

Assurance Argument
Henderson State University - AR

4/11/2016

1 - Mission

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

1.A - Core Component 1.A

The institution's mission is broadly understood within the institution and guides its operations.

1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.
2. The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission.
3. The institution's planning and budgeting priorities align with and support the mission. (This sub-component may be addressed by reference to the response to Criterion 5.C.1.)

Argument

1.A.1.

From its founding in 1890 as Arkadelphia Methodist College, becoming Henderson State Teachers College in 1929, through the creation of its graduate school in 1955 and its designation as Arkansas's public liberal arts university in 1987, Henderson State University has maintained a deep commitment to the liberal arts and providing a quality education to a diverse student body. This focus is reflected in the institution's longstanding membership in the Council of Public Liberal Arts Colleges and in its [mission statement](#), revised in 2014 as a key component of the most recent [strategic planning process](#).

The goal of the initial planning process was to establish a framework for progress and articulate the core values that clearly demonstrate what it means to be the "School With a Heart." These core values are what drove the articulation of the university's strategic position: "Henderson will be recognized as a national model for bridging the liberal arts and professional aspirations, producing well-rounded graduates who are leaders in their careers and communities."

Celya Taylor, Associate Dean and Associate Professor of Curriculum and Instruction at Teachers College, Henderson, led the [Guiding Statement Committee](#) that helped articulate the core values, noting that "Henderson's foundation of core values is not the vision of one individual or a group of administrators. It is the timeless reflection of the collective campus community." At the start of the process, President Glen Jones invited students, faculty, staff, alumni, and other constituents, both internal and external, to attend forums facilitated by Dr. Sal Rinella of Penson Associates. During the meetings, Rinella asked attendees to answer questions about what Henderson would ideally look like 10 years from now and what traditions and commitments the Henderson community holds most dear.

The [comments](#) from the forums were recorded and shared with the campus community in order to further facilitate the strategic dialogues. The Guiding Statement Committee distilled the comments into the core values, mission and vision statements. During subsequent [town hall meetings](#), attendees further edited the statements. From these core values and statements, six strategic priorities with measurable outcomes were developed.

Angela Boswell, Professor of History and Associate Dean of Ellis College of Arts and Sciences, was a member of the committee during the formation of the strategic position, or vision statement. She stressed that although the positive connection between career success and the liberal arts is not a new concept, what is unique is the emphasis Henderson places on communicating the concept effectively. “Henderson alumni already know about the professional benefits of a liberal arts education,” Boswell said. “We want to make those links between the liberal arts and career and personal life clearer to prospective students and parents.”

The committee articulated and polished the [core values, vision, mission, and a summary of the university’s strategic position](#) based on university feedback. Henderson’s Board of Trustees accepted the plan for implementation in July of 2014.

1.A.2.

Henderson’s larger mission is consistent throughout the institution. Each unit (administrative, school, academic program, and non-academic program) must tie their unit-level mission statement and strategic planning to the university mission statement. The unit mission statement drives the annual assessment process, which is evaluated by the University Assessment Team. The team uses a [rubric](#) to provide feedback to each unit, helping to ensure mission consistency across the institution.

Henderson’s mix of academic programs encompass the range of degree programs in the Arts and Sciences required to offer and support a sound curricular core in the liberal arts in ALL of our [degree programs](#), from those offered in the Ellis College of Arts and Sciences to those professional degrees offered in Teachers College, Henderson and our School of Business. Student support services and first-year programming also reflect the integration of our mission with the students we serve and the range of needs they demonstrate.

All incoming first-time freshmen at Henderson are required to take [Henderson Seminar](#), a one-hour, nine-week course which seeks to prepare them for success in college. Students spend time discussing the value of a liberal arts education and the Henderson mission statement. The importance of mission is communicated to students from the beginning. In some cases, students have been exposed to the university’s mission long before enrolling at Henderson because many departments and programs incorporate the mission into their recruiting materials and visits.

For instance, James Engman, former Chair of the Biology Department, visits high school biology classes and clubs with a [slideshow](#) that illustrates Henderson’s mission through images of Henderson students in the field, exploring the natural world along a coral reef and appreciating diverse cultures in a Mayan ruin and a Panamanian fishing village. University documents, such as [course syllabi](#), our [recruiting viewbook](#), and a range of other documents include the university mission.

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

Henderson’s [demographics](#) reflect [Clark County](#), in which we are located. For instance, Clark County has an African-American population of 23.9 percent; Henderson’s African-American enrollment is 23.4 percent. Multiracial enrollment is 4.2 percent vs. 1.4 percent in the county, Hispanic-American

enrollment is 4.0 percent vs 4.4 percent in the county, Asian-American enrollment is .6 percent vs .7 percent county population. With an international student body of 1.0 percent, Henderson is introducing its native population to other cultures from around the world. Sharing cultures from around the globe is also a part of the university's Mission Statement and Core Value of Human Value and Difference. Altogether these ratios demonstrate that Henderson's enrollment profile is consistent with our mission and core value of Human Value and Difference: "We celebrate every human being and, embracing our differences, strive together to prepare students to become responsible citizens in a diverse, global, and knowledge-based society. We value an inclusive community where all individuals can explore, discover, and develop their unique abilities and interests."

Additionally, Henderson draws many students who began their educational careers at two-year institutions and then transfer to Henderson. Henderson's leading transfer schools (Fall 2014 Census Data) are National Park College (36.2 percent), College of the Ouachitas (8.6 percent), Cossatot Community College of University of Arkansas (5.2 percent), University of Arkansas Community College-Hope (4.3 percent), and Out-of-State 2-year schools aggregated account for 7.1 percent.

1.A.3.

The mission of the university guides the operations of the institution. The development of the 2014-2020 strategic plan, "Beyond the Horizon," was built on the mission. Our strategic plan governs both administration and budgeting priorities at all levels of the university.

A main focus for 2015 has been the establishment of a system of [shared governance](#), a new initiative which grew out of the Henderson community's expressed desire for greater input into campus governance and decision-making and to better ensure that planning and decision-making consistently aligns with our strategic priorities and related goals. In spring 2014, President Glen Jones established a [taskforce](#) to investigate approaches to shared governance. The pattern of inclusion established during the formation of the strategic plan was a blueprint for creating a shared governance model. A [shared governance model](#) was presented to campus in the fall, followed by the establishment of an oversight committee, the [Shared Governance Committee](#), consisting of 11 representatives from the student body, faculty and staff, and leadership. The committee reviews proposals from the campus community and leadership and provides a system whereby all such requests are reviewed and considered by a range of constituencies and their feedback and recommendations engaged in the larger decision-making process.

In the January 2015 issue of [Henderson Now](#), the university's internal newsletter, the President defined shared governance as "a partnership in which administration, faculty, and staff work together to provide effective leadership, support, and advocacy for our university as we work together to ensure quality and innovation in all aspects of learning for our students." In essence, shared governance is about "intentional and reflective planning and accountability." Effective shared governance, in short, is a key dimension that will enable Henderson to accomplish our goals under all six strategic priorities.

The shared governance initiative is just one of the many ways Henderson is moving to address our priorities under the strategic plan. Other examples include the construction of new student housing (priority four), the opening of the [Hot Springs location](#) (priorities one and two) and the development of several [new degree programs](#) (priority two). Our key initiative currently under way focuses on [faculty and staff compensation](#) addresses priority three, our ability to enhance the quality of life and our ability to recruit and retain a high quality and motivated faculty and staff. We have created a four-year plan to raise all faculty and non-classified staff salaries to 100 percent of the average salaries of program/position peers, as compared to a peer group consisting of both actual and

aspirational peers. While this compensation plan is aimed most directly at priority three, its success is also key to Henderson's ability to accomplish our student success and academic program goals (priorities one and two).

Finally, our plans to grow Henderson's enrollment to 5,000 students over the term of our strategic plan is aimed at ensuring stable enrollments that allow Henderson to respond to changing contexts in higher education while maintaining our cherished history and traditions. As Dr. Boswell has noted, "Henderson doesn't want to become a gigantic school, but we do want to grow the student population to the point where economies of scale will benefit our students even more." In short, all decisions made regarding the university's future, including spending, are and will continue to be aligned with the six priorities articulated in our strategic plan.

Sources

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- CompensationTaskForceSalaryRec_Provost_03182015
- ContextSharedGovernance_MarComm_07152015
- CoreValuesVisionMissionPosition_MarComm_02052014
- DegreeProgramWebpages_MarComm_08172015
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1.B - Core Component 1.B

The mission is articulated publicly.

1. The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.
2. The mission document or documents are current and explain the extent of the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.
3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.

Argument

1.B.1.

Since the 2014 adoption of the “Beyond the Horizon” strategic initiative as outlined in 1.A., the core values and mission statement have been shared at faculty assemblies, in a [printed booklet](#) and on the [university website](#).

1.B.2.

As articulated within the mission statement, “the mission of Henderson State University is to provide a learning environment that prepares students for a lifetime of intellectual and personal growth in a global society. The Henderson experience bridges students’ academic aspirations to career success by integrating professional studies and the liberal arts.”

The university and unit mission documents continue to evolve as reflections of Henderson’s lived mission as Arkansas’s public liberal arts university. The Strategic Planning Council, the Assessment Team, and individual colleges and departments engage in periodically revising — and simplifying — unit mission statements and supporting documents. These decisions are informed by surveys of students, faculty, staff and alumni, as well as public meetings and focus groups.

1.B.3.

The mission is carried out by the three colleges that compose the university, and by their many departments and units, as reflected in the separate mission statements guiding each unit.

The mission recognizes the university’s primary internal constituency — the student body — and celebrates its diversity in race, gender, culture, age, income level, nationality, and many other variables. As the university bridges “students’ academic aspirations to career success by integrating professional studies and the liberal arts,” it serves the people of Arkansas (not just the immediately surrounding community), in that Henderson is Arkansas’s only state-supported institution dedicated to the liberal arts. These principal internal and external constituencies are also recognized within the mission statements of the colleges, along with various academic and administrative units.

The separate mission statements of the three colleges, [Ellis College of Arts and Sciences](#), [Teachers](#)

[College, Henderson](#), and the [School of Business](#), are carried forward within the mission statements of individual [departments and administrative units](#). In addition to the mission statements of the the three colleges, the [Honors College](#) and [Graduate School](#) also carry clear mission statements that support the overall lived mission. Henderson offers interdisciplinary studies, such as the Master of Liberal Arts degree, the General Studies undergraduate degree, and several available interdisciplinary minors, such as Women's and Gender Studies, Writing Specialization, and International Studies.

A new interdisciplinary degree program, approved by the state in January 2015, called the Bachelor of Arts in [Innovative Media](#), is a collaborative effort between the art and mass media departments, and to a lesser extent, departments within business and education, in creatively training the creators of tomorrow's new media. It is the first degree program created since the adoption of the new strategic plan.

Faculty are also committed to the university mission by promoting academic excellence, valuing the liberal arts education in developing critical and creative skills and making decisions about programs, policies and practices that are the best for the students and their success. The [Faculty Handbook](#) establishes the expectation of faculty to offer quality education that is committed to excellence and dedication. Each year, all faculty submit current vita, annual goals and objectives, peer review, summary of the student rating of faculty members, and assignments. After reviewing these documents with the faculty member, the department chair places yearly evaluations and course syllabi in faculty files.

To summarize, the university's liberal arts mission governs each of its many divisions, large and small, and informs both their day-to-day and longer term operations, articulating "publicly the organization's commitments."

Sources

- [AboutHonorsCollegeWebpage_MarComm_08102015](#)
- [BeyondHorizonStrategicPlan_MarComm_2014](#)
- [FacultyEvaluationProgram_FacultyHandbook_08172015](#)
- [GraduateSchoolMission_GraduateSchool_08172015](#)
- [IntegratedMediaProposal_EllisCollege_2014](#)
- [MissionPhilosophy_EllisCollege_06242015](#)
- [SchoolBusinessMission_SchoolOfBusiness_2011](#)
- [StrategicPlanWebsite_MarComm_08172015](#)
- [TeachersCollegeMission_TeachersCollege_08172015](#)
- [UnitMissionStatementReport_Assessment_08172015](#)

1.C - Core Component 1.C

The institution understands the relationship between its mission and the diversity of society.

1. The institution addresses its role in a multicultural society.
2. The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

Argument

1.C.1.

In its mission statement and lived mission, Henderson both recognizes the diversity of learners it seeks to educate and values knowledge of diversity for empowering students to excel in a complex world. Henderson's core value of Human Value and Difference calls for each person to take an active role on campus and in his or her community and place of work to eradicate instances of insensitivity, intolerance, and prejudice.

Development of a [five-year diversity plan](#) (2012-2017) revealed that diversity is such a key core value for Henderson that it ultimately was fully integrated into our larger strategic plan early in the strategic planning process. The Office of Student and External Affairs facilitates the university's ongoing commitment to and awareness of the importance of diversity to students, staff, faculty, and administrators. The office has implemented goals that are used to create an annual campus [diversity report card](#) that addresses diversity initiatives on campus, monitor retention of underrepresented students, faculty, and staff and graduation rates of underrepresented students.

The Center for Student Involvement at Henderson serves the student body and university community by providing programs and experiences that promote educational, cultural, recreational, social, and personal growth. The Dean of Students area is committed to facilitating experiences and providing activities for the enhancement and enrichment of the student's own development. This is accomplished through co-curricular activities, organizations, leadership opportunities, and other related endeavors. There are several [organizations](#) that serve students of diverse backgrounds, for example: Black Student Association, Gay and Straight Alliance, League of Extraordinary Gentlemen, and League of Latinos.

The number of culturally diverse students enrolled during the 2014-2015 academic year was 1,371. This number represents approximately 11.5 percent of the Henderson student body and was a 10.2 percent increase from 2013-2014. During the 2014-2015 academic year, Henderson employed 115 minority faculty and staff compared to 124 in 2013-2014. This was a decrease of 7.3 percent. New staff and faculty hires for the 2015-2016 have begun addressing this decrease. The data is included in the [Minority Recruitment Retention Report](#).

In early fall this year, President Jones created a new [diversity taskforce](#), charged with developing a compressive recommendation for a redesigned, equity, and inclusive initiative. The taskforce will deliver their recommendations by early April 2016.

1.C.2.

Henderson has hosted various events highlighting diversity. The university showed the “[Eyes On the Prize](#)” movie on February 18, 2013, about the Civil Rights years in America, and the “[Gospel without Borders](#)” movie was shown on March 4, 2013, that focused on the issue of immigration. Henderson also sponsored a student [essay/poetry contest](#) in 2014 in conjunction with the annual Martin Luther King, Jr. celebration. The purpose of this contest was to have students think critically about social justice and equality.

Henderson also actively engages annual faculty recruiting events focused on diversity, sending our Dr. Ken Taylor, Dean of the Graduate School, to both the McNair recruiting conference in Florida and the Southern Regional Education Board (SREB) minority recruiting conference.

Henderson students have opportunity to travel outside the United States and experience cultural interactions. The [Student Academic Travel Committee](#) administers funds aimed at assisting faculty in creating academic opportunities for student travel abroad and in directly supporting student travel. A Study-Abroad: Non-Western course ([GEN4083](#)) was added several years ago that includes a [10-day visit](#) to China. The primary goal of this course is to allow students to develop an understanding of the structure, diversity, economic, and historical importance of the Chinese culture. The Department of Biology has taken summer trips to [Peru](#), [Panama](#), and [Belize](#) so majors will have field experience outside the normal classroom. Teachers College faculty regularly lead Henderson students in spring and summer travel and study abroad opportunities.

As these examples illustrate, Henderson is committed to its mission and offers a quality education that is guided by faculty and staff who are committed to excellence and dedicated to serving a diverse student body.

Sources

- [BelizeTrip_Oracle_11112014](#)
- [DiversityMovieEyesOnPrize_DiversityMulticulturalAffairs_02182013](#)
- [DiversityPlan_StudentExternalAffairs_2012](#)
- [EssayPoetryContestCall_MLKCelebration_2014](#)
- [GEN4083StudyAbroadSyllabus_StudentAffairs_012015](#)
- [GospelWithoutBordersMovie_CenterInternationalPrograms_03042013](#)
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1.D - Core Component 1.D

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

1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.
2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

Argument

Henderson's history and future converge in the first sentence of the new mission statement: *Located in the heart of southwest Arkansas, Henderson State University is a public institution serving as a vital educational and cultural center for the local community, region, and state.* This statement is not a vision of what we wish to be but a reflection of who we are and have been for nearly 125 years. Echoing the ideas expressed in the previous mission statement, the current mission affirms the continuing commitment "to build appropriate programs in response to the needs of various communities it serves" and "to develop those programs that will promote the preservation and improvement of the quality of life in Arkansas."

