3 - Teaching and Learning: Quality, Resources and Support

The institution provides quality education, wherever and however its offerings are delivered.

3.A - Core Component 3.A

The rigor of the institution's academic offerings is appropriate to higher education.

1. Courses and programs are current and require levels of student performance appropriate to the credential awarded.
2. The institution articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, post-graduate and certificate programs.
3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

Argument

3.A.1.

Henderson's colleges, schools, and departments undertake various means to ensure courses and programs are current and appropriately rigorous. These methods include accreditations, program reviews, nationally-normed exams, program assessment, and outside stakeholders' perspectives. Proposed curriculum changes receive evaluation for relevance, currency, and rigor and undergo approval at the college, university, and state levels.

Henderson State University has several third party, evidence-based, specialized agencies accreditation programs on campus. The School of Business holds AACSB accreditation. Teacher's College, Henderson holds National Council for Accreditation of Teacher Education (NCATE)/Council for the Accreditation of Educator Preparation (CAEP). Ellis College of Arts and Sciences holds Accreditation Board for Engineering and Technology (ABET) accreditation in General Engineering. A complete list of such institutional accreditations can be found on the website and in both the undergraduate and graduate catalogs.

Academic programs not accredited conduct a self-study every 7-10 years and commission two out-of-state reviewers, one of which conducts a site visit. Arkansas Code §6-61-214 requires that the Arkansas Higher Education Coordinating Board (AHECB) review existing academic programs. Institutional program review schedules are on file at ADHE, and any schedule change must be submitted to ADHE.

Many programs use nationally normed and/or licensing exams to ensure that programs are both rigorous and effective. A sampling of the standardized tests used for these purposes include the PRAXIS for education majors; Educational Testing Service Major Field Tests for physics, business, mathematics, computer science, and biology; the American Chemical Society's national standardized exams for almost all of the chemistry classes; and the NCLEX for Nursing.

Each academic program assesses its effectiveness as related to specific goals and objectives as stated in the program assessment plan and reiterated in each course syllabus. Programs collect, analyze, and reflect on data annually, making action plans based on data collected in previous years. The four-year assessment cycle helps programs identify opportunities for growth and to address rigor.

Many degree programs have advisory boards composed of employers and alumni that are field experts, industry leaders, and or internship supervisors. The role of these boards is to offer feedback and help align programs with employer needs and expectations. Art, Business, Engineering, Sociology, Family and Consumer Sciences, Curriculum and Instruction, Nursing, and Educational Leadership (MSE) regularly solicit, analyze, and reflect on such input as related to their programs of study.

3.A.2.

Henderson offers undergraduate and graduate programs that lead to Associate, Bachelor, Master, and Education Specialist degrees. The university also offer four endorsements to candidates seeking teacher licensure and various undergraduate and graduate certificates. While going through the institutional approval process, all new undergraduate and graduate program proposals outline the educational objectives and student outcomes for the program.

The undergraduate and graduate catalogs articulate LAC and institutional, minor, certificate, and degree requirements. Each document includes specific program descriptions, learning goals, required courses, and course descriptions. Course syllabi also include learning goals related to institutional and--for undergraduate students--LAC goals.

3.A.3.

All course syllabi articulate course level learning objectives and are aligned with the objectives to program SLOs, the Liberal Arts/General Education and university-level Goals. Courses listed at the undergraduate and graduate levels distinguish between the learning outcomes for each level. From spring 2015 to fall 2019, Henderson offered courses at the Landmark Building in Hot Springs, AR. Beginning Spring 2020, the university relocated those classes to the National Park College campus. These courses replicate courses offered on the main campus in both learning goals and teaching faculty.

Henderson's concurrent enrollment program was designed to meet the requirements set by the AHECB Policy, which is based upon the Higher Learning Commission and the National Alliance of Concurrent Enrollment Partnerships standards. In the fall of 2018, Henderson began partnerships with Arkadelphia High School, Benton High School and Bryant High School to offer courses for concurrent enrollment. The associate dean of Ellis College and the office of admission shared responsibilities for overseeing the concurrent enrollment program. A Concurrent Enrollment Academic Operational Plan was developed.

In the fall of 2019, Henderson also offered concurrent enrollment courses to Sheridan High School. The university assigns a content liaison to serve as a mentor and supervisor for concurrent enrollment courses. He or she ensures that concurrent courses meet the content and rigor of Henderson's courses. The department chair selects a faculty member who is experienced in teaching the course to serve as the content liaison. The responsibilities of the liaison are to provide orientation; to plan and deliver professional development for instructors of concurrent classes, to review teacher credentials and course syllabi for concurrent classes and to conduct site visits to observe each

instructor teach and ensure the course is conducted at the college level. The Concurrent Enrollment Approval Forms were developed for the university subject liaisons to review faculty credentials and syllabus approval. In the Spring of 2020, the university facilitated a move of the concurrent enrollment program from Henderson to ASU Three Rivers, with the exception of Arkadelphia High School, which will remain at Henderson.

