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

At mid-semester a student studies for her exam in Cell Biology, a course recently made a requirement for all biology majors after the department examined the results of its assessment program and determined the course was necessary to better prepare her and all of its students for graduate work. A student in a business course works on his writing skills after studying the rubric by which his written assignment will be graded. The rubric and emphasis on written communication was instituted by the School of Business after examining past assessment results.

Students in Modern Grammar finish their assignments from a new textbook that a professor required after student feedback on evaluations of the course indicated the previous textbook was too technical and difficult to understand. Another student goes to the library to use one of the newest databases, Early English Books Online, to research a paper for a special topics history course. Meanwhile the professor of the course logs onto the same database from her office to complete research on a paper she is giving later in the semester at a conference she is attending thanks to the travel award given by the Ellis College Planning and Advisory Committee.

Two students chat in the Reynolds Science Center Planetarium while waiting for one of the shows required for their coursework to begin. One of these students really enjoys the flexibility of taking the Introduction to Astronomy course online, while the other student prefers the course that meets twice a week in the classroom because she learns better interacting with an instructor. A psychology professor sits at his desk recording a lecture using Camtasia for an online course, while another professor records a lecture as she gives it to the class so that students may go back and review the lecture in the Angel-enhanced course.

Students and professors like these take advantage on a daily basis of the many different learning environments, resources, and opportunities to constantly improve student learning and teaching effectiveness. True to the century-long tradition that has distinguished Henderson since its beginning, the university remains committed to providing excellent undergraduate curricula and graduate programs. Through a common core of courses in arts and sciences, as well as through the more specialized curricula, the university cultivates the maximum growth and development of each student. The university encourages excellence in teaching and supports scholarly and creative endeavors by both its faculty and students. The culture of assessment is becoming second nature across the campus of Henderson. Academic advising systems for all students are in place to monitor academic progress. A variety of resources that support student learning and effective teaching are used by all stakeholders. These endeavors form the foundation upon which Henderson builds appropriate programs in response to the needs of various communities that it serves.
CORE COMPONENT 3A: The organization’s goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.

Over the past decade Henderson has placed assessment of student learning at the top of its list of goals. Because of the concentrated efforts of administration and faculty, much progress has been made in this area. Henderson has transformed its assessment efforts from what could be described as scanty and piecemeal at best to a well-structured and evaluative system for measuring student learning. A persistent effort has been made to create a culture of assessment across campus. Indeed, faculty, staff, and administrators have come to the realization that assessment is not a fad. As a result of this realization (accomplished in some areas more readily than in others), faculty and staff have pulled together to coordinate assessment efforts. This section describes the impetus for the concentrated focus on assessment at Henderson, the steps that were taken to design and implement a coordinated system for measuring student learning, changes that have occurred as a result of the assessment process, and areas where continued work is needed and will be pursued.

Henderson’s last regular accreditation visit from the HLC occurred in 2001. At that time Henderson had no comprehensive assessment plan. As a result the HLC Visit Team recommended a commission-mandated focused visit that would center on the area of assessment, and the administration began concentrated efforts to remedy the deficiency. In December 2001 President Charles Dunn recommended to the Board of Trustees that an assessment coordinator be hired to oversee and coordinate campus-wide assessment efforts. This strategic move provided the impetus that was needed to begin to create a culture of assessment on the Henderson campus. The Office of Assessment and Research was established, and a director was hired in 2003. The first steps taken by the director was to draft a university assessment plan and form an Assessment Team. The Assessment Team is composed of the director of assessment, the institutional research associate, a faculty member each from the Teachers College and the School of Business, three faculty members from Ellis College, a representative each from academic affairs, finance and administration, student services, external affairs, and the president’s office, a graduate student, and an undergraduate student.
Over the next several years the director of assessment and the Assessment Team led efforts to create a culture of assessment by bringing several assessment speakers to campus, hosting roundtable discussions, and publishing an Assessment Newsletter. The goal was to begin to educate faculty and staff about how to develop assessment plans for their programs. The first newsletter explained that the first step of the assessment process begins with each unit’s mission from which learning goals are identified. Learning goals would be the basis for developing measurable learning outcomes. Measures would be designed to determine if the learning outcomes were being achieved. The director also met with various department faculty members to help them develop their assessment plans. TracDat, an assessment management system to record assessment plans, data, and evidence of closing the loop was purchased in summer 2005, and iWebFolio was introduced as a measurement tool for student learning. The director of assessment provided training for both software systems to faculty and staff.

By the time the focused visit occurred in 2007, the focused visit review team concluded that sufficient progress had been made toward establishing an assessment program. Evidence supporting the team’s conclusion included the following:

- Each academic and support unit had identified and made available through the TracDat system several student learning or mission-specific outcome statements.
- Faculty and staff involvement in assessment and development of student learning outcomes was widespread throughout all units of the university.
- TracDat included entries for learning outcomes and methods of assessment for all academic programs for the 2005-2006 academic year.
- Faculty and staff demonstrated a common terminology and better understanding of assessment expectations, including the need to close the loop on objectives.
- Students expressed awareness that capstone courses provided assessment of concept integration from courses taken throughout programs.
- Administration provided budgetary support for the implementation and administration of a structured assessment program.
- The Assessment Team was fully engaged with assessment planning and oversight.
- Several administrative, faculty, and staff members had attended assessment seminars, workshops, and meetings geared toward implementing and improving assessment efforts.
Even though no follow-up visit to the 2007 visit was recommended, the focused visit review team cited several areas where further improvement was needed:

- A basic understanding of how to write a student learning outcome was not universally understood by all academic departments.
- Greater evidence of course mapping in program areas to the general education outcomes identified in the mission statement was needed.
- The outcomes and measures necessary to report baseline data had not been developed by many departments.
- Evidence of closing the loop was insufficient due to inadequate data, mixed or unclear results, or insufficient attention to analysis.

Since the HLC Commission Mandated Focused Visit, Henderson administration, faculty, and staff, under the leadership of the Office of Assessment, have continued efforts toward achieving a campus-wide culture of assessment, a formalized assessment plan that provides data necessary to identify unmet learning goals, and a system to capture and evaluate changes in curricula and teaching methods made to address those unmet learning goals.

**Identifying Learning Outcomes**

Henderson’s primary mission is to excel in undergraduate education, and the university offers eight baccalaureate degrees (bachelor of arts, bachelor of fine arts, bachelor of general studies, bachelor of music, bachelor of science, bachelor of science in education, bachelor of science in nursing, and bachelor of business administration). Although Henderson’s primary mission is to excel in undergraduate education, the university also offers five master’s degrees (master of arts in teaching, master of science in education, master of science, master of business administration, and master of liberal arts) and one specialist’s degree (education specialist).

Henderson’s current assessment plan includes eighty-three units. Of that total, thirty-eight are administrative units, and forty-six are academic programs. Of the forty-six academic programs, thirty-one pertain to bachelor’s degrees, twelve pertain to master’s degrees, one pertains to the Honors Program, and one pertains to the Liberal Arts Core. Table 3A-1 shows the results of a subjective analysis performed on each academic program’s assessment plan in TracDat.

<table>
<thead>
<tr>
<th>Assessment Plans</th>
<th>Number</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Substantially Complete</td>
<td>19</td>
<td>41%</td>
</tr>
<tr>
<td>Minor Improvements Needed</td>
<td>13</td>
<td>28%</td>
</tr>
<tr>
<td>Moderate Improvements Needed</td>
<td>7</td>
<td>15%</td>
</tr>
<tr>
<td>Major Improvements Needed</td>
<td>4</td>
<td>9%</td>
</tr>
<tr>
<td>No Plan</td>
<td>3</td>
<td>7%</td>
</tr>
<tr>
<td>Total Academic Programs</td>
<td>46</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 3A-1
Assessment Plan Analysis
For Academic Year 2010-2011

As shown, thirty-two of the forty-six plans (69 percent) are substantially complete or need only minor changes. One example of the
need for a minor change is that one area uses scores on assignments as a measure of how effectively students use written and oral communication skills. A rubric would more clearly identify how a student’s work met or failed to meet the various components of the writing or presentation expectations. Providing a copy of the rubric to the students would help them to prepare the assignment and achieve expectations. Another example of a needed minor improvement is that one area fails to list the criterion that is expected. And even in most of these cases, the analysis shows that the criterion has been met even when it fails to specifically list the criterion.

Seven cases were classified as needing moderate improvements. An example is one program that uses grade point averages and course grades as measures for outcomes. The program was classified as needing moderate improvements, however, because it has six other measures that do not rely on grade point averages or course grades. Some plans classified as needing moderate improvements have outcomes and measures listed but fail to disclose the measurement instrument.

Four programs (9 percent) have assessment plans that need major work. One of these plans has an outcome listed that does not seem to match the assessment methods and has some methods for which criteria and measurement instruments are not indicated. Another plan included in this category lists six outcomes that rely on indirect measures with another subset of eighteen learning outcomes, all of which rely on course grades. Another leans too heavily on course grades with an insufficient number of other measures, while the fourth has goals that are not proper learning goals (the goals presented are more correctly classified as department goals rather than learning goals).

Finally, there were three programs that had not completed the initial step of formulating an assessment plan before the end of spring 2011. During the summer 2011, the Masters of Liberal Arts program finalized its plan and entered it into TracDat with the goal of beginning data collection during the academic year 2011-12. An assessment program has not been completed for the Liberal Arts Core. Minutes from the November 18, 2010, and April 14, 2011, General Education Committee meeting show that progress is being made and preliminary goals and objectives have been established. In fall 2011 the committee will continue discussing methods for measuring those learning outcomes. The final area without an assessment plan is the Bachelor of General Studies program.

The Assessment Team evaluates assessment plans and results annually. This team, under the leadership of the director of
assessment and with the support of the provost, will work with all programs to accomplish changes and address shortcomings.

**Multiple Levels of Student Learning**

At the heart of Henderson’s mission statement are the goals that Henderson endeavors to provide an education that will nurture in each student the capacity to think logically and critically; to speak and write effectively; to appreciate the complexity and diversity of world cultures; to understand the physical universe; to participate as a concerned, intelligent citizen; to acquire mastery of a particular field of study; to mature intellectually, emotionally, and physically; and to discern appropriate uses of technology.

Henderson uses the TracDat assessment management system to manage the assessment process. Each academic and administrative unit inputs its mission, learning goals, learning outcomes/objectives, measurement methods, data, and steps to close the loop into the TracDat system. As learning outcomes are entered for each academic program, they are linked to the course(s) associated with the learning outcome, the program goals they are designed to measure, and the goals stated in the Henderson mission statement above. Table 3A-2 shows a summary of these linkages.

As shown in Table 3A-2, a total of 176 learning outcomes have been identified by academic programs. Of these, 138 (78 percent) are linked to the Henderson mission statement, 126 (72 percent) are linked to program goals, and 103 (59 percent) are linked to specific courses. Table 3A-3 provides detail about the outcomes linked to the Henderson mission statement.

As would be expected, the most common link to the Henderson mission statement is “acquire mastery of field of study.” Of the 138 learning outcomes linked to the Henderson mission statement, 116 (84 percent) link to this Mission component. This is a logical outcome because a common theme of academic program assessment plans is that students will learn the concepts, theories, and skills of the particular discipline. To “think logically and critically” has 108 (78 percent) of the programs linked to it. The next most common links are to “mature intellectually, emotionally, and physically” (65 percent) followed by “speak and write effectively” and “discern appropriate uses of technology” (both at 64 percent), “participate as a concerned, intelligent citizen” (62 percent), and “appreciate the complexity of world cultures” (53 percent). Many programs are

| Table 3A-2 |
| Linkage of Learning Outcomes to Henderson Mission, Program Goals, and Courses For Academic Year 2010-2011 |

<table>
<thead>
<tr>
<th>Total Learning Outcomes</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Learning Outcomes Linked to HSU Mission Statement</td>
<td>138</td>
<td>78%</td>
</tr>
<tr>
<td>Total Learning Outcomes Linked to Program Goals</td>
<td>126</td>
<td>72%</td>
</tr>
<tr>
<td>Total Learning Outcomes Linked to Courses</td>
<td>103</td>
<td>59%</td>
</tr>
</tbody>
</table>

| Table 3A-3 |
| Linkage of Learning Outcomes to Specific Henderson Mission Goals For Academic Year 2010-2011 |

<table>
<thead>
<tr>
<th>Henderson Mission Goal</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Outcomes Linked to Mission Statement</td>
<td>138</td>
<td>100%</td>
</tr>
<tr>
<td>Acquire mastery of field of study</td>
<td>116</td>
<td>84%</td>
</tr>
<tr>
<td>Think logically and critically</td>
<td>108</td>
<td>78%</td>
</tr>
<tr>
<td>Mature intellectually, emotionally, and physically</td>
<td>90</td>
<td>65%</td>
</tr>
<tr>
<td>Speak and write effectively</td>
<td>88</td>
<td>64%</td>
</tr>
<tr>
<td>Discern appropriate uses of technology</td>
<td>88</td>
<td>64%</td>
</tr>
<tr>
<td>Participate as a concerned, intelligent citizen</td>
<td>85</td>
<td>62%</td>
</tr>
<tr>
<td>Appreciate complexity of world cultures</td>
<td>73</td>
<td>53%</td>
</tr>
<tr>
<td>Understand physical universe</td>
<td>40</td>
<td>29%</td>
</tr>
</tbody>
</table>
concerned that students become aware of their ethical responsibility in the execution of their skills, that they are able to communicate with stakeholders of all cultures effectively, and that they know how to use the technology particular to their area of study. Only 29 percent of the 138 learning outcomes are linked to “understand the physical universe.” This is logical because only the natural sciences would be expected to be linked to this goal.

As the data were being analyzed, it became apparent that some outcomes linked to more Henderson mission goals than were being measured, while others did not link to Henderson mission goals at all. Also, some outcomes were not linked to program goals. Finally, some outcomes were linked to more courses than where the measures were occurring, and other objectives did not link to courses at all. One issue that needs to be addressed is that each area should review the links to the Henderson mission statement, to program goals, and to courses to make any corrections needed.

Multiple Direct and Indirect Measures of Student Learning
Training sessions conducted by the director of assessment have emphasized the need for direct measures in addition to indirect ones. As faculty input their assessment plans into TracDat, the method of assessment is classified as direct or indirect. Direct measures are further classified as to type. Table 3A-4 shows the results of an analysis of assessment methods.

As shown a total of 339 learning measures are identified. Of that total, 276 (81 percent) are direct measures. Of the 276 direct measures, over half (153) are course-embedded. Internships total 27 (8 percent of total measures), portfolios total 54 (16 percent of total measures), and standardized tests comprise 42 (12 percent of total measures). It seems that the faculty have, indeed, increased reliance on direct measures. Indirect measures (surveys and internal data analysis) comprise only 17 percent of total measures.

Table 3A-4 shows that standardized tests provide measurement of learning for forty-two learning outcomes. These standardized tests include the Praxis I and Praxis II; FAA Private Pilot, FAA Commercial Pilot, and FAA Instrument; ETS Major Field Tests in Biology, Business, Computer Science, Math, and Physics; National Athletic Trainers’ Association Board of Certification Examination; Graduate Record Exam; American Chemical Society Exam; the Clinical Mental Health Exam and the Council for Accreditation of Counseling and Related Educational Programs Exam; the School Superintendents’ Assessment; and the School Leaders Licensure Assessment.
It is important to use direct measures to assess accomplishment of student learning outcomes. It is also important, however, which methods are used to evaluate student performance on those direct measures. For this reason, direct measures were further analyzed to determine the measurement instruments being used to assess student performance. Table 3A-5 shows the results of this analysis.