1.D.1.

As part of the recent revitalization of the institution's [strategic plan](#), seven core values were identified and approved. One of the core values, Collaboration and Community, mirrors the institution's commitment to the public good and highlights the idea that institutions are comprised of individuals whose actions and decisions give energy to this commitment. *We value collaboration recognizing that each person is an important part of a larger picture. Working together for a sustainable future, every individual contributes to the whole, whether in our university, our local community, or our world.*

1.D.2.

Henderson is a nonprofit state institution and serves no investors or parent organizations. Henderson's sole purpose is to serve the people of Arkansas by offering a superior educational experience.

1.D.3.

Henderson demonstrates its capacity and commitment to engage with its identified constituencies and communities through careful planning and organization for engagement at the highest levels of the university's leadership, as well as through the university's various divisions and departments. From community and industry advisory groups such as our [School of Business's Business Advisory Council](#) to active engagement in county strategic planning efforts in Clark County and surrounding counties, Henderson maintains the clear channels for communication and dialogue that enable us to engage with external constituencies and communities of interest.

Henderson also seeks to offer a comprehensive program of engagement focused on co-curricular

activities and programs that connect students, faculty, and staff with external communities in order to create both one-time and ongoing opportunities for engagement and service. The relationships between internal and external communities provide [opportunities](#) for all parties to better themselves, the university, and the community. Toward this effort, Henderson utilizes physical, financial, and human resources that testify to the university's capacity to engage with constituents and communities.

Many student groups engage in community projects such as [Reddie to Serve Day](#) or local philanthropy projects throughout the year. For example, students from the [Arete Society](#) of the Honors College, the Rotaract Club, Heart and Key, and other campus groups routinely participate in the annual DeGray Lake Shoreline Cleanup, and the three named organizations also participate each spring in the AETN TV fundraising drive, raise money, and donate to the county's United Way campaign, volunteer at the county humane society, and provide assistance with concessions at the county's Relay for Life event each spring.

To connect the Henderson community with important local and state leaders, the Department of Social Sciences sponsors an annual [Constitution Day](#) event, a campus event that is also open to the public where an invited speaker address issues related to the U.S. Constitution. Additionally, every spring the Department of Social Sciences organizes the annual [Sydney S. McMath Pre-law Conference and Banquet](#). Open to students of all majors and the public, the banquet features a keynote speaker and panel discussions in which representatives of law schools, local practicing attorneys, and others are available to answer questions from students pertaining to matters such as law school admission requirements, the first-year law school experience, and professional expectations.

Additionally, Henderson engages with our external constituencies and communities of interest through a comprehensive range of programs and activities. The [evidence](#) describes the details of these efforts.

Sources

- [AreteSocietyWebpage_MarComm_08172015](#)
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- [HendersonCelebratesConstitutionDay_Oracle_09302014](#)
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- [ReddieToServe_Oracle_04152014](#)
- [StrategicPlanWebsite_MarComm_08172015](#)

1.S - Criterion 1 - Summary

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

Summary

The institution's mission is clear, articulated publicly, and guides the institution's operations. As demonstrated above, Henderson's mission and strategic plan were developed thoughtfully, with inclusion of all constituencies, and now govern administrative and budgeting priorities for the foreseeable future. As mandated by its mission, Henderson strives to maintain "a learning environment that prepares students for a lifetime of intellectual and personal growth in a global society. The Henderson experience bridges students' academic aspirations to career success by integrating professional studies and the liberal arts."

Sources

There are no sources.

2 - Integrity: Ethical and Responsible Conduct

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

2.A - Core Component 2.A

The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows policies and processes for fair and ethical behavior on the part of its governing board, administration, faculty, and staff.

Argument

Henderson has instituted numerous programs, policies, and guidelines to uphold and protect the integrity of its academic programs and to insure a safe, enjoyable, intellectually stimulating, and fair campus while complying with all federal, state, and local regulations. Henderson provides rigorous academic programs. The university also supports extracurricular and co-curricular activities that strengthen the liberal arts mission of the university and promote the intellectual pursuits of its members.

As determined by the [laws of the State of Arkansas](#), the Board of Trustees has final responsibility for the governance and operation of the university. To ensure that all board members are transparent in the decision making process, all members must disclose any potential conflict of interest. If there are any conflicts of interest, the board member must abstain from participation.

The [University Budget Committee](#) assists in the establishment of the budgetary priorities of the university and recommends to the President financial means of accomplishing institutional priorities. The Committee meets periodically to discuss budgetary issues. Routine meetings are conducted during the spring to prepare budgetary recommendations for the next fiscal year. The Vice President for Finance and Administration's (VPFA) staff provides administrative support to the committee. Each summer a [budget workshop](#) is held with the Board of Trustees to present the new budget and allow for questions and/or concerns. The board [approves](#) the annual budget that is provided by the VPFA.

The Business Office, under the supervision of the Vice President for Finance and Administration (VPFA), uses generally accepted accounting principles to provide transparent financial processes. The institution's financial statements are audited annually to ensure compliance with these principles. The institution has received an unqualified audit opinion for more than 17 years, which reflects that the institution is following these principles and that its financial statements reflect the fiscal condition of the university.

Henderson State University's [transparency data](#) is available on MyHenderson, the university's web portal. As a result of, and in compliance with, [Arkansas Code 6-61-135](#), Henderson's searchable database of unaudited expenditure data is made available to the people of Arkansas and our constituents.

Henderson has many [documents](#) that demonstrate its compliance to local, state, and federal

guidelines, regulations, and laws. Henderson maintains basic guidelines, expectations, policies, and procedures that facilitate appropriate behavior, activities, and direction of campus personnel and students, such as the Concurrent Employment Definition and Policies and State of Arkansas Travel Regulations and reimbursement forms.

The Student Health Center publicizes its privacy practices that adhere to the Health Insurance Portability and Privacy Act (HIPPA) on the center's webpage and also when students come to the center for services. Students are required to read and sign the [Notice of Privacy Practices](#) for Henderson Student Health Center before they see a nurse or APN. There is also a privacy and confidentiality statement that must be read and signed on the [Counseling Intake Form](#).

The [Faculty Handbook](#) provides direct instructions for Family Educational Rights and Privacy Act of 1974 (FERPA) compliance and any exemptions that are legally noted for dealing with students. In [section 4](#) of the Student Guide, it outlines the student privacy rights. The [FERPA guidelines](#) are also published on Henderson's website. The student does have a right to request that directory information is not released and can do so by completing a [form](#) on the Registrar's webpage and returning it to the Dean of Students. General university practices adhere to the FERPA guidelines and are also available on the FERPA website.

The Undergraduate Catalog outlines ways in which Henderson complies with state and federal regulations regarding higher education, including [policies](#) on the guaranteed eight-semester degree plan, the state minimum core, state legislative requirements for articulation of courses, and requirements for graduation. The Undergraduate Catalog also contains [policies](#) on sexual harassment, disability services, and a listing of federal legislation potentially affecting students. Additionally, the campus complies with [Arkansas Clean Air on Campus Act of 2009](#) and has banned all smoking on campus, including buildings and grounds that are owned or operated by Henderson. The Student Guide outlines additional Henderson policies in accordance with [state and federal regulations](#).

The Office of Human Resources keeps track of and disseminates information about various regulations and procedures pertaining to personnel, including legislative rules and regulations from the Office of Personnel Management (OPM), the Arkansas Department of Higher Education (ADHE), the United States Department of Labor, and the Arkansas State Legislature.

The [Faculty Handbook](#) and [Staff Handbook](#) provide detailed documentation of compliance with applicable laws and regulations regarding personnel and provide detailed instruction pertaining to employee conduct, tenure and promotion, and position responsibilities and requirements. The [Non-Classified Recruitment Handbook](#) and the [Classified Recruitment Handbook](#) also provides guidance on appropriate regulations and guidelines pertaining to hiring procedures, both internal and external. In particular, the Staff Handbook outlines the [nondiscrimination policy](#) regarding current and potential employees. The Staff Handbook also outlines processes in accordance with [state and federal law](#), including Arkansas Act 169 of 1991 (catastrophic leave), Family and Medical Leave Act of 1993, Americans with Disabilities Act, and Section 504 of the Rehabilitation Act of 1973.

Henderson's policies and procedures regarding academic integrity provide a system of evaluation that allows an accused faculty member or student the opportunity to be heard. The [Undergraduate Catalog](#) and [Student Handbook](#) provides detailed information regarding procedures for maintaining and upholding academic integrity, including instructor options for handling students who, in the classroom, are disruptive, violate university policy, or demonstrate plagiarism and/or academic dishonesty. The University Catalog and the Student Guide also identify and define specific unacceptable behaviors that violate academic integrity and university policy regarding classroom conduct, and provide guidelines by which instructors and the university will deal with such offenses.

The [Undergraduate Catalog](#) and the [Faculty Handbook](#) also provide detailed guidelines and explanation of the grading policy used by the university.

Henderson offers general guidelines outlining the activities of professional conduct, along with the necessary disciplinary actions to be implemented if such conduct is not met in the [Faculty Handbook](#) and in the [Staff Handbook](#). The grievance policy for both [faculty](#) and [staff](#) articulates processes by which employees can initiate prompt and efficient investigation and resolution of claims or concerns.

Key policies addressing ethics in the workplace involve [sexual harassment](#), [computer use](#), and [mandatory child abuse reporting](#). Clear policies holding employees to a high standard of conduct concerning sexual harassment and computer use are articulated by the university, along with a mandatory child abuse reporting policy.

Henderson employs a full-time legal counsel, the General Counsel. The General Counsel is an attorney licensed under the laws of the state of Arkansas and is charged with ensuring legal compliance with local, state, and federal laws and regulations.

In order to help insure institutional integrity, Henderson State University, in accordance with Arkansas state law, has [whistleblower protection](#) in place for employees. To help ensure employee confidence, the university has secured a contract with a company called Navex Global for a product called [EthicsPoint](#) to implement a system for receiving and registering reports concerning fraud, abuse, misconduct, and other violations, anonymously. This is a 24-hour/day, 365 days/year service accessible via telephone or through a web-based portal (separate from the Henderson website).

Sources

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2.B - Core Component 2.B

The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.

Argument

Henderson State University utilizes various methods to clearly and accurately articulate its programs, requirements, faculty, staff, costs, and accreditation relationships and to communicate these to students and the public. These methods include the website, intranet (myHenderson), social media, catalogs, student guide, and contact with media outlets by the Department of Marketing and Communications.

Henderson recognizes that in a society with a growing dependence on technology, online resources have increasingly become more important. In response, Henderson strives to use its webpage as the primary method for content to reach public audiences. Henderson migrated to a new website in the fall of 2014 to better reach this goal as directed by the [strategic plan](#). Two of the most significant improvements are a greater focus on US ADA section 508-compliant content and the addition of responsive webpages. These changes allow Henderson's webpage to more easily accommodate screen readers and mobile technologies. Through this medium, documentation for programs, requirements, faculty and staff at the university, costs to the student, and other important information is available.

The Department of Marketing and Communication is responsible for all official social media outlets at Henderson. These outlets are used to keep the community involved in Henderson as well as relay important information. Recently, it was recognized that Henderson does not have an official stance for managing non-official social media from official departments and organizations on campus. A proposal to regulate such non-official social media is under development and will be moving through our shared governance system early this fall.

Internal information at Henderson is shared online using our web portal that Henderson has named [myHenderson](#). Through this password-protected system linked to our Student Information System, students, faculty, and staff are able to access university information and resources. Henderson implemented a mobile version in 2013 to expand its availability. The portal also houses the [Rave Alert](#) system, which allows the university to send emergency information and important messages to faculty, staff, and students through [text](#), email, and automated calls.

The Graduate Catalog and the Undergraduate Catalog are the primary resources for academic policies, program requirements, course descriptions, and important accreditation and academic information about Henderson. Both catalogs cover a two year span and are available in print and electronically.

Henderson's [Student Guide](#) is managed by the Dean of Students and updated yearly. This is the primary source for rights and expectations for students on campus. The guide contains university policies, procedures, and other helpful information for a student on campus. The guide is made available electronically in multiple locations on myHenderson and the website. The 2015-2016 Student Guide does not include the Student Code of Conduct. This updated document was emailed to students, faculty and staff as an individual document. The new [Code of Conduct](#) is based on the Core Values of the new strategic plan.

Marketing and Communications maintains regular communication with statewide media relaying ideas that tie into our [strategic plan](#) and initiatives. Part of this communication effort incorporates Henderson's social media and newly migrated webpage. Over the next year, Marketing and Communications plans to hold media days for media with various coverage areas to meet faculty and leadership.

Sources

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2.C - Core Component 2.C

The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.

1. The governing board's deliberations reflect priorities to preserve and enhance the institution.
2. The governing board reviews and considers the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
3. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties when such influence would not be in the best interest of the institution.
4. The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.

Argument

The Henderson State University [Board of Trustees](#) is comprised of seven members appointed by the Governor of the state of Arkansas in accordance with state law. The term of appointment is seven years; however, reappointment is allowed. The current members of the board have served from two to 19 years with an average of 10 years. Though appointed by the Governor, the Board of Trustees operates as an independent entity overseeing the university's operations.

2.C.1.

The board is charged with setting policy for the university. The strategic plan and mission guides the university's policy decisions. For example, it is the authority of the board by which degrees are bestowed upon candidates deemed worthy by the faculty. New programs are only begun with approval of the board. The board is responsible for hiring and evaluating the President.

2.C.2.

In order to perform its responsibilities, the board, at each of its meetings, receives reports from the President, Vice President for Finance and Administration, and other members of the executive team. [Minutes](#) of all board meetings are made available to the campus community on MyHenderson.

Proposed changes to policies or new policies are typically brought to the board at the discretion of the President after going through the campus shared governance program. This program assures that all relevant constituencies have input in said recommendations. These constituencies are: Faculty Senate, Staff Senate, Student Government Association, University Academic Council, Graduate Council, Deans Council, and Chairs Council.

2.C.3.

According to [Arkansas Code Annotated 6-66-101](#) and [6-66-102](#), Henderson State University Board of Trustee members must:

(f) Before entering upon his or her respective duties, the trustee shall make and subscribe to an affidavit to faithfully, diligently, and impartially discharge the duties of his or her office, regardless of

the requirements of § 25-17-207.

Board members file a [Statement of Financial Interest Form](#) annually.

2.C.4.

The President is the chief executive and administrative officer of the university. The President has the responsibility for the management, control and direction of the day-to-day business operations and various other affairs of the university.

The President is advised by an executive cabinet. The President and vice presidents receive input from campus constituencies through the shared governance system.

The Provost/Vice President for Academic Affairs has responsibility for the academic and educational activities of the university.

The [Faculty Senate](#) and [University Academic Council](#) have significant advisory responsibilities on academic issues and are responsible for developing, implementing, and revising curricula and educational policies. These include determining credit for courses, requirements for majors, minors, graduation, and other academic policies such as academic honesty and grievances. Similar responsibilities are exercised by the [Graduate Council](#) for graduate programs.

Sources

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2.D - Core Component 2.D

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

Argument

Henderson's mission as a liberal arts university embraces the pursuit of truth in teaching and freedom of expression. These ideals permeate our core values, from our commitment to promoting academic excellence and scholarly achievement to developing in each student critical and creative skills including problem solving, analytical thinking, and effective communication. We celebrate every human being and embrace our differences, recognizing that each person is an important part of a larger picture. These core values require that we promote freedom of expression of all individuals, pursue excellence in thought, expression, and scholarship, and remain committed to cultivating a climate of academic, personal, and professional integrity.

Members of the campus community, including students, have the [right to discuss and express all views and subjects](#), including staging protests, as long as the gatherings are peaceful and do not disrupt other university functions. Student groups are allowed to invite outside speakers of their choice as long as the activity is registered at least 48 hours in advance. Additionally, faculty members may invite speakers to campus and use [Margin of Excellence grants](#) to cover expenses for the speaker. This encourages the invitation of guests outside the university to present workshops and talks on wide ranging topics.

Student freedom of expression is addressed in the Henderson Student Guide, which protects and encourages freedom of discussion and expression of views. Relative to outside publications, a student, group, or organization may publish and distribute written material on campus without prior approval if such distribution and the content of the material are not disruptive to university operation.

