

Assurance Argument
Henderson State University - AR

Review date: 11/1/2021

1 - Mission

The institution's mission is clear and articulated publicly; it guides the institution's operations.

1.A - Core Component 1.A

The institution's mission is articulated publicly and operationalized throughout the institution.

1. The mission was developed through a process suited to the context of the institution.
2. The mission and related statements are current and reference the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development and religious or cultural purpose.
3. The mission and related statements identify the nature, scope and intended constituents of the higher education offerings and services the institution provides.
4. The institution's academic offerings, student support services and enrollment profile are consistent with its stated mission.
5. The institution clearly articulates its mission through public information, such as statements of purpose, vision, values, goals, plans or institutional priorities.

Argument

1.A.1 .

Henderson State University has kept a profound commitment to the liberal arts and providing a quality education to a diverse student body. This commitment is reflected in the institution's longstanding membership in the Council of Public Liberal Arts Colleges and in its [mission statement](#), revised in 2014 as a key component of the [strategic planning process](#).

In 2014, the [Guiding Statement Committee](#) was formed for the purpose of creating a mission statement. The focus was to identify the attributes that verified what it means to be the "School with a Heart." Those attributes are what guided the development of the [vision and mission](#) of the university. At the start of this process, President Glen Jones invited students, faculty, staff, alumni, and other constituents, both internal and external, to attend forums facilitated by Dr. Sal Rinella of Penson Associates. During the meetings, Rinella asked attendees to share their thoughts of what Henderson State University would look like 10 years from now and what cultural expectations are the most important to the campus.

The campus community engaged in thoughtful discussions based upon the feedback from campus forums. The [Guiding Statement Committee](#) condensed the comments into the core values, mission and vision statements that identified six key [strategic priorities](#). At [town hall meetings](#), attendees gave meaningful feedback that continued to help shape these concepts. As a result, the core values, mission statement and six strategic priorities with measurable outcomes were developed. The committee articulated and polished the [core values, vision, mission, and a summary of the university's strategic position](#) based on university feedback. [Henderson's Board of Trustees](#) was

introduced to the plan for implementation in July of 2014. While Henderson operated under this mission statement for several years, the [Board](#) was introduced to the mission but did not officially approve it. Following the completion of the merger with the [Arkansas State University System](#), the ASU System Board of Trustees [reaffirmed](#) the mission of HSU on [June 3, 2021](#).

1.A.2.

Henderson's [mission, vision, and core values](#) are current and reference an emphasis on educating first generation college students for a lifetime of intellectual and personal growth in a global society. [All incoming first-time freshmen](#) at Henderson are required to take [Henderson Seminar](#), a one-hour, thirteen week course that covers topics that will educate them on strategies to achieve success in college. At the beginning of the semester, the instructor and students spend time discussing the value of a liberal arts education and the Henderson mission statement.

The offices of Academic Affairs and Student Affairs and Student Success offer student support services that directly support our mission, from [academic advising](#), [financial aid](#), residence life and other student support services. Student Affairs and Student Success also offers [co-curricular programs](#) that directly support the mission, from providing financial support that allows all students free attendance to university [theatrical productions](#) and [musical performances](#), to supporting campus visits by authors of books chosen as the [Reddie Read](#), the annual common book, as well as making that book available free of charge to all freshmen, faculty, and staff.

[Ellis College of Arts and Sciences](#), [Teachers College, Henderson](#), and [the School of Business](#) have separate mission statements that are aligned with the mission statements of individual departments and administrative units. The [Honors College](#) and [Graduate School](#) also have mission statements that support the mission. The mission is also presented in departmental policies such as the [Ellis College New Faculty and Adjunct Handbook](#). [Undergraduate](#) and [graduate](#) catalogs reflect various aspects of the institution's vision and mission in that focus on producing well-rounded graduates that will be leaders in their professions and society upon graduation.

1.A.3.

From its beginning in [1890](#), Henderson's mission recognizes the institution serves as a vital educational and cultural center for the local community, region, and state. The Arkansas Department of Higher Education has affirmed the role of HSU in meeting the needs of the state, region and nation by specifically authorizing undergraduate and graduate programs to be offered at HSU along with the right to confer degree programs in arts and sciences, business and education. HSU mission identifies the nature, scope and intended constituents of its offerings and services by stating its commitment to serving a diverse student body from across Arkansas, United States and a number of foreign countries.

The [Liberal Arts Core \(LAC\)](#) provides a base for all students. Coursework in the LAC exposes students to Non-Western Culture and World Civilization courses while reinforcing writing skills. The university offers a wide range of majors and minors that encourage students' academic growth in a number of fields. The Matt Locke Ellis College of Arts and Sciences includes over 36 majors in of fields, including [engineering](#), [nursing](#), and [wildlife and field biology](#). Students interested in creating their own degree may pursue the [Bachelor of Integrated Studies](#) while a number of interdisciplinary minors and certificates are offered, including [museum studies](#) and [women and gender studies](#).

Professional programs in business and education support the liberal arts mission of the university,

including degrees in [aviation](#), [accounting](#), and several [education](#) fields. In addition to these degrees, the university offers several graduate degrees including the [Master of Liberal Arts](#), [Master of Science in Nursing](#), and the [Education Specialist](#) degree.

1.A.4.

[Student Support Services \(SSS\)](#) is a program that helps first-generation, low income, pell eligible college students. [Veterans Upward Bound](#) is a college preparation program that helps veterans who are first-generation, low income or at a high risk for academic failure. [McNair Scholars Program](#) prepares students from a group underrepresented in graduate education, low-income and first-generation for graduate study at the masters and doctoral level. The [Disability Resource Center](#) promotes access, retention and academic success for students with disabilities, working to create an accessible university community where students with disabilities can fully participate in all aspects of the educational environment.

All students have access to [tutoring services](#), the [Writing Center](#), and the [Communication Center](#) for assistance in completing assignments. Incoming freshmen that earn an ACT score of 19 or below are required to participate in the [Reddie Intervention for Success in Education \(R.I.S.E.\) program](#). [Academic Advisors](#) work closely with each student on campus to ensure they meet benchmarks and are making adequate progress towards degree completion.

The first line of the university's mission statement reads, "Located in the heart of southwest Arkansas, Henderson State University is a public institution serving as a vital educational and cultural center for the local community, region, and state." While enrolling students nationally, the majority of students are residents of southwest and central Arkansas. The [Fall 2021 enrollment](#) of the university included 2914 total students with 1917 reported as Caucasian (65%), 521 reported as African American (18%), and 168 reported as Hispanic American (6%). These totals reflect the racial makeup of Arkansas with 72% of the population Caucasians, 15% African American Other ethnic and racial groups are similarly represented in the university enrollment.

Henderson draws many students who began their educational careers at two-year institutions and then [transfer](#) to Henderson. Henderson's leading transfer schools are National Park College (27%), ASU-Three Rivers (4%), Cossatot Community College of University of Arkansas (1%), University of Arkansas Community College-Hope (4%), and Out-of-State 2-year schools aggregated account for 12%.

1.A.5.

Henderson's website displays the [core values, vision and mission](#), [strategic priorities](#), and [university effectiveness dashboard](#) to track progress towards the goals included in the strategic plan. The print version of the Strategic Plan, "Beyond the Horizon," was widely distributed to faculty, staff, trustees, and other university constituents. The mission is clearly articulated in the [undergraduate](#) and [graduate](#) catalogs. [Student handbook](#) displays the core values that were developed by the guiding statement committee. Posters displaying vision, mission and core values are displayed throughout the campus.

Sources

- 3.B.01 Liberal Arts Core

- Accounting Webpage_ Henderson State University
- Advising Webpage_ Henderson State University
- Advising Webpage_ Henderson State University.pdf
- ASU System BOT 6-3-21+Signed+Minutes
- ASU System BOT 6-3-21+Signed+Minutes (page number 15)
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- Aviation
- Bachelor of Integrated Studies
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- CombinedNotesCampusTownHall_MarComm_092013
- Communication Center
- Core Values_ Student Handbook
- CoreValuesVisionMissionPosition_MarComm_02052014
- Disability Resource Center
- Education Fields
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- Ellis College New Faculty and Adjunct Handbook
- Ellis College of Arts and Sciences Mission Statement_ Henderson State University
- Engineering
- Fall 2021 - Census Day
- Financial Aid
- Graduate School Mission Statement_ Henderson State University
- GuidingStatementsSubcommittee_MarComm
- Henderson Seminar Syllabus fall 2021 - Instructor_Version
- Henderson State University History
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- Institutional Degree Requirements_Seminar _ Henderson State University
- Master of Liberal Arts
- Master of Science in Nursing
- McNair Scholars Program
- Museum Studies
- Music Performances Combined
- Nursing
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- Residence Hall - Staff Led Housing Events Fall 2020 and Spring 2021
- RISE
- School of Business Mission Statement _ Henderson State University
- Stategic Planning
- Strategic Priorities.pdf
- Student Support Services
- Teachers College Catalog.Mission Statement
- Theatre and Dance Emails
- Tutoring
- University Effectiveness Dashboard
- University Mission
- University Mission from Graduate Catalog _ Henderson State University
- University Mission from Undergraduate Catalog _ Henderson State University
- Veterans Upward Bound

- Vision and Mission.pdf
- Wildlife and Field Biology
- Women and Gender Studies
- Writing Center

1.B - Core Component 1.B

The institution's mission demonstrates commitment to the public good.

1. The institution's actions and decisions demonstrate that its educational role is to serve the public, not solely the institution or any superordinate entity.
2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its external constituencies and responds to their needs as its mission and capacity allow.

Argument

1.B.1 .

As Arkansas's public liberal arts institution, Henderson has a responsibility to recruit and educate students from across the state while also serving surrounding counties. The [university mission](#) tasks Henderson with serving as a "vital educational and cultural center for the local community, region, and state." Most students at Henderson are from counties in south and central Arkansas. Balancing the economic needs of the surrounding area along with the university's mission as a public liberal arts institution, Henderson offers degrees in both liberal arts and professional fields.

Part of the mission statement calls for a "learning environment that prepares students for a lifetime of intellectual and personal growth in a global society." This is met in part by the [LAC curriculum](#). The LAC exposes all students, regardless of major, to a range of subjects and fields, preparing them to become life-long learners. The LAC also strengthens writing and analytical skills for students. With these skills, students return to their communities after graduation and begin careers, shaping those communities and encouraging continued growth and learning.

As part of the development of institution's strategic plan, seven core values were identified. Collaboration and Community, one of the core values, reflects the institution's commitment to the public good. The primary focus of the institution is to serve the people of Arkansas by offering a superior educational experience. From annual public lectures to numerous public [theater](#) and [music performances](#), the institution's educational mission reaches the greater Arkadelphia community and towns throughout southwest Arkansas.

1.B.2.

The education focused mission of Henderson State University guides the decision making at every level of the institution. As a public institution, the mission of the university focuses on serving the citizens of Arkansas. While the mission of the university has evolved over the years, it continues to focus on educating and serving Arkansans, with a specific focus on southwest Arkansas and offering liberal arts programs to Arkansans from across the state.

1.B.3.

The relationship between Henderson and the Arkadelphia community is historically evident. While Henderson has relied on the community for support over the decades, it continues to return that support to Arkadelphia, Clark County, and other nearby communities. Examples of this support include both educational and entertainment focused programming. In an effort to support the greater Arkadelphia community, the university operated the [Center for Economic Development and Community Engagement](#) for more than a decade, serving [hundreds](#) within the larger community each year. With the impact of institutional financial shortfalls and COVID-19, the university administration closed the center in 2020 as part of a series of cost-saving moves.

Examples of Henderson working with the wider community to support educational activities include [Family Science Night](#), [Summer Art Camp](#), [Summer Band Camp](#), [musical performances](#), [Planetarium Shows](#), and [Art Exhibitions](#). In addition to these activities, the university regularly hosts concerts and theatre presentations open to the public, drawing community members to campus.

Several academic departments on campus work with parents and their children in the Arkadelphia community. The [Davis-Baker Preschool](#), operated by the Department of Family and Consumer Sciences in Teachers College, Henderson, provides preschool experiences for children ages three to five. It is a clinical site for candidates seeking a bachelors degree in childcare management or elementary education. Due to the Covid-19 pandemic, The Department of Nursing had to cancel the Kindergarten Spring Round-up for the past two years. However, in 2020, the nursing department participated in administering flu and immunization shots at the local elementary schools in Arkadelphia. Faculty, staff and students served as [clinic volunteers](#) in COVID-19 vaccine volunteer clinics for Henderson State University and Ouachita Baptist University faculty and students.

Other events hosted by the university bring members of the campus community together with local residents. These events include [Henderson Halloween](#) which welcomes hundreds of children to campus to receive candy from student organizations and the [Carol of Lights](#) that includes musical performances and book readings. Huie Library, working closely with the Clark County Library System, hosts summer reading programs for both children and adults. Biology students reached out to clients of the Arkadelphia Human Development Center by hosting a [fishing tournament](#) for them at the [Simonson Biological Field Station](#).

Housed in the renovated Caddo Center, the [Hodges Collection](#), as well as other collections held by the [HSU Arkansas Archaeological Survey Station](#), are open for public viewing and serve as a draw to bring visitors to campus to learn more about Native Americans who resided in the area.

The university houses the [Southwest Economic Renewal Zone\(ERZ\)](#), a multi-year Pre-K-16 initiative funded by the state of Arkansas to help improve public school performance and student achievement. Each year, this program sponsors over a dozen [workshops and developmental meetings](#) for regional teachers and students.

Henderson students are offered an opportunity to pursue coursework not offered by the university by taking classes at Ouachita Baptist University, located next to the Henderson campus. This student exchange allows Henderson students to take religious coursework, along with other classes, and creates opportunities for students of both universities to experience learning in a different environment. The two institutions created the Joint Educational Consortium in 1972 to share educational resources between the universities as well as the wider community. The JEC continues to operate, most notably owning the [Hodges Collection](#) and allowing the university libraries to share a joint catalog, promoting sharing physical library resources.

Living in Arkadelphia and surrounding areas, faculty and staff members are active members in their communities. From service in professional organizations such as the board of the [Arkansas Library Association](#) and the Arkansas Historical Association to public service in [city and county government](#), Henderson employees work to better their community, with faculty and staff serving on various boards and in elected office.

Before the COVID-19 pandemic, the Department of Social Sciences sponsored an annual [Constitution Day event](#). This campus event is open to the public where an invited speaker addresses issues related to the U.S. Constitution. Every spring the Department of Social Sciences organized the annual [Sydney S. McMath Pre-law Conference and Banquet](#). This event was open to students of all majors and the public. The banquet featured a keynote speaker and panel discussions in which representatives of law schools, local practicing attorneys, and others were available to answer questions from students pertaining to matters such as law school admission requirements, the first-year law school experience, and professional expectations.

