

5 - Institutional Effectiveness, Resources and Planning

The institution's resources, structures, processes and planning are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities.

5.A - Core Component 5.A

Through its administrative structures and collaborative processes, the institution's leadership demonstrates that it is effective and enables the institution to fulfill its mission.

1. Shared governance at the institution engages its internal constituencies—including its governing board, administration, faculty, staff and students—through planning, policies and procedures.
2. The institution's administration uses data to reach informed decisions in the best interests of the institution and its constituents.
3. The institution's administration ensures that faculty and, when appropriate, staff and students are involved in setting academic requirements, policy and processes through effective collaborative structures.

Argument

5.A.1

Since our mid cycle review in 2016, we have had significant changes in our administrative structure. In 2019, the president [resigned](#) and an acting president was appointed by the HSU Board of Trustees. The Henderson State University Board of Trustees voted unanimously on October 24, 2019, to join the Arkansas State University System, pending approval by the Arkansas legislature and Higher Learning Commission.

The university began the [search](#) for a new chancellor in December of 2019. Due to search process constraints experienced by the university, the [advisory committee](#) recommended the university find an interim who would serve for two years. In July of 2020, an interim president was hired through The Registry. In September of 2020, an interim provost was hired through The Registry. The institution has also experienced turnover with the remaining [administration](#) positions: Academic Affairs, Finance and Administration, Student and External Affairs and University Advancement.

HSU is committed to the fulfillment of its [mission](#) through shared governance structures and processes that involve all its stakeholders. The university has in place governance and administrative structures to promote effective and transparent leadership while giving constituent groups a voice.

Prior to joining the ASU System in February 2021, the [BOT of Henderson](#) was the governing authority of the institution, with members appointed by the Governor of Arkansas to seven-year terms. The meetings were open to the public, with the exception of executive sessions as required by Arkansas law. As a member of the ASU System, we will have a [Board of Visitors](#).

Henderson's seven-member BOT was ultimately responsible for setting the broad goals of the university. They were tasked with providing oversight of the institution's financial policies and practices. Some examples of their academic authority included approval of new academic program proposals, admission requirements, changes to the Faculty Handbook, and tenure, promotions, and emeritus status.

Although the Board of Trustees was charged with the management and control of the university, it empowered the President of the university to set more specific goals and long-term strategies to reach those goals. Henderson's presidents have utilized the culture of collective governance at the university to involve its multiple constituencies in the strategic and other planning processes. The President worked closely with the board chair and other board members, ensuring that their knowledge of the institution evolved as the institution itself evolved, and that their oversight of financial and academic policies and practices was well-informed, so they were able to discharge their legal and fiduciary responsibilities in sound manner.

Now, the chancellor is the chief administrator of the university. Interim Chancellor Jim Borsig has sought to keep all constituents apprised of major decisions. [Weekly emails](#) are sent by the chancellor to all faculty and staff to keep the campus informed of the news affecting the campus community.

[Staff Senate](#) provides for the representation of non-faculty personnel in communication between staff and administrators. It provides a medium for the exchange and coordination of information among members of the staff, administration, faculty, and students. The Staff Senate President serves as a staff representative at meetings of the BOT and is a member of the Shared Governance Committee (SGC).

The SGA is composed of Henderson students who are elected by the student body to be their representative voice. Resolutions of the SGA concern all aspects of student life and are often passed along to the Chancellor or the Faculty Senate for further action. Other student governing committees include the All-Greek Council, Interfraternity Council, National Pan-Hellenic Council, and Panhellenic Council.

In addition to the representative bodies by constituency, Henderson has a long-standing committee structure that is responsible for oversight and formulation of practices in major areas of the university. Each committee has written guidelines for membership. Membership of each committee was determined by elections or by the [Committee on Committees](#) (as stipulated in the committee handbook). Most committees include faculty, staff, administrators and students. Henderson periodically reviews the committee structure to revise, update, and eliminate, if necessary, appropriate committees. As part of the [shared governance model](#), the Committee on Committee's roles and responsibilities have been merged into the [Shared Governance Committee](#). This merging has ensured that our institutional committee functions remain and are maintained in a manner integral to our larger shared governance structures. As evidenced in the focused visit report, shared governance at HSU has not been reduced or eliminated as a result of the merger into the ASUS.

The [Fringe Benefits committee](#) serves in an advisory capacity to the Chancellor on matters related to employees' fringe benefits. This Committee consists of six faculty, five staff, one administrator, and one representative of Finance and Administration; the Director of Human Resources serves ex officio. The committee is charged with looking for the best option for the university.

The committee ensures information is shared across campus. A common recommendation they received from Faculty and/or Staff Senate senates was to have a four-tier health insurance plan. The

committee reviewed this possibility. During the years of 2014-16, the chair of the committee explained to the campus why we chose to stay with the current plan during the [open forums](#) which included a [PowerPoint](#). In 2017, the university made the decision to move to a self-funded insurance policy and employees were given a four-tier option.

The described structures were designed to promote and ensure constituent input in planning, policies, and procedures. In terms of the budget, the former CFO held seven [open forums](#) concerning higher education finance trends in Fall 2018. These presentations brought to light some financial concerns. Faculty and staff asked questions regarding accounts receivables and declining unrestricted fund balance.

Since the mid cycle review in 2016, HSU has faced challenges through changes in administrative leadership and financial issues related to our accounts receivable, unrestricted fund balance, and [Aged Accounts Payable](#) totaling \$4,422,061.08. It has become clear that the processes and procedures were not in place to ensure constituent group input in the budget. A new CFO was hired in December 2019 and immediately adjusted the timeline for budget discussions. These changes took full effect in Fall 2020.

During Summer 2019, the institution began making the proper adjustments to secure financial stability by entering an MOU with the Arkansas State University System in order to utilize its guidance and resources during this difficult time. The governor of Arkansas granted a [\\$6 million advance](#) to HSU to ensure that accrued debt could be paid. Originally, the advance was to be paid back by withholding state funds beginning February 2020 but this advance has now been converted into an [8-year loan at 0% interest](#).

After conducting a complete financial audit in the fall of 2020, the executive vice president of the ASU System presented findings to the campus through a series of open forums, providing transparency. This provided much-needed insight into our financials and required Henderson to reevaluate its position as a stand-alone liberal arts institution in terms of capacity.

5.A.2

The previous assurance argument stated that we have been utilizing the student and business information system Poise to manage student and business data since 1989. Because Poise is an Open VMS platform, many faculty and staff are unable to utilize the system effectively. The development of a web-based interface, myHenderson, has allowed easier access by pulling data from Poise. While this system sufficed throughout the 1990s and early 2000s, its architecture and usability are now significantly outdated. Our analysts have difficulty making crucial data-driven decisions with the current information system due in part to a lack of access to the appropriate data. Sometimes the desired data is not available at all.