Of the 276 total direct measures, 42 are standardized tests. The remaining 234 are based on course-embedded measures, field placements and internships, and portfolios. Of the 234, well over half (153) are course-embedded. Of the 153 course-embedded direct measures, 61 percent base evaluation on rubrics. In addition, 24 of the 27 internship measures and 49 of the 54 portfolio measures are scored using rubrics (see examples of rubrics that are used to evaluate various learning outcomes). Of course-embedded measures, 27 base evaluation on course grades and 25 that do not specify the measurement instrument. This reveals the problem that 52 of the 150 course-embedded measures need work on the measurement instrument. Only three internship measures and eight portfolio measures still need to present a measurement instrument to demonstrate how students achieve learning outcomes.

Availability of Results
Faculty in each academic area develops an assessment plan for each program. The director of assessment and members of the Assessment Team are available to provide input. The director of Assessment has evaluated the plans, and beginning in the 2009-2010 academic year the Assessment Team reviewed each academic and administrative assessment plan. The team members and the Provost met with faculty of each academic program with the exception of the Masters of Liberal Arts and the Bachelor of General Studies. The purpose of the meetings was to discuss each area’s assessment plan and provide input and guidance for improvements. These meetings were well-received, and faculty members seemed to appreciate the willingness of Assessment Team members to provide assistance.

Faculty members of many areas meet to discuss the results of data analysis. Table 3A-6 shows a summary of the execution of assessment plans by academic programs.

<table>
<thead>
<tr>
<th>Direct Measure</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course-Embedded Measures:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rubrics</td>
<td>94</td>
<td>61%</td>
</tr>
<tr>
<td>Score on Assignment</td>
<td>7</td>
<td>5%</td>
</tr>
<tr>
<td>Course Grade</td>
<td>27</td>
<td>18%</td>
</tr>
<tr>
<td>Instrument not Specified</td>
<td>25</td>
<td>16%</td>
</tr>
<tr>
<td>Total Course-Embedded Measures</td>
<td>153</td>
<td>100%</td>
</tr>
<tr>
<td>Field Placement/Internships:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rubric Specified</td>
<td>24</td>
<td>89%</td>
</tr>
<tr>
<td>No Rubric Specified</td>
<td>3</td>
<td>11%</td>
</tr>
<tr>
<td>Total Field Placement/Internships</td>
<td>27</td>
<td>100%</td>
</tr>
<tr>
<td>Portfolio Review:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rubric Specified</td>
<td>49</td>
<td>91%</td>
</tr>
<tr>
<td>No Rubric Specified</td>
<td>5</td>
<td>9%</td>
</tr>
<tr>
<td>Total Portfolio Review</td>
<td>54</td>
<td>100%</td>
</tr>
</tbody>
</table>
As shown, 29 percent of academic programs fully executed their assessment plans. Faculty in these programs collected data, analyzed the data, and met to discuss the findings. Another 29 percent of academic programs partially executed their assessment plans and met to discuss the findings. A total of 28 of 45 academic programs collected at least some data, analyzed results, and met to discuss findings. Seventeen academic programs (38 percent), however, have neither collected data nor entered the data and analysis into TracDat.

Data recorded in TracDat indicate that several programs have assessment committees within their areas, including business and mathematics. One academic department, Advanced Instructional Studies: Reading, discusses findings with both department faculty and an advisory committee. Only one area, biology, indicates any discussion with students.

**External Evidence of Learning Outcome Effectiveness**

Several areas include licensing exams in their learning outcomes. These areas include English, social sciences, Spanish, aviation, dietetics, athletic training, art education, curriculum and instruction (early childhood and middle-level), physical education, mathematics, reading, counselor education (community and school), and educational leadership (M.S.E. and Education Specialist). Nursing monitors the results of the National Licensure Exam but does not include the results in its learning outcomes.

Many areas wish to confirm that employers of graduates are satisfied with the learning that occurred during the student’s matriculation. These areas include surveys of employers in their learning outcome measures and use rubrics to evaluate the performance of interns. Areas inculcating these measures in their learning outcomes include mass media, theatre arts, history, political science, public administration, social sciences, sociology, biology, computer science, family and consumer sciences, athletic training, recreation, curriculum and instruction, nursing, advanced instructional studies (M.S.), counselor education (community and school), and educational leadership (M.S.E.).

Areas that include monitoring student admission to graduate programs include English, psychology, Spanish, sociology, and biology. One program, computer science, indicates retention review as a learning outcome measure.
Assessment of Noncredit Educational Offerings

Discussion to this point has focused on academic programs, however, noncredit programs conduct assessment as well. Henderson has a total of thirty-eight assessment units classified as administrative (non-academic) in TracDat. Of this total, eleven will be discussed in this section. These include athletics, career development, the center for language proficiency, instructional technology, Huie Library, residence life, student activities and organizations, student health and counseling, student success and transition, the testing center, and the center for international programs. Four additional programs do assess but have not entered their data into TracDat. Those will be discussed here as well and include the Writing Center, the TRIO Student Support Services-Disabled/Disability Resource Center, the TRIO Student Support Services, and the TRIO Ronald E. McNair Postbaccalaureate Achievement Program. (Henderson’s TRIO programs, as non-credit grant-funded programs, participate in assessment through identified objectives as approved by the U.S. Department of Education. An annual performance report is submitted that provides the department with mandatory data that addresses demographics and each program’s objective.) The focus of the goals for each of these programs is shown in Table 3A-7.

Of the fifteen programs listed in Table 3A-7, ten monitored data and closed the loop in 2009-2010. Since that time at least two more, the Writing Center and Instructional Technology, have also closed the loop. Some examples of achievements discussed by the programs include

• **Athletics** reported that 95 percent of student athletes maintained NCAA eligibility as a result of its Academic Success Program.

• **Learning Resources** reported that 92.7 percent of overall total student responses in user surveys indicated a high level of satisfaction with services and materials offered by the **Huie Library**.

• **Student Health and Counseling** reported that 96 percent of the students who had visited the Counseling Center for assistance were still enrolled at the end of the semester.

• **Student Success and Transition** met tutoring goals but found that more faculty involvement was needed in the Early Alert Program.
(The Early Alert Program attempts to identify students who are having difficulty early enough in a semester so that resources may be provided to them to help them succeed.)

• The Testing Center reported the administration of 1,906 exams with a 96 percent satisfaction rate.

• The TRIO-Disability Resource Center reported 83 percent of participants served in 2009 persisted from one program year to the next, 96 percent remained in good academic standing, and 36 percent graduated within six years of being admitted.

• The TRIO-Student Support Services Center reported 81 percent of participants served in 2009 persisted from one program year to the next, 95 percent remained in good academic standing, and 52 percent graduated within six years of being admitted.

• The TRIO-McNair Program reported that, in 2010, 100 percent of the twenty-five McNair Scholars completed the required scholarly activities, 100 percent graduated within the requisite three years of participating in the program, and 66 percent enrolled in master’s programs upon completing their baccalaureate degrees. In addition, six McNair scholars are currently enrolled in doctoral programs.

Faculty Involvement in Assessment

As discussed earlier in this section, faculty members of each academic program define the learning outcome for their areas, participate in gathering data, and meet to discuss the results of findings. As a result of their discussions, the faculty of the academic program determine changes needed to close the loop. Changes developed and implemented by faculty over the last several years include the following:

• Faculty in computer science added technical courses, added written and oral communications learning outcomes and measures, increased math hours from 11 to 19 and computer science hours from 34 to 49 hours, and added two additional communications courses to the degree program.

• Because assessment data revealed a lack of sensitivity for cultural differences, faculty in the School of Business added a requirement that all students (except accounting majors) take an International Business Course. (An international component was added to the Advanced Accounting Course for accounting majors.) Course content focused on cultivating this sensitivity, and the problem has been corrected.

• School of Business faculty also found that students were not performing to expectations in the areas of oral and written communication. To improve oral communication skills, students are required to evaluate their team members’ oral presentation skills prior to making the presentation to the class. To address written communication skills, faculty voted to
include discussion of the importance of effective written communication skills in the standardized syllabus for each business core course. Students exceeding a maximum number of grammatical errors in assignments are referred to the Writing Center for assistance. Finally, the simple solution of giving students copies of the rubrics used to evaluate their assignments has helped them perform as well.

- **Music** faculty discovered that students were having problems with rhythmic skills. They concluded that it was necessary to spend more time working with students on these skills.
- **Mathematics** faculty found that student collaboration on an out-of-class assignment used to measure their ability to model and solve practical problems skewed results in a positive direction. After discussion, faculty decided to emphasize the importance of independent work so that valid results can be achieved.

### Review and Recognition

Faculty members of each area design the assessment plan for that area and meet to discuss results. Additionally, assessment plans and the collection and analysis of data are evaluated by the Assessment Team. In fall 2009 team members reviewed every assessment plan, both administrative and academic. A rubric was used to evaluate each area’s mission statement and learning goals to determine whether learning outcomes were properly stated, to identify criteria, and to check whether measurement instruments were attached. This process took many, many hours. Weaknesses identified were collated by the director of assessment, and meetings were scheduled with each assessment unit. These meetings were attended by members of Henderson administration, including the Provost, the director of assessment, and various members of the Assessment Team. During the meetings, attendees collaborated about how to address and correct weaknesses. During summer 2010, Assessment Team members evaluated data input into TracDat to determine whether assessment units had executed their assessment plans, analyzed the data collected, and implemented any changes. Again, a rubric was used to accomplish this evaluation. Results were collated by the director of assessment and will be used to meet with assessment units to determine how improvements can be made.

In the 2009-2010 academic year, the Assessment Team expressed the desire to recognize academic and administrative units that have made significant progress in assessment. The team hoped that this would encourage other areas to excel and would recognize and
reward the hard work of units that had made substantial improvements in their assessment processes. In fall 2010 a luncheon was held to honor the two areas receiving the first Assessment Excellence Awards. Those units were computer science and athletics. Both of these areas incorporated significant improvements in their assessment plans in 2010 and exhibit a true appreciation for what a strong assessment program can do to help a unit achieve its goals.

**Summary**

Much progress has been made since the commission-mandated focus visit in 2007. Faculty, staff, and students on the Henderson campus are much more aware of assessment and its purposes. The greatest strengths of Henderson’s assessment efforts are the support (both financial and moral) of upper administration, the director of assessment, and the Assessment Team. It is the director of assessment and the Assessment Team that will ensure that Henderson continues to improve assessment efforts. Even so, there are areas that need to be addressed and the director of assessment and the Assessment Team are committed to following through on making sure that is accomplished.

**CORE COMPONENT 3B: The organization values and supports effective teaching.**

Henderson values, emphasizes, and supports effective teaching. Great care is given to the hiring of excellent full-time and adjunct faculty members. New faculty members are provided with training and are mentored in most departments. A general orientation session for new and adjunct faculty members is scheduled before the fall semester begins. A New Employee Manual is available on Henderson’s website, and technology training is available throughout the academic year.

Our process of yearly faculty evaluations during the past ten years, although acceptable, is being given increased attention. Three and six-year reviews have served the university well in the evaluation of all faculty members. The administration and faculty recognize that the evaluation and tenure approval process needs to be assessed and revised.

As for many other institutions of higher education, funding is an increasingly challenging problem. Although Henderson is able to provide nominal funding for faculty travel, research, and sabbatical leaves, the current system nonetheless results in excellent professional productivity among the faculty. Faculty and administrators understand the need for greater support, especially recognizing that faculty development will translate into a greater quality of student learning.
With the appointment of a new provost and vice president for academic affairs in 2008, all components of the academic curriculum – course offerings, scheduling, technology, training, evaluation, professional support, and innovation – can be thoroughly identified, assessed, and modified during the coming years. Even the addition of the Provost position is a recent development that demonstrates the growing support for faculty. Provost and Vice President for Academic Affairs Vernon G. Miles believes that the position itself was created for several reasons. First, it was believed that the president of the university might not always have the level of academic preparation or the academic credentials traditionally expected of a faculty member. Therefore, the Board of Trustees and the university needed some person in an academic operational position, a person whom it could depend upon to hold the academic preparation and credentials required for such a position. Second, the university needed someone to be responsible for the academic affairs of the university because the president would be off campus building relationships and commitments to Henderson in Little Rock and beyond. Third, the university needed a person who would in effect be able to step in as a temporary operational officer in an emergency should anything happen to the president. The position of the Provost’s duties will include trying to secure funding for various academic projects and initiatives, facilitating improvements to academic policies, supporting curricular revisions, assisting in enhancements to the Faculty Handbook, and creating collaborations across campus (the Higher Learning Commission Self-Study and the Compensation Study Committee being just two of the more important activities).

**Qualified faculty members and curricular content and strategies**

The guidelines for hiring qualified faculty at Henderson are stated in the Non-classified Employees Recruitment Handbook. The Handbook states that all candidates invited for interviews must meet the minimum advertised requirements and hold degrees from accredited institutions. The position may be re-advertised if the search committee decides that no candidates merit an interview. In fall 2010, 62 percent of full-time faculty members hold terminal degrees. Budget constraints have limited the ability to attract...
candidates with terminal degrees for some positions. For example, faculty members who teach computer science hold master’s degrees rather than doctorates because candidates with doctorates in that field are very scarce and command a much higher salary. The faculty in that department, however, have extensive experience along with master’s degrees and are very competent to teach those courses.

According to the Non-classified Employees Recruitment Handbook, a search committee which includes at least one female, one male, and one ethnic minority faculty or administrator is responsible for choosing the most qualified candidates. A national search is ordinarily conducted for tenure-track positions, while a local or regional search is done for non-tenure track positions. The committee reviews and investigates each applicant as necessary and narrows the field to a minimum of three applicants who will be invited to the campus for interviews. While on campus, each applicant will be interviewed by the search committee. The president, provost, dean, department chair, and any supervisors will also be offered the opportunity to interview each candidate. In order to demonstrate teaching and communication skills, the applicant will usually make a presentation as determined by the search committee. The committee makes a recommendation, but the Dean, Provost, and President must approve that decision before an official offer of employment is made to the applicant.

Faculty who teach in the Graduate School and who are involved with curricular decisions about graduate programs must apply for graduate faculty status. The application includes a curriculum vita, showing evidence of professional research and scholarship, graduate teaching experience, other contributions to the graduate program, professional activities, and relevant non-academic experiences. All applicants must provide official transcripts and must be supported by the department and the college dean. Graduate faculty members are approved for specific levels of membership: full, associate plus, or associate. After each application is considered and approved by the Graduate Council, it is sent to the Provost for final approval.

Henderson’s faculty members are involved in all aspects of curricular development and instructional matters, and they are qualified to do so. As indicated on their vitae, faculty members at Henderson conduct research, publish in peer-reviewed journals, make presentations at conferences, advise students, and mentor students in directed research and study. In addition to the contributions they make in their own fields, many collaborate with others in teaching and learning beyond their own disciplines. Faculty members have primary responsibility for the proposal and review of new or existing
courses and programs, but the department must approve such proposals before submitting them to college and university committees.

Although the standards and requirements are similar, each college (Ellis College, School of Business, and Teachers College) uses a different procedure of approval for courses. On the departmental level, course proposals are crafted by individual faculty members or committees. These proposals are presented to the full departmental faculty for advice and consent. The department chair or faculty member then presents the course proposal to the appropriate college committee. The college committee thoroughly examines the recommendation to assure that the addition or change supports the mission of the university and the needs of all programs. After approval by the college committee, the course addition, deletion, or change is presented to the University Academic Council (UAC) using a standardized form.

The UAC is comprised of the provost and vice president for academic affairs (who serves as chair), the registrar, academic deans, chair of the Faculty Senate Academic Affairs Committee, five faculty members (one from each school or division who are elected for two-year terms), and two student members (one of whom must be a minority) nominated by the Student Government Association. One of the primary functions of the UAC is to act as the higher body of the total faculty for final recommendations and proposals to the president and, through that office, to the Board of Trustees. Each course proposal is submitted to the UAC for evaluation (first reading) and final approval (second reading). As the course addition or change goes through each of these steps, public notice is provided at each step of the process via the electronic distribution of minutes. Input from departments that might be affected by curricular changes is encouraged. New majors and new degree programs require approval by Henderson’s Board of Trustees, the Arkansas Higher Education Coordinating Board, and the Higher Learning Commission.