In fall of 2018, Henderson migrated from Blackboard to Canvas. The content, SLOs, and rigor in the learning management system replicated the face to face offerings. Information Technology Services has developed a website to assist faculty in providing online instruction that meets the standards of face-to-face offerings. All faculty using the University's LMS are required to attend Canvas training; while COVID-19 necessitated temporarily suspending this requirement, mandatory training resumed in Fall 2020

Sources

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- 3A1.14 - Business Major Field Tests
- 3A1.15 - ComputerScience.MFT
- 3A1.16 - Mathematics.MFT
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- 3A1.21 - AHECB_Policy_5.12-Academic_Program_Review_and_Program_Viability-January_2015
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- 3A1.23 -HSU ADHE Academic Program Review Schedule
- 3A1.56 - Ellis College Rigor Feedback
- 3A1.59 - Engingeering EAC
- 3A2.01 - Learning Goals for Certificates
- 3A2.02 - Liberal Arts Core and University Student Learning Goals
- 3A2.03 - UAC GC Forms
- 3A3.01 - Email announcing closure of Landmark Building
- 3A3.03 - AHECB Concurrent Enrollment Policy
- 3A3.06 - Concurrent Enrollment Academic Operational Plan
- 3A3.07 - Concurrent Enrollment Approval Forms
- 3A3.11 - Canvas Faculty Development _ Training
- 3B2.04 Syllabus Examples
- 3C3.03 Concurrent Enrollment Faculty Orientation
- 3C3.04 Concurrent Enrollment Academic Liaison Guide
- 3C3.05 Concurrent Enrollment Approval Forms
- 3C3.06 Concurrent Enrollment Initial Site Visit Report and Classroom Observation Form
- 3C3.07 Concurrent Enrollment Changes Email

3.B - Core Component 3.B

The institution offers programs that engage students in collecting, analyzing and communicating information; in mastering modes of intellectual inquiry or creative work; and in developing skills adaptable to changing environments.

1. The general education program is appropriate to the mission, educational offerings and degree levels of the institution. The institution articulates the purposes, content and intended learning outcomes of its undergraduate general education requirements.
2. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. The education offered by the institution recognizes the human and cultural diversity and provides students with growth opportunities and lifelong skills to live and work in a multicultural world.
4. The faculty and students contribute to scholarship, creative work and the discovery of knowledge to the extent appropriate to their offerings and the institution's mission.

Argument

3.B.1

The General Education Committee (GEC) oversees the liberal arts core (LAC) and consists of faculty members from every college, the Associate Dean of Ellis College (chair), and a University Assessment Team member. The Director of Assessment serves as an ex officio member along with the Faculty Assessment Coordinator. The committee ensures the LAC is aligned to the goals and mission of the university and gauges the effectiveness of the general education program. The committee works to map the Liberal Arts SLOs to ensure that every student, regardless of major or electives chosen, will enroll in courses that provide education and experience from each of the LAC skills . The GEC forwards recommendations for changes or revisions of the general education program or regulations to the University Academic Council for approval.

Since 2015, General Education assessment has occurred in an upper level course within each academic program. Each program identifies the course and assignment or component to assess using one of four rubrics: Oral Communication, Written Communication, Quantitative Reasoning, or Critical Thinking. Programs use at least three of the four rubrics and collect data in the fall and spring semesters. The GEC summarizes the data by academic year and determines any action needed in response to findings. The committee facilitates any action and also shares the data summaries with faculty via email.

In 2018-2019, the General Education Committee approached the Department of Mathematics, Computer Science, and Statistics about implementing a departmentally developed rubric based on the quantitative reasoning rubric to a set of problems embedded in a final exam for all general education mathematical courses. Also, the Oral Communications Center Director applied the oral communication rubric to all general education oral communications courses. The Writing Program Administrator piloted the written communication rubric during the fall 2020 semester in the

beginning of the upper-level communication courses. The Department of Biological Sciences implemented a critical thinking rubric in fall 2020. Each department analyzes the data collected and creates action plans to address any trends in the data. The general education lower division assessment has not collected enough data to make any action plans.

Undergraduate curriculum changes follow a multiple step process for review and approval. Proposals must first pass two readings in the appropriate college curriculum committee. Liberal arts core changes must pass two readings in the General Education Committee. Once proposals make it through those steps, they move on to the UAC. As discussed in 2.C.5, prior to merging with the Arkansas State University System, proposals went to BOT for approval. Since merging with the ASU System, proposals are presented by Chancellor to the ASU System Board of Trustees for approval.

3.B.2

Henderson's LAC and general education core are designed to develop competencies that are foundational both for successful degree completion and for successful professional experiences. The LAC introduces students to a variety of subject areas, while still allowing them the freedom to customize the core to fit not only their degree requirements but also their genuine interests.

The LAC curriculum is designed to ensure that all students learn the same essential skills regardless of courses taken; chief among these are analytical and critical thinking, oral and written communication and quantitative reasoning. In addition to the essential skills courses, the LAC fosters further academic enrichment in the areas of fine arts and humanities, social sciences, natural science, and nonwestern cultures. The LAC consists of the general education core, one nonwestern culture course and one communication across the curriculum course. Together, the courses within the LAC form the foundation for self-knowledge and for building successful life experiences for students. In spring 2021, the General Education Committee voted to send a proposal to UAC removing an elective course from the general education core, reducing the gen ed core from 45 hours to 42 hours.

The General Education Committee determined additional emphasis regarding overall communication exposure and efficacy of our students for oral communication skills, in addition to written communication. A Communication Across the Curriculum (CAC) was presented and approved to begin in fall 2020. The CAC incorporates an oral communication component to both writing across the curriculum LAC courses and departmental writing intensive courses.

3.B.3

The first of the university-level student learning goals (SLGs) addresses Complexity and Diversity. As a result, all students in their junior or senior year complete a nonwestern culture course . A wide variety of courses are available for students to select, including courses that align with academic programs or personal interests.