In Summer 2018, our Poise lead programmer retired and the remaining programmer left the institution in January of 2020. These events, along with the system's architecture/programming being uniquely idiosyncratic to Henderson, have complicated the hiring of outside consultants who understand the system. The university issued an RFP for the purchase of an ERP in Fall 2017. Three ERP vendors made presentations to the campus community and Jenzabar EX was chosen in the RFP. Later, the HSU administrators negotiated with Jenzabar for its One product instead. The university began working on the contract with the anticipation of a July 1, 2018 start date. However, upper administration faced a difficult decision to either cut faculty and staff retirement contributions in half or continue with the ERP implementation. To appease faculty and staff, upper administration

postponed the ERP implementation until a future date.

Our joining a system has made new resources available to the university through cost-sharing. The ASU System was already in the process of migrating their six campuses to Banner. With the addition of HSU as the seventh school, ASU negotiated to include HSU in its discount. We began the 18-24 month process of implementing Banner in Summer 2020; the system will increase accessibility of information to both faculty and administration. Migration of current information into the Banner system began in the spring of 2021. The financial module went live on July 1, 2021, Financial Aid in October 2021, and student information and Human Resources in January 2022.

To help the Financial Aid office operate more efficiently, the university purchased Jenzabar Financial Aid (JFA). As with most migrations to new systems, the plug and play promised with our version of Poise was impossible, creating multiple issues from the very start of implementation in December 2018. JFA became incapable of drawing down aid from the federal financial aid system, leading to students not receiving timely aid in order to pay their bills.

A large portion of our student population is first-generation college students. While our financial aid experts are willing and able to help students and their families navigate these systems, the sheer workload of an inoperable financial aid software prevented them from building financial aid packages in a timely manner. In some cases, students did not know what they owed the university until well into the fall semester. The acting president made significant efforts to resolve this, including bringing in experienced consultants, increasing documentation and communication with students, emergency loans for students in need, and training of backup staff. As evidenced in the [focused visit report](#) and 2.A.2, the Office of Financial Aid hired a new director of student financial aid in the fall of 2020. The director and financial aid staff have made improvements in the administration of aid programs and communication of information to students.

In 2016, leadership in the office of admission and enrollment changed. New admission software application called [EMAS Pro](#) was purchased. EMAS Pro tracked each student as they progress through the admission application process. This system also allowed the university to develop and implement a recruitment plan in which personalized communication plans were developed. In Fall 2019, [EMAS](#) decided to close their business and Slate was chosen as our next customer relationship management (CRM) system. This system allows the office of admission and enrollment to continue to track students in the application process.

Beginning in 2018-19, the [marketing plan](#) reflected a significant shift to digital outreach. A [Google Ad search campaign](#) yielded 1,555 click-throughs to request information or schedule a campus visit and produced 56,500 impressions with a 13% impression share. A separate six-month digital campaign for video ads served in YouTube, Pandora, Instagram, and Facebook produced 330,000 views and 740,000 impressions. This video campaign yielded a view rate of 44% (versus an average view rate of 28%).

In 2005, we started using TracDat (Nuventive Improve) as a platform for academic programs to house their assessment data for analysis on a yearly cycle. Data is collected in the academic year and analyzed by the departmental chair and/or departmental assessment coordinator. After reviewing data, action plans are developed to address areas in need of improvement.

Raiser's Edge is a cloud-based fundraising and relationship management solution designed to help foundations make data-driven decisions. Prior to its implementation, HSU was not able to move above the \$2 million threshold for donations. Since its implementation in 2017, donations have

topped [\\$2 million](#) for three consecutive fiscal years.

Institutional data gathered from external sources have been helpful in reaching informed decisions. A [Compensation Task Force](#) was formed to analyze the pay scales at comparable institutions of higher education. Data revealed that our compensation was significantly below our peer institutions. Based on further analysis, a four-year [Compensation Plan](#) was formulated, with the goal of increasing faculty and non-classified salaries 5% each fiscal year beginning 2015-16 until we reached 100% of our peer schools' average by 2018-19. The projected cost of this four-year plan was \$1.1 million. The committee recommended the data be updated annually to ensure the most recent data was used for decision making. Salary increases were budgeted for each fiscal year beginning with 2016-17 until 2019-20 budget with salary increases of \$257,995, \$1,059,439, \$24,354, and \$1,236,331 for the respected years. However, the actual increase in [2017-18](#) was \$436,034 and \$82,103 in [2018-19](#). The multiple conversations regarding the decisions to suspend funding of the [compensation plan](#) were held.

While internal data at the institutional level has been more difficult to utilize, data collected by the individual colleges and programs have proven to be valuable for reaching informed decision. TracDat has assisted with the data collection regarding program-level assessment. The Assessment Team reviews assessment plans for all academic and non-instructional units on campus with the goal of providing feedback to each unit on strengths and weaknesses of its plan. We have seen the number of units meeting standards increase from 69% in 2015 to 92% in 2018. In 2019, the rating system for academic units was revised into a [tier system](#). As of 2020, 76% of academic assessment plans rated higher than tier 3 (a usable/functional assessment plan).

In 2016, the non-instructional assessment process was integrated with the [new budget prioritization process](#). It incorporated two elements: a program review that evaluated a unit's performance over a four-year period and an annual unit operating plan that was a "snapshot" of performance and future aspirations on an annual basis. Out of 75 non-instructional units in 2016, 61 underwent an initial program review. The units that received a score below adequate were asked to submit a second program review and incorporate the feedback and suggestions from the non-instructional budget prioritization task force.

The units that scored adequate or higher were asked to generate an annual unit operating plan for review. These, along with the second round of program reviews, were evaluated by the Office of Assessment and the ATeam in 2018. Twenty-three units were evaluated for the [program review](#) with [rubric](#), with 22 scoring adequate or higher. The [annual unit operating plan](#) for 36 units were evaluated, with all 36 units scoring adequate or higher.

Teachers College utilizes Tk20, a data management system, to house all key assessments for the Educator Preparation Program (EPP). We also have [state-administered Novice Teacher](#) and [New Employer surveys](#). The Novice Teacher survey assesses completer perception of preparation for specific pedagogical categories. The new employer surveys are conducted by gathering information from districts around the state. These assessment measures identify strengths and areas for improvement. During the annual EPP Assessment Meeting, program data is presented to stakeholders for feedback (link to EPP Agendas).