The General Education Committee is composed of the associate dean of Ellis College, ten faculty members representing every division or college, and two students. The committee monitors and evaluates the liberal arts core curriculum, the Writing across the Curriculum program, and the nonwestern culture program. This committee makes recommendations to the University Academic Council pertaining to any changes or revisions of the liberal arts core or associated regulations. During the 2008-2010 academic years, the committee was charged by the president to add more flexibility to the liberal arts core in order to assist students in transfer-
ring to Henderson, to improve retention and graduation rates, and
to aid in developing future partnerships. The committee met
regularly through this period and discussed possible ways to
accomplish these goals. Included in the process were 1) discussions
about the university mission and the liberal arts as more than a list
of courses, 2) a meeting with the review composition faculty to
address current problems and possible changes in the writing
requirements, and 3) the dissemination of two surveys asking for
input from faculty members. The results of the surveys were sent
to the faculty near the end of the academic year, along with a
liberal arts core proposal based on the results of the survey. Dur-
during fall 2009 several faculty forums were held to obtain feedback
and opinions. The final revised document was then submitted to
the UAC and was approved in February 2010 as shown in #250
University Academic Council Minutes.

Faculty Professional Development
Over the past three years approximately $378,000 has been
allocated for faculty development. Each of the three under-
graduate colleges uses different processes for considering
and approving individual applications for these resources.

Ellis College accepts travel and research applications twice per
academic year (fall and spring). Faculty members submit travel
and research forms to the Ellis College Planning and Advisory
Committee (ECPAC) which consists of a representative from each
department in the college. The committee considers requests
and awards money based upon the applications which require a
statement as to how the faculty member’s travel directly relates
to current research and/or teaching assignments, a description
of the conference sessions, anticipated professional experiences,
and especially how the travel will enhance research and/or class-
room goals. Priority is given to applications where the travel
and/or research contributes to knowledge in teaching areas.

In the School of Business, faculty members must sub-
mit requests for travel, primarily for professional presenta-
tions, early in the academic year. Based upon these requests,
funds are allocated. If there are more requests than funding
available, decisions are based upon past travel opportuni-
ties and faculty rank. Tenure-track faculty members trying
to build their portfolios are given special consideration.

Portions of total research and development funds in Teachers
College are awarded for the fall, spring, and first summer term
semesters, but faculty members may receive funding only once per
fiscal year. Faculty members may qualify for funds as available in
the following categories:
• Attendance at NCATE, SPA, or other accreditation sessions or training.
• Presentation of papers, research, or Teachers College activities regarding best teaching practices at national, regional, or state meetings.
• Research activities designed for publication.
• Academic program development, course revision, and grant writing to provide support and innovation for projected Teachers College needs.
• Technology to enhance teaching and learning through participation in workshops, conferences, and training sessions as well as the development of technology-rich curricula.

Although more financial support for research and travel is necessary, the current funding coupled with the commitment of faculty to stay current in their fields and disciplines has led to significant participation of faculty members in professional organizations. According to self-reported data on the Faculty180 database, 159 faculty members are members of 527 professional organizations.

Because scholarly and creative endeavors are essential complements to excellence in teaching, Henderson encourages and supports such efforts on the part of its faculty. Henderson provides the faculty with the opportunity of revitalization, including the acquisition of new knowledge and ideas, by awarding sabbatical leaves to six faculty members each academic year. The institution will provide faculty members on sabbatical leave with full contractual salary and benefits for a one-semester leave or one-half contractual salary and full benefits during a full academic year of leave.

All tenured faculty members who hold the rank of professor, associate professor, or associate librarian, and who have completed at least seven continuous academic years of service as teaching faculty for the institution are eligible to apply for sabbatical leave. Applicants must submit a proposal to the Sabbatical Leave Review Committee explaining the program of professional activities planned during the leave. The Sabbatical Leave Review Committee, composed of faculty eligible for sabbatical leave, evaluates the proposals and recommends faculty to be awarded leaves. Upon their return to campus, faculty members are asked to submit a report of the sabbatical to the Provost and to present the results/outcomes of the sabbatical during the following academic year. While the faculty member is on sabbatical leave, Henderson uses a budgetary line item specifically to pay replacement faculty members for the appropriate courses.
Teacher Evaluation and Recognition

Faculty Evaluation Program

“Henderson’s primary mission is to excel in undergraduate education, always striving to enrich the quality of learning and teaching.” To help fulfill this mission, Henderson engages in a Faculty Evaluation Program, the purpose of which “is to provide uniform, reliable data to improve the quality of instruction, promote faculty development, and provide more reliable support for personnel decisions.” According to the Faculty Handbook, each faculty member must submit a current vita, annual goals and objectives, a peer review, the summary of student rating of faculty, and the syllabi for courses taught. The department chair evaluates the faculty member’s performance, and both must sign the evaluation report. The report is then sent on to the dean.

Teaching is the primary area in which each faculty member is evaluated and “teaching or equivalent responsibilities must be considered” while “the faculty member and supervisor must decide on the relative importance, if any, of each of the other evaluation areas.” However, the teaching load is usually assigned 80 percent of the weight and may not fall below 60 percent.

As a component of teaching evaluation, faculty members are evaluated by students in their courses near the end of each semester. In the past, the evaluations were conducted in each class by outside proctors. A new method of online evaluations is now being used. This has caused some frustration among some faculty members because many students are not completing the evaluation forms online. Some faculty members believe that it is only the extreme opinions that are being expressed. The Faculty Senate and the provost and vice president for academic affairs are discussing options for increasing the number and quality of online evaluations or returning to paper evaluations.

The evaluation process for faculty also includes a peer review. Before the end of January each year, a faculty member chooses a peer with the supervisor’s approval and conducts an informal meeting with the peer, presenting self-evaluations, course syllabi, methods of presentation, worksheets and study guides, tests and evaluations, particularly successful teaching practices, and/or especially troublesome teaching situations. The peer may also visit the faculty member’s classroom as part of the review process. The peer then writes a non-judgmental summary of the review to be placed in the evaluation file.

The Faculty Evaluation Program is designed to assist faculty members in constantly improving their teaching by assisting them in accumulating multiple measures of effectiveness. The Faculty Handbook emphasizes that the program “shall in no way infringe
upon academic freedom as set forth in the Faculty Handbook” and that “supervisors must respect the faculty member’s professional autonomy in the classroom and understand that there are many paths to excellence in teaching.”

**Promotion and Tenure**

Guidelines for promotion and tenure at Henderson also emphasize and recognize effective teaching. According to the Faculty Handbook, “Henderson is committed to offering the highest possible level of instruction to its students. Effectiveness in teaching is, therefore, of primary importance in evaluating faculty members for both tenure and promotion. The university expects its faculty to bring knowledge, scholarship, dedication, and energy to the classroom and to present the various disciplines offered by the university in a manner which assists students to understand, to develop intellectual discipline, and to develop as thinking human beings.”

**Faculty Excellence Awards**

In recognition of outstanding performance by Henderson faculty members who have served the university community above and beyond the call of duty, fifteen Faculty Excellence Awards are given over a three-year period. The three divisions of the Ellis College (Liberal Arts, Fine Arts, and Science and Mathematics), the School of Business, and Teachers College each make one annual cash award of $2,500 (after deductions). These awards are given in rotation starting in the first year with Excellence in Teaching, followed by Excellence in Scholarly or Creative Activity in the second year, and Excellence in Service in the third year.

Recipients are nominated by chairs and/or colleagues. The awardees are selected within each college or division by an awards committee composed of faculty below the level of chair from that college or division. Faculty Excellence Award selections are announced and recognized at the Faculty Service Awards Ceremony that is held at the end of the spring semester. The recipients receive their monetary award and formal recognition during the Founder’s Day Ceremony at the beginning of the following fall semester.

In addition to the Faculty Excellence Awards, the Outstanding New Faculty Award ($2,500) is given in recognition of outstanding performance by a new Henderson faculty member. In order to be eligible for nomination, the faculty member must have less than five full years of full-time college or university teaching and for those with teaching experience below the collegiate level, less than eight years of full-time teaching. The areas of teaching, scholarly activity, and service will all be considered in the selection of the awardee.
In addition to the monetary award, the names of the Excellence Award recipients are engraved on plaques that permanently hang in the Garrison Center. A wall just outside the entrance to the banquet room holds the plaques for each year that Faculty Excellence awards have been awarded.

**Support for Faculty Teaching and Technology**

One of the goals of the Henderson Information Technology Plan of 2010 is that the university should develop innovative methods to instruct all members of the university community in the effective use of technology resources. The plan also states that the university should support curricular activities by providing technology resources that can be used to enrich the teaching and research components of the instructional programs. A comparison between the Information Technology Plan of 2001 and the plan formulated in 2010 shows a substantial increase in technology available for academic use. The 2001 plan stated that the university had twenty-seven multimedia teaching stations installed with another three stations in the process of being installed. By fall 2011 ninety-five multimedia teaching stations were in place with another six stations in the process of being installed.

With the increase in technology resources, both the Office of Computer and Communication Services and the Department of Instructional Technology have increased support for faculty use and education. A list of technology training sessions shows 261 training sessions for employees from spring 2007 to fall 2010. In addition to scheduled training sessions, one-on-one help is available, and a technology help desk is accessible online, by phone, or in person for faculty, staff, and students. In 2006 the position of online learning services coordinator was created. Creation of the position allowed more time to be spent with the faculty on developing courses using the learning management system (LMS), and any faculty member must be trained before using the LMS (currently Angel).

The Department of Instructional Technology comprises the Multi-Media Learning Center, Audio/Visual Services, Classroom Technologies, and eLearning, which all strive to support, enhance, and enable faculty members to use technology in the classroom in many other ways. Annually faculty members are encouraged to submit requests for software programs for curricular use; it is rare that any of these requests are denied. Over thirty computer lab rooms are maintained across the campus to facilitate the ability of faculty members to assign projects requiring computer access.

Multimedia grants are awarded by the Department of Instructional Technology to individual faculty members who want training in the use of the appropriate technologies necessary for the successful
integration of eLearning. From spring 2000 to fall 2008, thirty-seven multimedia grants were awarded. Grants were implemented to be offered to professors as incentives for those taking the time to develop online courses. The courses developed with these grants were enhanced, partially online, or fully online. The multimedia grants have evolved over the years. Initially a grant recipient received a laptop which could be kept even after the grant period and three hours of release time during the semester of development. During that semester, the instructor received one-on-one training and support from the instructional technology staff to assist in the development of a course for online delivery or with an online component.

Support for the use of technology in teaching has increased significantly in the past decade. In the Campus Climate Survey, over 64 percent of faculty respondents either agreed or strongly agreed that Henderson is adequately and reasonably providing technology, technical support, and training.

**CORE COMPONENT 3C: The organization creates effective learning environments.**

**Classroom Environments**

In fall 2010 Henderson welcomed the largest freshman class ever to campus. With a student-to-faculty ratio of seventeen to one, Henderson courses average around twenty-three students per class. Seventy-one traditional classrooms seat over 2,800 students at one time, and this does not take into account the numerous labs and practice spaces where classes often meet. In the fall 2011 schedule, standard classroom usage is 66 percent during the day, although during peak times that percentage rises to 81. Although finding an available classroom at peak times during the fall semesters may be difficult, there is more than adequate classroom space to accommodate all current students and the capacity to enroll more.

The technology within the classrooms on the Henderson campus varies according to the needs of each specific classroom, the subjects which are taught in that room, and the desires of the instructors who are teaching there. The varied technologies which are available in these rooms are listed in Table 3C-1.

<table>
<thead>
<tr>
<th>Equipment Type</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computers</td>
<td>Multimedia teacher podiums</td>
</tr>
<tr>
<td>Control systems</td>
<td>Department specific software</td>
</tr>
<tr>
<td>Web cams</td>
<td>Nintendo Wii interactive systems</td>
</tr>
<tr>
<td>DVD/ACRs</td>
<td>Lecture capture software/hardware</td>
</tr>
<tr>
<td>Video monitors</td>
<td>Projectors and screens</td>
</tr>
<tr>
<td>Preview monitors</td>
<td>Interactive white boards</td>
</tr>
<tr>
<td>Interactive tablets</td>
<td>Student response systems</td>
</tr>
<tr>
<td>Interactive pen monitors</td>
<td>Audio sound systems</td>
</tr>
</tbody>
</table>

Table 3C-1 MultiMedia Equipment in Classrooms

In addition to permanent installations of equipment, the Audio/Visual Services of the Department of Instructional Technology
provides a complete selection of technology equipment for use in the classroom, large lecture halls, and conference rooms. As multimedia became integral to more faculty members’ teaching effectiveness, the technology subcommittee of the Academics Taskforce for the 2005 Designing Our Destiny strategic plan recommended that a technician be hired for the sole purpose of supporting the multimedia stations and setting up new multimedia rooms. A multimedia technician was hired in the summer of 2005. Before the addition of the multimedia technician, all multimedia room installations and many of the multimedia repairs had to be outsourced and were very costly to the university. The last full multimedia room that was installed by an audiovisual contractor cost the university over $39,000. By contrast, the average cost of on campus installations by the Classroom Technology section of the Department of Instructional Technology is now less than $7,000 per room. Furthermore, there were only twenty-seven multimedia classrooms on Henderson campus in fall 2000, but by the beginning of the 2010-2011 academic year, ninety-five multimedia classrooms had been established, resulting in an 80-percent coverage of the classrooms. (See Figure 3C-1.) No individual or department has requested any type of technology to be installed in the remaining classrooms without multimedia technology. Beginning with the 2009-2010 academic year, a questionnaire was sent out to all faculty members asking for their evaluations and needs for technology within their classrooms. All feedback from faculty was assessed for technology needs for the upcoming school semester. Additionally, the Department of Instructional Technology researches new technology for possible use on the Henderson campus.

Online Learning Environments

In addition to the traditional classroom, Henderson offers courses that use eLearning to enhance in-classroom courses, hybrid courses that are partially online, and courses completely online. The university has been deliberate in the development of these technologies, assessing the academic, cultural, and ethical challenges presented with students not being monitored by a faculty member. During fall 2003 Henderson offered 38 courses using a learning management system (WebCT); by spring 2010, there were 406 using the new LMS, Angel. The number of online, partially online, or hybrid courses taught through the years is reflected in the Figure 3C-2.

WebCT was the learning management system (LMS) used by Henderson in 2001. The first instructors to use WebCT were trained in spring 2000. In 2004 Henderson purchased two Tegrity recording stations and third in 2005. Tegrity was purchased for the purpose of capturing classroom lectures for review online and/or creating lectures for online classes. In 2006 Tegrity became a web-based system and stations were no longer necessary because
the recording could be made from any properly equipped multimedia station. By 2009, Tegity was replaced with Camtasia for recording lectures in the classroom or at the instructor’s desk. Wimba system was implemented for simultaneous collaboration. The idea of using a distance learning system that would use compressed video has been discussed on numerous occasions. However, due to lack of financial and personnel support, this method of distance delivery has not been implemented on campus. At the end of the 2006-2007 academic year, an extensive pilot program was run on campus to evaluate the learning management system and other available systems. It was determined that Henderson would switch to the Angel Learning Management System. The switch to Angel was implemented in the summer of 2007.