Other programs and activities across campus provide cultural opportunities for students to study abroad with the Center for Student Excellence and Biological Sciences program and for students to participate in student organizations like the Black Student Association, League of Latinos, and International Student Committee.

3.B.4

Students and faculty contribute to scholarship and creative work through research and presentations

at conferences, both [collaboratively and on their own](). The [26th annual Undergraduate Research Conference]() was held in 2019 with 32 student presenters working collaboratively with faculty members from around Arkansas and surrounding states. The COVID19 pandemic forced the conference's cancellation in 2020; alternatively, students presented their work through the [online Research Symposium]() . A [virtual internal Henderson Research Symposium]() was held April 2021. All Henderson faculty, staff, and students were invited to present research.

Undergraduate students work side-by-side with faculty on research projects. Students from all academic disciplines are invited to apply for grant funds to support extracurricular scholarly endeavors. Funds can be used for equipment, travel funds, or stipends. Spring 2020, students presented their project, "Genetic Analysis of Microbial Samples from a Cave System with a Biological Community Functioning Independently of Photosynthesis," at the Council on Undergraduate Research and symposium at Capitol Hill. Another student presented "The Conway Arkansas Children's Colony 1955-65," at the 79th Annual Conference of the Arkansas Historical Association. In 2019, a research team of students presented their work on the Low-Cost Laminar Flow Wind Tunnel project. The Biological Sciences assisted students with [research projects]() from 2014 through 2020. Additionally, in April 2021, several students presented research at the annual meeting of the [American Chemical Society.]()

Graduate research is a clear focus for students. One of the purposes of graduate study described in the [graduate catalog]() is for students to "utilize extensive and intensive research and reading." The graduate catalog also provides the programs research expectations and course work. Some programs require a thesis or a capstone project. In May of 2021, the MLA program added a capstone project as an [additional option for students]() to complete degree requirements. The spring update from Ellis College and emails from Teachers College provides evidence of [graduate level thesis presentations]().

During March of 2020, Women's History Month, [a variety of events]() were held in Huie Library that featured women faculty and staff authors. On March 3rd, the same authors were presented and showcased at a book-signing event in the Garrison Center Reddie Cafe. Visual and performing arts are highly present on campus with displays and presentations at the [Russell Fine Arts Center]() and on display in the Huie Library. Students present their 3rd Year Review and Senior Exhibitions with openings and receptions.

[The McNair Scholars Program]() along with their Summer Research Institute offers undergraduate first generation or underrepresented groups opportunities for research and [scholarly work](). [The Academic Forum](), a publication of Henderson, is a scholarly journal that annually publishes academic work of the campus community.

Sources

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- 3.B.01 Liberal Arts Core
- 3B1.05 General Education Committee Minutes
- 3B1.06 General Education Committee Minutes
- 3B1.08 General Education Committee Minutes 19-20
- 3B1.09 Liberal Arts Core Mapping
- 3B1.10 University Academic Council Minutes 15-16

- 3B1.11 University Academic Council Minutes 16-17
- 3B1.12 University Academic Council Minutes 17-18
- 3B1.13 University Academic Council Minutes 18-19
- 3B1.14 University Academic Council Minutes 19-20
- 3B1.15 General Education Assessment Rubrics
- 3B1.18 Ellis College Curriculum Change Flow Chart
- 3B1.23 Ellis College Curriculum Committee Minutes 19-20
- 3B1.25 University Academic Council Curriculum Development Forms
- 3B2.05 Gen Ed Minutes April 21
- 3B3.01 Non-WesternCultureRequirement AND EVIDENCE Document
- 3B3.02 Higher Level Outcomes and Goals .docx
- 3B3.03 International Student Committee Agenda AND EVIDENCE Document
- 3B4.01 ScholarlyCitationsFaculty180PublishedActivityReport_Assessment
- 3B4.02 26th Annual Undergraduate Research Conference 2019 AND EVIDENCE document (1)
- 3B4.03 Research Symposium 2020
- 3B4.04 Women's History Month Calendar 2020 AND EVIDENCE document
- 3B4.05 Russell Fine Arts Center AND Evidence Document
- 3B4.06 2021 Virtual Research Symposium
- 3B4.08 Academic Forum Call for Papers 2020
- 3B4.09 MLA Capstone Options
- 3B4.10 Ellis College Update with Thesis Presentations
- 3C7.01 Graduate Catalog
- 3D1.04 McNair Scholars Webpage
- American Chemical Society Annual Meeting 2019
- Biological Sciences Undergraduate Research

3.C - Core Component 3.C

The institution has the faculty and staff needed for effective, high-quality programs and student services.

1. The institution strives to ensure that the overall composition of its faculty and staff reflects human diversity as appropriate within its mission and for the constituencies it serves.
2. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance, assessment of student learning, and establishment of academic credentials for instructional staff.
3. All instructors are appropriately qualified, including those in dual credit, contractual and consortial offerings.
4. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
5. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.
6. Instructors are accessible for student inquiry.
7. Staff members providing student support services, such as tutoring, financial aid advising, academic advising and cocurricular activities, are appropriately qualified, trained and supported in their professional development.

Argument

3.C.1.

As articulated in the university's core values, Henderson seeks to build an inclusive community and celebrates diversity. The university is committed to promoting all individuals with dignity and respect and to promote diversity, nondiscrimination, and equal opportunity compliance in all university programs, facilities, and activities.