In the Fall of 2019, the Center for Career Development was moved from Division of Student Affairs to the School of Business. A [strategic](#) and [operational plan](#) was developed based on two years of data that would give direction for future guidance in meeting the needs of students and alumni. The Co-Directors of the CCD presented a [white paper](#) and a [Career Development Services report](#).to

administration. As a result, the School of Business run the CCD for the indefinite future to implement their recommendations.

Individual departments worked with institutional research in collecting programmatic data. Department chairs monitored enrollment weekly to ensure course viability. During the fall 2019 semester, a course enrollment dashboard in [Tableau](#) was created by the ASU system to aid in planning for subsequent semesters. This tool provided chairs and deans with searchable data (enrollment, SSCH, and of faculty course loads). The availability of data significantly improved planning for Spring 2020 course offerings.

As referenced in 4.C.4, the [Academic Program Review](#) was developed to evaluate all academic programs offered by Henderson State University to determine strengths, opportunities, and cost effectiveness. The APR was set up in four phases for the collection of data and information. After reviewing data, departments were categorized in four tiers based upon established key indicators. This data was provided by the HSU Research and Assessment Office.

5.A.3

Ellis College, School of Business, and Teachers College, Henderson have similar processes for introducing curriculum proposals. Faculty work within their respective departments to develop and/or revise their program curriculum. The goal is for continuous improvement within our various programs comprising 49 undergraduate and 13 graduate programs including the online [MSN](#) and [RN to BSN programs](#).

For program or degree changes to be considered, faculty-developed proposals are presented to their respective college/school level curriculum committees. Any proposals that need modifications are sent back to address the concerns/comments. Each committee reviews proposal(s) for approval after two readings. All undergraduate program proposals that are approved at the college/school level are sent to the [University Academic Council](#) (UAC) for review. Proposals submitted to the UAC are available to the campus community via myHenderson portal, with committee members reviewing each proposal prior to the meeting.

Graduate programs follow a similar process. A university [Graduate Council](#) (GC) reviews all final proposals. The GC reviews proposed program or degree changes of graduate programs. The GC acts as the higher body of the graduate faculty for final recommendations and proposals to the Provost.

In addition to the UAC and the GC, the Faculty Senate has an academics committee that focuses on academic items and concerns. The chair of this committee also serves on the UAC.

The Teacher Education Council (TEC) develops [policies](#) around field placements and admissions and hears appeals to those policies. The TEC consists of Teachers College faculty, Ellis College faculty, public school stakeholders, and a student representative. The admissions process runs through the TEC and requirements for admission were set by the Council with guidance from the Council for the Accreditation of Educator Preparation (CAEP).

The Nursing Academic Standards Committee (NASC), the gateway for admission to the HSU BSN Traditional (pre-licensure) nursing program, is made up of all the BSN Traditional faculty and one ex-officio member from the Professional Advisor office. The NASC meets annually to discuss the process, guidelines, criteria, and selection of all BSN applicants. The admission process and requirements are published on the [nursing website](#).

In 2016, data was provided showing that School of Business retention and graduation were low. As part of its strategic and vision planning, the school began the development of a process to remedy this. A short-term program achievement goal was devised; faculty created [criteria for admission](#) to the School of Business after 40 hours to continue their business degree. The admission criteria was presented and accepted by the Business Advisory Council. As a result of new admission criteria, Freshman-to-Sophomore retention rates have increased from a 5-year average of 58% in 2015 to 87% in 2017.

Sources

- 2019 Employee Compensation Plan
- 2A Evidence_Financial Aid Audit
- 2A Evidence_Shared Governance Combined_Redacted.pdf
- 2A Evidence_Shared Governance Consideration Flowchart
- 5.A. \$6 Million Advance_Redacted
- 5.A. 2020-21 Center for Career Development Operational Plan
- 5.A. Academic Review
- 5.A. Advance Changed to Loan
- 5.A. Aged Accounts Payable
- 5.A. Application for Admissions - BSN
- 5.A. Career Development Services report
- 5.A. Career Development Strategic Plan_Redacted
- 5.A. CFO Open Forums
- 5.A. Chancellor Search Announcement_Redacted
- 5.A. Chancellor Search Update
- 5.A. Compensation Task Force Recommendations-Data
- 5.A. EMAS Pro Notification_Redacted
- 5.A. Enrollment Dashboards Fall 2019
- 5.A. WhitePaper - Career Development
- 5.A.Faculty Senate Minutes_Compensation Plan
- 5.A.Fringe Benefits Committee Open Forum
- 5.A.Fringe Benefits Committee Open Forum PowerPoints
- 5.A.Henderson Foundation - Blackbaud Raiser_s Edge
- 5.A.Marketing and Enrollment Plan 2018-2019 and 2019-2020
- 5.A.MSN Family Nurse Practitioner and MSN Nursing Administration
- 5.A.Non-Instructional Program Review
- 5.A.Non-Instructional Unit Annual Operating Plan Review
- 5.A.Non-Instructional Unit Initial Program Review Rubric
- 5.A.President's Resignation
- 5.A.RN to BSN
- 5.A.Salary Changes 2016-17 to 2017-18
- 5.A.Salary Summary 2018-19
- 5.A.School of Business Application Process
- 5.A.University Committee Handbook
- 5.A.University Committee Handbook (page number 33)
- 5.A.University Vision and Mission

- 5.C. Zero-Based Budget Instructions
- Board of Trustees
- Board_of_Visitors
- compensation plan members
- EMAS PRO
- Focused Visit - Institutional Report July 2021
- Google Ads
- HLC Focused Visit Report by Team
- Novice Teacher Supervisor Survey Data
- Novice Teacher Survey Data
- Staff Senate _ Henderson State University
- Teacher Internship Handbook and Syllabus
- University Committee Handbook_Fringe Benefits_Redacted
- University Committee Handbook_Shared Governance Oversight Committee_Redacted
- University Organizational Chart_May 2021
- Weekly Emails

5.B - Core Component 5.B

The institution's resource base supports its educational offerings and its plans for maintaining and strengthening their quality in the future.

1. The institution has qualified and trained operational staff and infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The goals incorporated into the mission and any related statements are realistic in light of the institution's organization, resources and opportunities.
3. The institution has a well-developed process in place for budgeting and for monitoring its finances.
4. The institution's fiscal allocations ensure that its educational purposes are achieved.

Argument

5.B.