Diversity of Learners
Since 2005 Henderson has experienced an increase in the number of minority students attending the university, which has allowed Henderson students opportunities to interact with people different from themselves. During the student’s very first semester, Henderson Seminar encourages freshmen to discuss differences and to value and be aware of the diversity of people, extracurricular activities, and academic offerings of the university. The messages of Henderson Seminar are strengthened through outside speakers as well as student activities that present students the opportunity to learn from other students from diverse groups. Henderson also offers a minor in women and gender studies that provides a different yet wide-ranging experience for students to learn from several different departments in ways that challenge them to think critically about socioeconomic status, gender, exceptionality, language, religion, race, ethnicity, sexual orientation, and geographic background. Joint efforts between various departments resulted in interdisciplinary courses that help develop in students an expansive overview of the world around them. Outside-the-classroom experiences, such as Women’s
History Month, Black State of the Union panel discussions, and other diversity programs, also provide students a chance to experience diversity in a more personal manner. (See Criterion 1.)

National Survey of Student Engagement (NSSE) 2010 results show that students in their first year and senior year at Henderson are more likely than their counterparts at Carnegie, COPLAC, and all NSSE 2010 participating institutions to have serious conversations with students of a different race or ethnicity. However, first-year Henderson students could benefit from having more diverse perspectives in class discussions or writing. (See Table 3C-2.)

In addition to supporting and including diversity within all university learning environments, Henderson has also created specific learning environments for particular groups on campus, such as international students, first-year students, first-generation students, students with disabilities, and honors students.

**Center for International Programs**

The Center for International Programs at Henderson seeks to promote and facilitate cultural diversity and international education in all aspects across the university in order to enhance cross-cultural understanding and global literacy among Henderson students, faculty, staff, and the community of Arkadelphia. This mission has three primary objectives: 1) to recruit and retain a diverse body of international students; 2) to promote and provide study abroad opportunities to students; and 3) to promote global education and international understanding across the university. The current staff of the Center for International Programs consists of a director, an international admissions counselor, and an administrative assistant. The program is housed in the International Students House on campus. The program occupies offices on the first floor, and two upper floors offer small apartments for international and other students.

The Center for International Programs began strictly as an international students program, and even though the mission has become broader in scope, the recruitment and retention of international students at Henderson continues to be of great importance. In the late 1980s, there were about one dozen international students attending Henderson in any given academic year and the director of the international programs also served as the university career counselor. Available records date back to 1996, when twenty-six international students attended Henderson. However, by fall 2002 the international student population had reached 162. Thereafter, the international student population decreased to reach more consistent figures of 80-120 students, varying from semester to semester.
Since fall 2004 more detailed records have been kept, which includes maintaining statistics not only on the number of international students attending each year, but also the names of the countries represented by those students. Table 3C-3 is a breakdown of international student populations based on F-1 student visas from 2004-2010, including the names of the various countries represented by the international student population during those years. In looking at these figures, one will notice the growth that took place between 2004 and 2008.

In 2009 and 2010, the number of international students declined for several reasons. There was an unusually high graduation rate in spring 2009 (twenty-two international students graduated). The global economic situation worsened, preventing many students being able to afford to come to the United States to study. And in fall 2010 Henderson stopped offering the waiver of out-of-state tuition rates to all students in noncontiguous states including international students, something that once helped keep costs down for attending international students. The transfer of $40,000 to scholarship funds for international students was unable to offset these economic difficulties in attracting international students.

International students have always made great contributions to the academic and social climate of the campus. In 1986 the Henderson International Students Association (HISA) was constituted as an official student organization on campus. The purpose of HISA is to provide a student organization that focuses on the needs of international students, as well as educating the campus about the world. As a student organization HISA meets on a regular basis to plan activities, promote community service, and build international friendships. To encourage these connections, HISA membership includes both international students and American students interested in international affairs.

International students are also involved in other student organizations, participate regularly in campus-wide events, work in various offices on campus, and serve as resident

---

**Table 3C-2**

<table>
<thead>
<tr>
<th>NSSE 2010 Means Comparison - Diversity</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Item</th>
<th>HSU</th>
<th>COPAC</th>
<th>Carnegie</th>
<th>NSSE 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>1a. Included diverse perspectives (different races, religions, genders, political beliefs, etc.)</td>
<td>2.67</td>
<td>2.84</td>
<td>2.77</td>
<td>2.80</td>
</tr>
<tr>
<td>1b.</td>
<td>2.88</td>
<td>2.93</td>
<td>2.87</td>
<td>2.85</td>
</tr>
<tr>
<td>1u. Had serious conversations with students of a different race or ethnicity than your own</td>
<td>2.69</td>
<td>2.64</td>
<td>2.55</td>
<td>2.61</td>
</tr>
<tr>
<td>1v.</td>
<td>2.89</td>
<td>2.66</td>
<td>2.61</td>
<td>2.68</td>
</tr>
<tr>
<td>10c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds</td>
<td>2.79</td>
<td>2.82</td>
<td>2.64</td>
<td>2.69</td>
</tr>
<tr>
<td>11. Understanding people of other racial and ethnic backgrounds</td>
<td>2.77</td>
<td>2.73</td>
<td>2.69</td>
<td>2.72</td>
</tr>
<tr>
<td>5a. Relationships with other students</td>
<td>2.59</td>
<td>2.59</td>
<td>2.58</td>
<td>2.57</td>
</tr>
<tr>
<td>5b.</td>
<td>2.55</td>
<td>2.55</td>
<td>2.58</td>
<td>2.57</td>
</tr>
<tr>
<td>5c. Encouraging contact among students</td>
<td>2.64</td>
<td>2.64</td>
<td>2.64</td>
<td>2.67</td>
</tr>
<tr>
<td>5d.</td>
<td>2.78</td>
<td>2.64</td>
<td>2.64</td>
<td>2.69</td>
</tr>
<tr>
<td>7a. Friendly, supportive, sense of alienation to</td>
<td>5.30</td>
<td>5.45</td>
<td>5.52</td>
<td>5.49</td>
</tr>
<tr>
<td>7b.</td>
<td>5.84</td>
<td>5.56</td>
<td>5.72</td>
<td>5.65</td>
</tr>
</tbody>
</table>

**Table 3C-3**

<table>
<thead>
<tr>
<th>International Student Enrollment Fall Semesters 2004 to 2010</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Students</th>
<th>Number of Countries</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004</td>
<td>84</td>
<td>25</td>
</tr>
<tr>
<td>2005</td>
<td>86</td>
<td>23</td>
</tr>
<tr>
<td>2006</td>
<td>86</td>
<td>28</td>
</tr>
<tr>
<td>2007</td>
<td>99</td>
<td>28</td>
</tr>
<tr>
<td>2008</td>
<td>81</td>
<td>30</td>
</tr>
<tr>
<td>2009</td>
<td>60</td>
<td>25</td>
</tr>
<tr>
<td>2010</td>
<td>60</td>
<td>25</td>
</tr>
</tbody>
</table>

---

Table 3C-2

Table 3C-3
assistants in the residence halls. Several international students have received academic honors and awards, and many have been participants and graduates of the Honors College.

HISA and its international students are involved in a number of campus activities that seek to enhance student life and foster diversity on the Henderson campus. These activities include a monthly International Coffee House for faculty and students, the annual International Film Night, the International Dessert Festival, and the International Food Bazaar. (See also Criterion 1.) The Center for International Programs understands the value of cultural experiences for international students; therefore, each semester the center sponsors off-campus trips as a way of providing those experiences to international students. Trips have included visits to the Clinton Presidential Center, Heifer International Headquarters, Heifer International Ranch, Central High School Museum, and World of the Pharaohs Exhibit.

**Center for Language Proficiency**
The Center for Language Proficiency was established in 2000 as Henderson’s English as a Second Language program (ESL) to assist language learners needing more proficiency in English. Since its inception, the center has provided language services to students from sixteen countries. The center’s slogan is “Connecting language, cultures and hearts!” The center’s three major goals are 1) prepare students to enter US College and Universities by preparing them for the TOEFL test, 2) assists non-students to strengthen English skills, 3) help ESL students to develop the five major skill areas of listening, speaking, reading, writing, and culture, 4) provide students with a quality language instruction combined with an exciting American cultural experience. Located in the Ross House on campus, the Center is staffed by a director, an assistant director, an administrative assistant, and extra help as needed.

There are five levels of language proficiency classes available, all of which focus on skill levels in listening, speaking, reading, and writing. Preparation for the Test of English as a Foreign Language (TOEFL) is offered for students seeking higher education options. The center offers instruction and field trips that introduce students to American customs, cultures, and traditions.

The Center assisted the following number of ESL students during the past few semesters:

- Fall 2007: 13 students
- Spring 2008: 15 students
- Fall 2008: 29 students
- Spring 2009: 22 students
- Fall 2009: 8 students
- Spring 2010: 9 students
ESL courses are not credit-bearing courses, but ESL students are issued Henderson ID cards and are encouraged to participate in campus activities. Some students take ESL classes while also taking credit classes at Henderson. The majority of the students are international students on F-1 student visas. There is no obligation on the ESL students to continue classes at Henderson once they have completed the program although many do.

Members of the center administer the Henderson ESL Graduate Academy each summer which provides training for public school teachers to earn their ESL endorsement. The summer program consists of four courses or twelve graduate hours in education. The ESL Graduate Academy is funded by grants from the Arkansas Department of Education’s Programs for Language Minority Students, and successful applicants to the program receive scholarships to cover training costs. The ESL graduate program is a very intensive one that requires the students to be in the classroom for approximately twelve hours a day for thirteen days (including weekends) in June. After the participants have completed their required project/papers, received grades on transcripts, and provided scores of the Principles of Learning and Teaching Assessment, the successful participants receive updated ADE teaching licenses with the ESL endorsement. In 2008 there were 298 participants in the Henderson ESL Graduate Academy at four different locations in Arkansas, including the Henderson campus. In 2009 and 2010 there were 277 and 142 participants respectively.

The ESL Graduate Academy process has proven to be an effective, productive avenue for teachers to receive training necessary to earn their ESL endorsement and to better serve those students in their classes with limited proficiency in English. Each year in survey results along with follow-up emails, academy participants indicate the long-term value of the ESL Academy and the positive impact its training has had in their diverse classroom environments by expanding cultural awareness and enhancing the quality of teaching.

TRIO

Federal TRIO programs are educational opportunity outreach programs designed to serve and assist low-income, first-generation college students and students with disabilities to progress through the academic pipeline from middle school to post-baccalaureate programs. Henderson has six TRIO Programs.
Two of the TRIO programs, Student Support Services (SSS) and Student Support Services-Disabled/Disability Resource Center (DRC) serve Henderson students who are from low income and/or first generation and/or Henderson students with disabilities with basic college requirements through such programming as study skill development, tutorial services, academic/financial/career guidance, mentoring, and technological assistance. The Disability Resource Center also partners with faculty and staff in creating an accessible and supportive environment for students with disabilities. SSS serves 308 Henderson-enrolled students and the DRC serves 100 Henderson-enrolled students. (See Table 3C-4.)

The Ronald E. McNair Postbaccalaureate Achievement Program works with upper-level Henderson students from low-income, first-generation backgrounds and with those who are underrepresented in their field of study to prepare students for doctoral studies through involvement in research and other scholarly activities. Each semester, the McNair Program serves twenty-five scholars who are upperclassmen at Henderson.

In addition, Henderson has three TRIO outreach programs that target Clark county residents and middle and high school students. Two programs, the Educational Opportunity Center (EOC) which serves 1,000 residents and Talent Search (TS) which serves 600 middle and high school students, provide information and assistance on college admissions and financial aid. The EOC serves adults who want to complete their GED’s, return to college, or receive retraining, while TS works with middle and high school students to interest them in completing secondary education and enrolling in postsecondary education. The sixth TRIO outreach program, Veterans Upward Bound, serves 120 veterans annually and prepares them academically for postsecondary education.

Altogether, Henderson’s TRIO programs have a total of 2,053 slots to serve low-income and first-generation individuals with grant awards totaling $1,517,459. (See Table 3C-4.)

**Honors**

The Honors College is an integrated set of courses, seminars, colloquia, honors contracts, independent study projects, and other events designed to add unique dimensions and depth to the capable student’s university experience within the context of the goals of the university mission. More specifically, the liberal arts core honors courses, as well as the upper-level seminar and colloquium, are explicitly structured to contribute to students’ achievement of the eight goals listed in Henderson’s mission statement. Student survey responses to this approach have been highly positive. Enter-
ing freshmen with a composite ACT score of 26 or higher are eligible to apply for admission to the Honors College. Sophomore students with a cumulative grade point average of 3.25 or higher may petition the committee for admission to the college. Some well-qualified upper-level students, usually transfers, also apply for admission to the college, and other upper-class students may petition to take specific honors courses without being admitted to the college.

The overarching purpose of the Honors College is summed up in the single ancient Greek word, aretē (highest excellence), which the students and faculty of the college have taken as their motto. To insure movement toward the achievement of this purpose, the objectives of the Honors College are

1. to identify students who have unusually high academic ability and interest as Henderson State University Honors College Scholars;
2. to provide these students with special advising while they are in the Honors College;
3. to involve the Honor Scholars with faculty members who are dedicated to the goals of honors scholarship and who provide challenging and rewarding opportunities for study and dialogue;
4. to offer a measure of recognition to students who participate in a minimum number of Honors courses, colloquia, seminars, honors contracts, and independent studies;
5. to encourage participating students and faculty to continue to excel in their scholarly and teaching vocations;
6. to contribute to the enrichment of the university’s academic climate;
7. to enhance the ability of Henderson Honor Scholars to deal successfully with the challenges of their vocations and lives beyond the university.

During the freshman and sophomore years, a student is required to take twelve hours of honors designated liberal arts core courses, which include Freshman English-Honors, Masters of Western Literature-Honors, World Civilization since 1660-Honors, Fine Arts-Honors, Introduction to Philosophy-Honors, and General Psychology-Honors. In the junior and seniors years, an honors student takes an additional twelve hours of honors credit courses. At least six of

<table>
<thead>
<tr>
<th>Trio Program</th>
<th>Grant Amount</th>
<th>Slots</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational Opportunity Center</td>
<td>$230,000</td>
<td>1,000</td>
</tr>
<tr>
<td>Educational Talent Search</td>
<td>$227,309</td>
<td>500</td>
</tr>
<tr>
<td>Ronald E. McNair Postbaccalaureate Program</td>
<td>$219,575</td>
<td>25</td>
</tr>
<tr>
<td>Student Support Disability Services</td>
<td>$247,583</td>
<td>100</td>
</tr>
<tr>
<td>Student Support Services</td>
<td>$350,742</td>
<td>308</td>
</tr>
<tr>
<td>Veterans Upward Bound</td>
<td>$242,250</td>
<td>120</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$1,517,459</strong></td>
<td><strong>2,053</strong></td>
</tr>
</tbody>
</table>

Table 3C-4
Henderson’s Federal Trio Programs 2011-2012 Budget Based on Dept of Education Grant Award Notifications

Honors College Students
these hours are earned through honors contracts fulfilled in courses within the student’s major field of study. The faculty member and the student draw up a contract for additional research work and/or work toward another achievement, such as a creative project, related to but beyond the usual scope of the course. The student sometimes presents the product at the annual Arkansas Undergraduate Research Conference or at a national or regional organization that accepts undergraduate submissions.

A student may fulfill up to six of the upper-level hours through special Honors courses: the Honors Colloquium and the Honors Seminar. In both of these classes, honors faculty members participate not only as presenters but also as active members of class discussion along with the students. The twelve Honors Faculty members build the seminar around a topic which may be approached from any disciplinary perspective. A different faculty member conducts each weekly course session so that students have the unique opportunity to see the seminar topic illuminated from a variety of academic perspectives. At the beginning of the term, each student selects an appropriate faculty mentor to serve as a resource person for the student’s term paper, which is related to the Seminar topic and, most often, to the student’s major or minor area of study. The student meets with the faculty mentor as frequently as once a week to discuss and evaluate progress on the student’s research and writing progress. Near term’s end, each student submits a final version of the research paper to his or her mentor and to the honors director, and then presents the research findings to the other members of the seminar and the Honors Faculty. The Honors Colloquium is similar to the seminar except that the focus is on current issues and group projects, and each student helps to prepare a two-hour, small-group presentation exploring a current issue that the group members have selected.