All hiring practices for the university complies with federal equal opportunity and affirmative action regulations and guidelines. All individuals employed by the university are hired on the basis of ability and qualifications to perform the essential functions of the position, with or without accommodation. As further detailed in the Staff Handbook, the university complies with Title VII of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, and Title IX of the Education Amendments of 1972. Questions regarding nondiscrimination and equal opportunity policies are addressed by the Director of Human Resources.

3.C.2.

Henderson identifies the academic credentials for full and part-time faculty members. The academic programs require a Doctoral or Master's degree. Developmental courses may only require a Bachelor's degree. The credentials for the positions of professor, associate professor, assistant professor, instructor, and lecturer are specified in the Faculty Handbook. The credentials of all instructors in consortial programs with Henderson State University are screened by the affiliates that are in consortial agreements with Henderson State University. Since the fall of 2019, the Arkansas

Department of Higher Education has conducted an annual audit of faculty credentials with all institutions of higher education in the state of Arkansas. The chief academic officer receives a form that requires verification of information compiled from the instructor file that is sent during the fall and spring semester of each academic year.

Henderson's ratio of students to faculty is 14:1. Faculty members are expected to fulfill the responsibilities outlined in the Faculty Handbook. Faculty have the opportunity to be elected to serve on two committees that are responsible for the oversight of the curriculum. The UAC and Graduate Councils recommends policy for the operation and improvement of undergraduate and graduate programs. In addition to its ex officio members, these committees consist of faculty members from each college who are elected for two-year terms. In addition, the Graduate Council serves as an **appeal board** for special student requests.

As discussed in 4.B.1, the assessment team oversees the assessment process of programs. Administrative and faculty members of the team from Academic Affairs, Finance and Administration, Student Affairs, University Advancement, and Athletics serve a three-year term. A Faculty Assessment Coordinator works under the direction of the Director of Assessment and in conjunction with the assessment team.

3.C.3.

In accordance with the policies of the ADHE, faculty teaching general education concurrent courses must have a master's degree with a minimum of 18 graduate credit hours in the subject area being taught. Henderson maintains a file for each concurrent instructor's official transcript(s) indicating that they have the required academic credentials. Henderson also provides an orientation for new concurrent faculty and provides a faculty guide for all concurrent enrollment instructors and contact information for the university's concurrent content liaison. Faculty teaching graduate courses must apply for graduate faculty status. Faculty seeking graduate faculty status may be approved for full, associate plus, or associate membership based on qualifications. The credentials of all instructors in consortial programs with Henderson State University are screened by the affiliates that are in consortial agreements with Henderson State University

The guidelines for hiring qualified faculty are stated in the Non-Classified Employees Recruitment Handbook. The handbook states that all candidates invited for an interview must meet the minimum advertised requirements and hold degrees from recognized, accredited institutions.

3.C.4.

Arkansas statute (§6-63-104) and AHECB policy 5.5 require that each publicly funded college and university in the state conduct an annual performance review of faculty members. The ADHE staff is required to monitor the faculty evaluation processes adopted by these public institutions and report findings to the Coordinating Board and Legislative Council each year. Each institution must have a plan on file with ADHE that details the procedures used for evaluating its faculty. A 2018 report by the ADHE found that, "Most faculty members [across the state] viewed the [Faculty Performance Review] as a useful tool for providing continuous assessment and improvement in instruction delivery and student learning." However, the faculty at Henderson viewed the institution's faculty performance review a different light. The faculty's level of satisfaction with the evaluation process was 6.1 in 2017 (on a scale of 1-Low to 10-High). T 6.1 in 2018 and 6.3 in 2019.

The faculty evaluation program intends to provide uniform and reliable data to improve the quality of

instruction, promote faculty development, and provide more reliable support for personnel decisions. Instructors are evaluated annually in accordance to the policies and procedures of the Faculty Handbook.

During the spring semester of each academic year, department chairs hold a conference with each faculty member of the department to discuss the faculty member's strengths and concerns in the areas of teaching, scholarship, and service. During these conferences, the department chairs may also discuss end of course evaluation results. Following the conference, the department chair writes a narrative report that evaluates the faculty member. Both must sign the report before it is submitted to the Dean of the college. Additionally, a peer review will be conducted. The peer reviewer may examine course materials, exams, and syllabi. He/she may also observe a class being taught. The faculty reviewer then writes a non-judgmental summary of the review. Both the faculty member and the peer reviewer will sign the summary, and it will be placed in the faculty member's file. Student course evaluations are reviewed by fulltime and adjunct faculty each semester.

All decisions affecting promotion, tenure, salary, or dismissal must be documented in writing and based on publicized criteria. Faculty members must be notified in writing by their supervisor of any deficiencies and given adequate time to remedy any concerns before they are penalized in a personnel decision affecting promotion, tenure, or dismissal. Faculty members may be placed upon an action plan to address any areas of concern that are documented in evaluation results. If a faculty member receives negative evaluations for two or three years in a row and does not respond appropriately to action plans reflecting the concerns articulated in the evaluations, the evaluations may serve as key evidence supporting a decision to terminate the appointment.

Henderson uses Faculty180, an electronic portfolio system, intended to document the teaching, scholarly activities, and service of full-time faculty. Faculty180 streamlines collection of faculty credentials and activities. It reports documents that can be used as evidence in program reaccreditation and faculty evaluations.

3.C.5.