Local, national and international job-seeking candidates may apply for faculty and non-classified staff positions. The Office of Human Resources provides guidance regarding search and recruitment guidelines to the heads of the departments or offices filling open positions. Position [qualifications](#) are articulated based on position duties and functions and are approved at multiple levels prior to the initiation of any search or recruitment process. [Search committees](#) may be constituted and charged to develop a pool of qualified applicants, from which both phone/web interview and campus interview candidates are drawn. Following the interview stage of the search process, committees determine hireable candidates and articulate their attendant strengths and weaknesses and forward their recommendations to the hiring authority. If a given search is unsuccessful in 1) identifying qualified, hireable candidates or 2) in hiring qualified candidates, then the search is failed and re-initiated after a review to determine what further factors might contribute to a successful re-search process.

To help ensure that employees are qualified to perform the duties and responsibilities of the positions for which they apply, the university implemented a [Background Checks and Substance Abuse Testing Policy](#) in 2013. The Office of Human Resources offers an employee orientation focusing on employment documentation for payroll and benefit elections.

As a state institution, Henderson's ability to meet existing staffing needs and plan for future needs is directly affected by the state legislature. The number and specific types of [job positions](#), pay scales for classified (hourly) positions, and pay maximums for non-classified (salaried) staff and faculty positions are regulated by the Arkansas Division of Higher Education as authorized by the Legislative Personnel Committee. Within those laws and regulations, the institution can make decisions regarding the use of appropriated positions, setting non-classified salaries and other work-life factors such as employee access to insurance and retirement benefits and professional development. As Henderson's current and past operating budgets demonstrate, salaries and fringe benefits are a substantial part of the institution's operating costs.

The [Division of Information Technology Services](#) (ITS) comprises the technological infrastructure. It functions to support, enhance, and enable the university by providing and maintaining computer support services, , data and voice communication systems, and student and business information

systems. IT also maintains the university's Help Desk/PC Support. The primary purpose of the Help Desk is to provide support to faculty, staff, and students for a wide range of technological issues. The Help Desk diagnoses issues and determines the proper courses for resolution.

Henderson enjoys multiple dimensions of instructional technology, providing 21st-century learning opportunities to its student and faculty population. All of our classrooms (up from 88% at the time of our last HLC visit) are equipped with some form of multimedia teaching equipment, including Smartboard technologies, as well as other available course-specific technologies.

March 2020 illustrates HSU's preparedness and ability to transition in its program delivery method where necessary. As the institution rapidly moved to remote instruction amidst the COVID-19 pandemic, ITS put together a [set of resources for remote instruction](#) to ensure that all classes could transition with as little disruption as possible given the circumstances. Resources included the creation of a website with resources to facilitate faculty teaching online (some for the first time); the creation of a "Crash Course in Canvas" for faculty to use within the LMS; and the provision of helpful links to make remote work easier for staff.

Henderson is working to maintain adequate financial resources to support the mission of the university through comprehensive planning and allocation of resources. In June 2019 Henderson had a major crisis with its cash flow. Funds in the bank were not sufficient at the beginning of FY2019-20 to cover payroll. In addition, there were approximately \$4 million in unpaid vendor invoices. The State authorized an advance of \$6 million to cover the payroll and to assist in catching up the unpaid invoices to vendors. The FY2019-20 budget had been developed using unrealistic enrollment and expenditure projections. The CFO resigned in May of 2019 and the President resigned in July of 2019. A management agreement was entered into between the Henderson Board of Trustees and the Arkansas State University (ASU) System. This agreement ultimately culminated with the merger of Henderson State University into the ASU System.

In reaction to the dire financial situation Henderson immediately implemented stringent budget cuts, including a 50 percent reduction in supplies and services, a decrease in the TIAA retirement contribution from ten percent to six percent and a three percent reduction in salaries of administrative and faculty employees. Then in March 2020 the COVID-19 pandemic hit. Henderson was able to keep its residence halls and dining services open, but moved to online only classes for both summer semesters. The FY2019-20 year ended with decrease of \$3.8 million in the [net position](#) of the university. Operating expenses were still not in line with revenues.

FY 2020-21 began with a 16 hour per week furlough of all employees, only exempting the most critical positions, for the month of July. And, the budget was built on a five percent decrease over the FY2019-20 actual enrollment. FY 2020-21 ended, however, with a 12.1 percent decrease. An early retirement incentive was offered to employees, accepted by 16 employees and will generated approximately \$400,000 in annual salary savings.

Henderson's Operating Budget is constructed annually and is a working document that is modified as needed. The initial [FY2021-22 Operating Budget](#) of \$68,536,486 is a decrease of .5 percent in the educational and general budget and a 7.1 percent increase in the auxiliary budget over the previous year. Henderson has seen minimal increases in state funding over the past several years. The initial state appropriation forecast for FY2021-22 was \$23,109,488. In that increase is a carryover of \$951,548 from FY2020-21. The true increase in projected funding from FY2020-21 to FY2021-22 is 2.9 percent. The current FY2021-22 budget for tuition and fees is based on projections using the actual student semester credit hours (SSCH) produced from the previous year's enrollment,

conservatively projecting no increase in SSCH from last year's [operating budget](#). The 2021 fall enrollment has not met that projection and additional use of the federal American Recovery Plan funding will be required.

Henderson's percentage increase in undergraduate [tuition and fees](#) from FY2020-21 to FY2021-22 was 2.3 percent. However, total tuition and fee revenue will decrease and the FY2021-22 budget will require adjustments due to the fall 2021 enrollment decrease of approximately 12.4 percent.

To address the decreased revenues from tuition and fees and to get operating expenditures in line with operating income Henderson has begun to pursue options to reduce cost and increase revenue. These include a partnership with Academic Partnership in conjunction with Arkansas State University to offer the Henderson School of Business MBA program on a compressed track. In addition, a review of scholarships to ensure Henderson is maximizing its use of its scholarship dollars was undertaken and a plan was fast-tracked to increase scholarship opportunities in FY2022-23 for Henderson students for no increase in current expenditures for scholarships. Another early retirement option will be offered to all employees age 55 or older with 10 years of service.

Henderson is moving from a financial, HR and student software program that it has used for approximately 30 years to the Banner software system that will be used by all institutions in the ASU System. The financial module was implemented in July 2021, the HR module will be implemented in January 2022 and the student module implemented over a time frame to be fully functional for the fall 2022 students. With this implementation there may be opportunities for shared services across the ASU System that would further reduce operating expenses for Henderson.

The Arkansas Higher Education 2020 Financial Condition Report recommends that colleges and universities maintain a minimum fund balance of 5 percent of the educational and general operating budget with an ideal level of 14 percent. [Henderson's fund balance](#) exceeded a negative 10 percent as of June 30, 2020. With the merger into the ASU System there is a Financial Reserves Policy that HSU is required to meet. Adherence to this policy protects the long-term financial health of the campus, provides liquidity sufficient to meet operational needs, prepares the campus for investment in capital projects and creates the capacity for planned strategic investments. The Primary Reserve Ratio (PRR), which is the level of expendable net assets divided by total expenses is expected to be maintained in the .25 to .5 ranges. The Days of Cash on Hand is expected to be a minimum of 60 days. This metric represents the number of days an institution is able to operate given the annual daily average of its operating expenses with the amount of cash in the bank at the close of its fiscal year.