The close relationship enjoyed by Henderson and surrounding communities provides for support for both entities. Henderson also works to bring the families of students to campus in order to build relationships. Annual events like [Family Day](#) bring the families of students to campus with numerous activities for all ages. The event helps construct a connection between the families and the university, encouraging new generations of Reddies to attend Henderson. Many student organizations, such as Physics and Engineering Club, sponsor outreach events aimed at local elementary and high school students.

Upon graduation, alumni continue to be active within the university community. Bringing alumni back to campus to network with current students is a goal of the [Office of Alumni](#) and several departmental and college-level programs. In social settings, the alumni return to campus to participate in events surrounding [homecoming](#) and at other times during the academic year. In addition to returning to campus, alumni are active in supporting the current student body through scholarship opportunities and supporting updates to campus. Maintaining the relationships with alumni through regional and special interest alumni groups, the university continues to work closely with both former Reddies and members of the local community.

Sources

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- Art Exhibitions_Fall 2019_Redacted.pdf
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- Center for Economic Development and Community Engagement
- Constitution Day_Redacted
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- COVID-19 Vaccine Clinics Volunteers
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- Family Day
- Fishing Tournament
- Henderson Family Science Night

- Henderson Halloween Event-Community
- Hodges Collection
- Homecoming_Redacted
- HSU Arkansas Archaeological Survey Station_Redacted.pdf
- hundreds (CEDCEdata)_Redacted.pdf
- Musical Performances_Redacted.pdf
- Planetarium Shows
- Sidney S. McMath Pre-Law Conference_Redacted
- Simonson Biological Field Station
- Southwest Educational Renewal Zone
- Summer Art Camp
- Summer Band Camp
- Theatre and Dance Emails
- University Mission

1.C - Core Component 1.C

The institution provides opportunities for civic engagement in a diverse, multicultural society and globally connected world, as appropriate within its mission and for the constituencies it serves.

1. The institution encourages curricular or cocurricular activities that prepare students for informed citizenship and workplace success.
2. The institution's processes and activities demonstrate inclusive and equitable treatment of diverse populations.
3. The institution fosters a climate of respect among all students, faculty, staff and administrators from a range of diverse backgrounds, ideas and perspectives.

Argument

1.C.1 .

Prior to the current pandemic, each semester the [Reddie to Serve](#) day was set aside as a day for students, staff, and faculty to perform a variety of community service projects, not only in Arkadelphia but also in [Hot Springs](#). The Center for Student Engagement at Henderson serves the student body and university community by providing programs and experiences that promote [educational, cultural, recreational, social, and personal](#) growth. The center is committed to facilitating experiences and providing activities for the enhancement and enrichment of the and leadership opportunities. Every month, the Student Engagement Center sponsors [campus events](#) designed to celebrate diversity and multiculturalism. There are several [organizations](#) that serve students of diverse backgrounds, for example: Black Student Association, Gay and Straight Alliance, League of Extraordinary Gentlemen, and [League of Latinos](#).

33.5 percent of the Henderson student body was culturally diverse in the 2020-21 academic year. This represents a 2 percent drop from the 2019-20. At the beginning of the 2021-22 academic year, Henderson employed 82 minority faculty and staff compared to 80 in 2020-21. The data is included in the [Minority Recruitment Retention Report](#).

[Study abroad](#) opportunities for students to experience different cultures have been offered recently by the School of Business, Ellis College, the Honors College, and in individual departments such as biology and art. Many of the student trips abroad within Ellis College are recorded annually in [Forge Magazine](#), with feature articles recounting previous student learning experiences in China, France, Mexico, Belize, Spain, the [Galapagos Islands](#), and other international destinations.

Students at Henderson are encouraged to participate in cocurricular activities that prepare them for informed citizenship and workplace. Business majors have been exposed to a variety of [events](#) that will lead to making informed decisions in the workplace. Since 2018, education majors in Teachers College have sponsored a [future educators conference](#). Each year, conference topics focused on providing teacher candidates knowledge that will lead to success in the field of education. Ellis College majors have participated in [conferences](#) that focused on presenting their research findings in conferences. The Office of Student Affairs and Student Success have provided [theme centered activities](#) for dorm residents that will prepare them for success in the workplace.

1.C.2.

Civic engagement with a strong focus on inclusive and equitable treatment of diverse populations, is fostered on campus by student organizations such as League of Latinos, Young Democrats, and Secular Student Alliance. Other student organizations perform outreach to underserved populations connected to their purpose. For example, when Arkadelphia's weekly newspaper, the [Arkadelphia Dispatch](#), abruptly ceased publication in the summer of 2020, students with Henderson's campus newspaper, *The Oracle*, secured a small grant from the State Press Association to keep it running and prevent the diverse Arkadelphia community from becoming a news desert.

1.C.3.

Respect for diverse backgrounds, ideas, and perspectives is grounded in [university's mission statement](#), [core values](#), faculty and student handbooks, as well as in college and departmental mission statements and course syllabi. Each week during the fall and spring semesters, the office of Student Affairs and Student Success sends out a [weekly email](#) to all students, faculty and staff announcing upcoming campus events. A sampling of events from just one semester includes many announcements of gatherings from culinary to political, of debates and dances, and of films and lectures celebrating diverse backgrounds, ideas, and perspectives. Each fall until 2020, all freshmen have been given a copy of a common book called the [Reddie Read](#), and many upper class courses have adopted it as supplemental text. The highlight of this annual program is typically a visit from the book's author, which is open to the community as well as everyone on campus. A sampling of past Reddie Read announcements of this popular event indicate that these authors, and the subjects of their verse, provide a campus-wide focal point on diversity.

In June 2020, Acting President Elaine Kneebone held a [campus conversation](#) via zoom that focused on racism. After that event, Acting President Kneebone created the framework of [diversity and inclusion task force](#) to build a culture at Henderson in which all students, faculty and staff feel supported, respected and valued. In Spring of 2021, Chancellor Borsig made the decision to let new chancellor implement diversity and inclusion task force in conjunction with new strategic plan.

Sources

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- League of Latinos_Redacted.pdf
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- Reddie to Serve
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- Residence Hall - Staff Led Housing Events Fall 2020 and Spring 2021
- School of Business Co-Curricular
- Student Organizations
- Study Abroad Opportunities
- University Mission
- Weekly Email with Events

1.S - Criterion 1 - Summary

The institution's mission is clear and articulated publicly; it guides the institution's operations.

Summary

Henderson mission is focused towards providing a quality liberal arts education to a diverse student body. As Arkansas's public liberal arts institution, Henderson has a responsibility to recruit and educate students from across the state while also serving surrounding counties. Henderson is committed to facilitating experiences and providing activities for the enhancement and enrichment of the student's own development. and leadership opportunities.

Sources

There are no sources.

2 - Integrity: Ethical and Responsible Conduct

The institution acts with integrity; its conduct is ethical and responsible.

2.A - Core Component 2.A

The institution establishes and follows policies and processes to ensure fair and ethical behavior on the part of its governing board, administration, faculty and staff.

1. The institution develops and the governing board adopts the mission.
2. The institution operates with integrity in its financial, academic, human resources and auxiliary functions.

Argument

2.A.1

Henderson's mission strongly indicates that the institution conducts itself ethically and responsibly. The board, administration, faculty, and staff have implemented policies and processes that align with the mission. Input from students, faculty, staff, alumni, and other internal and external constituents, both formally and informally, informed the year-long process that resulted in clear articulation of our [core values, vision, mission statement, and strategic positioning](#). In 2014, Henderson's BoT acknowledged these elements as outlined in [Beyond the Horizon](#). Since 2014, administrators presented the [strategic plan progress, plan report](#), and mission summary to the BoT to review. In June, 2021, the System BoT [formally adopted](#) the Henderson's mission statement.

2.A.2

To ensure that Henderson operates with integrity in its primary functions, the institution is a part of the ASU System, which includes the [ASU System General Counsel](#) and three other ASU System in-house attorneys. The General Counsel's Office is charged with ensuring legal compliance with local, state, and federal laws and regulations. The General Counsel's Office works collaboratively with campus leadership and the [Shared Governance Oversight Committee \(SGOC\)](#) to create/oversee legal processes, advise campus constituencies on legal best practices, review contracts and work to ensure policies and procedures are current and lawful.

ASU System Internal Audit provides independent, objective assurance and consulting services designed to add value and improve university operations, as well as help the system succeed with the strategic plan ethically and with integrity. One process assisting this goal, in accordance with Arkansas state law, provides whistleblower protection for employees, who can report suspicions of [fraud and ethics violations](#) to the third party [Ethics Point system](#) available on the website.

As evidenced in the [focused visit report](#), the Office of Financial Aid has made improvements in the administration of aid programs and communication of information 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 has access to current policies and procedures surrounding federal, state and institutional programs.(#36 Financial Aid Audit)

The Title IX Coordinator completes the [Campus Security Authority \(CSA\)](#) for internal constituents by requiring students, staff, and employees complete the federally mandated Title IX training through the [EverFi program](#). Annually, faculty and staff complete modules on diversity, sexual harassment and discrimination. Along with the CSA certification, the Title IX Coordinator completes mandated reporter training on campus for Teachers College, Henderson (TCH) internship candidates during internship orientation at the beginning of the semester. All others complete the training online The Sex- and Gender-Based Discrimination, Harassment, Misconduct and Retaliation section of the Title IX page on the website presents additional details of [Title IX Policy Context and 2016 Board-approved policy](#). The Title IX office currently operates under the federal guidelines that were issued on May 6, 2020. Since our merger, our Title IX office follows the guidelines and policies of the ASU system.

Henderson employs a full time Vice Chancellor of Finance and Administration (VCFA) tasked with overseeing the fiscal operations of the university. Among the responsibilities, the VPCA conducts routine meetings with the [Planning and Budget Committee](#) to assist in the discussion and establishment of budgetary priorities and recommends to the Chancellor financial means of accomplishing institutional priorities. In 2016, Henderson began the [Budget Prioritization](#) process by gathering and reviewing data and information related to our non-instructional programs, services, and activities. The instructional prioritization framework included criteria and processes that drive the annual process. Workgroups in both areas began with [budget instructions](#) to complete the process.

Additional roles and responsibilities of the VCFA include the [budget process](#), [annual audit process](#) and compliance with federal and state regulations. Henderson's financial statements are audited annually to ensure compliance with ethical accounting principles. Henderson has received an unqualified audit opinion for more than 17 years, reflecting Henderson commitment to fiscal responsibility. The [bond rating](#) since the last comprehensive evaluation is available to Henderson constituents.

The Business Office, under the supervision of the VCFA, uses generally accepted accounting principles to provide transparent financial processes and ensures compliance with other state requirements such as the [State of Arkansas Travel Regulations](#), reimbursement forms, and student accounts.

Henderson's Office of Human Resources keeps track of and disseminates information about various regulations and procedures pertaining to personnel, including legislative rules and regulations from the Office of Personnel Management (OPM), the Arkansas Department of Higher Education (ADHE), the United States Department of Labor, and the Arkansas State Legislature, including Concurrent Employment Definition and Policies. The [Staff Handbook](#) has been developed for use by any member of its workforce with the intent to summarize and assist with significant policies that apply to any faculty or staff. The policies include all phases of employment including, but not limited to, recruiting, employment, placement, promotion, demotion, transfer, termination, layoff, recall, harassment, rates of pay or other forms of compensation, selection for training, use of all facilities and participation in all university sponsored employee activities.

The Office of Human Resources is also responsible for the [Non-Classified Recruitment Handbook](#) which provide information on appropriate regulations and guidelines, policies and procedures, and [search committee training](#) regarding internal and external hiring processes. The

Henderson grievance policy allows individuals who feel they have been harassed on the basis of a documented disability access to procedures for their protection. Individuals who are found to have harassed another based on disability are subject to the disciplinary procedures outlined in the faculty and staff handbook. The list of [policies](#) and procedures are included in the orientation paperwork following employee hiring and may be accessed at the Henderson website as well.

Henderson offers general guidelines outlining the activities of professional conduct, along with the necessary disciplinary actions to be implemented if such conduct is not met. Specific workplace ethics policies that hold employees to a high standard of conduct are articulated in the [Faculty](#) and [Staff](#) Handbooks. In particular, the Staff Handbook outlines the nondiscrimination policy regarding current and potential employees. It also outlines processes in accordance with state and federal law, including Arkansas Act 169 of 1991 (catastrophic leave), Family and Medical Leave Act of 1993, Americans with Disabilities Act, and Section 504 of the Rehabilitation Act of 1973. The Faculty Handbook provides detailed documentation of compliance and applicable laws and regulations regarding personnel and provides instruction pertaining to employee conduct, tenure and promotion, position responsibilities, and requirements.

An example of the institution following proper protocols and procedures concerning faculty conduct and possible disciplinary actions occurred in October 2019. Henderson worked with the local authorities to determine the cause of a chemical odor and spill in the [Reynolds Science Center](#). The initial tests indicated the presence of a chemical substance that could be used in manufacturing methamphetamine. The Reynolds Science Center was deemed unsafe and would need extensive remediation of the building. Days after the chemical spill, Henderson placed three professors on administrative leave. In November, two professors were arrested on charges of drug possession and manufacturing. Henderson followed the protocols and procedures outlined in the Faculty Handbook; consequently, Henderson terminated one professor. Of the two remaining professors- one professor was reinstated and another professor resigned.

The [Undergraduate Catalog](#) outlines ways in which Henderson complies with state and federal regulations regarding higher education, including policies on the guaranteed eight-semester degree plan, the state minimum core, state legislative requirements for articulation of courses, and requirements for graduation. The Undergraduate Catalog and the [Graduate Catalog](#) contains policies on academic dishonesty, sexual harassment, disability services, and a listing of federal legislation potentially affecting students. Both catalogs define specific unacceptable behaviors that violate academic integrity, policies regarding classroom conduct, and guidelines by which instructors and Henderson deal with such offenses. The [student handbook](#) identifies Henderson's policies and procedures regarding academic integrity provide a system of evaluation that allows an accused faculty member or student the opportunity to be heard. The catalogs and student handbook can be found on the Henderson website.

The Office of Community Standards is committed to an educational and developmental process that balances the interests of individual students with Henderson mission. The Henderson community is committed to fostering a campus environment that is conducive to academic inquiry, a productive campus life and thoughtful study and discourse. Student members of the community are expected to uphold and abide by certain standards of conduct that form the basis of the [Student Community Standards Handbook](#). The student community standards process exists to protect the interests of the community and to challenge those whose behavior is not in accordance with Henderson policies. The expectation of due process and policies are communicated to all students at the beginning of each semester via email and web access. The due process procedures and policies continue to be revisited

and revised. Students are kept apprised of all changes.