Although Independent Studies-Honors may also satisfy upper-level requirements, the course has rarely been used because it ordinarily calls on a faculty member to arrange a three-credit-hour course for a single student. However, this course has been used to designate credit for each student who has successfully completed an Honors College European trip, as well as the related spring semester of coursework preceding the trip.

A faculty member is appointed to direct the Honors College with partial release time; Dr. David Thomson of the Department of English, Foreign Languages, and Philosophy has served in this position for twenty-two years. The university Honors College Committee, made up of the twelve Honors Faculty members and three students, coordinates the activities of the Honors College,
including interdisciplinary colloquia, honors courses, and independent study, and makes recommendations to the Office of Academic Affairs. From spring 2005 through fall 2011, the Honors College has averaged a total enrollment of 226 students, and freshman enrollment has averaged over 140 during the same period.

**Henderson Seminar**

The Henderson Seminar program is an integral part of the university’s desire to promote student learning. Henderson Seminar is a college-transition theme seminar, exploring orientation to college, life transitions, and academic skills. The mission of the seminar is to increase the likelihood that the student’s first and future years at Henderson will be successful, both academically and socially. It is required of all first-time freshmen and runs for nine weeks with classes meeting two hours per week. Course enrollments are capped at twenty-five students. Students who fail the course may re-take it during their second semester.

The course goals for Henderson Seminar include increased knowledge of campus services, improvement in time management and other study skills, increasing student to student and student to faculty connections, and increased out-of-class engagement with the campus community, as well as the introduction of students to campus policies and practices. Instructors for Henderson Seminar are recruited by the director or are recommended by faculty or administrators. The instructors must have a minimum of a master’s degree, an ability to engage freshmen, familiarity with campus support services, and excellent classroom and communication skills. Henderson Seminar students are asked to fill out an evaluation form at the end of the classes. Based on these student evaluations, changes and modifications to the program are considered. In fall 2011 a pre- and post-assessment instrument was also implemented to generate results that might help improve the program.

**Extracurricular and Co-curricular Learning Environments**

**First-Year Experience**

The First-Year Experience (FYE) Program is a program designed to assist freshmen in adjusting to college life on Henderson’s campus. Although it is available for all incoming freshmen, the enrollment is limited to the first 250 who apply. Student mentors introduce first-year students to the many social opportunities at Henderson, including clubs and organizations, community service opportunities, leadership programs, cultural events, and campus activities. FYE promotes professional development and exposes first-year students to a comprehensive schedule of programs and events dealing with “first-year issues” and recreational activi-
ties. Some of these include campus safety, mental health, and alcohol and drug issues. FYE electronically publishes a monthly newsletter for all FYE participants and the campus community. Each issue spotlights a peer advisor and eight students, a campus resource, and upcoming events. A hard copy of the newsletter is mailed to the parents of those students featured.

**MultiMedia Learning Center**

The Department of Instructional Technology offers a special technological learning environment through the MultiMedia Learning Center (MMLC) located on the first floor of the Education Center. The mission of the MMLC is to serve the university and the learning community of faculty, staff, and students by providing the tools and atmosphere for continued learning.

The MMLC is staffed by a director, two audiovisual technicians, an online learning support technician, two paraprofessional support staff, a graduate assistant, and a number of student workers. It is open Monday through Thursday from 8:00 a.m. to 7:00 p.m. and on Fridays from 8:00 a.m. to 4:30 p.m. The MMLC offers a computer lab, scanners, printers, folding machine, laminator, button maker, drill press style hole punch, and a copy machine for student and faculty use. There are hundreds of Ellison and Accucut dies in many fonts, sizes, and categories for use in making posters, bulletin boards, and “big Books” for teachers. Equipment such as camcorders (flip, DVD, or MiniDV tape), digital cameras, laptops, tablets, DVD/VCR, LCD projectors, PA systems, boom boxes, overhead projectors, and televisions are available for checkout by faculty and students (with a faculty sponsor). Paper, DVDs, poster board, sharpies, Mylar and latex balloons, gift boxes/bags, and other items are available for purchase. Media may be transferred from DVD, VHS, 8mm, and Beta to VHS or DVD. Duplication of DVDs, CDs and VHS are offered (subject to copyright restrictions). During the 2009-2010 academic year, the MMLC served over 5500 students, including over 250 Ouachita Baptist University students.

Also through the MMLC, students are able to access assigned classroom materials that require computer resources. The MMLC offers a full service computer lab. The lab offers access to a number of software programs. The computers have the Microsoft Office Suite which can be used for writing papers, desktop publishing, and creating websites, brochures, posters, slide show presentations and much more. There is also access to Adobe Acrobat, Photoshop, Illustrator, Go Live, In Design, and Notebook software for Smartboard projects.
The center offers students and faculty a picture projection area where they can project pictures on the wall and trace them for large poster illustrations. MMLC also offers the university and community the services of picture editing and wide format printing up to forty-two inches. The MMLC carries audiovisual equipment that is available for loan to Henderson faculty, staff, students, and approved community activities. Equipment available for loan includes LCD Projectors, laptops, screens, CD recorders, lecternettes, DVD/VCRs, camcorders, cameras, sound systems, easels, TVs, and presenters.

**Partnerships Creating Learning Environments**

Several partnerships between Henderson and the surrounding community have provided Henderson students with special learning environments.

Henderson and National Park Community College in Hot Springs, Arkansas, have created a memorandum of understanding to offer a 2+2 program (two years at National Park and two years at Henderson) leading to teacher licensure. This program allows the successful completion of National Park’s associate of arts in teaching (A.A.T.) and Henderson’s bachelor of science in education. The curriculum has been designed to assure graduates of the A.A.T. that they can easily move into the Early Childhood (P-4) and Middle School tracks of the B.S.E., which leads to Arkansas teacher licensure at the appropriate level. Distance education technologies allow courses to be offered at times and locations where individuals may pursue and realize their educational goals because many residents of the state would otherwise have to travel great distances and expend resources not available. Each institution is dedicated to using current and developing technology to enhance the learning options for place-bound working students.

Discussed at length in Criterion 5, the Small Business and Technology Development Center (SBTDC) located on the Henderson campus provides services to the local community businesses, but it also serves to create learning opportunities for Henderson students. School of Business students obtain practical, relevant, real-world experience by acting as consultants for small business owners through the coordinating efforts of the SBTDC. Juniors, seniors, and graduate students provide expertise and advice to small business owners in the areas of marketing, human resources, and management. The center is involved with thirty to forty projects per academic year. Business students are responsible for one main project interspersed with instruction during a semester. Clients affiliated with the SBTDC reside in a ten-county region.
located in the central and southwest parts of Arkansas. Students in courses, such as Small Business Management, consult with business owners to create a business plan which includes finding the optimum location for a business, defining operating challenges, managing cash flows and budgets, and offering advice with start-up plans. Assistance is also offered in obtaining licenses, permits, and information about taxes affecting small businesses. Business students help their clients research the best legal form of ownership for their particular type of business and in locating potential grant funding. Although the SBTDC is not a financial center, students assist business owners with finding financial assistance through banks and other loan institutions. Graduate-level marketing students work with small business owners to develop marketing plans or rework existing plans. These students also perform retail reviews for business owners. Human resource classes conduct Occupational Safety and Health Administration (OSHA) reviews by conducting a mini-OSHA walkthrough for the company. Students in these classes also review a business’s hiring practices, interview processes, employee screening, and company policies in handbooks, and check that proper labor laws posters are displayed in break rooms.

The Alliance for Continuing Excellence in Education (ACEE) is a consortium of sixteen school districts, three educational service cooperatives, and two two-year colleges. This group of educational entities is partnered with the Ellis College, the Teachers College, and the South Arkansas Math and Science STEM Center. The ACEE’s mission is to improve the professional preparation of teacher education candidates and to provide continual professional development for practicing educators who believe in “teaching for learning for all.” Meetings with the ACEE are held at Henderson biannually to plan how all stakeholders can continue to provide pre-service teachers opportunities to work with students and schools in order to be fully prepared for the classroom. These opportunities include providing early and diverse experiences for teacher education candidates, orientation days in the public schools, and suggestions for Hot Topics conferences. These conferences are held the days that teacher interns return to the Henderson campus during their internship to receive training and in-service hours. Partners in the ACEE also give suggestions for portfolio assessments of interns and policy development within the teacher preparation program in the Teachers College. Teacher interns are allowed to practice their internship at the partner schools with cooperating teachers that are Pathwise trained.

The South Arkansas Math and Science STEM Center (SAMSSC) is dedicated to improving student achievement in the areas of
Science, Technology, Engineering, and Mathematics (STEM) Education. (See also Criterion 5.) During fall and spring of the 2008-2009 academic year and fall 2009, SAMSSC conducted a series of sessions for pre-service teachers. These sessions were entitled “The Pre-Service Association” and held once a month. Funding for the sessions was provided by a grant from the Arkansas Science and Technology Authority located in Little Rock, Arkansas. Participants were shown various mathematics and science lessons and inquiry-style instruction. The materials used in the sessions (e.g. books, manipulatives, science equipment) were given to the participants. As a result of these sessions, pre-service teachers became familiar with the teaching resources that SAMSSC has to offer and frequently returned for resources during their internships. SAMSSC also hosts students in the methods and modifications classes for both early childhood and middle school during each semester. Instructors for these classes schedule times for their students to visit SAMSSC to become acquainted with the resources that are available to them. Dates and the number of participants in the Pre-Service Association sessions are shown in Table 3C-5.

Also discussed in greater detail in Criterion 5, the Southwest-A Educational Renewal Zone (ERZ) initiative is an innovative program designed to bridge resources available through institutions of higher learning (IHE) to the needs of public schools in Arkansas. In November 2006 the ERZ collaborated with the Arkansas Department of Education, Dawson Education Cooperative, South Central Education Cooperative, the South Arkansas Mathematics and Science STEM Center, and Arkansas Consumer Education to provide the first annual on-site professional development to Henderson pre-service teachers and students from other colleges. Breakout sessions were available for participants to attend throughout the two days. Professional development has been held for Teachers College every year since 2006. Examples of session content are below:

- Understanding Children of Poverty
- Scholastic Audit Review Process
- Interactive Math Lessons
- Wii in the Classroom
- Using Facebook Professionally
- Creating a Culture of High Expectations
- The Learning Institute
- Code of Ethics Law
- Integrating Technology in Lessons
- Best Practices in the Classroom
- Student-Centered Instruction

<table>
<thead>
<tr>
<th>DATE</th>
<th>PARTICIPANTS</th>
<th>HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 25, 2008</td>
<td>10</td>
<td>2</td>
</tr>
<tr>
<td>October 8, 2008</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>December 4, 2008</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>February 23, 2009</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>March 19, 2009</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>April 30, 2009</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>October 1, 2009</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>October 8, 2009</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>October 15, 2009</td>
<td>8</td>
<td>2</td>
</tr>
<tr>
<td>October 22, 2009</td>
<td>4</td>
<td>2</td>
</tr>
</tbody>
</table>

Table 3C-5
South Arkansas Mathematics and Science STEM Center, Pre-Service Instruction
The professional development days allow for Teachers College administrators and faculty to attend a retreat in which they set goals for the coming year and plan methods of attaining the goals. Most professors in Teachers College require students attend the professional development days. The sessions provide pre-service teachers experience with issues pertaining to education in Arkansas that professors do not have time to include within their normal semester courses. Pre-service teachers also receive in-service hours for attending the sessions.

**Student Development and Advising**

Henderson is committed to the success of its students by providing an environment conducive to teaching and learning. Students are assigned a faculty advisor according to the student’s academic major. Faculty members work closely with students to assist in selecting courses for their programs of study. Academic advising for freshmen can begin as early as several months before a freshman arrives on campus. Academic advising for transfer students begins after a transcript evaluation for liberal arts core requirements is completed by the university transfer evaluator and the faculty advisor receives a copy of this evaluation. Students who are accepted into the Graduate School are assigned an academic advisor based upon their area of study in which they wish to earn their graduate degrees.

In fall 2007 Henderson piloted a transitional students program, now called the provisional students program. Through this program, academically at-risk students who do not meet the university’s admissions standards of scoring a 19 or higher in English, reading, and math sections of the ACT are provided a chance to enroll in classes at Henderson. Enrollment in a remedial course in which they did not score 19 or above on the ACT is required. Students in the program are assigned advisors from the Academic Advising Center, and if they drop below a 2.00 GPA while in the program they will be suspended from the university. To help ensure their success, advisors assist the students develop schedules and monitor their progress during the academic semester. After students have successfully completed thirty hours of coursework, they are no longer required to be in the program.

To ensure that all students take full advantage of all of their educational opportunities, the Academic Advising Center has implemented an Early Alert retention program. The Early Alert program was developed as a retention tool to improve students’ persistence and promote academic progress. The program is based on the model that faculty will be proactive, supportive, and
involved in facilitating the academic components of student retention. Through Early Alert faculty contribute directly to retention by assisting with the early detection and intervention of students who are doing poorly in class, being chronically absent from class, or experiencing other kinds of problems that affect academic performance.

The concept of an Academic Advising Center has been mentioned in strategic plans and was specifically requested three years ago by a Faculty Senate ad hoc committee on retention. In the summer of 2010, the Academic Advising Center was finally formed. Over one thousand students in three categories were served in both fall 2010 and spring 2011 by the Academic Advising Center: students who have less than thirty hours but are still enrolled in remedial courses, students who have not declared majors, and students who are on academic probation. A student is placed on academic probation whenever the cumulative GPA falls below 2.00. The Academic Advising Center monitors the academic progress of these students and intervenes when needed. Social networks and email are used to contact students to set up advising sessions. A student meets one-on-one with a knowledgeable staff member who encourages the student to take advantage of resources that may facilitate academic success.

In Table 3C-6, the NSSE 2010 results show that Henderson students are likely to describe the quality of academic advising as “good,” faculty and administrative personnel as helpful, and campus environment as “quite a bit” helpful in providing the support needed to succeed academically.

<table>
<thead>
<tr>
<th>8b. Relationships with faculty members.</th>
<th>HSU</th>
<th>COPLAC</th>
<th>Carnegie</th>
<th>NSSE 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>1=unavailable, unhelpful to 7=available, helpful</td>
<td>FY</td>
<td>5.15</td>
<td>5.32</td>
<td>5.34</td>
</tr>
<tr>
<td></td>
<td>SR</td>
<td>5.70</td>
<td>5.60</td>
<td>5.62</td>
</tr>
<tr>
<td>8c. Relationships with administrative personnel and offices.</td>
<td>FY</td>
<td>4.73</td>
<td>4.78</td>
<td>4.91</td>
</tr>
<tr>
<td>1=unhelpful, inconsiderate, rigid to 7=helpful, considerate, flexible</td>
<td>SR</td>
<td>5.13</td>
<td>4.62</td>
<td>4.79</td>
</tr>
<tr>
<td>10b. Providing the support you need to help you succeed academically.</td>
<td>FY</td>
<td>2.97</td>
<td>3.10</td>
<td>3.09</td>
</tr>
<tr>
<td>1=Very little, 2=Some, 3=Quite a bit, 4=Very much</td>
<td>SR</td>
<td>2.98</td>
<td>3.00</td>
<td>3.03</td>
</tr>
<tr>
<td>12. Overall, how would you evaluate the quality of academic advising you have received at your institution?</td>
<td>FY</td>
<td>3.05</td>
<td>3.02</td>
<td>3.06</td>
</tr>
<tr>
<td>1=Poor, 2=Fair, 3=Good, 4=Excellent</td>
<td>SR</td>
<td>3.14</td>
<td>2.93</td>
<td>2.97</td>
</tr>
<tr>
<td>10a. Talked about career plans with a faculty member or advisor</td>
<td>FY</td>
<td>2.30</td>
<td>2.16</td>
<td>2.25</td>
</tr>
<tr>
<td>1=Never, 2=Sometimes, 3=Often, 4=Very often</td>
<td>SR</td>
<td>2.83</td>
<td>2.47</td>
<td>2.49</td>
</tr>
</tbody>
</table>

Table 3C-6
NSSE 2010 Means Comparison- Advising
CORE COMPONENT 3D: The organization’s learning resources support student learning and effective teaching.