Each college has their own separate faculty development and research committee. Each dean appoints a committee that is representative of the various departments or areas within the college or school. The committee reviews faculty proposals that focus on opportunities for content development, professional growth and research. Each committee makes recommendations to the college dean for consideration of funding proposals. Due to budgetary constraints and COVID-19, faculty development proposals have not been funded for the past two years.

Although the university has processes to ensure instructors are current in their disciplines, Henderson has lacked the resources to financially support faculty professional development for the past two years. In the summer of 2019, for example, the university canceled sabbaticals and suspended all grants for faculty research and development due to budget restrictions. These monies cannot be restored until we have a much-improved financial situation. The university encourages faculty members to engage in professional activities whether or not these activities are directly connected with the institution.

Tenured faculty members may apply for a sabbatical to conduct research or to enhance a course they teach. The Sabbatical Leave Review Committee receives and reviews applications for sabbatical leave and recommends faculty to be awarded sabbatical leave. Members serve three-year terms. Only tenured, associate or full, professors who have completed at least seven consecutive years as teaching

faculty at the university are eligible to serve on this committee. Due to budgetary constraints and COVID-19, sabbaticals have not been awarded for the past two years.

Created in 2015, the Teaching and Learning Center (TLC) serves as a faculty-driven platform to support quality professional development and promote a culture of collegiality, collaboration, and instructional effectiveness. The TLC conducts workshops in which faculty members share innovative ideas, learn new techniques, and experiment with new lesson strategies. All faculty members are invited to attend in person but may also view workshops online. The STEM Center also began offering professional development opportunities in Fall 2020 with their Lunch and Learn series. Session topics included podcasting and the digital tool FlipGrid.

Henderson encourages instructors to implement technology as they deliver content to their students. Information Technology Services provide information including instructional videos, for faculty. Faculty members access this valuable information through the University's website or through Canvas. This effort has greatly increased the use of virtual meeting spaces through Zoom and Google Meet. Especially since the COVID-19 outbreak in Spring 2020, faculty use this technology to meet with their classes, hold organizational meetings, and advise students. Likewise, faculty are increasingly recording presentations for asynchronous learning. Henderson seeks to ensure academic honesty through the use of online proctoring and online plagiarism detection.

3.C.6.

Faculty members are expected to keep regularly scheduled office or laboratory hours each week during which time students may confer with them. The number of hours scheduled should reflect the teaching load, medium of instruction, and class enrollment of the individual faculty member, and shall be determined by each faculty member with the approval of his/her immediate supervisor. Office hours must be flexible enough to provide reasonable access to students who may have class conflicts. Additionally, students may contact faculty members via email or telephone . Faculty may interact with students in a face-to-face meeting or virtually.

Due to COVID-19 protocols, faculty have created opportunities to meet with students virtually via tools like Google Meet and Zoom. We recently shifted our campus telephones to use 3CX, which allows faculty to receive calls through a mobile app if they are working off-campus, making them more accessible for students. It also allows for a web resource that helps manage calls from anywhere.

3.C.7.

Individuals employed by the university are hired based on ability and qualifications to perform the essential functions of the position. This stated policy ensures the hiring of qualified staff members for all student support services. All full-time members of the workforce are encouraged to participate in professional organizations relevant to their responsibilities at Henderson and may request funding for such professional memberships through the annual budget process.

The Academic Advising Center's (AAC) Professional Advisors focus on the individual academic needs of students at Henderson, especially during their first year. To ensure professional advisors understand the needs of their advisees, each advisor specializes in specific degree programs. Other advisors work with athletes, at-risk students, or students who have not declared a major. In August 2021, an interim advising plan was adopted due to personnel changes at the AAC, scaling back the role of professional advisors for most non-freshmen and increasing the role of faculty advisors.

Professional advisors are trained over an 8-week period that is designed to gradually immerse the new advisor into the operations and responsibilities of the position. This training orients the new advisor to the position and includes such information as how to set and prepare for appointments, where to find key documents ranging from degree plans to financial aid information, and how to use the university's software.

The website provides a degree plan index with specific requirements for the LAC and all majors, minors, certificates, and graduate programs. No longer in print form, the online information is updated annually in an effort to assist the university's professional and academic advisors stay up to date in their proactive work with advisees. Likewise, the annual online publication of the undergraduate academic catalog assists students and advisors to quickly find information relevant to specific, student educational goals.

As evidenced in the focused visit report, and 2.A.2, staff members in the Office of Financial Aid are cross trained in their primary area of responsibility as well as in other programs, to ensure continuity of service and support to students. After hiring a new director of student financial aid in the fall of 2020, the financial aid office policies and procedures manual was revised. As a result, the financial aid staff had access to current policies and procedures surrounding federal, state and institutional programs.

Emerging Leaders is a 8-week leadership program for freshman students; in 2019 ten students participated. Student accomplishments are celebrated with the Reddie Choice Awards at the end of every school year. The Engagement Center uses emails, newsletters, and social media to promote on and off campus events. For May 2020, the Center reported 1249 followers on Facebook, with 1313 followers on Instagram. During 2020, Student Engagement began using the program Engage Campus Labs and has over 666 users with 65 student organizations added.

The Student Activities Board students have an opportunity to develop leadership and service skills as they plan and implement campus-wide activities for students. To support a growing population with food insecurity, SAB alongside Secular Student Alliance established a Community Food Box located outside of the cafeteria, and with the help from a Greek organization's Queen, Ms Black and Gold, a food pantry for students located on the second floor of Garrison Center.