Henderson's policies and procedures in the Undergraduate and Graduate Catalogs, the Student Community Standards Handbook and the Faculty Handbook regarding academic integrity provide a system of evaluation and detailed information regarding procedures for maintaining and upholding academic integrity.

At Henderson, details of the [Student Privacy Act](#) as it relates to student community standards are listed with the Student Community Standards Handbook. The outcome of a campus hearing is part of the education record of the responding student and is protected from release under the [Federal Education Rights and Privacy Act \(FERPA\)](#), except under certain conditions which are outlined in the handbook.

Henderson's auxiliary functions supply the necessary extras that offer students the ability to fulfill their non-academic needs on campus by providing support for the campus community. Henderson's auxiliary services are wide-ranging and significant.

The [Campus Police Department](#) is tasked with promoting lawful behavior and protecting the welfare of students, faculty and staff as a uniformed presence on campus. They monitor the physical safety of students and campus buildings, patrol and monitor campus activity and address suspicious behavior. The Henderson Police Department provides information on a variety of scenarios including, but not limited to, [Safety Crime Prevention, Bomb Threats, Lockdown Procedures, Campus Closings](#).

The [Student Health and Wellness](#) services are available to Henderson students. Basic healthcare services with medication management, pregnancy prevention, and health promotion services are provided by registered and advanced practice registered nurses. Masters' prepared counselors provide services to currently enrolled students at no cost. The health center utilizes [practices and protocols](#), like [Covid-19 policies](#), outlined on the website

The Office of Housing and Community Standards promotes student success by providing opportunities for personal growth, community development, and academic engagement in a safe living environment. The student learning outcomes include four themes to growth and development. The [Housing Handbook](#) contains policies to help create a community that supports the needs and interests of all residents and expectations for behavior.

The Dining Hall, operated by Sodexo, acts with integrity in its operations in dining as it demonstrates responsiveness to [feedback](#) from students as evidenced by their conducted surveys.

Henderson has instituted numerous programs, [policies](#), and guidelines to uphold and protect the integrity of its academic programs and to ensure a safe, enjoyable, intellectually stimulating, and fair campus while complying with all federal, state, and local regulations.

Sources

- 2A Evidence_ Henderson State University Staff Handbook 2013
- 2A Evidence_2020 Final Budget Guide
- 2A Evidence_ASU System BoT Reaffirmation of HSU Mission
- 2A Evidence_ASU System Fraud Policy
- 2A Evidence_Audit Finds Combines

- 2A Evidence_Auxiliary Function Residence Life Housing Handbook
- 2A Evidence_Auxiliary Function University Police Department
- 2A Evidence_Auxiliary Function Campus Dining Hall
- 2A Evidence_Budget Prioritization Process
- 2A Evidence_Budget Prioritization Process Combined
- 2A Evidence_Clery Annual Security Report
- 2A Evidence_Counseling Center Intake Form FERPA Rights
- 2A Evidence_COVID-19 Policies and Proceduresl
- 2A Evidence_EthicsPoint Reporting System
- 2A Evidence_Everfi Education Content Library Modules and Resources
- 2A Evidence_Faculty Handbook with Fully Approved Recommendations 2016
- 2A Evidence_Graduate Catalogs
- 2A Evidence_Henderson State University Policies
- 2A Evidence_HSU Core Values Vision and Mission and Strategic Priorities and Plan
- 2A Evidence_Moodys Bond Rating Documentation Feb. 2020
- 2A Evidence_Search Committee Member Training
- 2A Evidence_Search Committee Non-Classified Recruitment Handbook
- 2A Evidence_Shared Governance Combined_Redacted.pdf
- 2A Evidence_Shared Governance Committee Meeting Minutes
- 2A Evidence_Shared Governance University Committee Handbook and Guidelines
- 2A Evidence_Strategic Plan Progress Executive Summary and Report
- 2A Evidence_Student Code of Conduct
- 2A Evidence_Student Right to Privacy FERPA policy
- 2A Evidence_Student Right to Privacy Policy and Release Form
- 2A Evidence_Title IX Board Approved Policy Documentation 2016
- 2A Evidence_Undergraduate Academic Catalog
- 2B Evidence_President_s Update - Reynold Science Center
- 5.C. Moody's Feb 21 Bond Rating
- ASU System General Counsel
- Focused Visit - Institutional Report July 2021
- HLC Focused Visit Report by Team
- HSU_POLICIES AND PROCEDURES MANUAL 2019_2020_Financial Aid
- Legislative Audit_Henderson_June 30 2020_
- Operating Budget for 2021-2022
- State Travel Regulation_myHenderson
- Strategic Plan Internal October 2014
- Student Health and Wellness_Henderson State University
- University Mission
- University Planning and Budget Committee
- University Police Department

2.B - Core Component 2.B

The institution presents itself clearly and completely to its students and to the public.

1. The institution ensures the accuracy of any representations it makes regarding academic offerings, requirements, faculty and staff, costs to students, governance structure and accreditation relationships.
2. The institution ensures evidence is available to support any claims it makes regarding its contributions to the educational experience through research, community engagement, experiential learning, religious or spiritual purpose and economic development.

Argument

2.B.1

Henderson utilizes various methods to clearly and accurately articulate its programs, requirements, faculty, staff, costs, transparency data, accreditation relationships to students and the public. The [Department of Marketing and Communication](#) is responsible for all official social media outlets. These outlets are used to keep the community involved in Henderson as well as relay important information. The department also regulates information maintained on official social media pages from several university departments including the [Office of Greek Life](#) and the [Office of Student Affairs and Student Success](#).

Henderson recognizes that in a society with a growing dependence on technology, online resources have increasingly become more important. In response, Henderson strives to use its webpage as the primary method for content to reach public audiences. Henderson migrated to a new website during 2018-19 to better reach this goal as directed by the strategic plan. Two of the most significant improvements are a greater focus on US ADA section 508-compliant content and the addition of responsive web pages. These changes allow Henderson's webpage to more easily accommodate screen readers and mobile technologies. Through this medium, documentation for various programs including academic requirements, estimate of completion time and student costs, and information about associated faculty and staff is shared.

As a result of, and in compliance with, [Arkansas Code 6-61-135](#), Henderson's [searchable database](#) of unaudited expenditures is made available to the people of Arkansas and all Henderson constituents via several methods, including the website, social media, catalogs, student guide, and media outlet contacts. *Specific examples of the institution presenting information clearly and completely to our students and the public include:*

The [Student Health and Wellness Center](#) follows the Health Insurance Portability and Accountability Act (HIPAA) guidelines. While it publicizes its privacy practices on the center's webpage and its service site, students are required to read and sign the [Notice of Privacy Practices](#) for the Student Health Center before their appointment.

The [Faculty Handbook](#) provides direct instructions for the [Family Educational Rights and Privacy Act of 1974 \(FERPA\)](#) compliance and any exemptions that are legally noted for dealing with students. In section four (4) of the Student Guide, students' [privacy rights](#) are outlined. The FERPA

guidelines are published on the Henderson website.

As referenced in 2.A.2, Henderson's [Student Community Standard Handbook](#) is managed by the Office of Community Standards and serves as the primary source for rights and expectations for students on campus. It contains university policies, procedures, and other helpful information. The guide is made available electronically in multiple locations on myHenderson and the website.

Internal information is shared online with faculty, staff, and students using Henderson's [myHenderson](#) web portal. It offers a password-protected system linked to the Student Information System, Board of Trustee documents, Faculty Senate, Staff Senate and Shared Governance Committees. The portal also allows students and employees to sign up for the [Alertus system](#), which allows the university to send emergency information and important messages to faculty, staff, and students through text, email, and automated calls.

Henderson is proud of its longstanding reputation of excellence through our accreditations and membership. Henderson is officially recognized and authorized by the HLC and has been for more than 75 years. Our individual programs are also accredited by nationally-recognized organizations in those fields. The [list of accreditations](#) is accessible via the website. Henderson recognizes the excellence in our faculty and staff; therefore, our directory is available to the general public via the website.

The Henderson [graduate catalog](#) and [undergraduate catalog](#) outlines ways in which it complies with state and federal regulations regarding higher education. Both catalogs serve as the primary resources for academic policies, program requirements, course descriptions, and important accreditation and academic information about Henderson. Both catalogs are available via website access. Additionally, the [8-semester degree plans](#) are available via website access.

Henderson recognizes the benefits in connecting student learning in the classroom with real-world experiences. Hands-on skills and knowledge, accommodation of different learning styles, interactions with people of diverse cultures, and an increased sense of self-efficacy, analytical skills, and social development play an important role in our liberal arts education. For this reason, Henderson supports experiential partnerships in a variety of ways. Most notably, Teachers College utilizes the [Partners in Education](#) Consortium to collaborate with more than 30 school districts to offer clinical field experiences and internships. Through the partnership, bi-yearly meetings are held to review data and strategically plan effective experiential learning opportunities.

Henderson's recruiting program plays an important role in our campus community. To that end, providing admission and recruitment documents to prospective students allows us to strengthen our brand and engage in opportunities to build our community. The Office of Admissions makes available all documents necessary for prospective students to apply to the university. Examples include [tuition and fees](#) information, and [admission viewbooks](#) with admission requirements.

Henderson's [student organizations and academic organizations](#) offer experiences outside of the classroom, offer the opportunity to grow personally, academically, and professionally. A great example of the institution's organization offerings would be the [Student Government Association](#) that serves the campus community and helps students gain a wealth of transferable experience and learned skills. Volunteer opportunities also play a vital role in our campus community. [Reddie to Serve Day](#) is a semesterly volunteerism activity as our campus students, faculty and staff, join together to address the needs of the community. Henderson also offers campus fine arts and other cultural events such as music concerts, art exhibits, and theater shows available to the

public.

Research and Academic Symposiums are at the heart of our academic community. While COVID-19 and financial restrictions have constrained the research activities possible on campus, faculty and students have found numerous ways to persevere. In April 2019, a team of four engineering and physics students was selected to participate in the Council on Undergraduate Research [“Posters on the Hill”](#) event where they traveled to Washington D.C. to present their research on Capitol Hill. Faculty and students also presented research at venues including Arkansas Idea Network of Biomedical Research Excellent, Arkansas Academy of Science, the American Association of Physics Teachers section meeting, and Arkansas’s Posters at the Capitol event.

In the spring of 2020, Henderson had to shift to online instruction due to the COVID-19 pandemic. While an in-person research symposium was in the works, the plans shifted to a [virtual research symposium](#). Nine research posters were submitted. In April 2020, a team of four biology students was selected to participate in the Council on Undergraduate Research virtual [“Posters on the Hill”](#) event. In the spring of 2021 with more time to prepare for a virtual setting, Henderson expanded our [Virtual Research Symposium](#) to include both online presentations and posters. 31 posters were submitted, and 16 talks were given across multiple disciplines. Henderson faculty continue to provide students with valuable research opportunities across disciplines despite challenges.

Sources

- 2021 Virtual Research Symposium_Redacted
- 2A Evidence_Counseling Center Intake Form FERPA Rights
- 2A Evidence_Faculty Handbook with Fully Approved Recommendations 2016
- 2A Evidence_Graduate Catalogs
- 2A Evidence_Student Right to Privacy FERPA policy
- 2A Evidence_Student Right to Privacy Policy and Release Form
- 2B Evidence_Academic and Registered Student Organizations List
- 2B Evidence_Admissions Viewbooks
- 2B Evidence_Henderson Accreditation and Membership List
- 2B Evidence_Henderson Tuition Fees and Other Expenses Document
- 2B Evidence_President_s Update - Conversations on Racism and Diversity and Inclusion Taskforce Communications
- 2B Evidence_Student Code of Conduct
- 2B Evidence_Student Government Association Meeting Agendas
- 2B Evidence_Student Government Association Meeting Minutes
- 2B Evidence_Student Organizations and Event Opportunities
- 2B Evidence_Teachers College Partners in Education
- 2B Evidence_Undergraduate Academic Catalog
- Arkansas Code 6-61-135
- Brand Toolkit _Henderson State University
- Confidentiality Student Health and Wellness_Henderson State University
- Eight Semester Guarantee _Henderson State University
- Emergency Alert Registration _MyHenderson
- Financial Transparency
- Greek Life _Henderson State University
- myHenderson Landing Page_Internal Website

- Reddie to Serve
- Research on the Hill
- Student Affairs and Student Success _ Henderson State University
- Student Health and Wellness _ Henderson State University

2.C - Core Component 2.C

The governing board of the institution is autonomous to make decisions in the best interest of the institution in compliance with board policies and to ensure the institution's integrity.

1. The governing board is trained and knowledgeable so that it makes informed decisions with respect to the institution's financial and academic policies and practices; the board meets its legal and fiduciary responsibilities.
2. The governing board's deliberations reflect priorities to preserve and enhance the institution.
3. The governing board reviews the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
4. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties.
5. The governing board delegates day-to-day management of the institution to the institution's administration and expects the institution's faculty to oversee academic matters.

Argument

State of Arkansas laws granted the final responsibility for governance and operation of Henderson to the Henderson Board of Trustees. Prior to the merger with the ASU System, the Henderson [Board of Trustees](#) was composed of seven members appointed by the Governor of the state of Arkansas in accordance with state law. The term of appointment was seven years; however, reappointment was allowed. Appointed by the Governor, the Board of Trustees operated as an independent entity overseeing the university's operations. According to [Arkansas Code Annotated 6-66-101 and 6-66-102](#), Henderson State University Board of Trustee members had to make and subscribe to an affidavit to faithfully, diligently, and impartially discharge the duties of their office, regardless of the requirements of § 25-17-207.

On February 1, 2021, Henderson merged with the Arkansas State University System. The [merger agreement](#) dissolved the Henderson Board of Trustees. The merger provides for the establishment of a non-governing [Board of Visitors](#) who will act as a liaison between the institution and the residents of the state of Arkansas, to aid in securing financial support, to advise educational and service needs and to furnish counsel and guidance for the Henderson campus. As agreed upon in the merger, the [ASU System Board of Trustees](#) has been expanded by two members appointed by the Governor of Arkansas, both of whom have significant familiarity with Henderson campus. The [System Board](#) will serve Henderson as well as the other six system schools.

2.C.1.