In spite of financial challenges in the last decade, Henderson provides a variety of resources that support student learning and effective teaching. Some areas, such as student support services and the advising center, are described elsewhere in this report.

In this section one important and representative example of support for student learning and effective teaching is Huie Library. Other important programs of support for teaching and student learning include Computer and Communication Services, the Writing Center, Heart Start, the Student Health and Counseling Center, and the Center for Career Development. Henderson also provides a variety of up-to-date learning resources, such as science laboratories, music performance spaces, and clinical practice sites, that further contribute to student learning and effective teaching.

**Huie Library**

**Mission and History**

Huie Library provides support for student learning and effective teaching. As stated by the mission, “Huie Library is committed to excellence in providing information resources and research assistance to the Henderson community.” Huie Library is named for Minnie Belle Huie, Henderson’s first professionally trained librarian. The original structure was built in 1968, and a 20,000 square foot addition completed in 1993 made the total facility approximately 75,000 square feet. The library houses 250,000 monographs, 200,000 microforms, and approximately 5,000 audiovisual items. Huie Library subscribes to over 100 electronic databases and indices, giving students and faculty access to over 20,000 online journals. The electronic resources also include nearly 50,000 e-books. To access these databases and online journals and books, Henderson students can use one of the sixty-four student computers in the library, and the databases are available to students and faculty off campus through a proxy server. The library also has wireless capabilities on all floors. The Huie Library staff is made up of six professionally trained librarians and twelve paraprofessional staff. The Electronic Resources/Systems Librarian maintains the library’s website and server, and the library has its own computer technician. Open ninety hours per week, the library has a professionally trained librarian on duty all but four and one half of those hours.

Huie Library has several unique collections available for faculty and student use. In 2003 Huie Library acquired the papers of graphic artist Stephen R. Bissette, award-winning author, artist, editor, and publisher. The artifacts in this collection provide a behind-the-scenes
look at both the artistic process and the business of publishing
comics. The collection includes proposals, working drafts, and
personal letters and communications with many comics profession-
als. The collection provides an overview of Bissette’s twenty-five
years working in the medium, industry, and community of comics.
To augment the Bissette Collection, Huie Library has an extensive
Graphic Novels Collection, with nearly 1,500 items. Henderson
offers several comics-related courses within Communications, and
the Comics Club is a very active student organization. Another
unique collection, the Blackmon Aviation Collection, supports
Aviation with over 1,500 volumes.

Support for the fine arts is a focus of Huie Library. The library has
a collection of the art work of John W. Linn, a former professor of
art and dean of fine arts at Henderson. On extended loan from his
widow are eleven pieces, valued at over $27,000. The library has
also purchased over the years several art pieces from Henderson
art students. There is an atrium on the second floor that hosts the
Art Department’s senior shows. Each semester ten to fifteen senior
art students have their shows and receptions in the library. In 2009
the library collaborated (financially) with the art department and
purchased new display panels to display the artwork. In addition to
holdings in visual arts, the library contains holdings in music. The
third floor of Huie Library holds the William Underwood Music
Scores Collection, which along with several thousand music scores,
contains original music scores by deceased professor of music, Wil-
liam Underwood. In 2008 the library also added the NAXOS on-
line music library, which offers streaming access to over 40,000 CDs.

Henderson’s students and faculty also benefit from the library’s
participation in a consortium of academic libraries across the state
called ARKLink. Formed in 1998, it is a nonprofit organization of
forty-seven college and university libraries cooperating to deliver
services and collections to researchers in Arkansas. ARKLink
libraries participate in a reciprocal borrowing program using the
ARKLink card which allows students and faculty to borrow books
from other participating members. ARKLink is also the conduit for
obtaining consortium (discounted) pricing for many of the research
databases to which Henderson subscribes.

Huie Library is a longstanding member of Online Computer
Library Center (OCLC) which gives users access to WorldCat, the
world’s largest library catalog with over 194 million bibliographic
records. To better serve students’ and faculty members’ needs, the
Huie Library staff reclassified its entire collection from Dewey
Decimal to the Library of Congress Classification system during
the summer months of 2005. With financial support from the
university administration (to allow for automated reclassification of
the bibliographic records of the collection), the library hired twenty part-time workers and completed the reclassification project in less than three months.

In 1974 the Joint Educational Consortium (JEC) was established between Henderson and Ouachita Baptist University. It was under this umbrella that the libraries from the two institutions—one public and one private—purchased their first joint computerized library system in 1987, a second system in 1994, and migrated to their current library system, Innovative Interfaces Inc. (III), in 2002. Students and faculty have access to both libraries’ collections and have reciprocal borrowing privileges.

**Budget**

The budget for Huie Library over the past decade is indicative of the same budget issues that have faced many academic libraries during this period. Table 3D-1 shows the library budget compared to the Educational and General Budget for the university since 2000-2001. While the Educational and General Budget has increased 60.6 percent since 2000-2001, the library budget has actually decreased from 3.2 percent of the Educational and General budget to 2.2 percent.

In the late 1990s it was becoming increasingly difficult for the library to support the information needs of its patrons because of a static materials budget. The materials budget had actually declined from $298,313 in 1987-1988 to $280,000 in 1997-1998. In early 1998 (after an article in the student newspaper detailed the budget situation), the university administration approved an immediate increase of $28,000 in the materials budget and, with the support of the Student Government Association (SGA), instituted a student library fee for 1998-1999. The fee was designated for the purchase of library materials. (See Table 3D-2.)

Table 3D-2 shows that in 1998-1999, the library fee commenced at 25 cents per credit hour. For 2010-2011, the fee was $2.50 per credit hour. The base materials budget for the library has remained at $308,000 since 1998-1999. The table shows the money collected from the library fee for each year and the actual amount expended for materials during the same year. (The library is able to carry over unspent money from the library fee from one fiscal year to the next.) Without the funds made available through this student library fee, it would have been impossible for the library to have continued to meet the information needs of its patrons.
The library has a good relationship with the SGA. In 2008 the SGA requested that the library extend its evening hours past the 10:00 p.m. closing time. Later hours for the library required additional staff. The library and SGA proposed that the student library fee would be raised from $2.00 to $2.50 per credit hour in 2008-2009. The library and the university administration would designate 25 cents of this 50-cent increase to the employment of two new twenty hour per week employees. With these additional employees, the library has remained open until midnight on Sundays through Thursdays during the regular semesters. In 2009-2010, the SGA was instrumental in persuading the university administration to allocate ten additional student computers to the library.

**Building the Collection**

Huie Library continues to build a collection—print, non-print, and electronic—that will support the curriculum. Cataloging statistics for the past few years are shown in Table 3D-3.

Cataloging statistics over the past decade have fluctuated. The numbers for the 2009-10 year were up significantly because the library received a donation of several thousand withdrawn books from the Arkansas State Library and two LP gift collections. The library does not anticipate any significant increase in the number of items being cataloged since more and more information sources are being accessed online.

During the past ten years, and in the last five years in particular, the focus of collection building in Huie Library has been to increase access to electronic resources. In the early 1990s the library had one general database (InfoTrac) and it was accessible on only one computer terminal. In 2000 students and faculty had access to about 1,200 journal titles on paper and microfilm. Access was in the library only. Today students and faculty at Henderson have access to over 100 online databases and indices which total over 20,000 unique journal titles—both the current volumes and extensive back files. Most of these titles are in full text. In the past two years, the Huie Library has also gone from zero e-books to approximately 50,000 titles.
The percentage of the library’s annual materials expenditures that has been used for e-resources has recently seen substantial growth. In 1990-1991 the library spent 7 percent of its materials budget on CD subscriptions and databases. In 2000-2001 this figure was still only 10 percent. As shown in Table 3D-4, the percentage of the materials expenditures spent on e-Resources has risen from 13.2 percent in 2006-2007 to 44.4 percent in 2009-2010. This is one indication of the major shift in the focus of collection building that has taken place in just the last four years.

Huie Library still sends some paper journals for binding, but microfilm cabinets, formerly reaching capacity, are being rapidly cleared as more and more journal titles become available in full text online. This shift to electronic access is also evident in the fact that in 2006-2007, Huie Library ordered 769 journal titles through its periodical vendor (Ebsco Publishing), but by 2010-2011 the number of paper subscriptions through Ebsco had dropped to 269. The number of microfilm subscriptions has dropped even more dramatically. In 2006-2007 the library received 709 titles on microfilm from National Archive Publishing, but by 2010-2011 the library received just four titles on microfilm, not including newspapers received on microfilm.

Another way that Huie Library supplements its collection is through interlibrary loan. Students and faculty are able to request books and journal articles that are not held in the library from other libraries throughout the United States. The average turnaround time for items requested is three to seven days, but many articles are received on the day they are requested, via email or Ariel. Huie Library is known as a “net lender,” meaning that it lends more than it requests, indicating the relative strength of the collection. Interlibrary loan transactions are tabulated in Table 3D-5.

Borrowing numbers for books (loans) and journal articles are down over the past few years, an indication of increased use of online resources that precludes the need for borrowing journal articles that are now available full text to patrons through the databases.

**Use of Huie Library**

It is very evident to library staff that Huie Library has seen increased use over the past few years. This increased use is not always evident in one of the traditional library measures, circulation numbers. Table 3D-6 shows that circulation numbers have remained static over the past few years. And circulation numbers are down considerably from the late 1980s and early 1990s when over 45,000 items were loaned in some years.
Assisting students and patrons with information literacy and intelligent use of information is a goal of Huie Library. One of the ways that the Huie librarians assist Henderson students in their learning processes is through the library instruction program. Table 3D-7 shows formal library instruction sessions. Bibliographic instruction also happens daily on a one-to-one basis at the reference desk.

The library also offers a three-semester hour class each spring entitled Library Research Methods. This class provides an introduction to library and research skills. First taught in spring 2000, it usually attracts ten to fifteen students per semester. The Library Research Methods class fulfills requirements in the bachelor of general studies degree and for the bachelor’s degree in sociology.

**Increases in Library Use**

As stated previously, the library staff has noticed an obvious increase in the use of Huie Library. Two ways that this increased use can be shown are in the library’s door counts and in printing statistics. Table 3D-8 indicates the door counts for Huie Library for the years 2000 through 2010. While enrollment at the university has remained relatively constant during this time, the door count for Huie from 2000 to 2005 was flat. However, door counts since 2007 (projected over the twelve-month period because data was lost for the first six months of 2006 and 2007) have risen dramatically. From 2000 to 2010, the door counts for the library increased 54 percent.

Another indication of increased library use is demonstrated by printing statistics. Huie Library has fifty-eight student computers, the largest bank of student computers on campus. The library also has significantly longer open hours than any other building on campus which contains public computers with the exception of the Garrison Center and the Technology Center. In 2006 the library had one student printer and twenty-three student computers on the first floor of the library. In 2010-2011 there are forty-one terminals on the first floor and additional computers on the second floor. There are now four student printers in the library, two on the first floor and two on the second floor. Students are allocated four hundred prints per semester in the library and an additional five hundred prints per semester in other campus labs.

<table>
<thead>
<tr>
<th>Year</th>
<th>Actual</th>
<th>E-Resources</th>
<th>E-Resources % of total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006-2007</td>
<td>$497,965</td>
<td>$65,868</td>
<td>13.2%</td>
</tr>
<tr>
<td>2007-2008</td>
<td>$498,657</td>
<td>$78,081</td>
<td>15.7%</td>
</tr>
<tr>
<td>2008-2009</td>
<td>$529,500</td>
<td>$177,710</td>
<td>33.6%</td>
</tr>
<tr>
<td>2009-2010</td>
<td>$486,769</td>
<td>$216,201</td>
<td>44.4%</td>
</tr>
</tbody>
</table>

**Increases in Library Use**

**Table 3D-4**

<table>
<thead>
<tr>
<th>Year</th>
<th>Items Lent</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>26,898</td>
</tr>
<tr>
<td>2008</td>
<td>26,873</td>
</tr>
<tr>
<td>2009</td>
<td>26,463</td>
</tr>
<tr>
<td>2010</td>
<td>26,220</td>
</tr>
</tbody>
</table>

**Table 3D-5**

**Table 3D-6**

<table>
<thead>
<tr>
<th>Year</th>
<th>Items Lent</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000</td>
<td>100,203</td>
</tr>
<tr>
<td>2001</td>
<td>107,209</td>
</tr>
<tr>
<td>2002</td>
<td>108,312</td>
</tr>
<tr>
<td>2003</td>
<td>103,046</td>
</tr>
<tr>
<td>2004</td>
<td>101,841</td>
</tr>
<tr>
<td>2005</td>
<td>90,455</td>
</tr>
<tr>
<td>2006</td>
<td>62,355*</td>
</tr>
<tr>
<td>2007</td>
<td>121,424**</td>
</tr>
<tr>
<td>2008</td>
<td>138,515</td>
</tr>
<tr>
<td>2009</td>
<td>144,964</td>
</tr>
<tr>
<td>2010</td>
<td>154,443</td>
</tr>
</tbody>
</table>

* Does not include unfilled, cancelled, or requests not ordered for various reasons.

**Table 3D-7**

<table>
<thead>
<tr>
<th>Year</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td># of sessions</td>
<td>63</td>
<td>58</td>
<td>41</td>
<td>43</td>
<td>44</td>
</tr>
<tr>
<td># of students</td>
<td>1,200</td>
<td>1,226</td>
<td>839</td>
<td>750</td>
<td>892</td>
</tr>
</tbody>
</table>
which are networked. Printing has burgeoned in the library primarily as a result of online databases and the increased availability of full text articles. In contrast, the number of microfilm reader printers in the library has decreased in recent years from eight to two, and these are infrequently used. Table 3D-9 indicates that printing increased by 412 percent from 2006 to 2010.

Assessment

Huie Library participates in the assessment program of the university. As part of the assessment process, the library conducts both online and paper surveys of its users each April. An average of almost two hundred surveys were completed each year between 2006 and 2010. The results of these surveys show a high degree of satisfaction with the services provided by Huie Library, but a lesser degree of satisfaction with the physical environment of the library. The survey results indicate the need for more computers in the library. (See Table 3D-10.)

The survey includes all categories of library patrons—faculty, staff, undergraduates, graduate students, and community patrons. This may account for the relatively low percentage of satisfied users with interlibrary loan because many undergraduates do not avail themselves of this service.

In the other areas, Huie Library provides excellent service to most of its patrons. The one category of concern over the past few years has been computer access. In the 2008, 2009, and 2010 surveys the question was asked: Would you like the library to offer more computers? The percentage of “yes” responses for this question for these three years was 56 percent, 53 percent, and 47 percent respectively. Since 2008 the library has added sixteen computers on the second floor for student use and ten computers on the first floor. There is still a need for additional computers, however, particularly in peak use times.

The surveys have also sought patrons’ reactions to the physical environment of the library. The original building is over forty years old, and its age impedes remodeling and altering the structure to make it more capable of handling the needs of today’s students and faculty. (See Table 3D-11.)