The [Henderson Student Guide](#) asserts that the editors and managers of the student newspaper shall not be arbitrarily suspended because of student, faculty, administration, alumni, or community disapproval of editorial policy or content. Similar freedom is assured for oral statements or views on university-controlled and student-run radio or television stations.

Classified and non-classified staff members are empowered to contribute to university governance through several formal channels. Established in 1988 and approved by the Board of Trustees, the [Staff Senate](#) is active in advancing staff concerns with the full support of university administration. It provides for the orderly representation of non-faculty personnel in communication between staff and policy-makers in areas affecting their general welfare, and provides a medium for the exchange and coordination of information between members of the staff, administration, faculty, and students. Classified and non-classified staff members are well represented in strategic planning and accreditation efforts and serve on many university committees, including the Judiciary Committee, Non-Academic Grievance Committee, Fringe Benefits Committee, and the University Budget Committee.

At Henderson, faculty scholarship is encouraged and supported both financially and in the promotion and tenure process. Professional development opportunities are available across all academic divisions. Ellis College, Teachers College, and School of Business, have set aside funds for competitive opportunities to obtain [travel](#) and [research](#) funds for faculty scholarship and development.

Faculty members are eligible for sabbatical leave every seven years. The sabbatical program allows faculty to pursue opportunities related to their area of interest. Ellis College Research Colloquium and Ellis College Faculty Showcase provide opportunities for faculty in that college to share sabbatical results and other academic and creative endeavors. Teachers College faculty who receive faculty development funding make presentations to the full faculty of Teachers College. The Undergraduate Research Program directly supports Henderson's commitment to a life of learning. The program budget is used to partially fund student travel to present research results, to provide matching stipend money for state-sponsored grants, and to purchase research supplies. The faculty-directed research is highlighted in an undergraduate research newsletter, [Reddie Research](#). Henderson utilizes Faculty180, a data management system, to collect and report faculty credentials, professional activities, and achievements. Scholarship and creative activity is recognized and rewarded by Faculty Excellence Awards. These awards are part of a three-year rotation with similar awards for teaching and service.

As noted above, the Faculty Handbook governs [faculty promotion and tenure policies](#), providing clear guidelines for review processes that allow individuality in teaching, scholarship and service.

Sources

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- ReddieResearchNewsletter_EllisCollege_08192015
- ResearchSupportFaculty_TCSOBECAS_10012015
- StaffSenateConstitution_StaffSenate_12082010

2.E - Core Component 2.E

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

1. The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.
2. Students are offered guidance in the ethical use of information resources.
3. The institution has and enforces policies on academic honesty and integrity.

Argument

2.E.1.

Henderson State University's core value of Integrity demands a climate of academic and professional integrity. As such, Henderson maintains an [Institutional Review Board \(IRB\)](#) operating under policies that have been developed and designed to ensure the health, well-being and rights of human subjects are protected when researched by members of the Henderson community. These policies are informed by federal law as mandated through the Department of Health and Human Services (DHHS). All investigators, and in the case of student research all faculty advisers must be credentialed in the protection of human subjects prior to applying for research approval.

Henderson State University has an [Institutional Animal Care and Use Committee \(IACUC\)](#) that oversees and evaluates all aspects of animal care and use programs and facilities to ensure ethical use and well-being of animals used for research or teaching. The IACUC also ensures the public of the university's conformance to all legal and ethical standards regarding the use of animals in research and teaching.

Henderson State currently uses an electronic submission process for both IRB and IACUC processes. Investigators complete a research proposal to the IRB/IACUC via IRBnet. The proposal is evaluated by the appropriate administrator for completeness and to determine the appropriate level of review. Proposals are reviewed and then either approved, returned to the investigator for modifications, or denied.

All student researchers (undergraduate and graduate) are required to have a faculty advisor oversee their research. The Director of Undergraduate Research sits on the IRB and serves as a regular reviewer. This person has a variety of duties including helping faculty and students to find avenues for presentation and publishing of research proposals and findings, and helping students find any funding that may be available for research. The director also coordinates the annual undergraduate research conference hosted by the university.

2.E.2.

Many people throughout the university seek to educate students on the ethical use of information. Among the places this occurs are through Library Resources, in the Writing Center, in Henderson Seminar and in writing intensive courses. The Writing Center employs graduate students who are available to help students use proper methods of citation as well as offering instruction on avoiding plagiarism. This instruction also occurs in freshman English courses as well as the junior-level

university writing courses. Since many academic programs have discipline-specific formats for citations, those programs use their writing intensive courses to instruct in those formats and to reinforce discipline-specific practice as well as larger concepts of academic integrity, including plagiarism. To ensure the ethical use of information, Turnitin, a digital tool for evaluating assignments to detect plagiarism is available institutionally and used by many faculty.

2.E.3.

Current policies concerning student academic honesty and integrity are housed in the Student Guide, as noted above. The Provost's Office is currently in the process of formalizing revised and clarified policies and processes concerning academic honesty and integrity. While seeking to protect academic freedom, the policies will formalize and standardize university practices for dealing with violations of standards for academic integrity. Once complete, these policies will be submitted to our shared governance system in fall term. Faculty members are also encouraged to make individual course policies on academic honesty clear in syllabi.

Sources

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- InstitutionalReviewBoardReminders_IRB_08202015

2.S - Criterion 2 - Summary

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

Summary

Henderson State University has instituted programs, policies, and guidelines to uphold and protect the integrity of its academic programs. The university communicates information regarding programs, requirements, costs, and accreditation information via website, intranet, social media, catalogs, student guide, and contact with media outlets by the Department of Marketing and Communications with faculty, staff, and students. The Board of Trustees is charged with setting all policies for the effective use of the university's resources to fulfill its mission. Our core values require that we promote freedom of expression of all individuals, pursue excellence in thought, expression, and scholarship. The institution relies on various mechanisms to ensure the integrity of its student and faculty research and academic honesty and ethics. We cultivate a climate of academic, personal, and professional integrity by holding ourselves and each other to the highest ethical standards in all we say and do.

Sources

There are no sources.

3 - Teaching and Learning: Quality, Resources, and Support

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

3.A - Core Component 3.A

The institution's degree programs are appropriate to higher education.

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

Argument

3.A.1.

Henderson State University's degree programs are influenced by many factors that include specialized professional standards, regular program reviews, normed exams, annual assessment of targeted student-learning objectives, and input collected from both the community and professional stakeholders. Together these ongoing processes serve to provide quantitative and qualitative evidence that Henderson State University's programs are rigorous, relevant, and current. Any course, curricular, or program introduction, review, modification, or elimination proposed as a result of such processes must be approved at the departmental, college, university, and state (Arkansas Higher Education Coordinating Board) level.

Third party, evidence-based, specialized agencies accredit many programs. For example, AACSB International – The Association to Advance Collegiate Schools of Business – accredits the School of Business. While Teacher's College, Henderson holds several specialized professional association accreditations, the college's teacher accreditation comes from the National Council for Accreditation of Teacher Education (NCATE)/Council for the Accreditation of Educator Preparation (CAEP). A complete list of such institutional accreditations can be found on the website and in both the [Undergraduate](#) and [Graduate](#) Catalogs.

Each program not governed by a national accrediting agency must conduct a formal [program review](#) every 7-10 years, as required by the Arkansas Department of Higher Education. The [process](#) requires a comprehensive self-study that is reviewed by the program consultants and at least one of the consultants must conduct a site visit.

Several programs use nationally normed and or licensing exams to assess program effectiveness, analyze time series data and allow for institutional, state, and national comparative analysis. A sampling of the standardized tests used for these purposes include the [PRAXIS](#) for education majors; Educational Testing Service Major Field Tests for physics, [business](#), [mathematics](#), computer science,

and [biology](#); the American Chemical Society's national standardized exams for almost all of the chemistry classes; and the [NCLEX](#) for Nursing.

Each academic program annually assesses its effectiveness as related to specific goals and objectives. This annual assessment process is designed to target specific opportunities for growth associated to specific student learning outcomes. [Programs](#) collect, analyze, reflect on, and make recommendations based on data.

Many programs solicit input from employers of our graduates and/or internship supervisors to better align the competencies of graduates with the expectations of employers. [Sociology](#), [Family and Consumer Sciences](#), [Curriculum and Instruction](#), Nursing, and Educational Leadership (MSE) regularly solicit, analyze, and reflect on such input as related to their programs of study.

3.A.2.

Henderson State University offers undergraduate and graduate education at the Associate, Bachelor, Master, and Education Specialist Degree levels. The university awards an Associate of Science in Health Science degree and confers eight bachelor's 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. The university awards five master's degrees: Master of Art in Teaching, Master of Science in Education, Master of Science, Master of Business Administration, and Master of Liberal Arts. The university confers an Education Specialist degree in District Level Leadership and Curriculum Specialist.

The specific requirements for the completion of each degree are articulated in the 2014-16 Undergraduate and 2013-2015 Graduate catalogs. Included in the catalogs are descriptions of the programs, courses, and credit-hour requirements for each degree. During the fall semester of 2014, the University Academic Council approved guidelines for [undergraduate certificate programs](#). All [undergraduate](#) and [graduate](#) degree programs fulfill the mission of the university.

3.A.3.

Henderson State University offers courses at various locations using multiple modes of delivery to reach students at a time and place that best suits their needs. The university recognizes that regardless of location and method of content delivery, expectations for learning must be uniform and consistent across all courses.

Since 2008, Henderson State University and National Park College (NPC) (formerly known as National Park Community College) in Hot Springs, AR have had a [memorandum of understanding](#) to offer a 2+2 program (two years at NPC and two years at Henderson) which allows students completing an AAT, AA, or ASB at NPCC to move directly into a BSE or BBA in Management at Henderson. This contractual agreement ensures that these students transferring into Henderson have taken the proper classes to prepare them for completing the higher degree program. Henderson also recently implemented a similar agreement with NPC on a [2+2 agreement](#) focused on a new cohort of NPC nursing students matriculating into our baccalaureate program each year.

Stemming from the success of this agreement, Henderson began offering courses in the spring 2015 term at a second location at the Landmark Building in Hot Springs, AR in addition to the main campus in Arkadelphia. The courses being taught at this additional location are the same courses offered on the main campus that are taught by the same faculty and have the same learning goals and expectations. While this physical location is newly-approved, the university has been offering courses

to students in the area using facilities at National Park College since the fall of 2008. The courses and objectives are clearly outlined in the syllabi, and as the syllabi for sections of the ECO6043 course taught on the [main campus](#) and at the [Hot Springs location](#) show, the learning objectives for these two sections are exactly the same.

In an effort to ensure quality teaching using the newest technology to deliver course content online, the Department of Instructional Technology supports and enables faculty members to use technology, including the current Learning Management System (LMS), ANGEL. Faculty development [training sessions](#) range from open workshops and training sessions to individual assistance, according to the specific needs of the area or faculty member. The department provides an [ANGEL orientation](#) that is available on the website. With the growing number of courses utilizing the LMS and classroom technology, a new position was created in November of 2013 to assist with the training and support of faculty. The [Instructional Technology Support Technician](#) provides tier-one level support and professional development for faculty on the LMS, the synchronous collaboration tool, classroom lecture software, and classroom technology. By helping to facilitate the proper use of the technologies needed to conduct courses online, this department ensures that the faculty are then able to use productive methods to teach to the same learning outcomes as outlined in same course utilizing a different mode of delivery.

Henderson's Department of Instructional Technology is currently in the process of [migrating](#) our LMS from Angel to Blackboard. The department consistently collaborates with departments across campus to understand their needs for online services and training. Realizing a greater need to ensure consistency across new modes of pedagogy, two years ago the Provost's Office engaged faculty and staff at the university to develop [Online Course Guidelines](#). These proposed guidelines provided faculty with an understanding and framework for the effective teaching in an online environment that supports them in their efforts to teach to the same learning objectives as created for the same class in a more traditional in-person setting. This document is currently being revised and updated to reflect current needs and emerging practices.

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3.B - Core Component 3.B

The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.

1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.
2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.
4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.
5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission.

Argument

3.B.1.-3.B.2.

Henderson's general education core (liberal arts core) develops competencies that are foundational both for successful degree completion and for successful professional experiences. The liberal arts core creates learners who gain exposure to a variety of subject areas, while still allowing students the freedom to customize the core to fit not only their degree requirements but also their genuine interests.

The [liberal arts core curriculum](#) is designed to ensure that all students learn the same essential skills even if they take different general education courses; chief among these are analytical and critical thinking, oral and written communication and quantitative reasoning. In addition to the essential skills courses, the liberal arts core fosters further academic enrichment in the areas of fine arts and humanities, social sciences, natural science, and non-western culture. Together, the courses making up the liberal arts core form the foundation for self-knowledge and for building successful life experiences for students. The liberal arts core is more than a list of required courses that a student must take in order to complete a degree; it is designed to help students achieve personal as well as professional success, through a liberal arts core common across all undergraduate degree programs, both academic and professional.

Henderson's Liberal Arts Core (LAC) is overseen by the [General Education Committee](#), comprised of faculty members from every college, as well as a representative from the University Assessment Team. The Director of Assessment serves as an ex officio member. The committee ensures that the LAC is [aligned](#) to the goals and mission of the university. The committee also gauges the effectiveness of the general education program. The committee is committed to engaging the faculty, staff, and students in each aspect of the assessment process, fostering a sense of shared responsibility. The committee makes [recommendations](#) to the University Academic Council pertaining to any changes or revisions of the general education program or regulations.

The General Education Committee is tasked with assessing the effectiveness of the liberal arts core. After extensive research and with input from faculty at large, the committee developed an assessment plan. The first stage of the [assessment plan](#) included the development of three goals, and each has specific student learning objectives.

With the goals and objectives in place, the committee next researched rubrics used at universities across the nation. Among these were the rubrics developed by the Association of American Colleges and Universities in response to the Liberal Education and America's Promise (LEAP) campaign. This research led to the development of [rubrics](#) that fit Henderson's core and needs: Written Communication Rubric, Oral Communication Rubric, Quantitative Reasoning Rubric, and Critical Thinking Rubric. The goal is to have 75 percent of students earning a [rating of "proficient" or better](#) in each of these areas.

Working under the assumption that most students will have satisfied most of the liberal arts core requirements by their junior or senior year, the General Education Committee decided to collect the assessment data in a required junior- or senior-level course within each academic program. Each program identifies the course with an existing assignment or component that would allow assessment using one of these rubrics (up to four different courses may be used, one for each rubric or one course in which all the rubrics are used).

The development and implementation of the rubrics was tiered to allow adequate time for each program to find the best fit for each rubric within each program of study. This also allowed sufficient time for feedback on the process as well as the rubrics. Representatives of the General Education Committee met with each department as well as department chairs to describe the process, answer questions, and seek input. Survey [feedback](#) was also collected from faculty implementing the assessments. The surveys allowed faculty to share successes, failures, concerns, and praise. Open forums were held to train the faculty how to use each rubric as well as to solicit feedback. There is a continued healthy discussion of the rubrics, and the committee is committed to using them, or revised versions of the rubrics, for a complete cycle to collect benchmark data and see trends the tools reveal.

Data is collected in both the fall and spring semesters. The General Education Committee summarizes the data by semester and shares the data summaries with faculty via [email](#). Additionally, the data summaries are included in the [assessment newsletter](#) together with a feature article from a member of the General Education Committee. The [data](#) has been featured at fall faculty conferences. The committee continues to look for effective ways to share the data.

With the assessment plan fully designed, the rubrics fully implemented, and baseline data established, the committee facilitates the important work of analyzing the data collected, comparing it to the designated performance criteria, looking for patterns, and identifying opportunities for growth. The next phase of this comprehensive general education assessment program is to respond to the data to improve student learning. This work has already begun and the most recent evidence analysis has inspired the need to look closely at both writing across the curriculum and writing in the disciplines. The Provost's Office is working closely this year with the Director of the Writing Center and Henderson's Writing Program Administrator to develop a campus-wide writing initiative.

3.B.3.

Required [writing intensive courses](#) afford each student an opportunity to accomplish more than merely acquiring information as they move through each degree plan. The projected outcomes of

students' skills, habits, and attitudes, while distinguishable, are not separable; they blend together to produce the ability to write well and to think critically. Cognition, writing process, and the written product interact and mutually reinforce one another. Each academic program offers discipline-specific writing intensive courses aimed at developing sound student understanding that values for writing in a given community reflect the underlying function of writing in that community, marking the framework for thinking and reasoning in that community. Both the freshman composition sequence and other courses that satisfy the university writing requirement are aimed at inculcating in students a sound facility in critical thinking and reasoning, through both written and oral communications. Also, each student must take one (1) 3000 or 4000-level [Writing Across the Curriculum course](#).