Henderson's mission is "to provide a learning environment that prepares students for a lifetime of intellectual and personal growth in a global society. The Henderson experience bridges students' academic aspirations to career success by integrating professional studies and the liberal arts." The current resources and any additional resources will be dedicated to the funding priorities that will meet the goals of the mission. In light of Henderson's financial resources, the goal of Henderson is to achieve a PRR of .25 and increase the Days of Cash on Hand ratio to the 60 days. This will be done through the maximizing of its scholarship dollars, by offering of degrees garnering higher levels of funding in the productivity model and by partnering with local community colleges for a seamless transition of students desiring a baccalaureate degree, along with implementing stringent cost containment measures. Achieving this goal will strengthen the institution's financial health and lead to a more vibrant, fiscally healthy institution.

The six priorities ([link to Strategic Plan Internal October 2014](#)) of the strategic plan are realistic in

light of the institution's organization, resources and opportunities. Despite changes in administration within the last two years, Grow the enrollment and increase retention (priority one) is realistic as well as one of the top priorities. Near the end of the fall semester of 2020, Chancellor Borsig formed an [enrollment management committee](#) for the purpose of developing a strategic management plan based on [Arkansas productivity funding formula](#). The committee made recommendations to the enrollment management working group. The same recommendations were also given to Ruffalo Noel Levitz during their campus visit during fall semester of 2021.

Enhance academic programs (Priority two) is realistic due to the success of new academic programs. In the spring 2021, the MSN program graduated its second cohort. The online MBA program began offering courses in a seven week rotation while working in conjunction with Academic Partners. In the fall of 2020, the department of engineering received [ABET accreditation](#). At the graduate level, there has been an increase in the number of graduate certificates that have been developed within the last three years. Students earning these certificates allows them to make significant progress towards completing the requirements for a graduate degree.

In better financial times Henderson's budgeting and resource allocation process was anchored by the [University Budget Committee\(UBC\)](#), which assisted in ensuring that the annual and long-term budgetary priorities of the university are consistent with our [strategic priorities](#) and underlying strategies and goals. The UBC worked to coordinate budget proposals from across Henderson's operational divisions and recommend proposed budgets to the President and his Executive Council, ultimately to be approved by Henderson's Board of Trustees. The larger process was to ensure that the institution had the financial means in place for accomplishing institutional priorities. This process broke down when unrealistic revenue and expenditure projections were provided to the Committee and recommendations made using those projections.

Currently the UBC is provided information on the financial condition of the institution, including projected deficits and feedback is requested on plans to bring those deficits into line with revenues. It is anticipated that the UBC will have input and make recommendations based on the academic review to be performed this year. As a state-funded public institution of higher education, Henderson State University disburses none of its revenue to any superordinate entities.

Henderson's budget planning and processes have not adequately maintained programs over the years, but are currently being reviewed and revised to better allow for redirection of scarce resources to achieve and maintain growth and innovation. Through the strategic planning process and the Higher Learning Commission assurance argument, the institution is identifying areas where growth may be possible in terms of curriculum/programs, additional resources must be invested, cuts might need to be made, and how the university can better position itself for the future.

Expenses are monitored using multiple levels of approvals for expenditures of all types. This process is now housed in the business module of Banner and will result in digital documentation of all expenditures, in accordance with both institutional and state policies. Monthly revenue and expense reports will be provided through the dashboards of Banner and available to all vice chancellors and other appropriate administrative managers for communication at all levels. Account balances and expenditure information for all account managers will be available in real-time. The purchasing system will not allow expenses against overdrawn or encumbered accounts without specific overrides at multiple levels, culminating in executive level approval based on budget transfers from other areas.

While our [budget](#) for scholarships has [fluctuated](#), a new tier scholarship program for in-state on campus residents and commuters has been implemented to give more scholarship opportunities for

students. These new scholarships are also designed to increase net tuition revenue, raise new student enrollment and improve retention rates.

During the years of 2016-19 majority of UBD committee discussions happened during the spring semester which created a compressed time line in reviewing all required budgetary aspects as well preparing budgetary recommendations for the next fiscal year. In [May 2019](#), the BOT approved a budget showed a surplus for the 19-20 year. The CFO left HSU within weeks after presenting the budget. It was discovered the approved budget was inaccurate and fund liquidity was nonexistent. This required the university to request a [\\$6 million emergency advance](#) from the state.

A new balance policy was enacted in [fall semester of 2019](#). First-time students who enrolled with the university in fall 2019 would have to maintain a zero balance to register for spring classes. A stair-step policy was utilized for returning students. Starting with Spring 2021 term, all students must have a zero balance to register. In October 2019, the university also changed collections agencies. As a result of the updated registration policy and the use of a new collection agency, the [outstanding student account balances](#) decreased as of May 2020.

As a result of administrative change and financial difficulties, HSU signed an [MOU](#) with the ASU System to provide support through December 31, 2019. With the system's help, it was determined that [\\$3.5 million](#) needed to be cut from our budget. Our interim CFO, with assistance from the ASU System Executive Vice President began giving [monthly financial updates](#) to our BOT starting in Fall 2019, then quarterly in the Spring 2020.

Through consultation with the Arkansas State University System, the university began a [zero-based budgeting process](#) for FY 2021 budget. This process required each department on campus to determine what is essential to the mission of the university in terms of budgeting. Each of the departments has reprioritized with the mission of the university in mind. This examination of the budget from the ground up has helped departments run more effective and efficient.

Sources

- 2019-2020 Operating Budget
- 5.A. \$6 Million Advance_Redacted
- 5.A.MOU between ASU System _ HSU
- 5.B. Search Committee Process
- 5.C. Copy of 2020-2021 Operating Budget
- 5.C. Copy of Board of Trustees Meeting - 7-12-2019
- 5.C. Copy of President_s Update - Budget Deficit
- 5.C. Ellis College - ABET Engineering Accreditation Letter
- 5.C. Zero-Based Budget Instructions
- Accounts Receivable Payments as of May 2020
- ASU System Financial Reserves Policy
- Background Checks and Substance Abuse Testing Policy
- Fund Balance 2020 Fin Conditions Rpt
- Henderson Budget Adjustment Report 09-27-19
- HSU Productivity Funding Presentation 2021 (1)_Redacted
- Information Technology Services _ Henderson State University
- Monthly Financial Updates

- Operating Budget for 2021-2022
- Partners in Education
- Position Announcements
- SEM E-Mail Announcing Formation of Committee
- Statement on Net Position
- Strategic Priorities.pdf
- Student Account Balances - New Policy Fall 2019
- Tuition and Fees
- University Planning and Budget Committee

5.C - Core Component 5.C

The institution engages in systematic and integrated planning and improvement.