Huie Library ranks considerably lower in the physical environment that it offers to its patrons compared to the services it provides. The age of the building is certainly a factor in this regard. Persistent heating and cooling issues in the library provide an uncomfortable situation for the library’s patrons and cause the collection to deteriorate. There is also a lack of comfortable and suitable seating in the library. Most of the seating on the second and third floors of
the library dates to the original construction of the building in 1968, and the shortage of study rooms continues to be an issue in the library. The addition to the library was completed in 1993 without any individual or group study rooms being included. Some minor renovations to the new addition added one group study room on the first floor. In 2008 five group study rooms were constructed on the second floor of the addition. These are heavily used and there is a need for additional group and individual study rooms in the library.

Faculty, student, staff comments about library resources, services, and staff are generally positive:

**Undergraduate**

“I am a transfer student. I have found that the library staff at HSU is 100% more knowledgeable and friendly that that of my former school. Anytime I have asked for assistance, I have been assisted promptly and given clear instruction and explanation. I greatly appreciate the staff. Thank you!”

“Fantastic resources”

“The library staff has helped me in situations where I needed help quick, fast, and in a hurry. I am very thankful for that. Thank you Huie Library Staff.”

**Graduate**

[Library databases are] “one of the greater contributors to my academic success at Henderson.”

“I love the library! It is the best thing to assist students in their endeavors to excel!!!”

“Overall this library provides a good impression on me with respect to rich and useful resources and great study environment.”

**Faculty**

“Just yesterday, I heard a faculty member say, ‘We have the greatest college librarians in the world.’ I agree.”

“Love having access to journals from anywhere even when I’m away.”

The majority of negative comments relate to library facilities and equipment. The statements below are representative of many such comments.
Study rooms
“We need more study rooms. Six rooms for thousands of students? Get real.”
“I tutor for SSS and I sometimes have a hard time finding an empty study room.”
“I wish there were more private study areas & also more computers. Along with that, the temperature can sometime become too hot or too cold.”

Library Temperature
“During the spring it was extremely hot in the library. It was most uncomfortable. It is a little disappointing seeing fans scattered throughout all three floors.”
“It is almost unbearably hot in the library. Also, the seating is very uncomfortable. Both of these make it very difficult to concentrate while trying to study.”
“It is a lot of times either really cold in the library or hot. There is really never been a happy medium.”

Computers
“Your computers are archaic. It is absolutely disgraceful that a University that is so nice in every other way has such crappy computers for our research.”
“There definitely needs to be more computers, and it would be AMAZING if there were Macs available for use.”
“It is hard to find a computer that isn’t being used at any given time.”

Patron suggestions and complaints form the basis for library improvements and change. Librarians regularly use survey and suggestion box comments to purchase books and other items for the collection. Other improvements stem from survey comments:

“I would use the young adult section, but I find it very disappointing in its size.”
[A new Young Adult literature collection has been established and is being augmented regularly.]
Database suggestion: “More current criticism of Medieval Literature”
[Library purchased Early English Books Online (EEBO) database.]
“…vending machine area…”
[The library now has both a soft drink machine and snack food vending machine.]
Computer and Communication Services
The mission of Computer and Communication Services is to support, enhance, and enable the university in technological endeavors by providing and maintaining computer support services, computer training, data and voice communications, and online technology in an academic environment to the university community.

Student learning and effective teaching at Henderson are supported by the availability of public computers for student use in a variety of locations on the campus. Students at Henderson have access to over 375 public computers in seven major banks of computers. There are also a number of smaller departmental labs in such areas as psychology, biology, and communications. The main banks of student computers are

Huie Library 64
Mooney Hall School of Business 34
Garrison Center 26 plus 4 in snack bar
McBrien – The Writing Center 26
Education Center—Second floor 22
Evans Hall – Math Lab 21
Foster Hall – The Technology Center 18 + 2 Macs

Opened in fall 2011, a new technology center on the first floor of the newly renovated Foster Hall will provide students with multiple opportunities to interact with technology both for learning and leisure. Students may lounge in comfortable chairs and connect their laptop computers to the internet. At one end of the center are twenty desktop computers, and a variety of tablet computers, including iPads and Android-based devices, will be available for checkout. At the other end of the center or in four smaller rooms, televisions and game stations are available for students who are ready to take a break from the schoolwork. Additionally, the help desk is located in the center, staffed twenty-four hours a day to help students with their technological needs.

The help desk supports faculty, students, and staff for computer, network, and online related questions. The Help Desk was established in 1999 and is staffed by three part-time student employees. In addition to help desk support, computer and communication services also has set up residence hall technicians by using students in each residence hall to be available for student support.

During the 1999-2000 academic year, Henderson entered into a lease arrangement with Dell. This lease agreement allowed for a rotation of Dell computers every three years in classrooms and
computer labs on campus. During the 1999-2000 year, a third of all computers on campus were replaced by leased computers. Another third of the computers were replaced by leased computers during the 2000-2001 academic year. The last third of the computers were replaced during the 2001-2002 academic year. This lease rotation system provides Henderson with new computers that are covered under a service program. This provides a cost savings and allows operating systems on each computer to be updated regularly, especially important as faculty teach more hybrid and online courses.

In 1989 the university purchased the POISE student information/data system and has used this system for the last the twenty-two years. While many members of the Henderson campus community find the POISE system satisfactory, anecdotal evidence and comments suggest that some find it and its corollary program Skylite to be complex and difficult to use.

There have been many changes and upgrades with the network through the years. Some of these changes and upgrades enhance and support the effective learning environment directly and many affect it indirectly. During 2001 an intrusion detection system for network security and a Pipeline Portal was installed. The Pipeline Portal allowed students to access their Henderson information via the internet. In 2002 the document imaging system was upgraded, and the Student Information System (SIS) was upgraded to POISE software. Also, student online registration for classes through Campus Connect began. Henderson became one of the first universities in Arkansas to install off-campus email spam filtering. This filtering system stops approximately 98 percent of spam from affecting Henderson’s system.

Currently, the university Intranet utilizes a 1GB ethernet fiber backbone. Fiber concentrators are connected to the switch allowing for the needed fan-out of the segments across the campus to offices and to classrooms. Various models of Hewlett Packard switches are used across the campus allowing for 1000 Base-T connections. In 2003 the single domain was split into two domains to provide more speed and security, HSDOMAIN for faculty and classroom use and HSSTUDOMAIN for student use. A bandwidth management system that assured proper bandwidth division between HSDOMAIN and HSSTUDOMAIN was also installed. The student network was moved to a different ISP at 20MB. In 2004 the network was upgraded to 1 GB communication between buildings which was ten times faster than past communications. The student internet has been progressively upgraded over the past three years – 45MB in 2008, 55MB in 2009, and 150MB in 2010. In the summer of 2010, Henderson moved away from the existing AT&T T1 network connection and connected to the Arkansas Regional
Education and Research Optical Network (ARE-ON). This connection is currently 150MB of internet bandwidth with the potential of increasing to 1 GB of bandwidth. This gives Henderson the ability to directly connect via Ethernet to other ARE-ON members and it also allows Internet 2.

Computer and communication services maintains two separate wireless management systems for the Henderson campus: the academic wireless and the student wireless. The academic wireless was installed in 2006. The student wireless system was set up in the residence halls in 2007. In 2009 the academic wireless system was upgraded to support the 802.11N protocol. In 2010 the student wireless was upgraded to the 802.11N protocol. Henderson has thirty lab rooms across the campus providing computer and printing capabilities for students. In 2008 computer and communication services designated a lab tech specifically for support and maintenance of the 361 computers located in the labs.

Each semester students pay technology fees to fund this advanced technology on the Henderson campus. The amount of the fee is recommended by the administration and approved by the Board of Trustees. Until the 2003-2004 academic year the technology fee was $20 per student per semester. In 2003 it became apparent to the administration that in order to keep up with the technology needs of the campus, the way Henderson collected the fee would need to change to a per credit hour fee amount. The following shows the increase from 2003 to the present:

<table>
<thead>
<tr>
<th>Year</th>
<th>Fee Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003-2004</td>
<td>$5.00 per credit hour</td>
</tr>
<tr>
<td>2004-2005</td>
<td>$6.00 per credit hour</td>
</tr>
<tr>
<td>2005-2006</td>
<td>$7.50 per credit hour</td>
</tr>
<tr>
<td>2006 to current</td>
<td>$12.00 per credit hour</td>
</tr>
</tbody>
</table>

The technology fees are disbursed to a number of accounts that support the computer lease plan, the computer/network infrastructure, software needs, and instructional technologies on campus.

**Writing Center**

The writing center supports the university’s mission by encouraging students to analyze, synthesize, and articulate the materials they have read, enabling them to produce scholarly and creative papers that are logical, critical, and effective. The center is located in McBrien 108 and includes a computer lab equipped with twenty-five computers. Each computer has Microsoft Office Suite, including Word 2007. Collaborating with writing center tutors, students learn appropriate uses of technology essential for research in their scholarly endeavors and enhance their mastery of the written language.
The writing center is open from 8:00 a.m. to 5:00 p.m. Monday through Friday. Appointments are suggested but drop-ins are welcome. The writing center has five graduate assistants who teach the Basic English class and tutor in the writing center. Professors may make appointments to reserve the writing center for their classes to meet for writing assignments. The center is also open to students who need assistance with writing assignments or general writing skills. Graduate assistants or writing tutors are on duty during the writing center’s open hours to assist students and answer writing questions. Students may also make appointments with one of the graduate assistants or writing tutors for private consultations of twenty minutes each. The graduate assistants or writing tutors will not proofread, write, or re-write students’ papers. They will, however, help students improve their own writing skills so that they will be able to proofread and edit their own papers more effectively. There were over 7000 student visits to the writing center in 2010.

Facilities Supporting Student Learning
Henderson provides a wide range of facilities, from science laboratories to individual music practice rooms that promote student learning and assist in effective teaching. In the 2010-2011 academic year, Henderson received an unprecedented amount of General Improvement Funding (GIF) from the state. These dollars are distributed annually, when surpluses are available, by legislators and the governor for one-time expenditures only. The total of the Henderson GIF allocation that year was about $500,000, $150,000 of which was designated for the Office of Academic Affairs and went directly to academic facilities and equipment improvements. An additional $54,000 was moved from elsewhere in the budget and added to that academic affairs amount to honor departmental equipment and facility improvement requests, which surpassed the GIF allocation. These special budget allocations allowed departments to purchase a wide array of items to improve instruction and student engagement. Biofeedback equipment for psychology, a high performance liquid chromatograph for chemistry, a new set of five timpani drums for music, a table top etching press and two kilns for art, flip video digital recorder for the counseling program, and a nanodrop spectrophotometer for biology are just a few of the items secured through these funds. Other equipment and facilities are described in the pages that follow.

The Sciences
The biology department has a number of labs for student and faculty use in the Reynolds Science Center. There is also a greenhouse with automated ventilation, heating, and watering systems. The department has over 120 binocular compound light microscopes and forty-eight binocular dissecting microscopes. Other equipment in the biology department is conservatively valued at over $750,000.
Construction of the Simonson Biology Field Station has been completed and a dedication will be held in fall 2011. The field station is funded by a gift from Dr. Della Sue Simonson and her brother, Col. Eugene Simonson, both 1951 graduates of Henderson. Located on DeGray Lake about twenty-five miles from the Henderson campus, the station is on 104 acres of lakefront property on long-term lease to the university. A 7,200 square foot structure with three levels, the main building includes two multimedia classrooms/laboratories, a research laboratory, a library/resource room, and a dining area and kitchen. There are also two bedrooms for faculty stays and three offices. The building also has two additional “general use” rooms large enough for future expansion and projects. A pontoon boat will be available for use on DeGray Lake. The field station also has satellite internet access. Estimated cost of construction is $600,000 with another $100,000 designated for equipment.

Henderson’s chemistry department has its offices and laboratories in the Reynolds Science Center. The chemistry department’s teaching laboratories are well equipped with glassware, hot plates, and other basic laboratory equipment needed for an effective teaching environment. Students taking chemistry laboratory courses are charged a lab fee that allows the department to replace and update this basic equipment. The money collected from the fee also occasionally allows the department to try new innovations that can improve the effectiveness of the laboratories.

The department is equipped with modern instrumentation which is effectively incorporated into junior and senior chemistry laboratories. Senior-year independent research is strongly encouraged which usually involves the use of the instrumentation available. This equipment allows both students and faculty to be successfully involved in research. Instrumentation available includes

- Bruker 200 MHz FT-NMR
- Hewlett Packard GC-MS (gas chromatograph with mass selective detector)
- two Fourier transform infrared spectrometers
- Cary 50 UV-Visible Spectrophotometer with a fiber optic accessory
- diode array UV/visible spectrophotometer
- Raman spectrophotometer
- flame/graphite furnace atomic absorption spectrophotometer
- quaternary gradient high performance liquid chromatograph
- BAS electrochemical analyzer w/ accessories
- thermal analysis equipment (differential scanning calorimeter and thermal gravimetric analyzer)
- several gas chromatographs w/ thermal conductivity and flame ionization detectors
This instrumentation provides students the opportunity to effectively prepare for graduate school or for industry where they will be expected to be familiar with modern instrumentation. The only negative is the age of some instrumentation; a number of these instruments will need replacement in the near future.

The physics department also has labs in the Reynolds Science Center. The centerpiece of the physics department, however, is the Henderson Planetarium. The planetarium is an 8.2 meter 90 degree hemispherical dome with seating for 45. In 2009 the planetarium added a full-dome digital projector system. The planetarium supports the physics department curriculum as a working tool to better illustrate the concepts of astronomy. The planetarium is most notably used in the Introduction to Astronomy class but is also used in the General Astronomy, Astrophysics and Cosmology, and Non-Western Cosmology classes. To a lesser extent the planetarium has been used in the Applied Acoustics class because of the state-of-the-art sound system.

The planetarium also supports the greater Henderson mission by allowing other departments the opportunity to have an alternative venue for many types of learning activities, including being the inspiration for writing assignments, a place to view alternative material for history assignments, and a quiet and dark location for the swim team relaxation routine prior to various swim meets. The planetarium is also used to meet the physics department’s mission to provide an outreach to the general public. Currently the planetarium provides three shows a month to which the general public is invited.

**The Arts**

The performing arts are a focal point of the academic atmosphere at Henderson. Arkansas Hall houses offices and classrooms for the Department of Communications and Theatre Arts and modern facilities for theatre and television productions. The building’s renovation in 2003 included construction of a studio theater, dance studio, design lab, makeup room, dressing rooms, costume shop, television studio, and computer lab. The 939-seat theater/auditorium was also renovated in the process.

Arkansas Hall contains two performance venues, Arkansas Hall Auditorium and the Studio Theater. The studio theater is a 162-seat thrust theater designed specifically for the theatre program with the audience on three sides of the acting space. The Studio Theater lighting system is equipped with state-of-the-art lighting using an ETC Emphasis system with an Express 250 console and complete with an inventory of ETC lighting fixtures. An overhead
tension-wire grid (one of only two in the state of Arkansas) is used in place of catwalks, ladders, scaffolding, or hanging pipes, as a method for hanging lighting instruments and carrying technicians through space.

Arkansas Hall Auditorium is a traditional proscenium theater seating up to 939 and has many functions. It serves the university community as an education and fine arts performance facility—accommodating a wide variety of events including theatre, dance, music, receptions, corporate meetings, and broadcasts. The Arkansas Hall Auditorium facilitates almost one hundred of these events each year, most of which are administered and produced by Henderson theatre faculty and work study staff. Some events are sponsored by other university organizations and departments, as well as the local community. Among the many events hosted during the year are the Miss HSU Pageant, band and choir concerts, university lectures, and special guest artist performances.