The Henderson Board of Trustees was governed by the [Bylaws of the Board of Trustees](#). The bylaws outline the selection process for members, selection and election of officer roles, the primary function of the board, board meetings, personnel, organization and policies. As new members were appointed to the board, they were required to attend [Trustee Orientation](#) to familiarize themselves with the board functions. To receive additional training, Board members attended the AATC Trustees Conference sponsored by the Arkansas Department of Higher Education. [Board of Trustees meetings](#) were held quarterly and were accessible to the public.

2.C.2.

The Henderson State University Board of Trustees moved on July 19, 2019, to appoint an interim president, Elaine Kneebone, upon the resignation of Glen Jones. Additionally, the Henderson State University Board of Trustees entered into a [Memorandum of Understanding](#) with the Arkansas State University System for operational support services on July 19, 2019.

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 Henderson State University Board of Trustees approved a [merger agreement and transition plan](#), including an interim management process with Henderson's acting president reporting to the ASU System president on November 21, 2019.

2.C.3.

The institution recognizes the Shared Governance Oversight Committee as a partnership in which administration, faculty, and staff work together to provide effective leadership, support, and advocacy for our university. To that end, recommendations from SGOC are reviewed and approved by the Board. Additionally, the Faculty Senate and [University Academic Council](#) have significant advisory responsibilities on academic issues and are responsible for developing, implementing, and revising curricula and educational policies including academic honesty and grievances. Similar responsibilities are exercised by the [Graduate Council](#) for graduate programs. All academic program and faculty handbook changes must be reviewed and approved by the Board of Trustees.

In May 2018, the tenured faculty submitted to the Henderson Board of Trustees the result of the [vote of no confidence](#) in the Provost, VP of Finance and Administration, and VP for Institutional Advancement. The Faculty Senate expressed concern the vote was not acknowledged by either the administration nor the Board and that no action was taken. Later, the board president acknowledged the Vote of No Confidence and would take faculty concerns in considering the President's contract but stated that the Board is not involved in other hiring decisions.

In June 2019, a second [vote of no confidence](#) was submitted to the Board calling for immediate removal of the President, citing mismanagement of the university's financial resources, a lack of transparency with constituents, and misleading the Board of Trustees. The resolution also asked that no current member of the administration be named as interim president. After the executive session in the June meeting, the Board accepted the resignation of the president and appointed Elaine Kneebone as Henderson's Acting President.

2.C.4.

The governing board preserves its independence from undue influence on the part of [donors](#), elected officials, ownership interests or other external parties. In 2018-2019, a Henderson board member disclosed his company had contract services with the institution since 2013. The board member recused themselves from any business decisions concerning the contract services. In April 2019, the board member submitted his resignation to the Director of Appointments for Governor Hutchinson. As a result of this matter, a [Conflict of Interest Form and Disclosure policy](#) was created. To ensure that board members are transparent in the decision-making process, all members must disclose any potential conflicts of interest by annually completing the form and must abstain from participation.

2.C.5

The Henderson Board of Trustees delegated day-to-day management of the institution to the administration through the roles of the President, Provost, and VPFA. The Board of Trustees hired and evaluated the President. Since our merger with the ASU System, the president of the institution is now called the chancellor. The chancellor now reports to the ASU System President. The Chancellor is the chief executive and administrative officer of the university and has the responsibility for the management, control and direction of the day-to-day business operations and various other affairs of the university.

Before our merger with the ASU System, the Vice President of Finance and Administration guided the Planning and Budgeting Committee in establishing the budgetary priorities for the upcoming year. Recommendations from this committee and the VPFA were submitted to the president for approval. After receiving approval from the president, a budget workshop was held for BOT and executive committee in order to answer all questions and concerns. At the next scheduled BOT meeting, the VPFA would present a budget recommendation to the BOT for their approval.

Since our merger with the ASU System, the approval process for the budget has changed. The Vice Chancellor for Finance and Administration guides the [Planning and Budgeting Committee](#) in the establishment of Henderson's budgetary priorities and recommends to the Chancellor financial means of accomplishing institutional priorities. Recommendations from this committee are submitted to the chancellor for approval. After receiving approval from the chancellor, budget recommendations are submitted to the ASU System president and executive vice president for their approval. Upon receiving their approval, the ASU System president presents budget proposals for all institutions in the ASU System to the ASU system Board of Trustees for its approval.

Before our merger with the ASU system, University Academic Council and Graduate Council were responsible for reviewing and approving academic proposals that focused on program changes or new academic programs. After receiving appropriate committee approval, [executive summaries](#) were written by the college dean in which the academic proposal would reside for the purpose of submitting to the president and provost for approval to be placed on the BOT agenda. Upon receiving their approval, the provost would present the executive summaries to the BOT for its approval. After receiving BOT approval, the provost would submit appropriate [paperwork](#) to the Arkansas Department of Higher Education Coordinating Board for their approval.

Since our merger with the ASU System, UAC and Graduate Council are still responsible for reviewing and approving academic proposals. After receiving appropriate committee approval, the interim vice chancellor submits academic proposals to the chancellor to be included in his academic report to the ASU BOT meeting. After the chancellor report is made to the ASU BOT, the interim vice chancellor submits the appropriate [paperwork](#) to the Arkansas Department of Higher Education Coordinating Board for its approval.

Sources

- 2A Evidence_Arkansas Law Establishing the Henderson Board of Trustees.docx
- 2A Evidence_Faculty Resolution to Board of Trustees July 2019.docx
- 2A Evidence_Tenured Faculty Document of Concerns -Vote of No Confidence 2018
- 2B Evidence_President_s Update - ASU System Merger and Transition Plan Communications
- 2C Evidence_ASU Status Report to Henderson Board of Trustees
- 2C Evidence_ASU System Board of Trustees

- 2C Evidence_ASU System HSU Merger Agreement - Fully Executed
- 2C Evidence_Board of Trustee New Trustee Orientation
- 2C Evidence_Board of Trustees Conference Attendance
- 2C Evidence_Board of Trustees Conflict of Interest Policy and Disclosure Form
- 2C Evidence_Board of Trustees Meeting Packets
- 2C Evidence_Budget Prioritization Process
- 2C Evidence_Donor Privacy Policy
- 2C Evidence_Graduate Council Agenda and Minutes.docx
- 2C Evidence_Henderson Board of Trustee Term Dates
- 2C Evidence_HSU Board of Trustees Bylaws
- 2C Evidence_Shared Governance University Committee Handbook and Guidelines
- 2C Evidence_University Academic Council Minutes.docx
- Board_of_Visitors
- Executive Summary
- LON

2.D - Core Component 2.D

The institution is committed to academic freedom and freedom of expression in the pursuit of truth in teaching and learning.

Argument

2D.

Henderson strives to be a university that promotes both freedom of expression and truth in teaching and learning. This commitment is essential to our Strategic Plan, mission and guiding principles. Henderson abides by [ACT 184 of 2019](#) which was established to protect the free speech right of students in accordance with the First Amendment of the U.S. Constitution that prohibits abridging the freedom of speech. Henderson's [Faculty Handbook](#) clearly states that a faculty member's primary responsibility is to seek and state the truth as they see it. The [Policy on Speech and Expression](#), while providing explicit rules for conduct, assures constitutionally protected speech and expression and preserving an environment which promotes learning. Further, the institution permits, without prior approval, on-campus publication and distribution of non-Henderson publications by students, groups, or organizations provided they are not disruptive to University operations.

Academic Freedom, in the traditional sense, holds an obligation on the part of the faculty to observe a code of conduct which proffers respect of the rights and opinions of others. Faculty members are entitled to full academic freedom in the classroom while exercising caution in teaching controversial matters which have no relation to the subject. The Faculty Handbook defines and outlines Academic Freedom and Responsibility policy.

The [Facilities Use Policy](#) states that the use of campus facilities is allowed for events and activities, including those that may hold unique viewpoints or opinions, provided that they do not interfere with the university's mission, policies, or procedures.

Members of the campus community, including students, have the right to discuss and express all views and subjects, including staging protests, as long as the gatherings are peaceful and do not disrupt other university functions. Student groups are allowed to invite outside speakers of their choice as long as the activity is registered at least 48-hours in advance. Additionally, faculty members may invite outside speakers to campus to present workshops and talks on a wide range of topics.

Henderson's [Liberal Arts Core](#) provides the foundation to acquire mastery of a particular field of study. Students will have courses addressing essential skills, academic enrichment, non-western culture, and writing across the curriculum requirements.

The Center of Student Engagement sponsored [events](#) that promoted student and community discussion of varying opinions. These events ranged from topics that focused on gender, political, sexual, racial profiling, human trafficking and social justice. These events focused on the student body being exposed to all aspects of topics that are prevalent in the lives of college students.

Faculty scholarship is encouraged and supported both financially and in the promotion and tenure

process. Governance of faculty promotion and tenure policies provide clear guidelines for review processes that allow individuality in teaching, scholarship and service outlined in the [Faculty Handbook](#). Professional development opportunities are available across all academic divisions. Ellis College, Teachers College, and School of Business have historically set aside funds for competitive opportunities to obtain travel and research funds for faculty scholarship and development. Due to the financial status of the institution, faculty development funds have not been available for the past two years.

Sources

- 2A Evidence_Faculty Handbook with Fully Approved Recommendations 2016
- 2D Evidence_Act 184 of 2019 Arkansas Law on Censorship
- 2D Evidence_Faculty Handbook with Fully Approved Recommendations 2016
- 2D Evidence_Henderson Facilities Use Policy rev. 2018
- 2D Evidence_Liberal Arts Core General Education Course Offerings
- 2D Evidence_Policy on Speech and Expression Revision for Act 184
- 2D Evidence_Student Activities Board Event - Open Mic Night
- 2D Evidence_Student and Community Discussion Events

2.E - Core Component 2.E

The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, staff and students.

1. Institutions supporting basic and applied research maintain professional standards and provide oversight ensuring regulatory compliance, ethical behavior and fiscal accountability.
2. The institution provides effective support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff and students.
3. The institution provides students guidance in the ethics of research and use of information resources.
4. The institution enforces policies on academic honesty and integrity.

Argument

2.E.1

Henderson's core value of Integrity stresses an environment of academic and professional integrity. As a result, Henderson has an [Institutional Review Board \(IRB\)](#) operating under policies that have been developed and designed to ensure the well-being and welfare of human subjects are protected when examined by members of the Henderson community. Henderson's IRB reviews research protocols to confirm that individuals who volunteer for or are compensated for their participation in research are treated with respect and care for their welfare. These policies are informed by federal law, mandated through the Department of Health and Human Services (DHHS).

If questions arise concerning specific parts of the IRB approval process, a [FAQ](#) resource is available to answer all questions. All research projects are conducted by investigators credentialed in the protection of human subjects. For student researchers, their faculty advisers earn the credentials prior to applying for IRB project approval. Faculty advisors earn a one-year approval to conduct research with their student researchers. In order to conduct research beyond one year, faculty advisors must go through the [continuing review](#) process. The IRB helps Henderson be confident that all research conducted is ethical, fair and safe for participants.

Henderson's [Institutional Animal Care and Use Committee \(IACUC\)](#) manages and assesses all facets of animal care and use programs and facilities to certify ethical use and well-being of animals used for research or teaching. The IACUC also ensures the public of the university's compliance with all legal and ethical standards regarding the use of animals in research and teaching.

Henderson uses an electronic submission process for both [IRB](#) and [IACUC](#) processes. Investigators complete a research proposal to the IRB/IACUC via IRBnet. The appropriate administrator examines each proposal to determine completeness and the appropriate level of review; the administrator then approves and returns to the investigator for amendments, or denies the proposal.

All graduate and undergraduate student researchers are required to have a faculty advisor supervise their research. Additionally, the director coordinates the annual undergraduate research conference hosted by Henderson, assists in searching for available [research funding](#), and suggests potential publication avenues.

2.E.2

Henderson facilitates educating students on the ethical use of information through several venues including [Library Resources](#) and the [Writing Center](#). The Writing Center employs graduate students to instruct students on using proper citation methods and avoiding [plagiarism](#). Available library and online research resources are made available to students. To facilitate ethical usage of information, Henderson provides [Turnitin](#), a digital tool for detecting plagiarism, to faculty and staff. Current policies concerning student academic honesty and integrity are housed in the [Student Code of Conduct](#). Additionally, some departments have instituted their own [student honor codes](#) specific to their discipline. Historically, Henderson produces the [Academic Forums](#), a collection of work submitted for publication and edited by Henderson faculty.

2.E.3.

Henderson provides student guidance in the ethics of research and use of information resources through the [Arkansas Undergraduate Research Conference](#) whose mission is to provide a place for undergraduate students to present original research findings, as defined by their field of study. As discussed in 3.D.1, [McNair Scholars](#) program prepares undergraduates from first generation, low-income and underrepresented backgrounds to be knowledgeable about ethics in research and use of information resources during the Summer Research Institute. Also, Henderson's [Research Symposiums](#) directly support and highlight [faculty and student scholarship](#).

2.E.4

Henderson enforces policies on academic honesty and integrity as outlined in the [Academic Integrity Policies and Processes](#), the [Academic Dishonesty Policy](#). Disciplinary actions are handled by the Judicial Affairs processes. All judicial affairs committee members are trained and recalibrated on a regular basis.

Sources

- 2E Evidence - Ellis College Update Graduating Senior Plans 2019
- 2E Evidence_2014 Undergraduate Research Fund Request
- 2E Evidence_Academic Forum 2018-2019 Number 36
- 2E Evidence_Arkansas Undergraduate Research Conference 2019
- 2E Evidence_Ellis College Update Graduating Senior Plans 2019
- 2E Evidence_HSU Institutional Animal Care and Use Committee Protocol
- 2E Evidence_Huie Library Services
- 2E Evidence_Institutional Animal Care and Use Committee Shared Governance
- 2E Evidence_IRB Policy and Procedure Manual
- 2E Evidence_IRB Steps for Submitting a Study using IRBnet
- 2E Evidence_McNair Scholars Combines
- 2E Evidence_Reddie Writing Lab Services and Workshops
- 2E Evidence_Student Academic Integrity and Academic Conduct Policies and Procedures
- 2E Evidence_Student Handbook Code of Conduct Academic Dishonesty Policy
- 2E Evidence_Student Honor Codes
- 2E Evidence_Turnitin Plagiarism Software Documentation
- Continuing IRB Review Instructions _ Henderson State University

- [FAQ IRB Website _ Henderson State University](#)
- [Writing Center Workshops](#)

2.S - Criterion 2 - Summary

The institution acts with integrity; its conduct is ethical and responsible.

Summary

Henderson has instituted policies and procedures to sustain and protect the integrity of its academic programs and institution. Henderson's website, social media outlets and campus materials communicate information regarding academic programs, admission requirements, degree costs, and program accreditation information. Henderson relies on various measures to ensure the integrity of its student and faculty research, academic honesty and ethics. A climate of academic, personal, and professional integrity has been cultivated by communicating and maintaining the ethical standards in all aspects of the campus community.