The School of Business created an accessible center by developing a course in the canvas course management system for student use. Modules provide students with information regarding applying for jobs and internships, graduate school programs, career planning, professional communication, interpersonal and critical thinking, resume and cover letter writing, conducting a job search, crafting an electronic portfolio, networking, and interviewing. Job openings are also posted in Canvas when SOB staff are aware of opportunities.

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- 3C4.05 Email Course Evaluations
- 3C5.01 Teaching and Learning Center Workshops
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- 3C6.01 Faculty and Staff Directory
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- Teaching and Learning Center

3.D - Core Component 3.D

The institution provides support for student learning and resources for effective teaching.

1. The institution provides student support services suited to the needs of its student populations.
2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.
3. The institution provides academic advising suited to its offerings and the needs of its students.
4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites and museum collections, as appropriate to the institution's offerings).

Argument

3.D.1.

TRIO programs offer support services for first-generation and low-income students through Student Support Services (SSS) programming. Eligible students are provided information to navigate and adjust to campus life and services. SSS supports students by monitoring progress, assisting with basic college requirements through mentoring, tutoring, academic skill development, financial, and career guidance. Workshops provide information on career selection and preparation, personal finance, study skills, study strategies, graduate school admissions, etiquette, stress, and time management. Study guides for test preparation of standardized exams are available for checkout to study for the Praxis, MAT, LSAT, GRE MCAT, and TOEFL. Grant aid is awarded annually to students. In 2020, $45,878.93 was awarded to eligible first-year students and sophomores. This aid was supplied to students to assist them with unmet financial needs.

Tutoring services are provided by peer tutors in a one on one setting or small group to promote understanding the material and learning strategies. An intense mentoring group, SSS African American Male Initiative, was organized to increase graduation and retention of African American males. Services to these students include one on one mentoring by juniors and seniors to first-year students and sophomores to help them overcome their challenges in the university environment and provide positive role models. As a result of not receiving additional federal grant monies, the African American Male Initiative program did not continue in the fall semester of 2019. Recognizing a growing population that was not being supported, SSS developed a support group for nontraditional students**.** The group was provided programming to promote persistence and completion. Students were given information regarding stress, financial literacy, time management, campus resources, social isolation, and balancing work and child care.

The Disability Resource Center (DRC) provides services and access to students with documented disabilities and partners with faculty and staff to create an accessible campus. Services offered are adaptive testing, alternative print, assistive technology, class notes, and assistance with residence life requests. As a TRiO program, DRC offers students information and workshops**.** Information regarding career planning, interviewing, resume, and cover letter writing is provided. Mock interviews and discussions regarding disclosure of the student's disability and advice regarding

technology to support their disability are also offered. A computer lab with adaptive technology is available with space for tutoring or for students to work on group projects. DRC also provides information on scholarships; each spring, $9,829.00 in scholarship money is granted to eligible students. DRC staff teach sections of Henderson Seminar to students with disabilities. They also send students a weekly email titled Heart to Heart which promotes a healthy mindset, positivity, stress, and relaxation.

The Ronald E. McNair Post Baccalaureate Achievement Program assists low-income, first-generation, underrepresented upper-level students who plan to pursue post-baccalaureate studies. Students receive services, test preparation and equipment that would prepare them for graduate work. Each summer, Summer Research Internship (SRI) workshops are provided in which students hone their research skills, conduct research, and present their progress to peers, faculty, and staff. Students in the McNair program have taken cultural trips like Space Camp in Huntsville, Alabama, Washington D.C., and Nashville, Tennessee.

Residence Life staff provide training to hall directors, resident assistants, and peer advisors who provide support to students in residence halls. These vital positions offer students the opportunity to learn leadership and employment skills.

Staff facilitate student engagement, leadership opportunities, crisis management, and activities that foster personal and professional development. To keep current with national standards, they utilize the ACUHO-I Standards and Ethical Principles. Surveys are taken internally to determine student interest and satisfaction. Annually, they provide opportunities for student engagement and learning, from community building activities that encourage cooperation and teamwork, to workshops that provide information on stress management, pregnancy prevention, physical and mental health, to campus resources such as the Student Activity Board programming, recreation facilities, and athletics.

The Director of Community Standards promotes student responsibility on campus in a variety of ways. "Safety September" connected students with a wide variety of resources for student safety on campus. Additionally, the director also provides education on alcohol, drug, and prescription drug misuse via modules from EVERFI. The director oversees the entire process involving student complaints, investigations and hearings. If disciplinary action is warranted, it is delivered to promote learning and foster positive relationships. These responsibilities are now being handled by the Title IX director since the director of community standards position is now vacant.

Every year, multicultural and leadership activities and programs are provided through the Student Engagement Center. Due to COVID-19, many of the activities have moved to virtual sessions; the pandemic and subsequent enrollment drops are factors in an attendance decline.

The Office of Sorority and Fraternity Life is dedicated to the development of its diverse student body through close collaboration with the university community, greek alumni, international organizations, and the Arkadelphia community. They provide academic, personal, social, and service opportunities and support that empower students to serve, lead and conduct themselves with integrity by following core values of academic achievement, service to humanity, and brotherhood/sisterhood.

The Center for Career Development is available to help students and alumni develop career planning skills, master job search strategies, and seek rewarding employment. They offer workshops and one on one sessions on writing resumes and cover letters and developing interview skills. After the director of the Career Center resigned in 2019, an interim director took charge. The program moved

to the School of Business (SB) when the interim director's duties were reassigned.