1. The institution allocates its resources in alignment with its mission and priorities, including, as applicable, its comprehensive research enterprise, associated institutes and affiliated centers.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity, including fluctuations in the institution's sources of revenue and enrollment.
5. Institutional planning anticipates evolving external factors, such as technology advancements, demographic shifts, globalization, the economy and state support.
6. The institution implements its plans to systematically improve its operations and student outcomes.

Argument

5.C.1

Since the establishment of the 2014-20 strategic plan "Beyond the Horizon", [2014-2020 strategic plan "Beyond the Horizon" plan](#) Henderson State University has allocated its resources in alignment with its mission, vision, core values and [strategic priorities](#). Under this strategic plan, the administration committed the budget process to be aligned to the strategic priorities. All proposals, both academic and non-instructional, had to make the connection of how they supported the strategic plan.

In 2018, the university implemented an [enrollment and marketing plan](#). This plan targeted an enrollment of 5,000 students. Each year the admissions office sets goals for enrollment for the upcoming year. In an effort to be more efficient, the admissions office restructured territories within the state and invested in EMAS. Admission counselors were assigned to high schools and two-year institutions to generate a larger applicant pool. Six college and career readiness coaches were placed in our primary feeder schools. These efforts yielded record numbers in terms of [first-time freshman enrollment](#).

In addition to admissions, there are many recruiting efforts occurring across campus. Teachers College, Henderson has had a long standing 27-year partnership with districts, cooperatives, and two-year institutions called the [Partners in Education \(PiE\)](#). This group meets semi-annually with executive council meetings more often. Teachers College, Henderson prides itself in the communication, collaboration and coordination that happens within its partnerships.

Through this partnership, we offer experiences through our [STEM Center](#) and [Educational Renewal Zone](#). The STEM Center hosts field trips and provides the workshops. Since 2016, 7,302 of public-school students that have visited campus.

Evidence of the institution enhancing academic programs (Strategic Priority 2) can be found in the

following examples:

In the fall of 2016, the online RN to BSN online program started with its first cohort. Prior to 2018, the nursing department did not have a graduate program. In fall of 2019, they launched a MSN graduate degree program with two tracks: Family Nurse Practitioner and Nurse Executive Leadership and Administration.

After looking at the demand for employment opportunities, the physics department revised their curriculum to create a Bachelor of Science in Engineering. [ABET accreditation](#) was received in Fall 2020. In the state of Arkansas, there is a shortage of biology teachers. The biology department reviewed their curriculum and were able to add teaching certification in biology.

In 2017, the governor of Arkansas released a white paper that recommended universities “Reinforcing data analytics skills development across Arkansas’ universities and connecting students with businesses.” The School of Business worked to revamp its curriculum and created the data science concentration.

An example of improving the physical environment and infrastructure (Strategic Priority 4) was demonstrated when the university entered an Energy Cost Savings Capital Project with [ESCO](#) in Summer 2019. ESCO provided energy improvements including lighting retrofits, building control system replacements, boiler and chiller upgrades, and installation of other energy control mechanisms. The [expected annual average savings](#) is \$515,000 over the 20-year term.

The institution also reviewed possible outsourcing opportunities for several areas across campus aimed at either cost savings and/or increased effectiveness. During the spring 2015 semester, the university proposed outsourcing the physical plant as a possible way to improve facility management and gain cost savings. The Physical Plant Outsourcing Task Force included a cross-section of employees, including three members from the physical plant. Two companies made presentations on campus in an open campus forum. The [committee](#) forwarded the outsourcing proposal to the University Shared Governance Committee, resulting in its approval on May 7, 2015. Aramark took over the physical plant operations effective on July 1, 2015. In 2018, the institution changed facilities management services from Aramark to SSC.

Evidence of the institution enhancing Henderson’s regional, state and national profile (Strategic Priority 6) can be found in the following examples:

In September 2021, Henderson introduced a [Brand Toolkit](#) with a revised academic logo and a new HSU + Arkansas State University System logo. This outlines the proper usage of HSU logos and provides downloadable assets. *Live Reddie* was utilized in ad digital and print campaigns. By enhancing Henderson’s regional, state and national profile, several opportunities to increase enrollment began to materialize.

Prior to 2020, we offered concurrent credit in Bryant and Benton school districts. This strengthened our relationship with two of our feeder schools. We also placed college and career readiness coaches in the following schools: Arkadelphia, Benton, Bryant, Hot Springs, Lake Hamilton, and Malvern. These coaches served as a touchstone to the institution while aiding students in decision making pertaining to college enrollment. Due to the discovery of the financial status of the institution in the summer of 2019, college and career readiness coaches were not placed in our feeder schools. Those individuals were reassigned to positions on campus.

Henderson made the decision to discontinue the Landmark Building in Hot Springs and the Multimedia Learning Center (MMLC) on our main campus. It was determined that these two entities were financial drain on the institution.

Originally, the Landmark building was conceived as a downtown center for students living in Hot Springs to take coursework without leaving their hometown. The downtown center was open to students from the spring of 2015 until the summer of 2019. While education courses had steady enrollment, other programs did not take hold and enrollment was somewhat unpredictable. With unpredictable income, the overhead was too high for the site to remain open. Courses were either moved to the National Park College campus for students wishing to take classes in Hot Springs or to an online format. This move enabled us to continue to provide services to our students without disrupting their educational progress.

Media Services was originally a lab environment utilized for teacher candidates. In 2004, it was changed to the MMLC and opened its doors to the public (especially area teachers). Although the charge from the vice president at that time was to be a university outreach and NOT a profit center, the MMLC increased income from less than \$15,000 per year before 2004 to almost \$50,000 year after year. It was set up as a self-service space (with assistance as needed) for projects. Equipment was available as were supplies needed for the equipment and supplies that were requested by patrons. The supplies were set at a cost to simply cover the cost of the equipment, equipment upkeep, and cost of supplies. The MMLC was manned mostly by student workers. The number of full-time workers did not increase with the change from Media Services to the MMLC. The prices could have been raised and profits returned to the university, but that was never mentioned from the administration who decided it wasn't being profitable. It met the charge of university outreach with over 5000 visits per year and received an uproar from the community when it was initially announced in May of 2018 that it would be closed. In January of 2020, the university closed the Multimedia Learning Center (MMLC).