Sources

There are no sources.

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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- 3A1.13 - Biology.MFT
- 3A1.14 - Business Major Field Tests
- 3A1.15 - ComputerScience.MFT
- 3A1.16 - Mathematics.MFT
- 3A1.19 - Nursing.NCLEX.BSN.2015-2019
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- 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

- 3 Evidence_McNair Scholars Research 2015-2020
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- 3B1.05 General Education Committee Minutes
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- 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-Western Culture Requirement AND EVIDENCE Document
- 3B3.02 Higher Level Outcomes and Goals .docx
- 3B3.03 International Student Committee Agenda AND EVIDENCE Document
- 3B4.01 Scholarly Citations Faculty 180 Published Activity Report 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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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 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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- 3D2.04 Rise Program Data
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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
- 3D4.10 Nursing Clinical Facility list
- 3D4.11 Human Services Agency List
- 3D4.12 Music Dept Performance Venues
- 3D4.13 Nursing Dierksen Hospice-Hot Springs Clinical Agreement
- 3D4.14 Nursing MSN Clinical List
- 3D4.18 Biology Undergraduate Research
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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.

4 - Teaching and Learning: Evaluation and Improvement

The institution demonstrates responsibility for the quality of its educational programs, learning environments and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

4.A - Core Component 4.A

The institution ensures the quality of its educational offerings.

1. The institution maintains a practice of regular program reviews and acts upon the findings.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that ensure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It ensures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution ensures that the credentials it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission.

Argument

4.A.1.

As discussed in 3.A.1, Henderson practices regular program review as governed by the ADHE. The AHECB directed ADHE staff to revise existing program review processes to ensure quality academic programs that support Arkansas's economic development goals and to identify and remove non-viable programs. Henderson has developed a [master timetable](#) for each program's academic program review submission; programs prepare an external review by writing a comprehensive self-study. Subsequent to review, site teams provide a written evaluation, and the institutional responses are sent to ADHE within six weeks of receipt of the written evaluation.

Each college's [curriculum committee](#) reviews changes and additions to academic curricula, including addition of new courses, changes to existing courses, addition of new programs, and proposed changes to existing programs. Proposals then proceed through appropriate committees en route to the approval process, as outlined in Criterion 3.

The Department of Art received the [NASAD Commission Action Report in May 2018](#). Faculty

evaluated and addressed the areas of concern and submitted a [response to NASAD in March 2019](#). An area of concern pertained to the degree title. The Commission stated the Self-Study and promotional materials referred to the degree as a Bachelor of Fine Arts in Digital Art and Design. Henderson catalog referred to the degree as a Bachelor of Fine Arts in Digital Art and Design (Graphic Design). As a result, Henderson went through the curriculum approval process to officially change the title to Bachelor of Fine Arts in Graphic Design.

The Communication and Theatre Arts (CTA) Department submitted their self-study in December 2018. The external review was in April 2019. As the department was developing the self-study document, it became apparent that a new major in communication was needed to replace the two existing majors (Communication and Mass Media). The department developed a curriculum revision through the departmental planning process. The revision was presented to the Ellis College Curriculum Committee (ECCC) and UAC in 2018 for approval. The BOT approved it in 2019 and it was sent to the Arkansas Division of Higher Education in Spring 2019. The department submitted a [new department mission statement, new goals, new student learning outcomes, course change forms, and new course descriptions](#).

The present Communication and Mass Media majors evolved from previous fields of study, generally called speech and journalism. In 1990, Henderson's speech major became Communication and its journalism major became Mass Media Communication. The [new communication major](#) has a common core and multiple tracks, allowing students to choose specialization while recognizing the increasingly interrelated elements of both fields.

During 2017-2020, the SB reviewed the Bachelor of Business Administration (BBA) to ensure program teaches knowledge and skills while meeting program and institutional goals. By reviewing the collected data, a new [data science concentration](#) was proposed and approved by the UAC.

The Association to Advance Collegiate Schools of Business (AACSB) sent a continuous improvement peer review team visit report in 2015. By 2017, The SB submitted its self-evaluation and program review [reports to AACSB](#). The role of the Continuous Improvement Review Committee is to ensure consistent application of the AACSB International accreditation standards and processes across peer review teams. The SB has since improved its curriculum committee oversights and the tracking of curricular review and changes with evidence generated from the Assurance of Learning (AOL) process and indirect measures. These changes are included in the attached [committee minutes](#).

4.A.2.

In 2018, Henderson launched [online course transfer equivalency tables](#) which inform prospective and current students of courses guaranteed to transfer toward degree completion. The articulation tables represent a history of transfer courses previously reviewed and approved for transcription and degree bearing credit. Each potential transfer course not previously reviewed is routed to the relevant department chair overseeing similar curriculum at Henderson. At minimum, the department chair will be provided with a formal course description from the originating institution. Upon approval from the department chair the transfer course is added to the articulation tables. Henderson also awards credit in accordance with the statutory [Arkansas Course Transfer System](#).

At present, Henderson does not have formal policies or procedures to award credit for prior experiential learning. Such credit has thus far been awarded on a case-by-case basis. Relevant evaluations of prior experience have taken place between the college dean and chief academic officer.

Current Henderson students have the ability to earn credit for supervised experiential learning through internship, practicum, and independent study formats and courses.

Henderson accepts college credit awarded by ACE for military experience and education. A maximum of 30 credit hours of [ACE military credit may count toward graduation](#). Henderson has an academic policy regarding students who have earned college [credit by examination](#). This policy includes Credit by Advanced Placement (AP), College Level Examination Program (CLEAP), DANTES Subject Standardized Test (DSST), and International Baccalaureate (IB). The [Teacher Education Internship](#) setting is a semester-long clinical/content teaching experience in a public school consisting of observing and teaching under the guidance of a highly qualified teacher. Internship credit is awarded by clinical and content university supervisors based upon satisfactory completion of all requirements and the recommendation of the cooperating teachers. Interns that do not earn passing scores required for teacher licensure receive an “incomplete” for clinical internship until the scores are met.

4.A.3.

Policies and procedures for the evaluation and articulation of transfer credit can be accessed on the [Register's Transfer and Credit webpage](#). The Admissions Office evaluates college-level coursework completed at other institution(s) to satisfy the LAC. Registrar office evaluates transcripts for major and minor requirements. After evaluations, new students meet with a professional advisor to review a degree plan reflecting approved equivalencies. Students enrolled in a graduate degree program may use [graduate credit](#) from approved institutions upon the approval of program director and graduate dean.

4.A.4

[Policies and procedures exist](#) for academic departments to create, change, and have approved any course prerequisite requirements. As discussed in 2.C.5, academic departments submit all course prerequisite requirements to curriculum approval committees. The Registrar's Office implements approved course prerequisites in the student information system (SIS). Information about the timeline for implementation of various changes can be found on the University Academic Council web page.

Academic departments oversee and maintain rigor and integrity of their curricula, and ensure expertise and qualifications for faculty and staff in their respective areas are met, including the terminal degree within the discipline, as required. As discussed in 4.B.1, student learning outcomes for courses are posted on syllabi. Standards for academic performance and integrity within individual courses are [provided on syllabi](#) and expectations of departmental and program standards and guidelines for academic rigor, performance, and integrity are outlined within the [undergraduate](#) or [graduate catalog](#) for all academic programs of the university. Academic standards, curriculum requirements, and faculty credentials drive accredited programs and programs recognized by professional organizations. Biological Sciences department teach a faculty-led [GEN1031 Henderson Seminar](#) in which first-semester majors are provided with departmental expectations and requirements for success.

As discussed in 3.A.3, concurrent enrollment offered through Henderson is governed by a set of [concurrent enrollment guidelines](#). Currently, Henderson only maintains a concurrent enrollment agreement with Arkadelphia Public Schools maintaining a [master list](#) of courses and high school instructors have been approved to teach courses for credit. The high school teachers proposed for concurrent credit instruction go through a vetting and [approval process](#) that includes evaluation of

their credentials.

As discussed in 3.D.2, the [Communication Center](#) serves as a research facility and assists students in any aspect of developing a public presentation, such as topic development, outlining, researching, organizing, delivery, overcoming communication apprehension, presentation aids, informal public speaking skills, and impromptu speaking.

During the 2019-2020 academic year, the [Communication Center](#) served 1,168 students. The lab has serviced 3,626 students from across nine different programs and departments since the first year of service. The Communication Center has served students to vastly improve their communication skills in various courses and encourages students to use the lab by including a [statement](#) in certain course syllabi.

The [Writing Center](#) activities and guidelines are facilitated and maintained by the Writing Center Director. The scope and function of the center is to offer a quiet personal space for students, faculty, and staff to work on various writing projects. As discussed in 3.D.2, the Writing Center staff work with individual students/clients on a peer-tutoring model to help them improve their papers and become independent writers. In addition to one-on-one tutoring, the center also offers workshops on documentation styles and writing skills, and outreach for instructional support. The total number of [appointments for tutoring sessions](#) held in the Writing Center from 2015-2020 was 2,379.

As discussed in 3.D.1, [the Center for Career Development](#) offers a variety of services to students that prepare them for the successful acquisition of employment. From 2017-2019, the total number of students that have utilized the Career Development Center is 193. The Career Development Center oversees the implementation of the [All Major Career and Graduate School Fair](#) each semester. This a networking event designed for university students and alumni to connect with different companies and graduate schools to discuss job and internship opportunities. In addition, the attendance by student classification has seen an increase across all five classes.

4.A.5

The following Henderson programs are accredited by specialized accrediting agencies:

Teacher Licensure Programs (Teachers College, Henderson and Ellis College) Early Childhood Education, Middle Level Education, Special Education, Secondary Social Science Education, Secondary Mathematics Education and Secondary English Education all are accredited through the National Council for Accreditation of Teacher Education (NCATE) and the Council for the Accreditation of Educator Preparation (CAEP). It is important to note that NCATE is the previous accreditation organization for both initial and advanced programs. Currently, TCH program accreditation still is through NCATE for advanced programs. NCATE and the Teacher Education Accreditation Council (TEAC) joined together to form CAEP. TCH is going through the interim advanced standards visit for CAEP between March and August 2021.

Art - The Department of Art recently received accreditation through the National Association of Schools of Arts and Design.

Music - The Department of Music's B.A. and B.M. degree programs are accredited through the National Association of Schools of Music (NASM).

Nursing - The Department of Nursing is accredited through the Commission on Collegiate Nursing

Education for both the masters and bachelor degree programs and approved by the Arkansas State Board of Nursing.

Business -The B.B.A. and M.B.A. degree programs are accredited through AACSB International - The Association to Advance Collegiate Schools of Business.

Dietetics - Dietetics in the Department of Family and Consumer Sciences is accredited through the Accreditation Council for Education in Nutrition and Dietetics (ACEND). The departmental so is a member of the American Association of Family and Consumer Sciences.

Engineering - The Bachelor of Science in Engineering program has been accredited by the Accreditation Board for Engineering and Technology (ABET) (www.abet.org). ABET is the recognized accreditor of college and university programs in applied science, computing, engineering, and engineering technology.

At least one program is recognized but not accredited by the professional association: Chemistry and Biochemistry, Bachelor of Science degree - American Chemical Society (ACS)

4.A.6.

Henderson alumni, working through a range of program advisory boards, such as the School of [Business Advisor Council](#) (BAC), [EDL Advisory Council](#) and [Engineering Advisory Council](#), help ensure that degree and certificate programs reflect current and emerging trends across academic and professional programs. The Center for Career Development and the Office of Assessment administer a [First Destination Survey](#) and a [Graduate Follow Up](#) survey that tracks employment information from recent graduates.

The success indicators used by our institution include the following:

IPEDS surveys ([College Navigator](#))

The IPEDS survey tracks the following data :

- Finance
- Faculty/Employee
- Student Enrollment
- Degrees Conferred
- Student Graduation
- Student Financial Aid
- Admissions Criteria and Applicants
- 12 Month Enrollment
- Academic Libraries

All of the information submitted is used to create the College Navigator webpage for Henderson. It can also be used to create a list of comparable schools when doing employee salary studies or student admission studies, etc.

Consortium for Student Retention Data Exchange (CSRDE)

The CSRDE are [surveys](#) that provide continual persistence and graduation data each year beginning with Fall 2003 cohorts.

- First-time, full-time freshmen degree seeking cohorts

- STEM survey for first-time, full-time freshmen degree seeking cohorts
- Transfer survey for degree-seeking community college transfer students (2015-2016 will be the first time Henderson completes this survey)

National Collegiate Athletic Association (NCAA)

As a member institution of the NCAA, Henderson is required to report annual graduation rates and academic success rates. The [Graduation Rates Report](#) provides information on two groups of students at the university including all undergraduate students enrolled in a full-time program versus all student-athletes who receive athletic aid.

Multiple campus programs track the success of their graduates. Deans work with department chairs across all academic areas to bring more consistency in tracking and communicating with graduates at the program level. This will improve our ability to ensure that our degree and certificate programs continue preparing our graduates for their careers and opportunities for advanced study.

The Department of Biological Sciences tracks individual graduates for educational and career activities post-graduation. Detailed data since 2011 shows [biology graduates](#) are employed with a variety of agencies and employers and have entered numerous graduate and professional programs. The tracks the success of their students. For the 2018-2020 period, 80-88% SB graduates obtained a degree in four years or less. At the time of graduation, 36-38% of students had either accepted a job or will be attending graduate school.

The [Arkansas Department of Education \(ADE\)](#) annually administers a [Novice Teacher Survey](#) and reports the data collected to Teachers College, Henderson. The Department of Curriculum and Instruction reviews the Novice Teacher Survey data during their fall and spring retreats. The information is disseminated to the department chairs for improvement action plans. The dean also shares any [employer feedback](#) with the chairs. ADE has developed software to [track employment rates](#) after graduation. Currently, ADE can only track in-state graduates and job employment rates. Teachers College, Henderson also reviews data from Educational Testing Services (ETS) Institutional Reports that looks at candidates scores from Praxis II Early Childhood and Middle Level tests, as well as Principles of Learning and Teaching scores.

The Department of Nursing tracks the success of their BSN students on their state board testing and also tracks the success of its graduates. The pass rate (2017-21) on the Arkansas State Board of Nursing Exam (NCLEX) [has been at 80% or higher, with two years at 100%.](#)

Sources

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4.B - Core Component 4.B

The institution engages in ongoing assessment of student learning as part of its commitment to the educational outcomes of its students.