The Center for Career Development Center coordinated multiple virtual career fairs (all virtual during COVID19), job outlook resources for graduate school planning, and Portfolio creation. After the SB's first career fair, a Student Career Fair Survey was completed to determine the satisfaction of students and providers. It was discovered that 5% of Henderson students attended the career fairs over the last two years.

The Student Health and Wellness Center is available to assist students with their physical and mental health. Primary health care for illnesses and minor injuries, and health promotion services are provided by a registered and an advanced practice registered nurse. During Fall 2019, the RN/APRN completed 1,724 visits and conducted 46 activities. The Counseling Center provides one-on-one consultation for students. Counseling staff serves as a referral resource for campus and community services. The Counseling Center reported 326 counseling visits in Fall 2019. During COVID-19, they provided information about staying healthy physically and mentally.

Veterans of recent military service, and the dependents of certain other service members, may be entitled to educational assistance payments from the VA. Reservists and members of the National Guard may also be eligible for monthly educational benefits. A fiscal support specialist housed in the business office to assists veterans regarding education benefits and certifies them with the VA. (3D1.24) Veterans Upward Bound (VUB) is a college preparation program that assists first generation, low income, and/or veterans considered high-risk academically. The program provides advising, mentoring, tutoring, and academic instruction in the core subject areas.

The Charles D. Dunn Student Recreation Center (DSRC) is a fitness, recreation and wellness facility. The DSRC offers the opportunity to participate in competitive and recreational sports for everyone in the university community. Facilities and programs are offered to currently enrolled students and paid members only.

Henderson began offering Esports in the fall of 2018. Esports, also known as E-Gaming are organized competitions with multiplayer video games. The Esports lab is located in the Garrison Center. It currently has space for between 12-20 players and is in the process of expanding the center. Henderson's esports program offers scholarships and dedicated funding.

3.D.2.

Registration, adding/dropping courses, changing majors, and initializing graduation applications are performed with assistance from advisors. Advisors also facilitate referrals to other academic and support services. The Academic Advising Center provides tutoring services and supplemental instruction for undergraduate students at Henderson. With a need for clear communicators and poised public speakers, the Communication Center assists with topics such as brainstorming, outline development, and critique, speech development, and organization, presentation critique, tips for dynamic speaking, speaking with presentation aids, and how to reduce anxiety when speaking in public.

The Writing Center provides graduate and undergraduate tutors to work with individual students on a peer-tutoring model to help students improve their papers on their own and become independent writers. They also provide workshops on plagiarism, various style documentation formats, organization, research/documentation, grammar, and professional writing. The Center also provides Online Writing Lab (OWL) sessions and write-ins to promote professional writing.

As discussed in 1.A.4, students who earn an ACT Composite score of 19 or below are conditionally admitted to Henderson and will be required to participate in the Reddie Intervention for Success in Education (R.I.S.E.) Program through the academic advising center. Participation in the RISE program has grown from 173 students fall 2015 to as high as 226 students fall 2019. In the fall 2020, 153 students were in the RISE program.   The graduation rate for Fall 2015 RISE Cohort group is 4.04%.

3.D.3

The Advising Center focuses on the individual academic needs of each student and steers them toward the programs and resources that will help them graduate. An advising Road Map is available online for students to access. Advisors are assigned disciplines to provide individualistic guidance for course and career selection. Advisors encourage students to enroll in and maintain enough credit hours to achieve a degree in eight semesters. Students also have a faculty advisor with their specific degree. Degree Plans are available online. As discussed in 3.C.7, an interim advising plan was adopted due to personnel changes at the AAC, scaling back the role of professional advisors for most non-freshmen and increasing the role of faculty advisors.

The advising center facilitates the early alert program, where instructors identify students as having difficulty in their coursework or attendance/participation. The advisors act as a liaison between the student and instructor, helping the student to understand the consequences of their lack of academic progress and helping develop a plan to get them back on path to success. Advisors closely monitor and work individually with students on probation and provide a contract to outline student responsibilities and consequences for lack of improvement.

3.D.4.

Huie Library supports teaching, learning, student engagement, digital literacy, and critical thinking in traditional and online curricula for all disciplines, maintaining and adding resources as required by program and student needs and program accreditors. The library is a key partner in retention efforts, not only through strong collections and electronic resources but also through dedication of library space for tutors from Academic Advising, and student art exhibits. Library staff serve as research Coaches to answer questions that students may have.

Students can access e-resources in the library or remotely**.** The library supports an Interlibrary loan program where students can obtain books or articles from libraries worldwide. Faculty can place books, videos, or other reserved materials where students can access them. Through the Joint Educational Consortium, Henderson and Ouachita Baptist University students have borrowing privileges at both libraries.

The library's base materials budget is fixed at $532,640 having been increased for the first time in twenty years by 8% in FY2018/19. A $2.50/credit hour library fee is dedicated to supporting and expanding electronic resources that benefit students directly. The library fee has enabled the library to keep up with the need for electronic resources and to provide a high level of support for the curriculum. Key factors include availability of appropriate alternatives, curricular needs, and accreditation standards. The Huie Library Spring Survey, used to measure patrons' use of and satisfaction with library facilities, equipment, and services drives library initiatives, a likely factor in the library's overall high ratings. Data from the Huie Library Spring survey has shown a three year satisfaction rate with with all library services.