The dance studio on the first floor of Arkansas Hall provides rehearsal space for all dance classes and the Henderson Dance Company. The dance program presents one major concert a year onstage in the Arkansas Hall Auditorium. The Spring Dance Concert presents faculty and guest artists’ choreographic works, as well as works choreographed and performed by students. Informal concerts are also held throughout the year in the dance studio. Noted dance artists are regularly brought to campus to perform, teach master classes, conduct special workshops, and set choreographic works for the students. Recent guest artists have included Marlies Yearby, Chet Walker, Eva Tessler, David Wick, Micki Saba, Patrick Crommett, Lucy DuBose, Michael Tidwell, Richard and Roberta Walker, Ameria Jones, Zinse Agginie, and Sherman Steward.

The design lab is a classroom with drafting tables for all theatre design courses. Ten drafting tables provide an optimal environment for students to succeed in drafting, rendering, and design courses. A computer station equipped with Photoshop, Virtual Light Lab, MacLux Pro, and Vector Works Designer software offers a place for students to do production and design work. The design lab is also available for students working on design projects outside of class.

The makeup room is a space used both for educational purposes and for performance preparation. As a single large room, the space is used for makeup classes seating a total of twenty-two students at fully lit makeup stations. The costume shop operates as classroom and shop facility for the theatre and dance program. The costume shop features include eight sewing machines, one industrial sewing machine, three sergers, and an industrial iron.
In addition to the costume shop, a separate costume crafts room features an industrial dye vat and a washer/dryer laundry area. The scene shop is another classroom and shop facility for the theatre and dance programs. Arkansas Hall stage is also used for scenic construction and as a classroom for the theatre program.

**Henderson Television (HTV)** also has its studio in Arkansas Hall. The studio is a fully digital facility with computer-mediated production. Students learn to operate cameras, perform live switching, and direct television programs within the studio’s production and control rooms. This also includes lighting the studio, executing chroma-key composites, running audio, and working a teleprompter. Each mass media student gets an opportunity to try to master more than one of these tasks. After taking on behind-the-scenes production, students also have opportunities to move in front of the camera and produce their own shows. In front of the camera, students hone personal skills and build demo reels for potential broadcast employers. While producing their own shows, students get the opportunity to script and edit the shows in Arkansas Hall’s two edit bays and Macintosh computer labs, which include all software for video production. The shows range in content from sports, news, entertainment, and documentary, to short film. The goal is to make the broadcast students multi-faceted so that they can move into the broadcast world as on-air or behind-the-scenes professionals.

Henderson and HTV have an agreement with the local cable provider, Suddenlink, that allows HTV to air on Channel 9, five days a week from 12:00 noon-2:00 p.m. and 9:00-11:00 p.m. Each semester the students at HTV strive to produce two shows each week in the studio and to air dance company performances, Henderson sporting events, television spots, public service announcements, and alumni events.

The Henderson Intercollegiate Debate Lab is in Arkansas Hall 208. In this seminar-configured room, the debate team and the debate practicum work with tutors and in instructional settings to develop individual and competitive speaking skills. The practicum often has twenty students working on judging, debating, or preparing for the fall and the spring intercollegiate debate tournaments that are conducted on the Henderson campus. A work-study student coordinator manages the lab. A Communications Lab is in Arkansas Hall 210, and a work-study tutor is available to work with oral communications and debate students, as well as assist in other communication capacities.
Music performances at Henderson take place in the Harwood Recital Hall and the Arkansas Hall Auditorium. The music program at Henderson has its own classrooms, performance spaces, and faculty offices in the Russell Fine Arts building. The Evanson Band Hall, an addition to the Russell Fine Arts building, was specifically designed for band practices. This addition was completed in 1990. There are nineteen individual practice rooms, most with pianos, a choir rehearsal room, and three other classrooms that are used for small ensemble rehearsals.

A band fee has been assessed to all students since 1998. In 2010-2011 the fee was 25 cents per credit hour. The amount collected in band fees for the past few fiscal years is listed below:

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005-2006</td>
<td>$21,755.00</td>
</tr>
<tr>
<td>2006-2007</td>
<td>$21,232.75</td>
</tr>
<tr>
<td>2007-2008</td>
<td>$22,248.50</td>
</tr>
<tr>
<td>2008-2009</td>
<td>$21,869.00</td>
</tr>
<tr>
<td>2009-2010</td>
<td>$22,525.50</td>
</tr>
</tbody>
</table>

The fee has been used to purchase large and specialty instruments as well as band uniforms. James Buckner, chair of the Music Department, feels that the fee has allowed us to purchase instruments that we would have not obtained any other way, and the new uniforms reflect positively on the public image of the band and the university.

The Henderson art department supports nine specialty areas of study in two locations on campus, The Russell Fine Arts building and the Art Annex. The areas of study are painting, printmaking, photography, digital design, papermaking, ceramics, sculpture, art history, and art education. Each area supplies students with a specified studio space, equipment, and materials needed for a high-quality education in the fine arts.

Students in the art program are supplied with photography and lighting equipment for copying work, mat cutters, framing materials, and wood-working equipment as well as a production room to document and prepare work. Students in art education have a studio with supplies for projects and a Smart Board. All studios and lecture rooms contain multimedia learning stations.

Ceramics, sculpture, printmaking, and photography are taught in the Art Annex. Photography students can use nineteen photographic enlargers, three ultra violet exposure units, and darkroom and developing equipment and supplies. The printmaking lab has over thirty lithographic stones, two heavy lithographic presses, a star etching press, and screen-printing equipment. Ceramics offers
one manual clay extruder, one pneumatic clay extruder, ten Brent wheels with bats, one slab roller, two 11.6 Skutt 1231 PK electric kilns with digital controls, one 10-cubic ft. electric kiln, one 27-cubic ft. electric kiln, one 46-cubic ft. Bailey cone 10 glaze kiln, one 38-cubic ft. soda kiln, two 4.5 cubic ft. raku kilns, one 68-cubic ft. wood burning tunnel kiln, a fully stocked materials room with Soldner clay mixer, and a fully stocked glaze lab.

Facilities for digital art are located in the Russell Fine Arts building. One Apple iMac computer lab contains twenty computers with Adobe Master Suite productions and design software, Final Cut Pro video editing suite software, Light Wave 3D 9.6 modeling and animation software, an Epson Stylus Pro 7800 24-inch large format inkjet printer, HP DesignJet 130nr inkjet printer, Wacom Cintiq Direct screen drawing tablet, Canon 30D Digital SLR camera, Canon XL1s Mini DV video Camera, four Agfa Flatbed Scanners, an XVGA LCD classroom Projector, and a Mackie Onyx 2-channel digital sound recording workstation.

The papermaking studio in Russell Fine Arts building houses a Critter 1¼ pound Hollander Beater. The painting studio uses a multimedia learning station with overhead projection, easels, worktables, and storage. The art history lecture room has a multimedia learning station, slides, and slide projectors.

Heart Start

One of the most important and effective resources for student learning takes place before their college careers even begin. “Heart Start” is Henderson’s summer orientation program designed to help incoming freshmen in their transition to college life. Each summer Henderson usually hosts four sessions with up to two hundred incoming freshmen in each session; in summer 2010, 841 students attended four sessions. Family members are encouraged to accompany their sons and daughters to Heart Start, and many choose to do so. The program is coordinated by Henderson’s Student Services and the dean of students, with participation by faculty, staff, and students.

In the early years of the program, Heart Start was a one-day, one-afternoon event. In 2007 Heart Start became a two-day program with freshmen staying overnight in the residence halls. One of the major aims of Heart Start is to provide academic advising and to register new freshmen for their fall classes. Students and parents also attend sessions on financial aid, residence life, and campus activities.

Each Heart Start session is evaluated by parent and student surveys. Past surveys indicate that Heart Start has
been an effective means of helping new freshmen adapt to college life at Henderson. Four key questions which were part of the student surveys for 2009 and 2010 are listed in Table 3D-12 along with the percentages of responding students who Strongly Agree or Agree with the statements:

### Student Health and Counseling Center

The Student Health and Counseling Center at Henderson seeks to enhance the ability of a diverse student population to achieve academic success by providing caring, accessible, high-quality physical and mental health services in a confidential and ethical environment that fosters respect for all students. Its services are available to undergraduate and graduate students at Henderson. The Student Health and Counseling Center is a 4,650 square foot facility on the first floor of Mooney Hall. The center opened in remodeled and expanded spaces in 2002. It is staffed by a director/counselor, two licensed counselors, one Advanced Practice Nurse (APN), two registered nurses, one administrative assistant, and a student worker. Hours are 8:00 a.m. to 5:00 p.m. Monday through Friday. Emergency counseling services are available twenty-four hours a day through 911 or the Henderson Police Department.

The Student Health and Counseling Center is funded by the student health fee which covers most health services, only charging for laboratory testing done outside the center. Services include APN/RN assessments, allergy vaccines, over-the-counter medications, immunizations, health promotion services and educational programs on the campus, and the Reddie for Wellness Program (individualized screenings and counseling). The health services portion of the center averages over 10,000 annual contacts and conducts a user satisfaction survey each February. Since 2006, 99 percent of students completing the survey have reported being very satisfied or satisfied with the care that they have received in the center.

Two licensed professional counselors along with the director provide individual counseling to students and work with the health professionals in the center to provide the best intervention possible. This assists in the retention of students. The counselors coordinate needed services with other university entities, such as Student Support Services and the Disability Resource Center.

Educational programs provided by the counselors include alcohol and drug abuse prevention presentations to new freshmen through

<table>
<thead>
<tr>
<th>Question</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am satisfied with the advising I received prior to and during registration for classes</td>
<td>89.9%</td>
<td>90.7%</td>
</tr>
<tr>
<td>Overall, I received answers to my questions</td>
<td>91.9%</td>
<td>95.0%</td>
</tr>
<tr>
<td>Overall, this orientation helped me understand university policies and procedures</td>
<td>91.0%</td>
<td>94.1%</td>
</tr>
<tr>
<td>After attending orientation, I feel confident about attending Henderson State University</td>
<td>92%</td>
<td>94.4%</td>
</tr>
</tbody>
</table>

*Table 3D-12
Heart Start Surveys*
the Henderson Seminar program, and stress and anxiety detection and prevention through the ROTC program, Residence Life, Peer Advisors, and Athletic Training.

The counseling services portion of the center began to track student referrals and retention rates during fall 2009. Forty-six percent of the students were referred by faculty or staff and 38 percent were referred by other students. Retention figures for fall 2009 indicate that 95.1 percent of the students who were seen at least one time during the semester were still enrolled at the end of the semester.

Center for Career Development

Henderson’s Center for Career Development is located on the second floor of the Garrison Center. The mission of the center is to provide guidance and resources to a diverse student body by teaching life-long skills in career exploration, preparation, and implementation that enable students to apply their academic experiences to a global environment. It is staffed by a director of career services. Services of the center are available to students and alumni free of charge.

The center offers online workshops dealing with job interviews, résumé writing, salary negotiation, dressing for success, and preparing for Henderson’s career fairs. In the 2008-2009 academic year, twenty-four students took advantage of these online offerings. In 2009-2010 there were 500 résumé/cover letter accounts opened due to the education and assistance provided by Career Development in using a program designed to assist with such tasks. Unfortunately, due to funding, the program was no longer available to students after October 2010. The first virtual career fair took place online from October 4-18, 2010. The Center also provides job search assistance, career fairs, coordinates on-campus interviews, and provides a professional clothes closet for students to dress appropriately for job interviews.
CRITERION 3 SUMMARY

Henderson has made tremendous progress in developing and using an assessment program to improve teaching and student learning outcomes. The commitment of the faculty, staff, and administrators to the enterprise has culminated in improved plans, data, and actions on results. However, just as teaching and student learning can always be improved, assessment programs can also be improved. Henderson is building on its excellent programs of faculty support, varied learning environments, and learning resources geared to student needs to continually assess its progress and improve on its success. Henderson not only provides evidence of student learning and teaching effectiveness, it has in place the processes which will help it continue to succeed in this endeavor central to the heart of its mission.

Strengths

• The faculty of most academic programs participate in developing the assessment plan for their areas. Plans and results are reviewed by the Assessment Team, and meetings are held with academic and administrative units to discuss ways to improve the plans.

• Much work has been accomplished in the development of university-wide comprehensive assessment plans. Ninety-one percent of academic programs currently have assessment plans. Academic assessment plans link learning outcomes to the Henderson mission statement, to academic program goals, and to courses where measurement is occurring.

• Well over half of the measures used to assess student learning are direct measures, with most incorporating the use of some type of measurement instrument. Many academic areas include licensing exams in their learning outcomes or monitor the results of licensure exams, survey employers of graduates, evaluate the performance of interns, and monitor student admissions to graduate programs.

• Sixty-two percent of academic programs have executed their assessment plans and have met to discuss results and develop plans to enhance student learning. Faculty members in several areas have used assessment results to identify and address student learning issues. Many non-credit programs have developed assessment plans, collected data, and used data to make decisions.

• Great care is given to the hiring of excellent full-time and adjunct faculty members. New faculty members are mentored, provided with training, and evaluated each semester. Three- and six-year reviews have served the university well in the evaluation of all faculty members.
• Since 2005 the university has seen a large increase in the quality and number of classrooms equipped with the latest in teaching technologies. The Department of Instructional Technology provides strong support to faculty members who use multimedia to teach courses.

• With the appointment of a new provost and vice president for academic affairs, all components of the academic curriculum – course offerings, scheduling, technology, training, evaluation, professional support and innovation – can be thoroughly identified, assessed and modified during the coming years.

• Computer and instructional technology support and training have expanded and received increased structural and fiscal support.

• Huie Library strongly supports student learning and effective teaching. It has greatly expanded its electronic resources in the past few years, enhancing the availability to students and faculty of the means necessary for learning and teaching.

• Henderson is fortunate to have a number of entities on campus that offer direct and indirect support of student learning. The Student Health and Counseling Center, the MultiMedia Learning Center, the Center for Language Proficiency, the International Students Program, the Writing Center, and the Center for Career Development provide support to students in their academic endeavors.

• Programs, such as Heart Start and Henderson Seminar, offer encouragement for student learning very early in a student’s time at Henderson.

• Henderson offers a wide range of physical facilities to support student learning and effective teaching. Some of these facilities, such as the labs in the Reynolds Science Center and the theater facilities in Arkansas Hall, are state of the art.

• Partnerships with two-year colleges, school districts, and community businesses have made a tremendous impact upon students and community members.

**Challenges**

• Some academic areas need to refine their assessment plans to properly identify and state learning goals and outcomes. Some assessment plans still use course grades and GPA for some of their measures. Several areas have not progressed beyond the assessment-plan stage. Others have many criteria which have been met indicating that they may need to reevaluate their learning goals or may want to increase expectations to a higher level. Few areas share the results of assessment data with students and outside stakeholders.
• There are two academic areas that do not currently have assessment plans in place although one is working to correct the deficiency. Thirty-eight percent of academic programs have not executed assessment plans to the point of collecting data and meeting to discuss data and develop plans to enhance student learning. Some non-credit programs are not participating in assessment efforts. In addition, some pre-professional programs do not yet have assessment programs.

• Our process of faculty evaluation during the past ten years, although acceptable, needs to be given increased attention, both annually and for tenure and promotion.

• As with so many other institutions of higher education, funding is an increasingly challenging problem. Although Henderson is able to provide nominal funding for faculty travel, research, and sabbatical leaves, the current system nonetheless results in adequate professional productivity among the faculty.

• The increased demand for and use of technology has led to the need for more employees. Online Learning Service Support, which includes the LMS, collaboration software, and lecture capture, should properly align with the growth of faculty users and courses taught. This would include additional faculty training, instructional design support, and LMS administrative support.

• The number of faculty using the Early Alert system to report students who are doing poorly in and missing classes could be higher.

• Huie Library’s continued support of student learning and effective teaching is constrained by the age and unsuitability of the building for learning in the digital age.