5.C.2.

Henderson links its processes for assessment of student learning, evaluation of operations to planning and budgeting. From 2014 to 2019, [administration](#) tied the budgeting process to the strategic priorities. No resources were allocated that were not connected to the six strategic priorities.

As previously stated in Criterion 4, each department's assessment goals are linked to its departmental as well as the university mission. This helps ensure that departmental planning and assessment is mission driven. Each department's assessment goals are also linked to the undergraduate [LAC learning goals](#). Graduate programs are linked to [graduate learning goals](#).

In order to effectively assess student learning, Henderson State University developed a system for program evaluation that involves the review of the mission, goals, outcomes, and measures of each program (academic and non-instructional) on a [four-year cycle](#). The assessment plan of every program is rated by three members of the ATeam utilizing a [rubric](#). Once the scoring is complete, programs receive the compiled feedback concerning their assessment plan. This allows programs the opportunity to their assessment plan in light of feedback provided. Once the assessment plan has been revised, programs collect data in light of their outcomes. Each year, programs review their data and determine based on the identified measures whether or not program outcomes have been met. This ensures that the results of the data are actionable, promote continuous improvement, and show that we are closing the loop.

In 2017-18, the university began the process to create a budget focused on our strategic priorities. In the first year, the BPC proceeded with an academic program [budget prioritization process](#). Members of the planning and budget committee reviewed and scored budget prioritization proposals using a program review [rubric](#) and [unit operating plan review](#). In 2018-19, the ATeam was assigned the task of reviewing requests; however, this process was put on hold due to financial difficulties. This is because the prioritization process was meant to incentivize high performing programs based on the assessment process. However, with no money to add to preexisting program funds, the process came to a standstill.

As referenced in 5.B.3, current leadership has brought about a new and unexpected process for change. This new process is our [zero-based budgeting process](#) (link to Zero-Based Budget Instructions) for the AY 2020 going forward. This process puts mission-critical budget items as the focus of the budget. Items outside of the mission priorities are less likely to be funded.

[Program viability reports](#) from the state help determine which programs are in the highest demand and which programs are to be reviewed based on the numbers for enrollment. This allowed the institution to better fund programs which provide the greatest benefit in relation to student program interest. As a result of the 2019 viability report, the School of Business removed four certificates and two degree concentrations from their list of offerings. This allowed the school of business to focus their energies on continually improving the remaining programs.

5.C.3.

The [Community Fair Vendor Survey](#) was created by the former director of the Garrison Center in 2016 and has been continued by the new director. All vendor participants are invited to complete the survey during the event. The results have been used on an annual basis to assess the quality of the event and where improvement is needed. The data collected in [2019](#) and [2021](#) showed vendors were satisfied with the experience at HSU and likely to attend the 2022 Community Fair.

The Graduate Survey was retooled as the First Destination Survey in spring 2017 to collect information on employment status after graduation. The survey data is collected prior to picking up graduates' cap and gown. The data is used by the Center for Career Development and Assessment Office.

The [Alumni Profile Form](#) was created by the Office of Assessment, Career Development Center, and Office of Alumni Services in fall 2015. The form is collected the semester prior to expected graduation semester as part of the graduation process. The data collected is uploaded to RaiserEdge, the alumni database. The form collects contact, educational, athletic involvement, Greek organization involvement, activities, academic and performance scholarship, spouse information, and children information.

Heart Start is the first phase of the orientation process for new students. All first-time freshman who are fully admitted are invited to attend Heart Start. [A Heart Start Survey](#) was developed in 2007 to collect data from both the students and family attending the event. The data collected is used to address areas that need improvement. Survey data is shared after each Heart Start so issues can be addressed and corrected prior to the next Heart Start.

Since 2016, the recreation center has used a [detailed survey](#) that gathers data that drives decisions in staffing, advertisement and financial decisions on equipment repair and purchases. The survey also provides key data on facility operations and usefulness.

With the changes that began in 2019, our strategic plan has not been updated. The current administration is working closely with the ASU System to handle our current day-to-day operations. Once our new chancellor is hired, a new strategic plan will be developed that will include the perspectives of internal and external constituent groups.

5.C.4.

As referenced in 5.B.3, through guidance of our current CFO and the ASU System, progress has been made towards improving the budgeting process. At the start of Spring 2020, all departments worked to create a modified [zero-based budget](#) that included all the expenses within each department. Our [AY 2020-2021](#) budget was built with a 5% reduction in headcount. The ASU System required us to include a percentage of our budget for deferred maintenance.

In the summer of 2020, the acting provost and vice president of strategic research of the ASU system provided leadership in conducting an academic program review for the purpose of evaluating all academic areas of the Henderson State University campus to determine strengths, opportunities, and cost effectiveness. The APR was set up in [four phases](#) for the collection of data and information.

The [financial position](#) of Henderson Foundation continues to strengthen through the support of external constituents—including alumni, friends, and grants from private foundations—and from faculty and staff support. Henderson Magazine, a publication for alumni and friends of the university, launched in Fall 2018 and has been published annually since that time. This stewardship piece connects alumni and friends with campus news and provides opportunities to give back by supporting scholarships and other operational needs. Fundraising has increased and remained above the \$2 million mark annually in the three years since the magazine was launched.

In 2015, Henderson's entered into an agreement with [Schneider Electric](#) to complete phase two of an energy savings performance contract to assist with the university's utility, technology, and deferred maintenance initiatives. This phase included the installation of an energy-efficient chilled water loop system and buried select overhead electrical lines (cost of \$9.4 million). "In addition to providing efficient and reliable service to our students, faculty, and staff — we're on track to reduce our [energy consumption](#) by 30 percent," former CFO. This project, in conjunction with phase one, is projected to save around \$9 million over the next 20 years.

Since 2016, HSU has consulted with external companies to develop a plan to deal with some of our deferred maintenance. JCI conducted an [Investment grade audit](#) in 2018-2019. At the May 2019 Board of Trustees meeting, the board approved the \$16 million [ESCO Capital Project](#). This project is expected to save the university \$17,551,935 over the 20-year scope.

During the 2021 fall faculty conference, interim Chancellor Borsig announced Henderson will offer another early retirement package and begin the process of [academic retrenchment](#) during the 21-22 academic year. Henderson will use Huron to conduct an analysis of academic programs by using the enrollment and marketability data that has been collected. Henderson will follow the process outlined in the Faculty Handbook to make decisions regarding elimination of programs and faculty. Final decisions concerning academic retrenchment will be made by Henderson.

5.C.5.