Information Technology Services serves to create and sustain an environment where students learn through technology in the classroom, dorms, and online. They are responsible for coordinating Henderson's communication email, phone system, learning management system (Canvas), Grammarly, TechSmith Relay and Turnitin. They provide a help desk that supports students, faculty and staff. They also offer individual and group instruction to faculty and staff. IT is also responsible for campus audiovisual equipment and an up-to-date network system. Currently, ITS services 2000 computers on campus, with 425 of those computers being in student labs. Due to COVID-19 restrictions, ITS installed new USB document cameras in every classroom on campus in August 2020. These document cameras allowed faculty to use them as a webcam or document camera during face to face and hyflex classes.

Simonson Biological Field Station supports the Biology Department in pursuit of scientific education and research that advances understanding of the natural world and promotes informed stewardship of the earth. This station is 7200 square feet and provides services for undergraduate students, off field university courses, education field trips for public schools.

Henderson offers a variety of spaces for students to perform, experiment and learn. The Theatre and Communications department is housed in Arkansas Hall. It contains the studio theatre, which provides an intimate setting for smaller audiences of 162 guests. A full stage with seating for 965 guests is available for larger productions and crowds. Theatre students have lab space for staging and costume design and learn practical stagecraft and enhance performance skills. A dance studio provides space for students to practice and host guest performers to conduct workshops (3D4.08).

Reynolds (Donald W.) Science Center provides a planetarium, greenhouse, laboratories, lecture halls, classrooms, and offices for the science departments. Russell Fine Arts Center provides instructional, studio and performance facilities, offices for the fine arts, and houses the Harwood Recital Hall and the Russell Fine Arts Gallery. A house located across from the Center provides additional lab space for students. The art department has a pottery workshop located beside the physical plant.

The Nursing Building houses classrooms, laboratories, and offices for the Nursing Department. Nursing Department enhanced its Health Education Simulation Center by purchasing additional OB and pediatric simulation equipment as a result of being awarded a Blue and You Foundational Grant. Nursing students are rotated to area hospitals to obtain hands on instruction in a clinical setting.

Caplinger Airway Science Academic Center provides aviation students access to flight simulators and instruments in various labs for learning. The city of Arkadelphia includes storage for the planes and a runway for aircraft at the airport. The airport Flight Training Center houses briefing rooms, weather briefing stations, and a crew room for fellowship and study.

Davis-Baker Preschool located on Henderson's Campus provides quality preschool experiences for three to five year old children within the community, at a minimal cost to parents or guardians. The Davis-Baker Preschool is operated through Teachers College, Department of Family and Consumer Services. The preschool is a clinical site for candidates seeking a Bachelor of Science degree in Child Care Management and/or Elementary Education K-6, with a 3-4 endorsement. This program is recognized by Arkansas Department of Human Services and is accredited by Arkansas Better Beginnings.

The STEM Center at Henderson State University supports science, technology, engineering, and mathematics (STEM) education in Arkansas in the p-20 learning environment by providing professional development, program assistance and materials and books available for HSU students

and public-school teachers to check out.

Students seeking teacher licensure are provided opportunities for clinical field experiences through the Office of Educator Preparation Admissions and Clinical Experiences. The office places students in cooperating school districts for field placements prior to and during their internship semester. Due to COVID-19 only students in their internship semester were placed on school campuses, other education students were given virtual field placements during the 20-21 school year.

Supporting the teaching and learning needs of students and faculty at the clinical sites, Henderson maintains relationships with various medical facilities in the surrounding area in which more exposure to state of the art medical equipment and opportunities to have hands on experiences will lead to impactful learning. Students majoring in Human Services utilize placements in local communities to learn about services and skills to promote a well-rounded education. Two courses allow students an opportunity to immerse themselves in agencies' activities.

The Teaching and Learning Center fosters a safe place for faculty to share ideas and learn new techniques to enhance teaching and learning in classrooms. The center provided a variety of materials and workshops to enhance teaching and facilitate student learning. The use of technology to engage students in the classroom became a focus point on campus.

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- 3D4.01 Communication Center webpage
- 3D4.02 Huie Library Webpage
- 3D4.04 Computer Labs webpage
- 3D4.05 Information Technology and computer lab webpage
- 3D4.06 Simonson Biological Field Station
- 3D4.08 Theatre and Dance Performance Spaces
- 3D4.09 Writing Center website
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- 3D4.11 Human Services Agency List
- 3D4.12 Music Dept Performance Venues
- 3D4.13 Nursing Dierksen Hospice-Hot Springs Clinical Agreement
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3.S - Criterion 3 - Summary

The institution provides quality education, wherever and however its offerings are delivered.

Summary

Henderson's colleges, schools, and departments undertake various means to ensure courses and programs are current and appropriately rigorous. These methods include accreditations, program reviews, nationally-normed exams, program assessment, and outside stakeholders' perspectives. Proposed curriculum changes receive evaluation for relevance, currency, and rigor and undergo approval at the college, university, and state levels.

Henderson's general education core develops skills that are necessary for both successful degree completion and professional experiences by inspiring students to become inquiring, life-long learners. Henderson seeks to promote and facilitate cultural diversity in all its aspects across the university in order to enhance multicultural understanding and global knowledge among students, faculty, staff, and surrounding community.

Henderson employs an appropriate number of full- and part-time faculty. Full- and part-time faculty must satisfy and maintain the professional academic credentials in the areas of teaching, scholarship, and service as set forth by the Faculty Handbook. Henderson advocates the advancement of knowledge and understanding through collaborative efforts from both its faculty and student research. Henderson provides support services for all students that fit their particular needs in order for them to be academically and professionally successful.

Sources

There are no sources.