Responding to LAC assessment data from the General Education Committee, the Provost established a new Writing Program Administrator position in the English department to better develop and support both Henderson's freshman composition courses, as well as Writing Across the Curriculum. Henderson is poised to undertake a campus-wide writing initiative over the next several years, aimed at further buttressing and extending the university's efforts in this key area.

In a more program-specific sense, [program mission statements](#) (where extant) and [program learning outcomes](#) (as articulated in program assessment plans) uniformly demonstrate student engagement in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.

3.B.4.

As noted in the above discussion in Criterion 1.C, each student at Henderson has multiple opportunities to learn about and connect with other cultures, whether contemporary or past. For example, the Non-Western Culture element of the liberal arts curriculum exposes every student to cultural contexts and modes of thinking that will both expand and challenge his/her worldview. The undergraduate catalog states:

In a rapidly changing world, understanding cultural differences is important in fostering a perspective of global concern and acceptance of a range of cultural responses. Students completing the [Non-Western Culture](#) requirement will appreciate the complexity and diversity of world cultures. They will develop an understanding of how culture influences behavior, and in turn, how cultural differences impact intercultural interactions.

The Non-Western Culture element of the liberal arts core is a specific requirement for completion of the undergraduate degree program, students have the opportunity to choose from a vast array of classes that satisfy this particular requirement. Given this range of classes, students may select options that are relevant to both their academic programs and their personal interests. It is not unusual for students to enroll in more than one course in this area as they work toward their degree and university graduation requirements. Through these [courses](#) students gain insight into the ongoing evolution of human experience and culture required in the liberal arts core.

3.B.5.

Henderson is a fertile incubator for the advancement of knowledge and understanding of the created order. Both students and faculty are active researchers, whether individually or as collaborators. While Henderson is primarily a teaching institution, our expectations for a rich undergraduate research/scholarly/creative experience dictate that our [faculty](#) maintain a robust ongoing commitment to their academic and professional disciplines. These connections are evident in the integration of faculty and [student research](#) and creative activities that so mark Henderson's programs.

Henderson hosts the state's [annual Undergraduate Research Conference](#) and has done so for 21 years. Taking place over two days in April, undergraduates from around the state, including the state's flagship research university in Fayetteville, converged in Arkadelphia to share their original research projects. The 2015 program included a total of 72 oral and poster presentations, with Henderson students accounting for 52.

As would be expected with such a vital undergraduate research experience, Henderson faculty are also active in research and writing, and serve as models and mentors for undergraduate researchers. Faculty and staff authors publish widely on a broad variety of topics from their research interests and expertise. [Published titles](#) range from the psychology of Batman and the history of comic books, to the Little Rock Arsenal Crisis and Shakespeare's skepticism. Faculty and staff authors were recently showcased at a [book-signing event](#) held in Henderson's Huie Library.

Henderson's students and faculty in the [visual and performing arts](#) are also noted for both the number and quality of shows and performances for both faculty and students, allowing students to deeply engage creative activities both with their faculty mentors and with their own work.

Taken as a whole, these contributions of our faculty and staff in scholarship, creative work, and the discovery of knowledge represent the best traditions of the larger academy and reflect our core values of academic excellence, the liberal arts, and student success, and speak directly to our first two strategic priorities, student success and enhanced academic programs.

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3.C - Core Component 3.C

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

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

Argument

3.C.1.

Henderson State University has employed sufficient number of full and part-time faculty as shown in [HLC Institutional Update](#) and [IPEDS Fall 2013-2014](#). The [ratio of students to faculty](#) is 16:1. Faculty members are expected to fulfill their responsibilities outlined in the [Faculty Handbook](#). The handbook summarizes faculty responsibilities for teaching, professional development and scholarly activities. Part-time faculty in [Teachers College, Henderson](#) and [Ellis College of Arts and Sciences](#) refer to their respective Adjunct Faculty Handbook to learn of their responsibilities.

The [University Academic Council \(UAC\)](#) is comprised of the Provost 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 nominated by the Student Government Association (one student must be a minority). After college/school consideration, curricular proposals are 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 agendas and [minutes](#), facilitating input from departments that might be affected by curricular changes.

The [Graduate Council](#) is comprised of the Dean of the Graduate School who serves as chair; one representative from Faculty Senate; two graduate assistant representatives; one representative from Ellis College of Arts and Sciences and School of Business and three representatives from Teachers College, Henderson. Each proposal is submitted to the Graduate Council for [evaluation \(first reading\) and final approval \(second reading\)](#). The process is similar in form and intent that of the UAC. In addition, the Graduate Council is responsible for vetting faculty qualifications to be admitted to graduate faculty status. Faculty members assigned to teach graduate courses must apply for [graduate faculty status](#).

Each academic department designates a faculty member as the [department assessment coordinator](#). As part of the assessment of student learning process, the assessment coordinator makes sure the department reviews the department mission to ensure relevance. It is also important that the department not only link to the university goal but also the liberal arts core goals. At that point, work on department goals and learning outcomes are revisited and aligned with the department and university mission statement, as each department develops and implements their program assessment plan. Based upon the results of the program assessments, action plans are developed to address performance concerns.

3.C.2.

The university has identified the academic credentials for full and part-time faculty members. The academic programs require a Doctoral or Master's degree. Developmental courses may only require a Bachelor's degree. The credentials for the positions of professor, associate professor, assistant professor, instructor, and lecturer are specified in the [Faculty Handbook](#). The credentials of all instructors in consortial programs with Henderson State University are screened by the affiliates that are in consortial agreements with Henderson State University. The university has filed an application with the Arkansas Department of Higher Education to award dual credit. However, that [application](#) is currently in process and will not be approved until later in 2015. The dual credit is also addressed in Core Component 4.A.4.

3.C.3.

According to the Henderson State University [Faculty Handbook](#), the purpose of the Faculty Evaluation Program is to provide data to promote faculty development, improve the quality of instruction, and provide more reliable support for personnel decisions. Teaching, scholarship and service are the major areas for evaluation of each faculty member – unless an area is clearly not relevant to his/her goals and assignments. The evaluation process for faculty occurs during the spring semester of each year. Each faculty member must submit a current vita, along with his or her annual goals and objectives. The instructor is evaluated by a peer and the department chair. The department chair evaluates the faculty member's performance, and both must sign the evaluation report. The report is then sent on to the Academic Dean. Decisions affecting promotion, tenure, salary, or dismissal must be documented in writing and based on publicized criteria. The faculty member must be notified in writing by his/her supervisor of any deficiencies and given adequate time to remedy them before he/she is penalized in a personnel decision affecting promotion, tenure, or dismissal.

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

3.C.4.

The university has a repository in place for tenured and tenure track faculty members to document the teaching and scholarly activities and service. Faculty180 is an electronic portfolio system that documents the various aspects of faculty members' teaching ability and experience. Faculty180 improves the collection and reporting of [faculty credential](#) and [faculty activity](#) data, keeps Henderson prepared for reaccreditations, assist Department Chairs in faculty evaluations and allows faculty to update their information as it occurs.

In terms of resources for faculty development, the Provost convened an ad hoc group of faculty from

across the university during spring 2015 and tasked the group with developing recommendations for a [Teaching and Learning Center](#), as articulated in the strategic plan ([priority three, strategy two](#)). In mid-April, the group delivered their recommendations to the Provost, who accepted the recommendations for implementation, creating a faculty-driven Council for Teaching and Learning focused on advancing Henderson's culture of teaching and learning and charged initially with creating and supporting a Teaching and Learning Center (both physical and virtual) as well as a framework within which faculty can develop new strategies and methods teaching and enhance their current practices. The goal of the council is to enrich the teaching and learning experiences of our faculty and students. This fall the Provost will launch both the initial [web](#) presence of the Teaching and Learning Center, as well as announce the acquisition of space for the physical center.

Faculty members are eligible to apply for departmental funds to support them in their professional development. Each college has a process for faculty members to follow. Tenured faculty members have the option to apply for a sabbatical to work on a project that will enhance their research or courses they teach. As noted above and referenced in the Faculty Handbook faculty members are required to fill out the required [proposal forms](#) and meet the established criteria in order to be considered.

3.C.5.

Faculty members are expected to keep regularly [scheduled office \(or laboratory\) hours](#) each week during which time students may confer with them. The number of hours scheduled reflect the teaching load, medium of instruction, and class enrollment of the individual faculty member, and are determined by each faculty member with the approval of his/her chair/immediate supervisor. Office hours are flexible to provide reasonable access to students who may have class conflicts. Students can also contact faculty members via email or telephone. In the Henderson State University online course policy and guidelines manual, it is considered a part of the [teaching responsibility](#) for faculty members who teach an online class to provide contact information that would include office hours that would be either face-to-face or virtual.

3.C.6.

Every staff position that provides student support services at Henderson has a [specific job description](#), which outlines duties and qualifications of the position. The qualifications including experience and education vary depending on the type of work performed in the position. Job descriptions of staff providing student support include Financial Aid, Academic Advising, Center for Career Development, TRIO programs, and Library Technician are maintained in Human Resources.

[New employee orientation](#) and training is provided in-house, through Henderson offerings, and organizations that offer departmental [specific training](#).

Staff members are evaluated yearly in March in accordance to Henderson State University policy. A range of [examples of staff training](#) and development efforts are attached as evidence.

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3.D - Core Component 3.D

The institution provides support for student learning and effective teaching.

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

Argument

3.D.1.

Henderson serves a diverse student body with a large percentage of first-generation college students and therefore provides students with a range of support services that are catered to their diverse needs. The administrative areas that provide student support services are Financial Aid, Center for International Programs, University Police, University Relations and Admissions, Student Health and Counseling Center, Residence Life, Huie Library, Registrar, TRIO Programs, Instructional Technology and Multi-Media Learning Center, Computer and Communication Services, and Academic Advising Center. Listed below are several examples of departments that serve our student population.

The [Student Health and Counseling Center](#) at Henderson provides caring, accessible, high quality physical and mental health services in a confidential and ethical environment that fosters respect for all students. The center's services are available to undergraduate and graduate students at Henderson. It is staffed by a director/counselor, two licensed counselors, one advanced practice nurse (APN), two registered nurses, one secretary, and a student worker.

The [Center for International Programs](#) at Henderson promotes and facilitates cultural diversity and international education in all its aspects across the university, enhancing cross-cultural understanding and global literacy among Henderson students, faculty, staff, and the community of Arkadelphia. The center's 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.

Henderson maintains six federal [TRIO programs](#) to provide support for individuals from disadvantaged backgrounds, including low-income individuals, first-generation college students, and individuals with disabilities. Support ranges from helping with the college application process to preparation for graduate studies. The following six TRIO programs are:

- Disability Resource Center

- Educational Opportunity Center
- McNair Scholars Program
- Student Support Services
- Talent Search
- Veterans Upward Bound

The [Center for Career Development](#) is committed to helping current students and alumni develop career and life planning skills, master job search strategies, and seek rewarding employment. The center offers services including personal career counseling, interview assistance, mock interviews, resume preparation, on-campus interviewing, career fairs, national and local job listings, graduate school search assistance, a resource center filled with valuable information and reference materials, and Internet access to a variety of career and employer-related information.

The [Financial Aid Office](#) maximizes students' access to higher education by effectively managing federal, state, institutional, and private resources providing grants, scholarships, loans and work-study to eligible students. The office awards over \$42 million annually to more than 90 percent of the student population, while providing financial aid advising to students. The detail of aid processed through the office last year includes the following:

Scholarships: \$8,298,385.40
 Grants: \$4,466,420.74
 Loans: \$8,269,057.00
 Work Study: \$244,275.12
 Total: \$21,278,138.26 for fall 2014

Some of the scholarships offered to first-time freshman include:

HSU Distinguished Freshman Scholarship (\$14,500 per year)	Limited to 18 Scholarships
HSU Presidential Excellence Scholarship (\$10,500 per year)	Limited to 102 Scholarships
University Centurium Scholarship (\$7,000 per year)	Limited to 128 Scholarships
Red and Gray Success Scholarship (\$2,500 per year)	Limited to 156 Scholarships

Henderson also offers a Community College Transfer Scholarship (\$6,000 per year), awarded to 55 transfer students.

The [Office of Residence Life](#) plays a vital role in the overall educational development of students and facilitates the development of a strong campus community. In direct support of student needs and the development of personal skills, Residence Life fosters the campus community by maintaining safe residences for students and, in conjunction with the Student Activities Board, providing ongoing activities and events. Residence Life also administers the First Year Experience Program that is focused on the needs of new students.

Henderson State University has initiated plans to create a Student Success Center (SSC), a central location that will allow the institution to provide services facilitating student success both inside and outside the classroom. This program will enhance current offerings and create a space for the 21st century student to fulfill the goals of learning and working and to bridge the divide between academic life and professional life. The SSC will integrate both student services such as Admissions, Financial Aid, the Registrar's office, and International Programs with academic support services such as Academic Advising, Writing and Math Tutoring, Supplemental Instruction. This summer, the

university has already taken the foundational steps for establishing the SSC of hiring four additional [professional academic advisors](#) in addition to the three already in place. These college/school professional advisors will be responsible for all professional advising of students in their [content areas](#), coordinating closely with and supporting faculty advising in the majors. In addition the reporting structures for the student services and academic support services constituting the SSC have been consolidated in Academic Affairs, to better enable close integration of the services in both functional and administrative senses.

3.D.2.

Serving a diverse student body with a large percentage of first-generation college students requires that Henderson State University offers a number of resources and services supporting student preparation and learning in order to successfully meet their academic needs and prepare them for life-long success and growth. This preparation and support often begins prior to matriculation and extends throughout their career at the university. Students are introduced to these services at Heart Start, Welcome Week, Henderson Seminar, through the Student Handbook, and in the First Year Experience Program. Some examples of this support are noted below.

Henderson holds on average 10-12 Heart Start sessions every summer for incoming freshman to help transition them to college life, both socially and academically. Heart Start is the event that allows students and family members a time to take care of all the business aspects of enrolling at Henderson State University. The [Heart Start schedule](#) includes a wide range of activities for students and parents. Students and parents will register for fall classes, meet with Financial Aid, Residence Life, faculty and staff, and get their official Henderson State University student identification card. Students and parents have the opportunity to ask faculty and staff important questions concerning their fall enrollment. Each year, faculty are hired to work specifically with the incoming freshmen at Heart Start. These faculty members work closely together to advise and register the incoming freshmen for their fall schedule according to their academic needs, work schedule, and university activities. After registering for fall classes at Heart Start, students will meet with their assigned advisor during the first few weeks of the fall semester through their Henderson Seminar class. [Students](#) and their [family members](#) are asked to complete a Heart Start survey before they leave campus. The data collected is used to improve the next Heart Start.

The Henderson Seminar program is an integral part of the university's mission to prepare students for lifetime of intellectual and personal growth by providing students with a solid base of knowledge of campus life and academic skills. The required one-credit-hour [Henderson Seminar](#) explores life transitions, college life, campus resources, and academic skills with first-time freshmen. The course goals for Henderson Seminar include increased knowledge of campus services, improvement in time management and other study skills, increasing student/student and student/faculty connections, and increased out-of-class engagement as well as introduction of students to campus policies and practices.

[Student Support Services \(SSS\)](#), which is one of the Federal TRIO programs on campus, provides a supportive environment for academic success, retention, career planning and college graduation for individuals who are first-generation, low-income college students. SSS helps these students make adjustments to living away from home, monitors their progress to ensure good academic standing, and provides academic tutoring, support groups, workshops and academic advice.

The [Disability Resource Center \(DRC\)](#) promotes access, retention and academic success for students with disabilities, working to create an accessible university community where students with disabilities can fully participate in all aspects of the educational environment. The DRC participants

are supported and challenged to meet their full potential through programs ranging from individual sessions to academic workshops. Printers, scanners, a copier, relaxation zones, standardized exam study guides (Praxis, GRE, GMAT, MAT) and laptop computers are available for DRC students.

The [Writing Center](#) supports the university's mission by providing a learning environment that prepares students for a lifetime of intellectual and personal growth in an increasingly global society. The center serves the university community by helping students develop and hone their personal writing processes. In fall 2014, the new director began making changes to improve the services of the facility, including the hiring of numerous peer tutors, in order to promote the facility as a peer-to-peer operation. The center also began in fall 2014 to offer its services in satellite locations such as the library. The Writing Center includes a computer lab equipped with 25 computers, and students may use the computers to work on composition projects and receive tutorial assistance simultaneously. Faculty also provide [hands-on training](#) for students by teaching classes in the center and working with large groups, small groups, and individuals.