Since the 2016 mid cycle review, the administration had brought in Ellucian to perform a technology needs assessment. The major recommendation of Ellucian was to replace the Poise system with a

current ERP system. The institution developed an RFP for a system to replace Poise with a goal of awarding a contract by 2015. However, there was no movement towards the replacement of the ERP until joining the ASU System.

As a member of the ASU System, we were able to purchase Banner due to cost-sharing measures. In July 2020, Henderson began the [implementation](#) of Banner. Full implementation is set for January 2022. Moving to the Banner system will provide campus wide access to much-needed data and transcript auditing software that have been unavailable to faculty, staff, and students. Banner will provide us with data to make informed decisions.

Teachers College, Ellis College and School of Business have online graduate programs. The Nursing department within Ellis College created a RN-to-BSN undergraduate online program in conjunction with CHI St. Vincent hospital in Hot Springs. The School of Business and the Nursing department have adopted the Quality Matters framework, with the goal of these programs to be QM certified.

Over the last several years, HSU has consistently drawn from the reserves to fund its standard operating budget. HLC began seeing this in 2017, as our CFI steadily declined in from 2017 to 2019. As a result, Moody's Investor Service raised our bond rating from [A3](#) in July 2018 to [Baa2, negative outlook under review for further downgrade](#). Fortunately, with the help from the State and the ASU System, Moody's affirmed our [bond rating](#) of Baa2 in February 2020. Part of their decision was the result of our current CFO's ability to place \$2 million in reserve to ensure that we meet our debt obligations. After the merger into the ASU System was effective, Moody's revised the affirmed [Baa2 rating](#) and stabilized the outlook on February 16, 2021 citing the system would provide stronger fiscal oversight.

5.C.6.

In December 2019, we had approximately [15 days of cash](#) on hand. With departments carefully monitoring their budgets and other cost-saving measures, we have begun building reserves. As a member of the ASU System, we have additional oversight by the system's CFO, President, and BOT. As a member of the system, we are required to include a budget line for deferred maintenance. This money set aside, in addition to the cost savings from our current ESCO project, will help us address some of our most pressing maintenance needs.

The General Education Committee (GEC) has worked to develop a system for assessing student outcomes within four rubrics: We have assessed these outcomes in upper-division coursework as a way of determining the success of our general education curriculum. Department chairs in collaboration with faculty determine which course and course assignments best fit the use of the rubrics for each of the four categories. These results are analyzed with the goal of presenting them back to the GEC to identify areas of strength and areas for growth.

The ATeam serves the purpose of evaluating assessment plans for individual programs. Programs develop their program outcomes and measures which are evaluated by the ATeam. The ATeam does not evaluate the content of the assessment plan rather they evaluate whether the assessment plan is measuring what it intends to measure.

Many of the programs on campus have their own accrediting bodies. These bodies require a systematic analysis of program data to demonstrate continuous improvement. Plans for improvement are developed based on data gathered and data is used to illustrate whether outcomes for each of the programs are met.

Henderson State University has made great strides in developing a systematic process for improvement purposes. Henderson has created a culture of assessment in both the academic and nonacademic/administrative units. This process has been developed by the University Assessment Team and the Director of Assessment. The Director of Assessment along with members of the Assessment Team holds workshops periodically with groups and individuals on various topics like the use of Improve, How to Develop a Mission Statement Related to the University Mission Statement, How to Write Goals and Objectives, How to Analyze the Data and How to Make Action Plans, or any other topic requested. Academic and nonacademic units submit new or revised assessment plans annually and at the end of year they submit the data that has been collected and well as any actions plans for improvement that is needed. The assessment team reviews the two parts of the assessment process using a rubric to be able to provide feedback to each unit. The review feedback gathered from last semester will be distributed at the beginning of the fall 2021 semester.

Sources

- 5.A. Academic Review
- 5.A. WhitePaper - Career Development
- 5.A.Henderson Foundation - Blackbaud Raiser_s Edge
- 5.A.Marketing and Enrollment Plan 2018-2019 and 2019-2020
- 5.A.Non-Instructional Unit Annual Operating Plan Rubric
- 5.A.Non-Instructional Unit Initial Program Review Rubric
- 5.C Higher Level Outcomes and Goal Linkages
- 5.C Planning and Resource Budget Allocation Process
- 5.C. 2019 Census Report
- 5.C. Academic program assessment review rubric current iteration as of 2020
- 5.C. Board of Trustees Minutes - May 2019
- 5.C. Board of Trustees Special Called Meeting
- 5.C. Budget on Strategic Priorities
- 5.C. Copy of 2020-2021 Operating Budget
- 5.C. Copy of Board of Trustees Meeting - 7-12-2019
- 5.C. Ellis College - ABET Engineering Accreditation Letter
- 5.C. ESCO Project Details
- 5.C. Four-year assessment cycle timeline and sequence of events
- 5.C. Investment Grade Audit
- 5.C. Moody's Feb 20 Bond Rating
- 5.C. Moody's HSU July 18 Bond Rating
- 5.C. Moody's July 19 Bond Rating
- 5.C. Program Viability Reportscp
- 5.C. Reduced Energy Consumption
- 5.C. SharedGov_OutsourcingPhyPlantProposal_Redacted
- 5.C. Zero-Based Budget Instructions
- 5.C._SharedGov_PhyPlantOutsourcing-Aramark
- Alumni Profile Form_Blank
- Banner Implementation Notification
- Brand Toolkit _ Henderson State University
- Campus Recreation Survey_redacted
- Community Fair Vendor Survey
- Community Fair Vendor Survey F19

- Community Fair Vendor Survey F21
- Educational Renewal Zone
- Faculty Senate Minutes September 2021_Redacted
- Graduate School Mission Statement_ Henderson State University
- Heart Start Surveys
- Henderson StrategicPlan Internal October 2 2014
- Moodys Investor Service Feb 2021
- Partners in Education
- STEM Center_Redacted
- Strategic Priorities.pdf

5.S - Criterion 5 - Summary

The institution's resources, structures, processes and planning are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities.

Summary

In 2014, the strategic plan was implemented that focused on improving the physical environment and infrastructure. Since 2019, Henderson has undergone significant changes in our administrative structure. Henderson has experienced financial difficulties that has made it difficult to maintain human resources to fulfill the mission of the university. Henderson is working to maintain adequate financial resources to support the mission of the university through comprehensive planning and allocation of resources.

Henderson operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the Arkansas State University System Board of Trustees, Arkansas State University administration, faculty, staff, student, and community. As a result of the merger with the ASU System, Henderson has in place governance and administrative structures to promote effective and transparent leadership. The university has taken the first steps in developing a systematic process for financial improvement that will lead to greater financial stability that will impact academic programs and student enrollment in the future.

Sources

There are no sources.