4	***	***	***	3.3	*	*	**	3.3	**	***	***

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WP5	health care, counseling, etc.)	SR	3.2	***	***	***	3.2			3.2	***	***	***	3.0	*		**
14g	Helping you manage your non-academic responsibilities (work, family, etc.)	FY	2.6			*	2.6		**	2.6				2.5			
WP5		SR	2.1				2.2			2.2				2.1			
14h	Attending campus activities and events (performing arts, athletic events, etc.)	FY	3.4	***	***	***	3.3	***	***	***	3.3	*	*	3.1			***
WP5		SR	3.2	***	**	***	3.2	***	***	***	3.2	***	***	3.0	*		***
1d	Attended an art exhibit, play, or other arts performance (dance, music, etc.)	FY	2.4	***		***	2.2		**	2.6	***	**	***	2.2	***	**	**
WP6		SR	2.3	***		***	2.5	***	*	2.2			***	2.5			***
11d	Participate in a study abroad program	FY	5%				3%			5%				1%		*	
WP6		SR	44%	***		***	47%	***	*	40%	***		***	42%			***
11e	Work with a faculty member on a research project	FY	5%				4%			12%		*	*	3%			
WP6		SR	58%	***	**	***	63%	***	***	65%	***	***	***	66%	**	***	***
14e	Providing opportunities to be involved socially	FY	3.6	***	***	***	3.5	***	***	3.5	***	***	***	3.4	**	***	***
WP6		SR	3.5	***	***	***	3.5	***	***	3.5	***	***	***	3.4	***	***	***
14h	Attending campus activities and events (performing arts, athletic events, etc.)	FY	3.4	***	***	***	3.3	***	***	3.3	*	*	***	3.1			***
WP6		SR	3.2	***	**	***	3.2	***	***	3.2	***	***	***	3.0	*		***
17g	Developing or clarifying a personal code of values and ethics	FY	3.0			**	2.8			2.7				2.7		*	
WP6		SR	3.1			***	2.8	**	*	2.9				3.1			*
17j	Being an informed and active citizen	FY	3.1	***	***	***	3.1	***	***	3.0	**	*	***	3.1	***	**	***
WP6		SR	3.1	**	**	***	3.0	*	*	3.1	**	*	***	3.2	**	*	***

During the 6th week of classes, faculty advisors will meet individually with junior advisees for the purpose of scoring the VSL I6 rubric according to how students respond to a short series of prompts. Advisors will receive an email to an electronic scoring rubric for each advisee. Students should not see the rubric during the conversation.

VSL I6	Capstone	Milestones		Benchmark
Rubric	4	3	2	1
I6. making connections among different bodies of knowledge	Independently creates wholes out of multiple parts (synthesizes) or draws conclusions by combining examples, facts, or theories from more than one field of study or perspective.	Independently connects examples, facts, or theories from more than one field of study or perspective.	When prompted, connects examples, facts, or theories from more than one field of study or perspective.	When prompted, presents examples, facts, or theories from more than one field of study or perspective.

Discussion Prompts

Ask: Have you had the experience of making connections between your major courses and your non-major courses, or vice versa, to help you deepen your understanding?

Ask:

- If so, how?
 - If the student needs no further prompting, faculty can mark the rubric in **categories 3 or 4**.
 - If the student is simply able to make connections, mark the rubric in **category 3**.
 - If the student is able to synthesize, mark the rubric **category 4**.
- If not, here are some possible prompts:
 - What classes are you taking this semester? In which two classes do you see the most connections? In what ways are they connected?
 - I see you took/are taking [class in major] and [class outside major]. Do you see any connections between those two classes? In what ways?
 - Some students in [your major] see connections between their major classes and [a related learning domain category or other discipline]. Did you see that when you took [class in learning domain or other discipline]? In what ways?
 - What was your TEC class? Have you taken any other classes that built on the connections you saw in that class? If so, how?
 - Is there a topic that you have become interested in exploring during your time at Hendrix? Have you been able to explore that topic in more than one class? In more than one discipline [e.g. x and y]?
 - If the student needs prompting, faculty can mark the rubric in **categories 2 or 1**.
 - If the student can make connections when prompted, mark the rubric in **category 2**.
 - If the student can only talk about information from two different classes without linking them, mark the rubric in **category 1**.



HIGHER LEARNING COMMISSION

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October 3, 2018

Dr. William Tsutsui
President
Hendrix College
1600 Washington
Conway, AR 72032

Dear President Tsutsui:

Attached is the Quality Initiative Report (QIR) Review evaluation information - Hendrix College's QIR showed genuine effort and has been accepted by the Commission. The attached reviewer evaluation contains a rationale for this outcome.