Students at Henderson State University enjoy multiple opportunities for academic support in the form of tutoring. The First Year Experience (FYE) program provides free, walk-in tutoring in Huie Library for anyone who needs extra help. The FYE [tutoring schedule](#) uses trained student-tutors who are collectively available for 51 hours per week. This program focuses on subjects and classes in the liberal arts core, since all students are required to take them and the classes are designed to build broad critical thinking skills. In addition, many departments offer various forms of tutoring to further support the academic needs of students enrolled in the classes offered through those departments. These tutoring sessions range in style from the informal foreign language weekly lunch meetings attended by faculty and students to the formalized [math tutoring](#) offered by the Department of Mathematics, Computer Science, and Statistics.

The Academic Advising Center instituted the [Supplemental Instruction \(SI\) program](#), which is an academic support program utilizing peer-assisted study sessions to enhance student performance in traditionally difficult freshmen- or introductory-level courses. The SI program offers regularly scheduled study sessions facilitated by SI leaders, who are students that have already taken and excelled in the subject area. These leaders attend all the regular class sessions. During the study sessions, students have an opportunity to work together to compare notes, discuss readings, develop organizational tools, and review for exams.

To help students and academic advisors understand how best to direct entering students to appropriate courses which position them for success, Henderson relies on [ACT scores](#), or other college entrance exam scores, to place incoming students in the level of English and math class for which they are adequately prepared. As mandated by the state of Arkansas, all incoming students scoring below 19 on the ACT in reading, English, and/or mathematics must be remediated prior to taking college level courses in these subjects. These requirements are to ensure students are prepared for college level courses, Henderson offers the following courses: ENG0423 Basic English, RDG0043 Academic Reading, MTH0003 Elementary Algebra, and MTH0013 Intermediate Algebra. The Department of Mathematics, Computer Science, and Statistics presented a [proposal](#) to change the prerequisites for College Algebra (MTH1243) and Intermediate Algebra (MTH0013) to the University Academic Council (UAC) on April 14, 2015. The UAC approved the following proposed changes at the April 14, 2015 to be fully implemented fall 2016.

- The prerequisites for College Algebra (MTH1243) will be moved from 19 to a 21 Math ACT, at least a C in Intermediate Algebra (MTH0013), or a passing score on a departmental exam.
- The prerequisite for Intermediate Algebra (MTH0013) will be moved from 16 to a 19 Math ACT, at least a C in Elementary Algebra, or a passing score on a department exam.

For logistical reasons, the department recommended during the fall 2015 semester students would be required to score at least a 20 on the Math ACT to take College Algebra and full implementation of the new prerequisite would be fall 2016.

If students believe they are prepared for higher-level classes, they may choose to take [College Level Examination Program \(CLEP\) exams](#) at the Henderson State University Testing Center in subject areas such as English, biology, college algebra, and history. If the students pass a CLEP subject exam, they can earn credit hours for a specific class and bypass the introductory course.

In order to determine placement and degree progress, all [incoming transfer students](#) are required to submit transcripts from other institutions. Using the [Arkansas Course Transfer System](#) as a starting point, the Registrar's Office evaluates in-state transcripts to determine what credit will transfer and to which Henderson classes they related. For transfer evaluations beyond those contained in standing articulation tables, the Registrar's Office works closely with our academic deans and faculty to accurately evaluate transfer credits.

3.D.3.

Students at Henderson State University are provided academic advising that is aligned with the university's mission of preparing them for a lifetime of intellectual and personal growth within a caring and personal environment.

Students declaring a major are assigned faculty advisors from the designated major department. These faculty advisors work closely with students to assist in the selection of courses for their program of study and provide guidance for future career paths. Advisors provide students with program requirements and [eight-semester degree plans](#) to assist them in planning course schedules and [staying on time](#) for graduation. This type of academic advising with faculty advisors is provided to both undergraduates and students working towards their advanced degrees in the Graduate School.

In an effort to ensure all students receive the academic support and advising they need, the [Academic Advising Center](#) was created at the university in 2010. This department of professional advisors provides additional academic advising to students that fall into the following categories:

- students who have not declared a major
- students on academic probation (under a 2.00 cumulative GPA)
- students under 30 hours earned requiring remediation
- provisionally admitted students
- student athletes

Academic advisors in the center work one-on-one with these students to create the schedules they need to achieve academic success and progress towards a degree. When a student with a declared major is placed on academic probation, the professional advisor in the Academic Advising Center works closely with the student's assigned faculty advisor to develop the most appropriate plan containing the right classes that will help improve the student's academic success and progress towards his/her chosen major. In addition to helping with class schedules, these academic advisors will guide students towards other relevant campus resources, including counselors, tutors, and career development resources, to help ensure they have successful careers on campus and beyond. As noted above, Henderson hired four additional professional academic advisors this summer, to provide better integration of incoming students with faculty advising in the majors, as well as providing more direct services to students and more development and advising support to faculty in our academic and

professional programs.

3.D.4.

In support of the effective teaching and learning of all subjects and disciplines taught at the university, Henderson provides students and instructors with a comprehensive variety of facilities and resources. Our instructional infrastructure and resources well-support effective teaching and learning across our range of academic programs and academic services, both on campus and off campus. The following descriptions illustrate our current institutional instructional infrastructure and instructional resources.

Henderson's Department of Computer and Communication Services (CCS) manages 1,034 networked faculty and staff computers, as well as another 526 networked computers located in 30 [student computer labs](#) available to students across the campus and at our newly-approved Hot Springs location. Henderson also maintains a wireless network throughout the campus available to all students, faculty, staff, and guests via both laptops and mobile devices. CCS also maintains Henderson's web portal, myHenderson, other instructional resources such as our online course evaluation system, CourseEval, and our helpdesk function for central information systems and computer-based productivity software.

The Department of Instructional Technology (IT) supports and enables instructional technology across campus and all instructional modalities. IT also supports our faculty in creating or using technology-leveraged curricular resources, learning activities, and methods in both their current course offerings and in new courses/modalities. [Current multimedia instructional technology](#) is central to 118 of Henderson's 134 classrooms and available as needed for all of the others. Instructional technology in the classroom consist of podiums, computers, projectors, screens, flat-screen monitors/TVs, DVD/VCRs, document cameras, interactive white boards, interactive touchscreen pen monitors, audio systems, webcams, microphones for recording classes and department-specific and/or course-specific software. Recognizing the need to engage multiple instructional modalities, both hybrid and completely online as well as face-to-face, Henderson has begun allocating additional IT and faculty resources to support faculty development, adding an additional training and IT support position in November of 2014. Each year the Department of Instructional Technology administers a [survey](#) to gather evidence on how the department can improve.

In spring 2015, Henderson initiated migration from the ANGEL Learning Management System to the more robust Blackboard Learn platform. The [spring course schedule](#) for 2015 showed nearly half of all courses had some presence in the online environment with about a quarter of those courses being delivered partially or fully online; 85 percent of all courses utilize ANGEL to one degree or another. LMS utilization is expected to grow as Henderson meets the strategic plan initiative of 5,000 students in "Beyond The Horizon." Recognizing this need for growth, this year IT and the Provost's office will develop and implement our Innovative Instruction Initiative (I3), which seeks to explore and effectively integrate existing and emergent technologies for more effective teaching and learning across campus and beyond. By supporting faculty in creating or using technology-leveraged curricular resources, learning activities, and methods, the I3 will both explore and build foundations for the future instructional innovation and learning effectiveness. The specific purposes of the I3 will focus on integrating technology into the curriculum, enhancing the quality and rate of student learning, enhancing faculty/teaching effectiveness, and increasing access to educational programs.

Henderson's [MultiMedia Learning Center \(MMLC\)](#) serves the university and our larger community by providing tools and resources for a range of multimedia based instructional needs. The MMLC offers a technological learning environment which includes a computer lab, scanners, printers, folding machine, laminator, button maker, and other equipment for students, employees, local teachers, and

the community at large. Equipment such as camcorders, digital cameras, laptops, tablets, LCD projectors, PA systems, boom boxes, and other equipment are available for checkout for official university functions. The full service computer lab provides access to a number of software programs which can be used for writing papers, desktop publishing, creating websites, brochures, posters, slide show presentations, and much more.

Supporting the teaching and learning needs of students and faculty in the sciences, the instructional and research laboratories in the Reynolds Science Center ensure that all lab course sections have dedicated spaces to meet and conduct hands-on experiments and lessons. All laboratory classrooms for the Biology, Chemistry, and Physics Departments are furnished with state-of-the-art [equipment and resources](#). Equipment in our laboratories are listed in the above evidence link above.

In addition to these traditional lab spaces, Henderson provides other resources that support effective learning in the sciences: the Henderson Planetarium excites students while better illustrating astronomical concepts; the Biology Department's greenhouse provides living examples of varied plant life, both regional and exotic, and, on nearby Lake DeGray, the [Simonson Biological Field Station](#), with its two classroom labs, research lab and living space for 14, supports field-based science research and teaching.

Henderson maintains a variety of performance venues to support the academic needs of students and faculty in the performing arts. The multipurpose Arkansas Hall Auditorium is a traditional proscenium theatre seating up to 969 and is used for a wide variety of events, including theatre, dance, music, receptions, corporate meetings, and broadcast events. Supporting the music program, Henderson maintains 19 individual practice rooms, a choir rehearsal room, and three other classrooms that are utilized for small ensemble rehearsal. The Music Department conducts student music performances both in the Harwood Recital Hall, Evanson Band Hall and the Arkansas Hall Auditorium.

To enhance both the learning of theater students and student productions each semester, the Arkansas Hall Studio Theatre is a 162-seat thrust theatre designed specifically for the theater program with the audience on three sides of the acting space. This state of the art theater uses an ETC Emphasis lighting system an overhead tension-wire grid. The Arkansas Hall Dance Studio provides rehearsal space for all dance classes and the Henderson State University Dance Company. The dance program presents one major concert a year onstage in the Arkansas Hall Auditorium.

Henderson's Communications program enjoys [Henderson Television's \(HTV\)](#) studio in Arkansas Hall, a full digital facility with computer-mediated production. This specialized space allows all mass media students to learn to operate cameras, perform live switching and direct television programs within the studio's production and control rooms. The radio station, The Pulse 102.5, is one of the few college radio stations in the United States run almost exclusively by college students. Located in the Garrison Student Center, KSWH is a non-commercial 100-watt station committed to serving the students, faculty and staff at Henderson, as well as the surrounding community. KSWH provides an educational and functional environment to the students who work at the station and strives to prepare students for careers involving media.

The Art Department at Henderson supports its specialty areas of study with designated spaces in both the Russell Fine Arts Building and the Art Annex. Each area supplies students with the specified studio space, equipment, and materials needed for a high quality education in the Fine Arts. The studio spaces available range from a glazing lab for ceramics to an Apple iMac computer lab for the digital arts. Henderson provides these students with a wide variety of materials and equipment, including the following:

- lithographic stones
- star etching press
- pneumatic clay extruders
- kilns
- Final Cut Pro video editing suite software
- LightWave 3D 9.6 modeling and animation software
- Mackie Onyx 2 channel digital sound recording workstation
- photography darkroom
- ultraviolet exposure units.

In addition to these facilities for learning and creating art, Henderson maintains two separate galleries for showcasing student and faculty art, supporting the professional growth of the art students by providing them with the opportunity to visit and produce art exhibits. The [Huie Library Gallery](#) on the second floor of the library provides a space for students in ART4912 Senior Exhibition to produce art shows that exhibit their own work. The Fine Arts Gallery in the Russell Fine Arts Building routinely features both professional and student art shows that bring students in contact with current and diverse art and artists.

Henderson's Nursing Department is housed in the Nursing Building, which contains six nursing simulation labs equipped with manikins and electronic medical equipment. The controlled simulated scenarios the labs enable provide nursing students with practical, hands-on instruction. The department maintains state contracts with approximately 40 hospitals, nursing homes, daycare centers, and other healthcare institutions for clinical sites. Huie Library also subscribes Nursing Central's "Unbound Medicine" database, giving nursing students access to medical information at the point of need.

Henderson's [Department of Aviation](#), offering the only four-year aviation degree in the state, operates 17 aircraft, including 11 Maule MXT-7 aircraft, 2 Piper Arrow Technically Advanced Aircraft, 1 Cessna 172RG, 2 Piper Comanche PA-30, and 1 American Champion Citabria, out of Arkadelphia Municipal Airport (M89). Henderson operates the airport's fixed base fuel operation and offers flight instruction, rentals, pilot supplies, and fuel supplies. To facilitate instruction and the safety of its students, the Aviation department also makes use of a Redbird model FMX flight simulator, which is a Federal Aviation Administration-approved Advanced Aviation Training Device. The department also has exclusive professional pilot internships with Tyson Foods and Stephens Investments Holdings. Other internship opportunities for Henderson aviation students include Wal-Mart, Southwest Airlines, Frontier Airlines, and Little Rock National Airport.

[Huie Library](#) houses a physical collection comprised of approximately 225,000 monographs, over 1,600 serial titles, and nearly 10,000 audiovisual items. Huie Library subscribes to [150 electronic databases](#), giving students and faculty access to over 25,000 online journals, over 130,000 eBooks, and hundreds of streaming videos. The collection reflects the needs of the students and faculty, with faculty input on materials. All of the web-based resources are available from any computer on campus and are available to all current students, faculty, and staff from off campus. The library staff, including six professionally trained librarians, provides students support and guidance in research methods and skills through individual meetings at the reference desk and class sessions when requested by the teaching faculty. The library also houses several unique [special collections](#), such as the papers of award-winning cartoonist Stephen R. Bissette. This collection of papers and artifacts provides a behind the scenes look at both the artistic process and the business of publishing comics. In order to both augment the Bissette Collection and support several comics-related courses offered by the Communication Department, Huie Library has developed an extensive Graphic Novels Collection

with over 1,600 items.

3.D.5.

Understanding the importance of research skills and the ability to discover the most relevant information in preparing “students for a lifetime of intellectual and personal growth,” Henderson provides multiple avenues for guidance in effective research and navigation of information resources, from information literacy resources in our Huie Library, to our First Year Writing Program, and our undergraduate research program (described above).

Our librarians work with our faculty to [schedule bibliographic sessions](#) in appropriate courses to support both the course-level expectations as well as the larger university expectations for the effective use of research and information resources. These sessions highlight the wide range of information resources available to student through the library and the best ways to use them as related to course topics or type of research. Many of these instruction sessions take place in core classes themselves, including Freshman English A and B, in an effort to reach as many of our students as possible. For students requiring more in-depth instruction of research skills and information resources, Henderson offers a three-credit-hour [Library Research class](#) (LIB 3003), taught by our librarians. Based extensive use of the library’s information resources, this course teaches students advanced research skills as well as organizational and critical thinking skills.

Recently, the need to help students deal effectively with exponentially expanding amounts of information has also driven the English department and the Provost’s office to create a Writing Program that includes a dedicated Writing Program Administrator (WPA). The [new model](#) begins with the First Year Composition (FYC) sequence, to which significant changes have been made. Notably, the program is building a [Vertical Writing Model \(VWM\)](#) that focuses on teaching students information literacy as well as research methods (archival, field, and catalog, database, and web); ethical use of source material; and the various genres of academic and nonacademic writing (including the conventions of those genres); as well as metacognition, critical thinking, and transfer. The focus, then, is shifting as of July 1, 2015, to changes in the manner in which writing is taught and learned across disciplines. Ultimately, this approach to teaching research and information literacy will be implemented across disciplines.

Similarly, recognizing the need for discipline-specific research instruction, several individual departments have [developed courses](#) aimed at preparing students in these majors for successful future research and knowledge acquisition in their selected fields. Taken together, our library resources and courses, our first-year writing program, and our [discipline-specific courses](#) effectively guide students in effective use of research and information resources.

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3.E - Core Component 3.E

The institution fulfills the claims it makes for an enriched educational environment.

1. Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.
2. The institution demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

Argument

3.E.1.

The Martin B. Garrison Activity and Conference Center is the activities and information hub for the university family. The conference area provides ample meeting space for student organizations, faculty meetings, and off-campus conferences. The center is also home to the student newspaper *The Oracle*, *The Star* yearbook, the student radio station KSWH FM 99.9, the Reddie Café, the Student Activities Board, the Student Government Association, and the Center for Career Development.