1. The institution has effective processes for assessment of student learning and for achievement of learning goals in academic and cocurricular offerings.
2. The institution uses the information gained from assessment to improve student learning.
3. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty, instructional and other relevant staff members.

Argument

4.B.1.

The Henderson State University assessment process is grounded in the comprehensive [university assessment plan](#), which initially was implemented in 2003 and revised three times since 2011 to ensure that it accurately tracks and reflects changes in the assessment process. This document functions as a resource to the campus community detailing the assessment process. The current university assessment plan focuses on the use of benchmarks and data to address the learning goals of the university.

The assessment process is conducted across both academic programs and non-instructional units. It is centered on student learning and academic program improvement and improving non-instructional unit performance in an effort to improve institutional effectiveness. The promotion and development of an effective, campus-wide assessment process has led to an overall increase in awareness by all constituents of the need for effective and meaningful assessment practices that improve student learning through data-driven decision making. The Improve (formerly TracDat) system provides a comprehensive method for academic programs and non-instructional units to take ownership of the assessment process. However, non-instructional unit data has been compiled in word files since 2019.

Established [policies and procedures](#) were developed to promote the assessment process. The focus of this process is to review and use assessment results for program or unit improvement in their stated mission and goals. The University Assessment Team, under the guidance and direction of the Office of Assessment director, provides oversight, assistance, and feedback to all academic programs and non-instructional units of the university including collection and analysis of assessment data. The university has demonstrated a commitment to providing resources in the form of software, as well as campus-wide, departmental, and one-on-one training for faculty and staff via seminars and workshops .

The [University Assessment Team](#) was established in 2003 to provide leadership, assistance, and mutual participation by faculty and staff for the development and oversight of a comprehensive, institutional assessment process. The University Assessment Team establishes [agendas](#) and meets on a monthly basis to discuss, consider, and act on all matters of the university. [Regular minutes](#) of its meetings are kept that provide an accurate account of the team's discussions and actions. The University Assessment Team's primary function is to serve in an advisory capacity in regard to

various aspects of assessment processes of the university; specific elements of the role of this body may be viewed in the Committee Handbook and the [University Assessment Plan](#).

The University Assessment Team, director of assessment and faculty assessment coordinator have conducted numerous and [comprehensive reviews](#) of all academic and non-instructional assessment plans. The reviews provided guidance and feedback for improvement of program and unit plans and suggestions that will enhance efficacy and functionality of assessment plans. For new or emergent programs, the reviews will allow assessment practices to commence in a timely fashion. These endeavors have been successful in assisting programs and units in development of new assessment plans, in improvement of existing assessment plans, and analyzing program/unit strengths and weaknesses for both student learning and non-instructional performance. To help ensure consistency and accuracy in the review process, a series of [evaluation instruments](#) were developed for both academic and non-instructional assessment plans. These evaluation instruments would allow for dissemination of feedback in a logical and clear fashion.

Since 2015, these instruments have undergone [multiple iterations](#). Feedback from the assessment process is communicated in a timely fashion. The assessment leadership and university assessment team provided direct assistance in interpreting and implementing the feedback. Since 2015, numerous, regularly disseminated assessment-related [communications](#) have occurred. Emails, phone conversations and department, college and campus meetings have been the methods of communication of these ideals.

In 2016, the Office of the Provost/VPAA and the Director of Assessment, established the position of [Faculty Assessment Coordinator](#) to assist the Director of Assessment and the University Assessment Team with multiple facets of the assessment process. The Faculty Assessment Coordinator, under the direction of the Director of Assessment, functions specifically to: help ensure compliance of academic programs with university assessment policies, provide assistance to individual programs for assessment-related needs, and address assessment issues pertaining to accreditation standards. The Faculty Assessment Coordinator is an ex-officio member and co-chair of the Assessment Team. The Faculty Assessment Coordinator is a full-time faculty member, who receives a three-hour load reduction per semester to perform the duties of the position.

Henderson established [university student learning goals](#) that are articulated in the university mission statement. These goals help guide the assessment process, and have been communicated to all academic and non-instructional programs. The current university learning goals and the mission statement were revised based on the current strategic plan.

[Assessment plans](#) with integrated goals, outcomes, measures, and criteria have been developed for both academic programs and non-instructional units. These plans are derived from data analysis based upon year-end results that are used to create clearly articulated frameworks for program improvement and the potential for highly effective assessment practices. Individual academic programs determine curricula, establish and monitor intended outcomes for student learning, and conduct departmental reviews and associated program changes on a four-year assessment cycle. As a result of these efforts, a culture of assessment has been developed and it continues to increase year after year. Henderson has implemented an assessment cycle for both academic and non-instructional assessment. Academic programs began their four-year assessment cycle in 2016. In 2018, non-instructional units began their four-year assessment cycle. Prior to those years, respectively, everyone was on an annual assessment cycle.

After thoughtful consideration of the annual cycle of assessment, the Director of Assessment and

Faculty Assessment Coordinator along with input from the Office of the Provost/VPAA determined that assessment initiatives and processes would be optimized by transitioning to a [four-year assessment cycle](#) similar to that of a number of other four-year institutions.

In 2016, the elements, structure, and requirements of the four-year assessment cycle were [communicated](#) to the campus prior to implementation. A [timeline and sequence of events](#) of the four-year assessment cycle also were created and communicated. A thorough explanation of the benefits associated with moving to a four-year assessment cycle were communicated. A detailed explanation of [assessment terminology and concepts](#) to increase understanding of the assessment process, the basics of assessment plan development, and ease transition to the four-year assessment cycle were formed and distributed. The Director of Assessment and Faculty Assessment Coordinator assisted all academic departments in the transition to the four-year assessment cycle, to include review of existing plans, with [suggestions](#) on how to improve and incorporate those changes and improvements into a meaningful and functional four-year assessment plan. In 2016/2017, the Director of Assessment and Faculty Assessment Coordinator created a [template](#) for construction of assessment plans that was distributed to all programs, and they worked with multiple programs to develop entirely new assessment plans. Multiple rounds of [communication](#) and direct assistance were provided by the Director of Assessment and Faculty Assessment Coordinator during 2016 and 2017 to facilitate successful transition for academic programs to the four-year assessment cycle.

As of spring 2020, nearly all academic programs of the university have completed the first four-year assessment cycle that included year four data analysis and interpretation along with creation of detailed summary report and action plans for future program improvement. Prior to implementation of the 2020-2024 assessment cycle, the Director of Assessment and Faculty Assessment Coordinator have reviewed all new assessment plans and provided [feedback](#) to programs which included a detailed [summary report](#) from each program that outlines the observed trends and interpretation of the assessment data from the previous cycle, along with detailed action plans for future program improvement in the area of student learning that will be incorporated into program changes.

[Improve](#) is the data repository currently used by the university to store and manage all assessment-related data for academic programs and non-instructional units. The University Assessment Team reviews assessment plans for all academic and non-instructional units on campus, with the goal of providing timely and critical feedback to each program or unit on how to improve their plans.

Since our mid-cycle review in 2015, most academic programs have met the [standards](#) established by the Office of Assessment for the development and implementation of assessment plans, useful in confirming and increasing student learning. The progress indicates an increase from an overall of [69% of academic programs](#) with meaningful assessment plans in 2015 to [92% of academic programs](#) with meaningful assessment plans in 2018.

In 2019, the rating system for academic program assessment plans was modified and revised into a [tier system](#). As of 2020, 42 out of 57 (76%) of pre-existing academic assessment plans [rated higher than tier 3](#). However, a rating above tier 3 is considered a usable/functional assessment plan. Ten new programs have been added since 2018 and some still are in the process of developing and refining their plans, causing an increase in the number of programs with lower-rated assessment plans.

Academic programs have gathered and reflected collectively on assessment evidence, and acted upon that evidence in an attempt to develop and/or enhance assessment of student learning in their curricula and facilitate program improvement. As evidence of this, we cite a participation rate of

academic programs in the assessment process of their curricula in 2014/2015 at 89% in the [2015 Mid-cycle review document](#). However, in 2018 and 2019, the rate of [academic program participation](#) in assessing student learning in their curricula was 100% of programs (57 in total) with assessment plans. The Office of Assessment continues to work closely with the 10 new academic programs to develop meaningful and functional assessment plans for implementation in the 2020-2024 four-year assessment cycle.

Beginning in 2016/2017, the non-instructional assessment process was moved from an annual cycle to a four-year assessment cycle, similar to that for academic programs. Each non-instructional unit underwent an initial program review to collect and analyze a series of metrics on current levels and trends of performance, efficacy, and expectations. In 2016/2017, the non-instructional assessment process was introduced with the new budget prioritization process, and was changed to incorporate two elements:

1. [Program Review \(2017\)](#) was slated to occur every fourth year that evaluates a unit's performance over that period, and provides a baseline of current performance data and expectations.
2. [Annual Unit Operating Plan \(2018\)](#) provided a yearly record of the program's performance effectiveness, along with intended goals for future performance and improvement.

The program review and associated summary report provided cumulative performance data and its analysis from the previous four years, including trends and inferences within the data that are used to revise the unit's assessment plan for the next assessment cycle. The annual unit operating plan allows for regular and consistent examination of a unit's performance allowing for periodic examination, reflection, and adjustment to occur over the duration of the assessment cycle based on annually collected data and analysis.

In 2016, sixty-one out of 75 non-instructional units underwent an initial program review. The discrepancy between the number of actual units and the reviewed units is because of the merging of some units/plans for various reasons. The units scoring less than adequate rating were asked to submit a second program review and incorporate the feedback and suggestions from the non-instructional budget prioritization taskforce. This was the initial evaluating body for non-instructional units during the budget prioritization process. In the initial [evaluation instrument/rubric](#) used by the taskforce, four evaluation/rating categories were used and scored.

The non-instructional units that scored adequate or higher were asked to generate an annual unit operating plan for review. Operating plans along with a second round of program reviews were evaluated by the Office of Assessment and the University Assessment Team in 2018. In 2018, a designated subcommittee of the University Assessment Team reviewed and significantly revised the [rating instrument](#) for the program review (from four to eight evaluation categories) and created the [evaluation instrument/rubric](#) for rating the annual unit operating plan. In 2018, the University Assessment Team evaluated all non-instructional units for either a program review or annual unit operating plan. Twenty-three units were evaluated for the program review, with 22/23 scoring adequate or higher. Thirty-six units were evaluated for the annual unit operating plan, with all 36 scoring adequate or higher. Some units did not submit either a program review or an annual unit operating plan in 2018.

Faculty regularly assess the extent to which students have developed the necessary, discipline-specific skills, knowledge bases, beliefs, attitudes and behaviors required for content mastery and professional achievement and success, in part through the use of [academic assessment plan data and results](#).

Where applicable, accreditation standards shape the framework for program-level assessment. Non-accredited programs use a combination of in-house and external review and evaluation to develop and refine program-level assessment.

Colleges and academic departments have assessment committees or subcommittees: School of Business — [Undergraduate Assurance of Learning Committee](#) and [BBA Accounting Assessment Committee](#), Teachers College — [TCH Curriculum and Assessment Committee](#). Additionally, some of the academic departments in the Ellis College of Arts and Sciences have departmental subcommittees on assessment. For example, [Biological Sciences](#) and [Mathematics, Computer Science, and Statistics](#). The Associate Dean for Ellis College acts as the assessment and accreditation coordinator for the college. These groups help to provide guidance and oversight for the assessment process in their respective areas. Results of assessment are used to help make decisions to enhance the quality of student learning and the learning environment.

The [history of assessment timeline](#) accurately details the chronology, adjustments and revisions, and refinements, along with major changes to the assessment process, from the 2000/2001 academic year-present. The [benefits of a functional and meaningful assessment process](#) have been conveyed to the all areas of the university, from the general for all programs, to more granular at the academic departmental level, with the [helpful hints for departmental assessment](#).

The Director of Assessment and Faculty Assessment Coordinator have produced and disseminated a number of pertinent communications: [tips for TracDat \(Improve\) usage](#); a [closing the loop narrative](#) to help with the usage of year-end results and closing the assessment cycle; and a series of [status reports](#) for academic programs and non-instructional units for updates, discrepancies, and changes/revisions necessary.

The [Assessment Awards](#), which began in 2011, have been conducted on a periodic basis to honor academic programs and non-instructional units that have excelled in the assessment process. The assessment awards were expanded in 2018/2019, to include two categories for non-instructional assessment: one award for the program review and a second for the annual unit operating plan. In addition to publicly recognizing individual areas for their efforts of excellence in assessment, the assessment awards also aim to increase the desire in campus constituencies to embrace the assessment process and help cultivate a positive culture of assessment across campus. Due to Henderson financial constraints and COVID-19 pandemic, no assessment awards have been awarded since the spring of 2019.

ADDRESSMENT OF PRIOR ASSESSMENT CONCERNS AND DEFICIENCIES

As evidenced in the results from the 2012 HLC visit, [2015 Mid-cycle Review](#) and [2018 Interim Monitoring Report](#), the director of assessment, faculty Assessment Coordinator, and University Assessment Team have worked closely to continue refinement and implementation of meaningful, functional, and comprehensive assessment plans for the following programs: General Education/LAC, Bachelor of Integrated Studies and Master of Liberal Arts. This includes the use of the results to revise student learning assessment in these programs moving forward. At present, each of the three programs have developed and implemented a workable and meaningful assessment process for the 2016-2020 assessment cycle. They have developed assessment plans for the 2020-2024 four-year assessment cycle.

Assessment in the General Education and Liberal Arts Core

Since 2015, Henderson has implemented many changes in the [general education assessment process](#) in an attempt to improve the assessment of general education/LAC. The General Education Committee [meeting minutes](#) document changes and implementation in the general education assessment process. As discussed in 3.D.1, the continuity and stability of the General Education Committee was improved by appointing the associate dean of Ellis College to serve as the permanent chair of the committee and appointing the Faculty Assessment Coordinator, in addition to the Director of Assessment, as permanent, ex-officio members in an advisory capacity. The General Education Committee embarked upon an extensive mapping of all general education outcomes. A [spreadsheet](#) was developed to show course linkages to each outcome.

The General Education Committee also investigated how to better assess the four [outcomes for general education/LAC](#). The committee examined the current means of assessing the general education/LAC. The goal of that assessment was to determine if students achieved competence within the four outcomes. The committee has been [collecting data](#) on the four learning outcomes since 2011 using four specifically designed [evaluation instruments/rubrics](#) in upper level courses in their majors. The rubrics have undergone a number of revisions based on evaluation of assessment data and feedback from faculty that teach courses used to assess the general education curriculum. Although the general education assessment data has been analyzed from a number of perspectives, comparison of the different subcategories within each of the four outcomes over [successive academic years](#) appears to provide the clearest understanding of the trends associated with the data. The general education committee developed a [short narrative and summary report](#) covering the last four years of general education assessment.