Peer reviewers evaluate all the QIRs based on the genuine effort of the institution, the seriousness of the undertaking, the significance of scope and impact of the work, the genuineness of the commitment to the initiative, and adequate resource provision.

If you have questions about the QIR reviewer information, please contact either Kathy Bijak (kbijak@hlcommission.org) or Pat Newton-Curran (pnewton@hlcommission.org).

Higher Learning Commission



FORM

Open Pathway Quality Initiative Report

Panel Review and Recommendation Form

The Quality Initiative panel review process confirms or questions the institution's effort in undertaking the Quality Initiative proposal approved by the Commission. As indicated in the explication of the review, the Quality Initiative process encourages institutions to take risks, innovate, take on a tough challenge, or pursue a yet unproven strategy or hypothesis. Thus failure of an initiative to achieve its goals is acceptable. An institution may learn much from such failure. What is not acceptable is failure of the institution to pursue the initiative with genuine effort. Genuineness of effort, not success of the initiative, constitutes the focus of the Quality Initiative review and serves as its sole point of evaluation.

Name of Institution: Hendrix College

State: Arkansas

Institutional ID: 1023

Reviewers (names, titles, institutions): (1) Jerry D. Durham, Interim President, Southeast Missouri Hospital College of Nursing and Health Science; (2) William B. Harting, Assistant Provost, Marian University

Date: 9/29/2018

I. Quality Initiative Review

- ☒ The institution demonstrated its seriousness of the undertaking.
- ☒ The institution demonstrated that the initiative had scope and impact.
- ☒ The institution demonstrated a commitment to and engagement in the initiative.
- ☒ The institution demonstrated adequate resource provision.

II. Recommendation

- ☒ The panel confirms genuine effort on the part of the institution.
- ☐ The panel cannot confirm genuine effort on the part of the institution.

III. Rationale (required)

Hendrix College's Quality Initiative Project was focused on the improvement of the assessment of student learning at the institution, particularly with respect to their core general education curriculum. The institution appears to have struggled in adopting wide-based support for formal assessment of student learning in the past and has used this QIP as a way to make significant forward progress in this effort. The project was to establish a formal assessment process for the institution's newly stated student learning goals. Hendrix has spent part of the QIP creating a set of learning goals based on their new Vision for Student Learning, a statement of general education goals at the institution. Following that, the institution created an assessment plan, with accompanying benchmarks and rubrics, in order to evaluate student learning in line with the new vision. AAC&U's VALUE rubrics were used as a basis for the institutional rubrics as they were nationally developed and written in a faculty-friendly form. In addition, because the institution has historically used the NSSE and plans to continue to do so, a mapping has been made of this national survey in order to provide feedback on student performance. Finally, as data collection has begun, the analysis of the results is being used to create a more integrated general education curriculum.

While the faculty were previously resistant to formal assessment projects, this project found the faculty becoming more open to and interested in the question of assessment of student learning. The effort was led by the chair of the Curriculum Committee, the chair of the Assessment Committee and the Associate Provost, who sits on both committees. The majority of the work appears to have been done by the Assessment Committee, which has student representation, with significant support and feedback from the Curriculum Committee, the Academic Policy Council, and the Faculty as a whole, thereby ensuring that the project was a campus-wide effort and not the work of a few individuals.

Specific goals relating to the new vision for their core were developed during the 2016-17 academic year. These were vetted and accepted by the Faculty of the institution. Beginning in Spring 2017 and continuing for the following fall semester, the assessment plan, benchmarks, and rubrics were created to complement the learning goals. During the Spring 2018 semester, data collection efforts began with faculty approval of a plan to pilot one specific goal in order to clarify their process and procedure for analysis and feedback. This pilot data collection is running during the current semester, with a plan, procedure and faculty training sessions to ensure the best chance of success as the collection point for the information will be faculty-student interactions in a specific advising session during the term. Based on the results of this initial pilot, revisions will be made to set the upcoming year's benchmark, to alter the collection methodology for the next collection point and to provide the necessary experience to create the ongoing assessment collection plan for including all thirteen learning goals in the future.

Hendrix College has taken its initiative effort seriously, devoting significant time of certain committees as well as institutional leadership to the effort. The project is having impact in the changing culture regarding assessment at the institution and appears to be sufficiently supported for continuation of the effort. While much of the work has been led by a committee, the effort has repeatedly been presented to and supported by the faculty. Therefore, it is our conclusion that there was genuine effort and commitment by Hendrix and its faculty to this Quality Initiative Project.