The University Residence Life Program plays a vital role in the overall educational development of students. A democratic self-governing system exists in each residence hall for the purpose of conducting its own internal affairs and of coordinating many interesting, educational, and entertaining programs. Residence Life administers Henderson's FYE (First Year Experience) Program. The First Year Experience Program is a collaboration of services, programs, and people dedicated to helping new students at HSU become successful and well-oriented members of the campus community. FYE assures that the university is responsive to the needs of students just entering college life. FYE is about students and for students; the program is designed for them, since they are the key to the university structure and the future.

The Dean of Students office, located in Womack Hall, is generally responsible for coordinating a varied and comprehensive program of co-curricular activities for Henderson students. University orientation programs, student recreation center and intramural sports, student activities board, spirit squad, Miss HSU, judicial affairs, Garrison Activity and Conference Center, family day and various other special events are coordinated through this office. Similarly, the Associate Dean of Students, located in the Garrison Center, is responsible for the supervision of student organizations, leadership development and over 90 [student organizations](#), including governing councils, honorary organizations, service organizations, departmental organizations, communication media, religious organizations, and national social fraternities and sororities.

Henderson's Student Health and Counseling Center is located on the first floor of Mooney Hall and is staffed with Registered Nurses, Mental Health Counselors, and an Advanced Practice Registered Nurse (APRN). The primary mission of the center is to enhance the quality of life for HSU student's mental and physical health through assessments, consultations, referrals, screenings, and wellness programs in a confidential setting. Students are encouraged to use the Student Health and Counseling Center as a primary resource for their health needs and concerns.

Henderson also offers a broad range of co-curricular opportunities vital to our students' learning

experiences and consistent with our institutional mission as a public liberal arts university. The following [music programs](#) illustrate Henderson's co-curricular programming. Concert Choir, university bands, and small musical ensembles provide special opportunities for all students interested in these activities. (Non music majors may have a maximum of four credit hours of ensemble apply toward graduation.) Student, faculty, and guest music recitals are held throughout the year. Similarly, participation in Henderson theatre productions is open to students of all majors through auditions and/or interviews. A [season](#) of at least four major productions is presented each year. The *Oracle*, a weekly student newspaper, has been published throughout the existence of the university. It aims to give complete news coverage of campus life, promote student activities, set forth the ideals of the university, give students practice in journalism, and serve as a medium for keeping alive the interest of the alumni. The *Star*, the university yearbook, gives in pictures and in story an account of life on the campus for the year, thereby helping the student to keep alive the customs and traditions of the university. The Henderson Dance Company, whose members are chosen by audition, presents a spring dance concert and provides an opportunity for development of advanced skill in dance. KSWH THE SWITCH 99.9, the university's student-run radio station, is the broadcast voice on campus. It provides round-the-clock music, updates on news, weather, university events, public service announcements, and play-by-play coverage of many athletic games. HTV is Henderson's own television studio and cable television station. HTV offers students training in all aspects of television, including production, performance, and video art. Students have the opportunity to produce their own shows not only for Cable 9, a local cable channel seen throughout Arkadelphia, but also for Henderson's Collegiate Video Exchange, a nation-wide program featuring video artwork.

The International Student Services Office provides opportunities to learn about different cultures through events, such as the [International Focus Week](#) and the [International Food Bazaar](#). Additionally, students can participate in a themed living-learning environment where students from different countries are invited to live with students from the United States in a [small residence hall](#).

Henderson also offers several study abroad experiences that allow students to do research, experience international commerce, and broaden their cultural horizons. Students have recently experienced trips to China, [Panama](#), and [Belize](#), Chile, and [Galapagos Islands](#). Students return from these experiences with a new global perspective, hands on research experience, and a new level of cultural competency.

Students are provided the opportunity to explore and develop performance skills through practical stagecraft and various other mediums such as dance, photography, art, theatre arts, and mass media. The areas of theater and dance allow students to assist with four major productions annually. They are able to learn all aspects of performance, from student-led set designs and directing to costumes and playwright. Students are encouraged to participate in the American College Theatre and Dance Festivals as well as the United States Institute of Theatre Technology.

The Henderson [Common Book Program](#) prompts students to excel in a complex and changing society through engagement in formal and informal discussions about issues of importance in today's world. Copies of the selected book are distributed to new freshmen during summer registration and in the Henderson Seminar course. The author of the book presents the core theme at a [campus wide presentation](#). When possible, the movie or documentary related to the book is also scheduled.

Henderson is committed to the personal and musical growth of each performer as well as the enrichment of both students and audience members. The university offers several choir and band experiences, including the Henderson State University Showband. Henderson bands perform at various functions at the university and in the region. Band members are provided opportunities to lead and organize performances and several select events, including the Trumpet Guild Guest Artist Series. Junior and Senior Recitals also provide music majors the opportunity to present 20 performances to

showcase their knowledge and mastery of their chosen instruments.

Heart Start is the first phase of the orientation process for new students at Henderson. Each orientation session is a one-day event where incoming students receive their fall class schedule, have questions answered, and take care of important business, such as financial aid and on-campus housing. This is also an opportunity to meet the administration, faculty, staff, and other new students at Henderson. While the students are participating in groups throughout the day, parents and family members have the opportunity to experience their own orientation through sessions hosted by various departments throughout campus.

3.E.2.

Henderson's mission focuses on providing a learning environment that prepares students for lifetime learning and personal growth, by bridging students' academic aspirations to their careers by integrating professional studies and the liberal arts. Our Liberal Arts Core (LAC) curriculum described above is the primary means that Henderson demonstrates how our student learning experiences here integrated professional studies and the liberal arts. In addition to a shared common liberal arts core, Henderson students also share a range of other experiences which help to prepare them for a lifetime of learning and personal growth. Primary among these experiences are the following descriptions.

In addition to providing students assistance in navigating campus/academic culture for the first time, Henderson State University's First Year Experience program also introduces them to our campus traditions of community service by participating in a community service project during their first week on campus. Our Residence Life program also maintains a student living-learning community for students committed to community service and engagement. Students in this living-learning community participate in monthly service projects focused on our larger community.

Henderson provides several personal development growth opportunities for students to gain knowledge regarding issues that could prevent them from being successful in their career or personal lives. During the 2014-2015 academic school year, the university offered 23 formal opportunities for our students to increase their knowledge of sexual misconduct/assault, personal safety, and alcohol and other drugs. The programming below was provided by the Dean of Student's office and the offices reporting to the Dean of Students concerning Alcohol and Sexual Assault. While this is only a portion of the programming provided to campus by the Dean of Students Office and other areas, this is the area most important for SAVE ACT compliance. Other areas such as Health Services and Counseling, Residence Life, and University Police provided additional programming on the topics of Alcohol and Sexual Assault. Sexual assaults at Higher Education institutions around the country have become one of the hot topics in the past year. How sexual assaults are handled, the [educational programming](#) focused on sexual assault, and whether the culture of the campus itself seems to overlook these types of crimes has been put under a microscope by both the national media and federal/state legislation.

Our [Reddie to Serve](#) is a community outreach program designed to help Arkadelphia residents who are in need of assistance with cleaning and small maintenance projects. The events target disabled individuals, senior citizens, non-profit organizations, churches, and schools. Reddie to Serve is held one Saturday each semester and allows faculty, staff, and students to work side-by-side to complete service projects. Since 2010, the [Henderson community](#) has put in over 11,000 community service hours and completed 504 projects.

Students involved in registered [student organizations](#), including Greek organizations, are provided

leadership training and community engagement opportunities. These groups partner with community organizations such as Boys and Girls Club, Humane Society, Sunshine Rotary, and others to foster community engagement. Student organizations at Henderson have developed strong connections to other student organizations e.g. League of Latinos and Henderson International Student Association for their International Food Bazaar; League of Extraordinary Gentlemen and League of Latinos for the Latino Fest; National Panhellenic Council and Women's History Organization for Women's History Week as well as National Pan-Hellenic Council and Athletics Department for Domestic Violence Awareness Week. To further foster leadership development, Henderson is developing a Student Leadership Center to assist the student body with training and engagement activities.

Henderson's [Athletic Department](#) is involved with several community engagement events during the year. Representatives of the department frequently hosts free community events during athletic contests, speak to elementary students on the importance of women in sports or provide manual labor to community members in need.

Henderson staff and faculty serve on a variety of [community boards and committees](#), including local, state, regional, and national organizations. A few of these boards include National Association of Multicultural Educators, Entrepreneurial Business and Economics Review, Arkansas Library Association (ArLA), and Arkansas Association of Health, Physical Education, Recreation and Dance.

Finally, opportunities are provided for students to practice and develop critical thinking skills through campus employment. [Campus employment](#) provides students leadership skills and practice working in a diverse environment.

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3.S - Criterion 3 - Summary

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

Summary

Henderson State University provides a high quality education, wherever and however its offerings are delivered. Third-party, evidence-based, specialized accrediting agencies; formal comprehensive self-studies regulated by the state and ongoing internal reviews of our educational programs are our primary means of assuring appropriateness, quality, relevancy and currency of college programs and courses. Henderson's general education core develops competencies that are foundational both for successful degree completion and for successful professional experiences by encouraging students to become curious, life-long learners. Henderson seeks to promote and facilitate cultural diversity and international education in all its aspects across the university in order to enhance cross-cultural understanding and global literacy among students, faculty, staff, and community.

Henderson employs sufficient numbers of full- and part-time faculty. Full- and part-time faculty must satisfy and maintain the professional academic credentials in the areas of teaching, scholarship, and service as set forth by the Faculty Handbook. Henderson further espouses the advancement of knowledge and understanding of the creative order through both its faculty and student research. The university has resources to help instructors be up-to-date in their content areas and proficient in their teaching methods. Professional development opportunities are available for faculty members. Faculty members are available by email or face-to-face for student inquiry.

The areas of student learning and effective teaching receive support from Henderson State University by providing services in all areas that can have a direct impact on the academic success of students. These areas include physical and mental health, academic support, and advising as well as preparatory instruction. The institution also provides students and faculty with clinical practice sites, scientific laboratories, and libraries that are used to direct students in the actual use of research and information resources. Staff that provide student support services, such as financial aid advising, academic advising, co-curricular activities, and tutoring are appropriately qualified, trained, and supported in their professional development. Henderson has dedicated itself to supporting the needs of the university's diverse student body. By conducting routine educational benchmarking, Henderson State monitors the effectiveness of current programs as well as identifies areas of weakness.

Sources

There are no sources.

4 - Teaching and Learning: Evaluation and Improvement

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

4.A - Core Component 4.A

The institution demonstrates responsibility for the quality of its educational programs.

1. The institution maintains a practice of regular program reviews.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that assure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and Americorps).

Argument

4.A.1.

Henderson State University maintains a practice of regular program reviews as governed by the Arkansas Department of Higher Education (ADHE). Arkansas Code 6-61-214 charged the ADHE with the responsibility of [reviewing existing academic programs](#) of public colleges and universities. All institutions are required to develop an [academic review plan](#) for all programs every seven to 10 years. The statute was revised in October 2008 to ensure academic quality and to remove nonviable programs. Now, each institution has to schedule an external review for all existing programs every seven to 10 years by employing out-of-state reviewers/consultants and writing a comprehensive self-study. The reviewer/consultant must conduct a site visit to meet with program faculty, students, and administrators. A comprehensive self-study includes curriculum, faculty members, resources, course delivery methods, student outcomes, recent/planned program improvements, and any other additional information needed. During 2014 two programs, [History](#) and [Political Science](#), submitted program reviews.

All accredited/licensed/state certified programs follow the scheduled review practices of the accrediting/approval body. The site team's written evaluation and institutional response is sent to ADHE within six weeks of receipt of the written evaluation. For example, the Department of Music received its renewal of membership in the National Association of Schools of Music (NASM) in December 2014. The NASM program review is extremely thorough as the last process took six years, including three consultant visits, the NASM team visit, [self-study and responses](#), and 388 pages of appendixes, plus all music department syllabi, and the Undergraduate Catalog. All items of concern were corrected in accordance with the consultant's recommendations. The NASM consultants recommended the Department of Music needed a music education specialist and additional faculty positions in theory to provide essential content and experiences in these critical fields. In response to the recommendations, the department has changed the Assistant Director of Bands to Assistant Professor of Music Education/Assistant Director of Bands and added two positions in theory (theory/flute and theory/French horn). The music department is also currently seeking approval of a [new music education technology course](#) that will be required of all Music Education majors. Henderson also provided additional [administrative assistant support](#) to our Band program in response to the NASM recommendations. This position is being hired by the end of August 2015 and will be in place for fall term.

As the example of the Music department's NASM program illustrates, Henderson's regular program reviews typically result in concrete recommendations that the institution then closes the loop on, helping to ensure that our program effectiveness in terms of student learning remains consistently high and well-accounted for as we implement our strategic plan.

4.A.2.

The institution has various policies and procedures in place to govern the transcription of Henderson credit. Experiential learning opportunities are available and supervised by faculty members within the specific discipline. The most common forms of credited experiential learning are internships and independent study. The desire of the university to [increase experiential learning opportunities](#) is addressed in priority two of the 2014-2020 strategic plan "Beyond the Horizon." "The purpose of the experiential learning requirement (ELR) is to provide students with direct engagement in learning experiences that promote academic relevance, meaning, and an understanding of real-world issues. Experiential learning opportunities exist in a variety of course- and non-course-based forms and may include community service, service-learning, undergraduate research, study abroad, and culminating experiences such as internships, student teaching, and capstone projects."

Teachers College, Henderson oversees the largest number of interns. The [Educator Preparation Program Teacher Internship](#) setting is a semester-long clinical/content teaching experience in a public school consisting of observing and teaching under the guidance of a highly qualified teacher. Emphasis is on pedagogy, in particular, use of Danielson's 22 Components of Professional Practice domains and criteria. Internship credit is awarded by Clinical and Content University Supervisors based upon satisfactory completion of all requirements and the recommendation of the cooperating teachers. Interns who do not meet or exceed the passing scores required for licensure in the State of Arkansas receive an "incomplete" for clinical and/or content internship until the scores are met.

The course catalog lists specific examples of credit given for experiential learning and correspondence courses. The Registrar's Office evaluates military courses for credit using guidelines from the American Council of Education. For example, a veteran with active military service may apply to [receive credit](#) for the liberal arts core physical education requirement. Department chairs are able to use their discretion in consultation with the Registrar regarding awarding credit for experiential learning. For example, within the Sociology Department, students who have completed [training](#)

[through an accredited police academy](#) may receive up to six credit hours. The Aviation Department may waive certain courses for specific military experience. Students who have studied foreign languages in high school must satisfactorily complete a CLEP test in order to satisfy any college level foreign language requirement; high school course completion alone, even at an advanced level, does not satisfy the requirement.

4.A.3.

Policies governing the transcription of transfer credit are described in the [Undergraduate](#) and [Graduate](#) Catalogs. They include clear limits on the maximum number of credit hours a student can transfer in from a junior college (60 hours). Also, students are only allowed 90 hours of credit from another four-year-school with the last 30 semester hours being taken on the Henderson campus. The course catalog also outlines the high standards for transfer of pre-college work such as [Advanced Placement \(AP\) and International Baccalaureate \(IB\) Program Credits](#). The Registrar's Office complies with the statutory [Arkansas Course Transfer System \(ACTS\)](#) to assist in evaluating the [transferability of courses](#) within Arkansas public colleges and universities. Course transferability is not guaranteed for courses not listed in ACTS but lies at the discretion of appropriate academic faculty or transfer articulation specialists. The Registrar's policy requires detailed course descriptions from the previous institutions before transfer coursework is evaluated.

4.A.4.

Institutional authority over the quality and rigor of courses and programs and the qualifications of program faculty is maintained and exercised as published in our catalog. All prerequisites for a given course are approved by each department. [Prerequisite proposals](#) must go through department approval prior to the University Academic Council (UAC). All prerequisites are explicitly stated in the course description published in the course catalog. Since Henderson focuses on maintaining high standards for student learning across the entire curriculum and throughout a student's undergraduate and graduate experience are communicated consistently and comprehensively.

The degree of rigor in individual courses and the expectations for student learning within courses are communicated by a clear course numbering system, set standards for the awarding of credit hours, and the explicit articulation of student learning outcomes on course syllabi. As indicated in the [course catalog](#). "Freshman and sophomore courses are numbered 100x to 299x inclusive and are preceded by departmental designation. Junior and senior courses are numbered 300x to 499x inclusive. Courses numbered 500x to 799x are taken for graduate credit." The Graduate School designates the 6003 courses are MSE/Building Level courses and the Educational Specialist/District (EDL) courses are 7003. The [course catalog](#) also outlines that, "A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally-established equivalency that reasonably approximates not less than: (1) one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class study each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time."