In 2018-2019 , the Department of Mathematics, Computer Science, and Statistics implemented a [departmentally developed rubric](#) based on the quantitative reasoning rubric to a set of problems embedded in the final exam of each of their general education courses. The Writing Program Administrator created a revised version of the [written communication rubric](#) to be applied at the beginning of each semester in the upper-level communication courses to a collection of writing samples uploaded to an electronic portfolio and scored by the collection of professors teaching these courses. This rubric was piloted during fall 2020. The committee noted that students did not naturally make connections between what they learn in a writing class and classes within their major. At the direction of the General Education Committee, the writing program administrator and director of the writing center created a [one-page document](#) to help faculty provide consistent feedback to students on their writing. By using the language and vocabulary consistent with their writing classes, the committee expects to see gains in the written communication data.

In Fall 2020, the Department of Biological Sciences was asked to assess critical thinking. An [existing assignment](#) and [evaluation rubric](#) was identified with tasks and questions aligned to the critical thinking rubric. Under the direction of the Oral Communications Center Director, all oral communications courses now assess a similar type of assignment near the end of each course. Using a [common rubric](#) , this assessment will show strengths and weaknesses of students' oral communication skills at the end of the course. Data collection associated with this outcome began in spring 2018. In the fall of 2020, a General Education subcommittee analyzed the [oral communications assessment data](#). The subcommittee determined the School of Business is considering it across their programs, and that any class that has an element of public speaking would add a required Communication Center visit to show potential for growth in the area of oral communications. The subcommittee will work with the program coordinators to explore the possibility of piloting an action plan directed by the Communication Center beginning in the spring of 2021.

A [Communication Across the Curriculum \(CAC\)](#) proposal was drafted and approved by General Education committee and UAC for implementation that began in fall 2020. It will incorporate an oral communication component to all writing intensive courses, both required writing across the curriculum courses of the LAC, and departmental writing intensive courses for students in the respective majors.

All syllabi for these courses must include at least one, assessable student learning outcome for oral communication in addition to student learning outcomes for writing. Prior to approval, the CAC proposal was evaluated by the [General Education Committee](#), university faculty, and administrators via a series of meetings, [forums, and surveys](#). All feedback from these constituencies was used to shape the current CAC document and policy. A [CAC Committee](#) has been created that oversees various aspects of the CAC, including the evaluation of newly proposed CAC courses and changes to pre-existing ones. This ensures that CAC policy is followed and revised as needed. A CAC [new course proposal](#) and [course change form](#) have been developed to facilitate these processes.

Assessment in the Master of Liberal Arts (MLA) Program

The new director assumed responsibility for the MLA program and its assessment in May 2017. As a result, the program underwent significant revision and refinement of its assessment plan during the 2017/2018 academic year. A new, fully functional and meaningful [MLA assessment plan](#) was developed in spring 2018 that included data collection and analysis from 2016 through 2020. The Director of Assessment and the Faculty Assessment Coordinator worked closely with the MLA Director during this time to provide guidance and oversight in this process.

The MLA has four active student learning outcomes. Each outcome has multiple measures and associated criteria used to determine the extent of student learning. These outcomes have been assessed since spring 2018 with associated [data collection and analysis](#) for the 2016-2020 four-year assessment cycle. In association to the development of these new student learning outcomes, a corresponding set of measures, criteria, and associated [evaluation instruments/rubrics](#) were developed and implemented. Analysis of assessment data for the MLA from 2016-2020 has indicated a number of strengths in the program's curriculum, along with identification of some key areas for future direction and improvement, with [action plans](#) developed to address these areas.

During the 2018/2019 academic year, the Office of Assessment officially recognized the MLA program with an [academic assessment award](#) for outstanding assessment practices. The MLA program demonstrated tremendous improvement in student learning assessment, quality of overall assessment plan development, and efficacy of implementation.

Assessment in Bachelor of Integrated Studies program

Since 2012, program assessment in the BIS has undergone considerable development, expansion, and refinement. The BIS program developed and implemented a meaningful, functional [assessment plan](#) that has completed one four-year assessment cycle. The four year assessment cycle summary report included [data collection and analysis](#) along with [actions plans](#) developed to address noted deficiencies in student learning. The BIS program also has developed a [new assessment plan](#) for the upcoming four-year assessment cycle (2020-2024).

The Director of Assessment and the Faculty Assessment Coordinator have worked closely with the BIS Director since 2016 to assist in the BIS assessment process. This included periodic modifications and adjustments post-implementation of the 2016-2020 BIS assessment plan with the end result

being a fully implemented student learning assessment plan. The BIS Committee worked with the aforementioned personnel in an advisory capacity to help develop and refine the assessment process in the BIS.

It was determined the efficacy of student learning should be assessed through the development and implementation of two BIS program-specific courses to the curriculum: [ISD 3003/Introduction to Integrated Studies](#) and [ISD4033/Senior Seminar](#). Both courses were approved and have been offered since fall 2017. [Two full years of data](#) were collected and used to make a number of refinements to improve student learning in the BIS program, based on analysis of the data collected from these courses. A corresponding set of [evaluation instruments/rubrics](#) were developed for collection of specific assessment data during these courses in association with two outcomes of the BIS assessment plan.

The [mission statement](#) of the BIS program has been revised to reflect three active student learning outcomes. Each outcome has two measures and associated criteria used to determine the extent of student learning for each. These outcomes have been assessed since spring 2016, with associated [data collection and analysis](#) for the previous four-year assessment cycle. In association to the development of these new student learning outcomes, a corresponding set of measures, criteria, and multiple associated [evaluation instruments/rubrics](#) were developed and implemented.

Analysis of assessment data for the BIS from 2016-2019 has indicated a number of strengths in the program's curriculum, along with identification of some key areas for future direction and improvement, with [action plans](#) developed to address these areas.

Syllabi Linking

Based on the deficiencies regarding [syllabi](#) noted in the previous HLC site team reports, Henderson has undergone a comprehensive initiative to incorporate student/course learning outcomes (SLOs) and associated linkages to higher level outcomes and goals (program outcomes, and general education/LAC and university goals) on syllabi. In 2017, the Director of Assessment and the Faculty Assessment Coordinator initiated the process of requiring SLOs and associated linkages to higher level areas. Numerous [communications](#) and [formal presentations](#) that focused on best practices in the areas of course SLO and higher-level linkages in syllabi were drafted and submitted to university faculty and administrators. The [Ellis College New Faculty Orientation Guide](#) was updated to include a section on proper construction of course syllabi SLOs and linkages. The Director of Assessment and Faculty Assessment Coordinator have compiled and reviewed all submitted syllabi over consecutive semesters since 2017 to ensure compliance.

The Office of Assessment conducted a number of [assessment initiatives](#) that directly or indirectly provide feedback on the effectiveness of student learning. The initiatives are positioned at various points in the academic career of the student. The goal of these assessments is to monitor, track, unify, and report the outcomes of institutional practices in support of effective instruction and administration of the university and to provide data-based analysis in order to facilitate program improvement on a university-wide scale.

The division of Student Affairs and Student Success began work on re-writing its mission statement and identifying appropriate learning outcomes in summer 2018. This day-long retreat featured an [agenda](#) that focused on understanding assessment, key performance indicators, and program review. In fall 2018, each department in the division conducted a [program review](#) and submitted it for feedback from the assessment team. In 2019, work continued on the division's mission statement, as

well as on [reorganizing the division](#) to ensure efficient operations focused on student success. At this time, the Assistant Vice President for Student Affairs and Student Success was tasked with spearheading the division's strategic planning and assessment process. The division also implemented a [weekly reporting process](#) that focused on key performance indicators, as well as achievements in each department each week. This information is shared weekly with the division and key stakeholders at Henderson. The information included in the report is used to make adjustments in operations as needed. Conversations on fine-tuning the reporting and understanding the assessment process continue in [leadership team meetings](#).

In order to complete the process of writing the mission statement and learning outcomes, a [short-term strategy](#) for accomplishing this goal was created, and a [new mission statement](#) was developed. The new mission statement was approved in spring 2020. [Learning outcomes for the division](#) also were drafted and approved in spring 2020, and used for the 2019-2020 End of Year Reporting throughout the division.

4.B.2.

Program learning outcomes are linked to the university, liberal arts core, college and program learning goals in Improve. The Office of Assessment and the University Assessment Team have [trained](#) academic programs in proper assessment practices in group settings and/or individually in one-on-one sessions. The Office of Assessment continues to work with the remaining programs that have inadequate plans for assessment, and refine program-level assessment in those areas to achieve compliance with the university's assessment requirements.

Academic programs have reported specific use of data in the process of improving student learning outcomes. Several programs have developed assessment strategies and implemented data-driven improvements in their curricula and processes. These successes serve as models for other areas of the university. In 2019, all instructors of the Introduction to Biology for Non-majors course (BIO1013) employed a critical thinking assessment exercise pertaining to basic Mendelian genetics in all sections of the course. For this exercise, a [repository of basic genetics questions](#), along with an associated [standardized scoring instrument](#), are used to analyze critical thinking skills in these students.

In 2018, in the Department of Communications and Theatre Arts, an [oral communication assessment exercise and associated scoring instrument](#) as used in COM 2013 Oral Communications (a general education component for communications). This helped assess some critical aspects of communication skills among students in that area of the curriculum.

In 2017, the Department of Biological Sciences established a core of [common student learning outcomes](#) for both Introduction to Biology for Non-majors BIO1013 and the Introduction to Biology Laboratory courses (BIO1021).

The Biology, Mathematics, Computer Science, Physics, and Psychology programs use the Educational Testing Service (ETS) standard subjects test to assess overall student learning across program curricula.

The Department of Chemistry and Biochemistry routinely administers ACS standardized examinations in a number of their courses, including university chemistry I and II (CHM1014 and CHM1024) and organic chemistry I and II (CHM3063 and CHM3073).

The Department of Mathematics, Statistics, and Computer Sciences uses a series of standardized assessment exercises and associated scoring instruments to assess [problem solving skills and statistical reasoning skills](#) (4B2.7 AND 8) among students in their curriculum.

4.B.3.

Henderson has both internal and external indicators to measure effectiveness and success of student learning. Externally, Henderson has participated in comparative measurement strategies, such as annual reports to the Arkansas Department of Higher Education (ADHE), IPEDS, and CSRDE. These annual reports are used to generate comparative data for self-evaluation.

Internally, the Director of Assessment works closely with the University Assessment Team to develop support materials for the guidance of program assessment. The Office of Assessment and the Office of Institutional Research has assisted numerous other university constituencies, including standing committees of the university, Faculty and Staff Senates and administrative offices to obtain and interpret data in order to make informed, data-driven decisions and improvements. As described in sections 4.B.2. and 4.B.3., Henderson has implemented – and continues to improve – multiple strategies and methods for effective assessment of its constituencies.

The culture of assessment at Henderson requires engaged, university-wide participation by its constituents in effective and meaningful assessment practices. As previously noted, academic and administrative programs have gathered and reflected collectively on assessment evidence. Many of those programs have acted upon that evidence in an attempt to facilitate program improvement.

Sources

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- (4B1.13 doc 1) Communications (2015 - assessment-related)
- (4B1.15) Academic assessment plans
- (4B1.16) Four Year Assessment Cycle
- (4B1.17) Four Year Assessment Cycle Communications
- (4B1.20) Assessment terminology and concepts
- (4B1.21) Suggestions for changes for programs to move into four-year assessment cycle
- (4B1.22) Template for construction of academic assessment plans
- (4B1.23) Multiple rounds of communication for four-year assessment cycle
- (4B1.24) Summary report for four year-assessment cycle
- (4B1.25) Feedback to academic programs 2020-2024 assessment plans
- (4B1.26) Improve Description
- (4B1.27) Assessment standards and process
- (4B1.28) 2015 Assessment plans data reviews
- (4B1.29) 2017 and 2018 academic assessment plans data reviews
- (4B1.30) Tier rating system
- (4B1.31) 2019 and 2020 academic assessment plans data and reviews
- (4B1.32) 2015 mid-cycle review
- (4B1.33) 2018-2019 Assessment data
- (4B1.34) Program review form - non instructional unit assessment
- (4B1.35) Annual Unit Operating Plan form - non instructional unit assessment
- (4B1.36) Program review rating instrument

- (4B1.37) Annual operating plan rating instrument
- (4B1.38) Academic assessment plan data and results
- (4B1.39) Undergraduate assurance of learning committee
- (4B1.40) BBA Accounting Assessment Committee
- (4B1.41) Curriculum and Assessment Committee_Redacted
- (4B1.42) Biological Sciences
- (4B1.43) Mathematics Computer Science and Statistics
- (4B1.44) History of Assessment Timeline
- (4B1.45) Benefits of sound assessment
- (4B1.46) Helpful hints for departmental assessment
- (4B1.47) Tips for TracDat (Improve) usage
- (4B1.48) Closing the loop narrative
- (4B1.49) Comprehensive reivevs of academic program assessment plans
- (4B1.51) Assessment awards
- (4B1.53) 2018 Interim Monitoring Report_Redacted
- (4B1.54) General education timeline
- (4B1.55) General Education committee meeting minutes_Redacted
- (4B1.57) General education learning outcomes mapping spreadsheet
- (4B1.58) Four general education - LAC learning goals
- (4B1.59) General education assessment data to 2019
- (4B1.60) General education assessment rubrics
- (4B1.61) Gen Ed comparison
- (4B1.62) General education assessment summary
- (4B1.63) Mathematics computer science and statistics departmental rubric
- (4B1.64) Writing center written communication rubric
- (4B1.65) Critical thinking assignment Biology
- (4B1.66) Critical thinking assignment rubric biology
- (4B1.67) Communications course common rubric
- (4B1.68) Communication across the curriculum proposal
- (4B1.69) CAC guidelines and new course proposal form
- (4B1.70) CAC guidelines and course change form
- (4B1.71) MLA Assessment Plan
- (4B1.72) MLA Summary Report
- (4B1.73) MLA Evaluation Instruments
- (4B1.74) MLA action plans
- (4B1.75) MLA Assessment Award
- (4B1.76) BIS plan complete implemented
- (4B1.78) BIS Assessment plan results action plans
- (4B1.79) BIS assessment plan
- (4B1.80) BIS previous 2016_2020 eval rubrics
- (4B1.82) BIS summary report
- (4B1.83) BIS evaluation
- (4B1.84) BIS assessment plan
- (4B1.86) Syllabi-related communications
- (4B1.87) Syllabi presentation
- (4B1.88) Syllabi-related requirements - Ellis College Faculty Handbook
- (4B1.89) Syllabi for learning outcomes and linkages_Redacted
- (4B1.90) Agenda
- (4B1.91) Non Instructional Survey

- (4B1.91)APR TRIO
- (4B1.92) Reorganization
- (4B1.93) Weekly reporting 2020 2019 2000
- (4B1.94) Leadership Team Meetings_Redacted
- (4B1.95) SASS Strategic Planning and Assessment
- (4B1.97) Learning outcomes for the division
- (4B2.1) Assessment training
- (4B2.2) Repository of genetics questions
- (4B2.3) Genetics questions rubric
- (4B2.4) oral comm assessment
- (4B2.6) SLO Intro to Bio and Bio lab
- 4B1.1 University assessment plan
- 4B1.10 Comprehensive reviews (academic assessment plans)
- 4B1.14 Higher Level Outcomes and Goal Linkages
- 4B1.18 Four-year assessment cycle timeline and sequence of events
- 4B1.2 Assessment policies and procedures
- 4B1.6 Assessment Team description mission and charge
- 4B1.7 Assessment Team agendas
- 4B1.8 Assessment Team minutes 2015_2020_Redacted
- BIS Assessment Plan with Mission Statement
- CAC Forums and Survey
- Communication Across the Curriculum Fall 2021
- Faculty Assessment Coordinator Position_01282016
- General Education Committee
- ISD 3003_Introduction to Integrated Studies
- ISD 4033_Senior Seminar
- Math-Stat Gen-Ed Assessment Plan
- Mid-Cycle Review_Assurance Argument
- ORAL COMM ASSESSMENT report F18-S19
- Student Affairs and Student Success Mission and Themes

4.C - Core Component 4.C

The institution pursues educational improvement through goals and strategies that improve retention, persistence and completion rates in its degree and certificate programs.