The rigor and level-appropriateness of courses is first assured by our program faculty and confirmed through the UAC as it approves new courses or changes to current courses. Henderson has established clear and detailed descriptions of the [levels of student performance](#) associated with each letter grade. The Graduate Council recommends policies for the operation and improvement of the Graduate School. The Graduate Council is responsible for such matters as approving new graduate courses; approving the graduate faculty; recommending additions, deletions, and changes in the graduate programs and degree requirements; and recommending the assignment and awarding of [graduate](#)

[assistantships](#).

Henderson State University provides access to ALL students to a wide range of instructional facilities that promote student learning and assist in effective teaching. Huie Library provides information resources and research assistance to faculty, staff, and students with access to approximately 225,000 monographs, 130,000 ebooks, over 25,000 full-text online journals, and nearly 150 databases. Professional librarians answer reference questions and provide research assistance. The library also offers computers and study rooms for student use and contains an art gallery.

The Communication Lab operates under the Communication and Theatre Arts department to help support students in oral communication courses. It is also a research facility for use by students in upper-level communication classes. Students taking oral communication can work with lab tutors on constructing and practicing their speeches or working through programmed exercises for critical thinking, stage fright, and roadblocks to effective communication. In the first year of providing this service, the [lab](#) served 306 students in fall 2014 and 129 in spring 2015 for a total of 435 for 2014-2015. The [Multimedia Learning Center \(MMLC\)](#) makes available various types of equipment that may be used by faculty, staff, and students for Henderson-related presentations or events. Included in the center is a media production laboratory utilized by students, employees, and community members to create instructional material for classrooms, bulletin boards, and other projects.

The [Academic Advising Center \(AAC\)](#) houses a team of professional advisors whose primary responsibility is to support students' academic success. The staff advises students as they develop meaningful academic plans compatible with their educational and life goals. The AAC is designed mainly to serve students who are undecided in major, requiring remediation, on academic probation (under a 2.00 cumulative GPA), students admitted conditionally, or student athletes. The Supplemental Instruction (SI) program and Early Alert Student Referral program are administered from this department. SI targets traditionally difficult academic courses and provides regularly scheduled, out-of-class, peer-facilitated study sessions. Students who have previously been successful lead SI sessions. The Early Alert Student Referral program was developed as a retention tool to improve students' persistence and promote survival skills. The Academic Advising Center follows up with each student that has been reported through Early Alert program and also keeps the reporting faculty in the loop.

The Henderson State University Writing Center supports Henderson's mission statement by encouraging students to analyze, synthesize, and articulate the materials they have read, enabling them to produce creative and scholarly papers that are logical, critical, and effective. In collaborating with Writing Center graduate assistants and tutors, students learn appropriate uses of technology essential for research in their scholarly endeavors, enhancing their mastery of the written language.

The [Math Tutoring Center](#) is available for students in Elementary Algebra, Intermediate Algebra, Mathematics for the Liberal Arts, College Algebra, Plane Trigonometry, Pre-calculus, and Statistical Methods. Tutors are typically upper-level mathematics majors. The chair of the mathematics department oversees the program.

Henderson also maintains authority over faculty qualifications across all of our academic and professional programs. In 2012, the Office of General Counsel created the [Non-Classified Handbook](#) for academic search practices, which includes a template for job ads and announcements, mandatory training for search committee members and chairs, and the various ranks and qualifications and responsibilities. More fundamentally, Henderson's Faculty Handbook, [Section III](#), governs the appointment, promotion, and tenure of all tenure-track faculty members, as well as those in non-tenure track faculty positions. According to the handbook, appointments and promotions will be made

upon the recommendation of the President with consultation and cooperation of the appropriate administrative personnel, based upon the recommendations of faculty in the appropriate departments or academic units.

While Henderson does not currently offer dual credit courses, as noted in 3.C.2., the university has filed an application with the Arkansas State Department of Higher Education (ADHE) to award dual credit. That [application](#) is in process with ADHE and expected to be approved this fall, so that the university may begin offering dual credit courses in early 2016. As the attached evidence demonstrates, Henderson is well-situated to maintain authority over and control of future dual credit courses and associated faculty. The creation of a dual credit program is addressed in [priority two](#) of the 2014-2020 strategic plan “Beyond the Horizon.” As stated in the strategic plan, this will help fulfill “the needs of a changing student population and will grant more students greater access to a superior education.”

4.A.5.

The following Henderson programs are accredited by specialized accrediting agencies:

Teachers College program (Early Childhood Education, Middle Level Education, Special Education, Secondary Social Science Education, Secondary Mathematics Education and Secondary English Education) are all accredited through the National Council for Accreditation of Teacher Education (NCATE) and The Council for the Accreditation of Educator Preparation (CAEP). In addition to NCATE/CAEP accreditation, many programs are accredited through their specialized professional accrediting agencies.

Nursing- The Department of Nursing is accredited through the Commission on Collegiate Nursing Education and approved by the Arkansas State Board of Nursing.

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

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

Dietetics- The Department of Dietetics is accredited through the American Dietetic Association as well as the Accreditation Council for Education in Nutrition and Dietetics (ACEND). The department is also a member of the American Association of Family and Consumer Sciences.

Athletic Training- The Department of Athletic Training is accredited through the Commission on Accreditation of Athletic Training Education (CAATE). CAATE accreditation is required for graduates with degrees in Athletic Training to be eligible to take the Board of Certification (BOC) examination.

Recreation- The Department of Recreation is in the process of acquiring Accreditation through the National Recreation and Park Association (NRPA).

Henderson has hired an Accreditation Board for Engineering and Technology (ABET) consultant to assist in [planning](#) for the initial accreditation for our Engineering Physics degree.

4.A.6.

Henderson’s alumni, working through a range of program advisory boards such the [School of](#)

[Business's Business Advisory Council \(BAC\)](#) and [Teachers College, Henderson Early Childhood and Middle Level Advisory Council](#), help the institution assure that our degree and certificate programs reflect current and emerging trends across academic and professional programs.

Henderson's Center for Career Development in conjunction with the Office of Assessment is in the process of administering a [new graduation survey](#) aimed at better tracking employment information from recent graduates. Currently, the university gathers data about its graduates from externally maintained sources. The success indicators used by our institution include the following:

IPEDS SURVEYS ([CollegeNavigator](#))

- Graduation rates – First-time, full-time degree seeking students who complete their degree within 150 percent of the normal time is 6 years to complete the program
- Graduation rates 200 - First-time, full-time degree seeking students who complete their degree within 200 percent of the normal time to complete the program
- Completions – Graduated student report that is submitted each year on students (undergraduate and graduate) who graduated the previous academic year (July to June)

CONSORTIUM FOR STUDENT RETENTION DATA EXCHANGE (CSRDE)

The CSRDE are surveys that provide continual persistence and graduation data each year beginning with Fall 2003 cohorts;

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

SAM INITIATIVE (STUDENT ACHIEVEMENT MEASURE)

The [SAM initiative](#) was implemented in fall 2014 by Henderson State University President, Dr. Glen Jones. SAM tracks student movement across postsecondary institutions to provide a more complete picture of undergraduate student progress and completion within the higher education system. SAM is an alternative to the federal graduation rate, which is limited to tracking the completion of first-time, full-time students at one institution. According to SAM, the data will “provide a more comprehensive and accurate picture of student progress and completion as students move across institutions and state boundaries.”

NATIONAL COLLEGIATE ATHLETIC ASSOCIATION (NCAA)

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

TEACHERS COLLEGE, HENDERSON

The Arkansas Department of Education (ADE) annually administers a [Novice Teacher Survey](#) and reports the data collected to Teachers College, Henderson. A novice teacher is defined as any licensed teacher of record with less than one school year of classroom teaching experience in a public school, or other Arkansas agency, or organization requiring an Arkansas Educator's License. Teachers

College, Henderson Department of Curriculum and Instruction [reviews](#) the Novice Teacher Survey data during their fall and spring retreats. The information is disseminated to the department chairs for improvement action plans. The dean also shares any [employer](#) feedback with the chairs. The Arkansas Department of Education is currently developing software to be able to track employment rates after graduation. Currently, the ADE can only track in-state graduates and job employment rates.

Teachers College, Henderson also [reviews data](#) from ETS Institutional Reports that looks at scores (candidates) from Praxis II Early Childhood and Middle Level tests as well as Principles of Learning and Teaching scores.

NURSING DEPARTMENT

The Department of Nursing tracks the success of their students on their state boards testing. The past rate over the past three years on the [Arkansas State Board of Nursing exam \(NCLEX\)](#) has increased from 65.2 percent in 2011 to 100 percent in 2015. The NCLEX pass rate for the class of 2012 was 85.2 percent, the class of 2013 was 87.5 percent, the class of 2014 was 94.4 percent and the class of 2015 was 100 percent.

BIOLOGY DEPARTMENT

The biology department [tracks](#) their individual graduates and of those students who come through their program and who receive high or enthusiastic recommendations from faculty. For instance, the medical school acceptance rate is 81 percent among department majors over the past three years.

The Theatre Department also [tracks](#) their graduates to see if they are attending graduate school and also tracks their current students to see if they have summer employment in professional theatre or film.

Additionally, the Provost and Deans are working with department chairs across our academic areas to bring more consistency to how we track and communicate with graduates at the program level so that we can improve our ability to ensure that our degree and certificate programs continue preparing our graduates for their careers and opportunities for advanced study.

Sources

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- UndergraduateCurriculumUC_Registrar_08262015

4.B - Core Component 4.B

The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.
2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.
3. The institution uses the information gained from assessment to improve student learning.
4. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

Argument

4.B.1.

The Henderson State University assessment program is grounded in the comprehensive [University Assessment Plan](#), which was initially implemented in 2003 and revised in the spring of 2011. This document functions as a resource to guide faculty, staff, departments, and programs through the assessment process. The current plan focuses on the use of benchmark data to address the goals of the university. The plan will be updated to align with and to support the new strategic plan.

Henderson has adopted the following definition for assessment:

Assessment is an ongoing process aimed at understanding and improving student learning. It involves making our expectations explicit and public; setting appropriate criteria and high standards for learning quality; systematically gathering, analyzing, and interpreting evidence to determine how well performance matches those expectations and standards; and using the resulting information to document, explain, and improve performance. When it is embedded effectively within larger institutional systems, assessment can help focus collective attention, examine assumptions, and create a shared academic culture dedicated to assuring and improving the quality of higher education (Thomas A. Angelo, AAHE Bulletin, November 1995, p.7).

At Henderson, the assessment process is conducted as a campus-wide initiative and is centered on student learning and program improvement. The promotion and development of an effective, university-wide assessment process has led to an overall increase in awareness by all constituents of the need for effective, meaningful assessment practices that improve student learning, faculty and staff success, and overall quality of academic and administrative programs through data-driven decision making. The TracDat system has offered a unified way for programs to take ownership of the assessment process. Established [policies and procedures](#) exist to promote the [assessment process](#) and more importantly the review ([old](#), [new](#)) and use of assessment results. The Assessment Team provides the rubric feedback ([old](#), [new](#)) to departments. The university has demonstrated a commitment to providing resources in the form of software as well as campus-wide, departmental, and one-on-one [training](#).

The University Assessment Team was established in 2003 in order to provide leadership, assistance, and mutual participation by faculty and staff for the development and oversight of an institutionally

effective assessment program. The University Assessment Team's primary function is to serve in an advisory capacity with regard to the following:

- To promote a university culture that values assessment and continuous quality improvement
- To promote assessment through training and education
- To develop assessment criteria
- To establish an assessment cycle
- To design an institutional review process
- To communicate the assessment goals of the university to all areas
- To assist with the submission of assessment plans and process results
- To conduct the review process for assessment plans and results
- To make recommendations regarding submitted assessment results

The university [student learning goals](#) were articulated in the previous university mission statement and will be used until the 2015-2016 assessment cycle, which begins July 2015. These goals have been communicated to all academic and administrative programs and are listed in the TracDat assessment management tool. The current university learning goals and the mission statement will be revised based on the new strategic plan.

Henderson continues the process of developing and refining best practices in course, program, and institutional-level assessments, as well as in student learning. [Assessment plans](#) have been developed for both academic and administrative programs with integrated goals and outcomes that provide potential for program improvement and effective assessment practices. Individual academic departments and programs determine curricula, establish and monitor intended outcomes for student learning, and conduct departmental reviews on a fixed assessment cycle. As a result of these efforts, a well-defined culture of assessment has been developed at Henderson and it continues to increase. Henderson has implemented an assessment cycle for both academic and administrative program assessment. Until 2013, both academic and administrative programs were on the same cycle; however, academic programs may now select from one of two cycles: October 1 – September 30 or July 1- June 30.

Most individual academic programs have developed learning outcomes under the guidance and assistance of the Office of Assessment and the University Assessment Team. Program learning outcomes are [linked](#) to the university, [liberal arts core](#), college and program learning goals in TracDat. The Office of Assessment, University Assessment Team, and Office of the Provost, as determined by the University Assessment Plan, have [trained](#) all programs in proper assessment practices in group settings and/or individually in one-on-one sessions. In addition, the University Assessment Team continues to work with the few remaining programs that have inadequate plans for assessment, and to refine learning outcomes and program-level assessment in those areas that are currently compliant with the university's assessment requirements.

The Office of Assessment and the University Assessment Team have worked diligently over the past decade to both establish and improve individual program assessment plans with a remarkable level of success. In the course of building a culture of assessment at Henderson, intensive assessment training and support have been offered since 2003. Consequently, many programs have developed robust [assessment strategies](#) and have implemented data-driven improvements in their curricula and processes.

4.B.2.

Henderson State University is committed to a continuous process of improving student academic

achievement and overall quality of programs through assessment practices that are integrated across student, class, course, program, college and university levels. Faculty regularly assess the extent to which students have developed the necessary, discipline-specific skills, knowledge bases, beliefs, attitudes and behaviors required for content mastery and subsequent professional achievement and success. When applicable, accreditation standards shape the framework for program-level assessment. Faculty and staff also evaluate student perceptions of coursework, teaching, advising and other important services provided to support student learning. As a result, students have a voice in improving not only the quality of their own educational experience, but also the experiences of future students.

Results of assessment are used to help make decisions to enhance the quality of student learning and the learning environment at Henderson. Students should anticipate participating in a wide array of evaluation and assessment procedures throughout their educational careers and the culture of assessment at Henderson articulated to students throughout their degree. All stakeholders in the assessment process, including students, faculty, staff, and administrators enter into these procedures openly and honestly in an effort to facilitate and improve university-wide assessment.

The [evidence document](#) offers examples of how colleges, departments, and individual faculty members are implementing changes to courses based on assessment practices.

Based on the Higher Learning Commission visit in February 2012, the Director of Assessment and the University Assessment Team have worked closely with three programs: Liberal Arts Core/General Education (LAC), Bachelors of General Studies, and Masters of Liberal Arts to further implement the assessment plans that were in place at the time of visit in 2012. Each of the three programs developed a workable assessment process that includes student learning outcomes, measures with criteria, data collection and analysis of assessment data with associated action plans.

LIBERAL ARTS CORE (GENERAL EDUCATION)

The General Education Committee developed four rubrics in order to begin to address assessment of the LAC: 1. [Written Communication](#), 2. [Oral Communication](#), 3. [Quantitative Reasoning](#), and 4. [Critical Thinking](#), which were implemented initially in 2011, 2012, and 2013. Each rubric has been administered in consecutive fall and spring semesters since implementation. These rubrics are administered in upper-level courses in each discipline to evaluate whether the liberal arts core is preparing a student to be successful in his or her field of study. The implementation was tiered to allow time for input from faculty on the assessment process as well as feedback on each rubric.

In April 2012, a campus-wide open forum was held to address assessment-related questions and to present the LAC assessment schedule. Based on feedback from the General Education Committee, changes were made to the quantitative reasoning rubric. The revised rubric was sent to the campus community for additional feedback.

During the Fall Faculty Conference in August 2012, the General Education Committee [presented](#) the preliminary data from the written and oral communication rubrics. The oral communication data showed that 77.9 percent of the 221 students scored were at/or higher than “Proficient.” The written communication data showed only 51.2 percent of the 252 students scored “Proficient” or above. The faculty provided feedback to the General Education Committee on the process, the rubrics as well as the data. The quantitative reasoning rubric was also introduced to the faculty during this session. Data for this rubric was collected in fall 2012. The General Education Committee approved the final edit of the critical thinking assessment rubric in February of 2013.