1. The institution has defined goals for student retention, persistence and completion that are ambitious, attainable and appropriate to its mission, student populations and educational offerings.
2. The institution collects and analyzes information on student retention, persistence and completion of its programs.
3. The institution uses information on student retention, persistence and completion of programs to make improvements as warranted by the data.
4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

Argument

4.C.1.

Henderson developed a [strategic plan for the university](#) in 2014. [Associated data](#) indicate that first-year persistence rates of first-time freshmen for the past five years has been 57-64%. The goal was to increase the first-year persistence rate to 75%. The six-year graduation rate of first-time, full-time freshman has ranged from 34-39% since the fall 2008 cohort. The goal was to increase six-year graduation rates to 50%. The strategic plan outlined initiatives that have been implemented to increase both the persistence and the graduation rates of our students.

4.C.2.

The colleges and departments have strategic plans which emphasize the importance of retention, persistence, and completion rates for degrees and certificate programs. [Ellis College Strategic Plans](#) and the [School of Business Strategic Plan](#) provide the strategies of how to improve the numbers in their respective colleges and departments.

As discussed in 4.C.4, the academic program review process collected and analyzed information on student retention, persistence and program completers in the summer of 2020. In the spring of 2021, interim Chancellor Borsig outlined the charge of the Enrollment Management Group that focused on developing a comprehensive strategic enrollment management plan that focused on the first two categories of the [Arkansas Higher Education Productivity Funding Formula](#). In the fall of 2021, the office of admissions was moved from the office of academic affairs to student affairs. Since that transition, an [enrollment management working group](#) has been established. This group meets once a week for the purpose of reviewing office operations, discuss undergraduate/graduate admission problems and any new developments in the office of admissions.

4.C.3.

Henderson hosts seven federal [TRIO programs](#). Each TRIO program is charged with promoting student success and focus on higher education access and degree attainment. Each program is provided with goals from the federal government and is required to report annually on their student outcomes to continue their grant funding. For all TRIO Programs, reporting period data for [Student Support Services](#) and [Disability Resource Center](#) is maintained and analyzed, and used to make decisions regarding the services offered and any adjustments that need to be made to improve unit performance.

Henderson applied and was selected in the spring of 2016 to participate in the Higher Learning Commission's [Persistence and Completion Academy](#). This decision to apply was made because Henderson's persistence rate in the last five years has averaged 58% with our entering full-time, first-time freshman cohort. The average six-year completion rate for the past cohort terms is 33%. Completing the [HLC PCA](#) fulfilled our [Open Pathway Quality Initiative Project](#). The PCA helped build Henderson's capacity for the improvement of persistence and completion of students.

Henderson's PCA team attended the Academy Information and Planning Workshop on June 21-22, 2016. At this meeting, the team learned about the Academy and how to prepare for the Data Discovery and Academy Roundtable. During this workshop, the team also developed a Project Management Plan to help prioritize needs.

During the fall 2016 [Faculty Fall Conference](#), academy participants presented a session on the HLC PCA so faculty were aware of our initiative. Henderson's Academy Mentor, Dr. Tracy Morris, visited campus on September 14, 2016 for the [Data Discovery Visit](#). Dr. Morris visited with the president, provost, president's council, deans, staff/faculty senate executive committees, and student services council. She also hosted a staff/faculty open forum. Henderson received a [Data Discovery Feedback Form](#) from Dr. Morris.

The academy team attended the two-day [Academy Roundtable](#) in November 2016. The team discussed the data book and the leaders gave presentations on how to dig deeper into the data and how to continue conversations when returning to campus. During the fall faculty conference in 2018, an update on HLC and PCA was [presented](#).

The HLC PCA team held an [open forum](#) on September 13, 2018 to discuss data on persistence and completion and gather feedback from the faculty. The team discussed the HLC accreditation process, the quality initiative project, why Henderson joined the HLC Persistence and Completion Academy, ADHE enrollment profile reports, snapshots of the freshman cohort, and four-year graduation rates.

The Academy Team attended the Midpoint Roundtable on October 10-12, 2018. During this two day roundtable, several topics were covered regarding moving forward, setting goals, action plans, and assessing the project. As part of the PCA, the team participated in the [Academy Network](#), an academies online project management tool that is used to assist institutions in tracking the progress, and facilitate a shared learning experience amongst Academy institutions. Henderson also interacted with other institutions while participating in the academy network. Since 2016, departments and standing committees have used [PCA data](#) warehouse tools to make changes either for the university or within their department. The HLC PCA team has met throughout the academic year during 2016, 2017, 2018, and 2020 to move the quality initiative project forward and to complete the academy.

Breakdown of Henderson PCA exercises

In exercise 2.0, the focus shifted to persistence and completion issues for conditionally admitted

students, as well as students moving from junior to senior classification. The process for developing a data warehouse continued with the goal of increasing communication to faculty and staff, [providing campus updates, and seeking other perspectives](#).

For exercise 4.0, the team noted three accomplishments: 1. overall communication of data to faculty and staff, 2. open communication of retention and graduation data, and 3. inclusion of data as part of the decision making process. During this period, the engagement on campus with the PCA initiative was increasing and new team members were added to the academy to include student affairs and student success.

The focus of the PCA returned to conditionally admitted students for exercise 5.0. This led to the proposal of a University College model to increase success for RISE students and to increase completion and persistence of first year RISE students. A consultant was deemed necessary to pursue the model.

For exercise 6.0, the University College model was proposed to the Executive Committee and a ROI of the proposal and an organizational model were requested. The plan was to present the quality initiative proposal to campus before the end of spring 2019. The team acknowledged the importance of sharing the information campus-wide.

Exercise 7.0 was conducted during a change in institutional leadership and a \$6,000,000 deficit faced by the university. As a result of these, the Henderson PCA moved forward with establishment of a University College, but to view it as a long-term implementation process.

In 2020, with the help of the ASU Systems Office, The Persistence and Completion Academy developed the Tableau Public program viability and enrolment management analysis tool to analyze academic program/departmental course offerings by semester and year (since 2015) to evaluate a number of key departmental metrics, including FTE to student ratios, number of students per course section, lower-division and upper-division enrollments, and graduation rates, among others. The tool allowed for identification of specific areas within departments where efficiency of curricular offerings and faculty use could be improved.

The Academic Advising Center oversees the [Early Alert Program](#). Faculty members have the capability of reporting students for attendance issues, poor academic performance, poor test scores, and other concerns. Once reported, the graduate assistants for the Academic Advising Center are the first responders to address reported students. The student's advisor also is made aware of the issue. Since fall 2020, the center has used the Calendly academic appointment calendar to help students keep track of appointments.

The center [communicates important information](#) and deadlines through email, social media, phone calls, and one-on-one sessions with the undecided students. The center provides a variety of workshops, including Time Management, Study Skills, Test Taking and Getting the Most of Your Advising Sessions are a few examples.

The R.I.S.E. program is intended for students who fall beneath the minimum ACT composite score required for unconditional admission as an incoming freshman. Since 2015, [annual data and reports](#) have been maintained regarding academic persistence for these students, including persistence within the R.I.S.E. program. Consistently, at the start of the sophomore year, approximately 40% of students continue to persist at HSU. This number drops to approximately 25% by the start of the junior year.

The FYE program was initiated in and conducted through 2019, and was coordinated through Residence Life. It was suspended indefinitely in 2020 because of a lack of evidence of effectiveness. The FYE program provided guidance to freshman students from Peer Advisors in the residence halls. The FYE Program also provided on-going tutoring in various disciplines.

[Supplemental Instruction](#) is a voluntary academic assistance program that uses peer-led group study to help students succeed in traditionally difficult courses (those courses with high drop, fail, or withdrawal rates). The program has been offered since the fall 2012 semester, where three courses: MTH1243 College Algebra, ENG1463 Freshman English A, and BIO1013 Introduction to Biology for Non-majors were available SI. In 2012, 101 sessions of SI were offered. In fall 2019, [230 sessions of SI were offered](#).

Biological Sciences recently has undergone expansion of its curriculum to include new tracks and degrees, in part to increase student retention. This directive is outlined in the 2018-2019 [Department of Biological Sciences strategic plan](#). Many students that select biology as their first major often change after a semester or two and select other majors —[Ellis College strategic plan data for Biology](#). As a result, the department has done a number of things in an attempt to address this matter. In addition to a potential increase in retention and graduation rates, these changes also may expand interest in biology to prospective students— see [new tracks and programs in biology since 2017](#). As a result of these changes, a number of students have recently graduated after switching from the B.S. in general biology track to the B.S. in wildlife and field biology or B.A. in biology.

4.C.4.

Henderson has used the IPEDs definitions and methodology for tracking persistence and graduation of first-time freshman cohorts since 1996. Each fall semester, about 78% of incoming students are classified as first-time freshmen, with 22% being classified as new transfer students. Although ADHE does use the IPEDS definitions, the methodology is slightly different when tracking students for retention and graduation purposes. For [IPEDS reporting](#), students who are deceased, permanently disabled and cannot return to school, or have left to serve in the armed forces, are removed from the original headcount. ADHE reporting does not remove these students, thus there is a slight difference in the retention and graduation numbers when the reports of the two are compared.

The Office of Institutional Research also provides data to academic departments and various standing committees regarding retention, persistence, and completion of students, including the **Persistence and Completion Academy Committee**. Since 2016, this committee has looked at data on first-time freshmen to identify areas where the university can work to potentially increase the retention and graduation rates of its students. Academic departments use the data regarding retention, persistence, and completion for improvement processes. For example, the Educational Leadership department in Teachers College Henderson requested data reports regarding completers to determine whether to continue offering the MSE Technology Leadership degree. Although enrollment numbers are small, students are completing the degree. Reports are generally shared with advisory councils for input and to determine programming needs. Reports also are used to determine the viability of course offerings.

In 2020, Henderson and the ASU Systems Office worked together to create an academic prioritization and review process to evaluate enrollment and degrees conferred for each degree program in each department. The [reports](#) provided efficacy data from multiple areas within degree programs, and data was gathered on a number of aspects of each program and analyzed. Three key indicators of “program performance” were identified and evaluated: 1. student full-time equivalent enrollment to faculty full-time equivalent course enrollment, not just full-time majors, but all

students taught by faculty were considered (data from 2019); 2. credit hours attempted/generated to full-time faculty load – is a course efficiency metric – do departments have the right number of students for full-time faculty; and 3. proxy measure of graduation rates – FTE enrollment of the students designated in a major, the FTE student enrollment divided by the number of program completions in the academic year.

Sources

- (4C3.16) Advising Center announcements workshops
- (4C3.24) Biology strategic plan data
- (4C3.25) Biology new programs
- 2016 Academy Roundtable
- 2016 Data Discovery Visit
- 2016 Data Discovery Visit Feedback
- 2016Fall Faculty Conference
- 2018 Fall Faculty Conference
- 4C1.1 HSU Strategic Plan
- 4C2.1 Ellis College Strategic Plans (1)
- 4C2.2 School of Business Strategic Plan
- 4C3.13 Early Alert
- 4C3.18 RISE report
- 4C3.19 Supplemental Instruction
- 4C3.1TRIO Programs website
- 4C3.20 Supplemental Instruction Data
- 4C3.23 Biological Sciences strategic plan
- 4C3.5 HLC Persistence and Completion Academy_Redacted
- 4C3.8 HLC and PCA update_Redacted
- 5.A. Academic Review
- 5.A. Enrollment Dashboards Fall 2019
- Academy Network
- College Navigator - Henderson State University
- Communication to Faculty and Staff
- Disability Resource Center End of Year Report 2020-2021
- Enrollment Management Working Group
- Fall 2018 Open Forum
- First-Year Retention Graduation Report as of February 2020
- HLC PCA Academy
- HSU Productivity Funding Presentation 2021 (1)_Redacted
- PCA Data Tools
- Student Support Services End of Year Report 2020-2021

4.S - Criterion 4 - Summary

The institution demonstrates responsibility for the quality of its educational programs, learning environments and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

Summary

Since 2011, the culture of assessment on Henderson's campus has changed in a positive manner to meet the needs of our students. The assessment process is conducted across both academic programs and non-instructional units. It is centered on student learning and academic program improvement and improving non-instructional unit performance in an effort to improve institutional effectiveness. The promotion and development of an effective, campus-wide assessment process has led to an overall increase in awareness by all constituents of the need for effective and meaningful assessment practices that improve student learning through data-driven decision making.

Sources

There are no sources.

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

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- 5.A.President's Resignation
- 5.A.RN to BSN
- 5.A.Salary Changes 2016-17 to 2017-18
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- 5.A.University Committee Handbook
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- 5.A.University Vision and Mission

- 5.C. Zero-Based Budget Instructions
- Board of Trustees
- Board_of_Visitors
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- EMAS PRO
- Focused Visit - Institutional Report July 2021
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- 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

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- SEM E-Mail Announcing Formation of Committee
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- 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

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- 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
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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.