Each semester the General Education Committee summarizes and shares the data. The committee made the following observations in the [March 2013 meeting](#):

- Quantitative Reasoning - The assessment results show students were generally successful in meeting the “proficient” or better criteria, falling behind in only one area – “accurate and clearly explained communication of the quantitative information.” Of particular note was the observation that non-transfer students scored significantly higher than transfer students.
- Oral Communication – Overall the criteria was met with one exception. Seniors in the Ellis College scored below the mark in “delivery.” (The School of Business juniors failed to meet the mark in “content/support,” but the committee observed that the sample size of 4 four students could not be deemed as representative.)
- Written Communication – Most criteria were met. Of marginal success was the area of “ideas and content” for seniors in Teachers College, but again the sample size was small with only seven students. One area of concern was observed in the Ellis College with both junior and seniors falling to meet the criterion “grammar, mechanics, and style.” It was observed that seniors scored over 10 percentage points above juniors, but still fell short of the goal.

In the [fall of 2013](#), the committee discussed and resolved the following:

- Continue to collect and analyze the data from the rubrics.
- Send out an immediate call for all rubrics to be completed before the end of the fall 2013 semester.
- Request feedback from individual faculty who are administering the rubrics
- Discuss ways to share data with stakeholders.
- Send instructions for participants to indicate whether sections of the rubric are applicable to their program.
- The committee summarizes the data to share with the faculty. The committee solicits input from the faculty regarding what trends they see and to make observations in general while also analyzing the data in subcommittees. The committee formed two subcommittees to develop a faculty rubric feedback survey and to revise the instruction sheet sent to instructors for completing the rubrics.

Each subsequent semester, the committee has developed a report, that includes charts displaying the LAC data published in the [assessment newsletter](#). The charts include the target, which is at least 75 percent of the students (juniors and seniors) assessed will score proficient (3) or better (4). The report is distributed campus-wide to further disseminate the data. The committee also conducts a survey to gather feedback from these constituencies based on the data.

The LAC assessment plan had been developed prior to the spring 2012 HLC visit; however, the benchmark data had only been collected for two of the four rubrics. [Data](#) has been collected for each of the four rubrics every semester since the fall of 2012.

GENERAL EDUCATION FEEDBACK SURVEY

During spring 2014, each faculty member who administered one of the general education rubrics was sent a survey asking for feedback so that improvements could be made to the assessment process for the LAC. The committee evaluated that data during the last meeting of the spring 2013 semester.

The committee held forums to discuss the rubrics and gather feedback from faculty on what worked and what changes needed to be made. In addition to the forums, a [survey](#) was administered to 75 faculty members that had used at least one of the rubrics during the previous two years. The response

rate was only 27 percent (20 surveys completed); however, the committee determined that the data could be used to start the dialog on implementing changes to improve the LAC assessment process.

GENERAL EDUCATION COURSE INFORMATION FEEDBACK

A feedback [form](#) was issued to all faculty members teaching a LAC course in fall 2013 and spring 2014. The committee received 52 completed forms; however, the information collected was useful in discussion of the links between specific courses, and LAC goals and university learning goals. The feedback showed the top two strategies used to evaluate student learning were exams and quizzes. Faculty members reported various changes that have been made to course content, delivery or teaching methodology and student learning. Some examples of feedback include:

- Added course resources for the student to access in order to gain a greater understanding of the material
- Created lectures and exercises that target specific skills required for successful completion of composition assignments
- Analyzed informally the results of each activity/exam/product to reflect on how to improve in future instances
- Examined the assignments that generate the lowest median grades and tailor class lectures, discussions, and exercises to target the skills that are crucial to students' ability to successfully complete those assignments
- When test questions are answered incorrectly by over 40 percent of the class, the manner in which the material is presented was changed

LIBERAL ARTS CORE ASSESSMENT DATA FEEDBACK SURVEY

During the spring 2014 semester, a [LAC Assessment Data Feedback Survey](#) was administered to faculty in order to gather input on the data that had been collected from the LAC rubrics. The survey also included charts displaying the data. This was the third time the data had been communicated to the faculty. The data showed that 71 percent of faculty felt the specified goals were met on the Oral Communication Rubric, 65 percent of faculty expressed a need to improve on written communication skills (Written Communication rubric), 40 percent felt that the quantitative reasoning skills goals were met (Quantitative Reasoning rubric), and 45 percent of faculty felt the Critical Thinking Skills rubric needed improvement. The data collected from the survey showed some faculty members felt it was hard to incorporate the Critical Thinking Skills rubric into an assignment. Three subcommittees of the General Education Committee were formed in spring 2015 to address new assessment tools for LAC courses, changes in existing LAC rubrics and how to interpret and disseminate results new results.

MASTER OF LIBERAL ARTS (MLA)

The Master of Liberal Arts (MLA) program is designed to provide students with an advanced and specialized education in the liberal arts beyond the scope of the baccalaureate program. The program allows flexibility to fashion a course of study that blends their interests, talents, and experiences into an individualized learning model.

The MLA program has developed six student-learning outcomes to be assessed each year:

1. Students will demonstrate an understanding of the methods of intellectual inquiry in multiple disciplines and multiple approaches.
2. Students will demonstrate the ability to find, analyze, and critically evaluate the quality and

- accuracy of information.
3. Students will demonstrate the ability to synthesize knowledge to examine complex issues.
 4. Students will demonstrate a capacity to apply learning and research to make informed arguments.
 5. Students will demonstrate critical and analytical thought in the examination of a range of issues by designing and implementing a substantive research investigation or creative project.
 6. Students will demonstrate the ability to communicate ideas effectively.

In the fall of 2012, the MLA program added two assessment rubrics. The rubrics were for the Oral Examination and Thesis/Project and only allowed the reviewer to select “acceptable” or “unacceptable,” so the data collected did not provide enough information to identify areas of improvement. Three reviewers evaluated the two students. The Director of Assessment worked with the Director of the MLA Program to develop a more useful rubric. The rubrics used in spring 2013 for oral reviews added an additional column, so the rater could score a student at “acceptable,” “needs improvement” or “unacceptable.” In spring 2013, only two students were administered an Oral Examination Rubric. During fall 2014, the MLA program director implemented three rubrics that included a five-point rating scale. These [rubrics](#) score the graduating student’s capstone work, which is reviewed by three faculty members. The [data](#) collected from the reviews have consistently shown that students completing the capstone course have performed at the “acceptable” level. One problem with using the data collected is only a few students complete their thesis or project each semester. In 2013, a MLA Graduate Exit Survey was added the Graduate School Exit Survey. The [data](#) collected from this tool has been evaluated since fall 2013.

BACHELOR OF GENERAL STUDIES

The Bachelor of General Studies (BGS) Committee developed a [program mission statement](#) in fall 2012 that was aligned with the University Mission Statement. At this time, the committee also addressed the student learning goals for the program: 1. effective written communication skills; 2. effective oral communication skills; and 3. sound reasoning/critical thinking skills. The student learning outcomes were derived from the program goals. In order to measure the student learning outcomes, the committee discussed possible assessment tools, including [proposal](#) of a capstone course (BGS Senior Seminar), administration of the proficiency Profile examination, and gathering written and oral samples to be assessed by selected faculty members familiar with the BGS program and mission; however, only written communication skills assessment and the Proficiency Profile exam were implemented. The committee also developed a survey that was sent to recent graduates in fall 2012. It was decided at that time the BGS Senior Seminar course proposal should be tabled until the new Provost was in place, at which point the seminar course proposal was rolled into larger discussions concerning the shape and direction of the BGS curriculum. Currently, the Provost, BGS Director and BGS committee are working closely this year to bring the tabled discussions to a resolution. The Director of Assessment and the University Assessment Team worked with the BGS committee to develop and implement the BGS assessment plan.

In spring 2013, the BGS committee elected to require all BGS majors to take the Proficiency Profile exam, which would provide data for each of their student learning outcomes. The BGS Alumni [Survey data](#) was also distributed to the committee showing only a 16 percent response rate, but the survey yielded data that was useful for program assessment. The BGS Alumni Survey will be administered again in fall 2015. Also, writing samples were collected during the spring semester and scored using the LAC Writing Communication Rubric. The [data](#) collected showed three components with scores of a 3 or higher by at least 80 percent of students, except for grammar, mechanics, and style, which only 73 percent of the students scored at least a 3 or higher.

The Proficiency Profile exam was given to senior BGS students in fall 2013 and spring 2014. Nine students took the Proficiency Profile Exam in fall 2013. The [data](#) showed students performed at “Marginal” to “Proficient” in Reading-Level 1, Writing-Level 1, and Mathematics-Level 1. These results indicated that the students examined were not proficient in Critical Thinking. The [data](#) collected from spring 2014 showed similar results even though 25 students were tested.

In fall 2014, Dr. Stephen Adkison, the new Provost/VPAA, asked the committee to pause in administering the Proficiency Profile exam, pending curricular mapping of the BGS learning expectations to provide a more concrete foundation for assessment and improvement of the BGS program. To support both this initial curricular mapping effort and the resultant increased focused on program assessment and curricular management, the Director’s position was increased from a quarter-time, nine-month basis to a three-quarter-time 12-month basis, administrative support was provided, and an increased services and supplies budget were all implemented. The curricular mapping for BGS will begin this fall term and should be completed, along with accompanying discussion, analyses, and recommendations by the end of fall term.

UNIVERSITY ASSESSMENT INITIATIVES

The Office of Assessment conducts a number of assessment initiatives. The initiatives are positioned at various points in a student’s career. The goal of assessment is to monitor, track, unify, and report the outcomes of institutional practices in support of effective teaching and administration of the University and to provide data-based analysis in order to facilitate program improvement on a university wide scale. Henderson employs a variety of assessment tools and processes to gather data regarding its students and to improve student learning and the quality of the educational expectations of its future students. In addition, strong efforts to uphold and enhance the culture of assessment are in place at Henderson.

At present, Henderson employs the following survey instruments:

NATIONAL SURVEY OF STUDENT ENGAGEMENT (NSSE)

Henderson has taken part in administering the NSSE to freshman and seniors in 2002, 2003, 2006, 2008, 2010, 2012 (pilot), and 2015. Henderson administrators and faculty use comparative data from NSSE reports to promote positive student learning outcomes and experiences and to plan for institutional improvement. During the recent strategic planning process the [NSSE data](#) was used in the discussions.

CONSORTIUM FOR STUDENT RETENTION DATA EXCHANGE (CSRDE)

Henderson has participated in the CSRDE consortium since 2003. The data gathered allows for the exchange of student retention and graduation data for the purpose of benchmarking. Henderson provides persistence (retention) and graduation data for student cohorts from 2004 to 2015. This initiative was discussed in Criterion 4.A.6.

SURVEY OF GRADUATES

The Survey of Graduates is an internally developed survey that Henderson has administered since 2000 through 2015. The survey [results](#) are reviewed, compiled, and distributed to the Provost.

GRADUATE STUDENT QUESTIONNAIRE

This [instrument](#) was internally developed in 2005. The data has been distributed to the necessary departments for action taken by the Director of Assessment and Alumni Services Coordinator. The data collected is transferred to a database in POISE.

GRADUATE SCHOOL EXIT SURVEY

This survey was developed internally in 2004 and has been administered online since that time. [Data](#) from the survey is provided to the Graduate Council on a semester basis.

EDUCATIONAL BENCHMARKING, INC (EBI)

The Division of Student and External Affairs utilizes several surveys to review student needs. The division has used EBI for the past three years. This company provides surveys to address student satisfaction, learning outcomes and needs. One result from the EBI survey in 2013 was to change the way we conducted our housing registration process, which was a paper application process. After reviewing the [survey data](#), Residence Life dedicated resources to purchase a comprehensive on-line housing module allowing students to select roommates, a room, make deposit and complete the leasing process.

POST GRADUATION SURVEY

The Center for Career Development in conjunction with the Office of Assessment is in the process of administering a [new graduation survey](#) aimed at tracking employment information from recent graduates and their satisfaction with the degree they received from Henderson.

Since 2003, Henderson has been engaged in an ongoing effort to improve assessment at the university level through the creation, implementation, and refinement of new assessment instruments. Support and training endeavors will continue to be offered to promote the use of data as an expectation in decision processes.

4.B.3.

Most programs have reported specific use of data in the process of improving student learning outcomes. Several programs have developed robust [assessment strategies](#) and have implemented data-driven improvements in their curricula and processes. These successes serve as models for other areas of the University.

- The Department of Physics used feedback from alumni surveys to solicit input on how the degree has prepared the students for graduate school. For example, on a recent survey the physics department determined their program was not preparing our students to use the computational software necessary for them to succeed in graduate school. In order to alleviate this shortcoming, the physics department added a new course PHY3473 Computational Physics.

The department also sent surveys to 100 Arkansas engineering firms before adding the BS in Engineering Physics degree to request input on the proposed degree. Based on the [feedback](#), the physics department has added several new courses to the curriculum including [EGR3464](#) Electric Circuits, EGR4261 Engineering Design and EGR4443 Embedded Microprocessors.

- The Freshman Composition sequence is foundational to student learning not only in the Department of English, Foreign Languages, and Philosophy, but across disciplines. In 2012, the

chair formed a committee, composed of English faculty representing all ranks in the department (adjunct, instructor, assistant professor, associate professor, professor); this committee was charged with revising the Freshman Composition sequence. The goal of this revision was to help students more successfully make the transition from high school to college-level writing and from [English A to English B](#). A revised “Common Syllabi” document for English A and B was generated by this committee and brought before the department for consideration; it received department approval in the spring of 2013 and was adopted by faculty in the department beginning in the fall of 2013. In January of 2015, after discussion in the department’s Curriculum Committee, the department approved yet another revision of Freshman English B. The chair has formed an oversight committee charged with helping all current and incoming faculty make the approved pedagogical changes. The revised English B course will be piloted this summer, and changes will go into effect in all English B courses this fall. Data will be continued to be collected to validate that the change is improving the student success.

- The Curriculum and Instruction faculty members in Teachers College, Henderson take part in the key assessments in their program. These include practicum experiences and internship field experiences where faculty members perform observations of student interns as a form of performance-based assessment. These observations are utilized in order to give feedback as it relates specifically to the AMLE and NAEYC standards respectively. Students in practicum courses also complete practice runs of these assessments prior to the actual implementation of them with students. This provides a way of giving feedback to aid the implementation of their actual lesson. The feedback that is offered most often to students serves to illuminate a pattern for the supervising faculty member. It aids in giving a holistic picture of what needs to be focused on more thoroughly in the curriculum from a programmatic perspective.

This evidence demonstrates and supports a culture of assessment at Henderson. The University is committed to using assessment-based data as an essential element of program development and as a critical component that drives institutional decision-making.

4.B.4.

There are internal and external indicators that Henderson’s assessment practices are successful. Externally, Henderson has participated in comparative measurement strategies. The Research Associate provides annual reports to [IPEDS](#), as well as [COPLAC](#) for the purpose of generating comparative data for self-evaluation.

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

Since 2003, Henderson has maintained an institutional focus on student learning outcomes in its mission, programs, and activities. The launch of a new 2014-2020 strategic plan, *Beyond the Horizon*, continues to engage faculty and staff in the culture of assessment based on evidence that demonstrates the fulfillment of that goal. The new plan represents the articulation of clear goals for the learning and experiential opportunities that Henderson provides its students; it calls for the collection of appropriate evidence through processes of assessment and self-study, as well as the use of the results for improvement.

The culture of assessment at Henderson requires engaged, university-wide participation by its constituents in effective and meaningful assessment practices. As previously noted, academic and administrative programs have gathered and reflected collectively on assessment evidence. Many of those programs have acted upon that evidence in an attempt to facilitate program improvement. The rate of [academic program participation](#) was 89 percent this past assessment cycle.

Sources

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- BachelorOfGeneralStudiesWrittenRubricReview_BGS_10052015
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- OnCampusAssessmentTrainingDocuments_Assessment_09042015
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- PostGraduateSurveyInstrument_Assessment_10062015
- QuantitativeReasoningRubric_GeneralEducationCommittee_09102015
- RobustExamplesOfProgramAssessmentStrategies_Assessment_10072015
- SurveyofGraduates_Assessment_10062015
- UnitAssessmentResults_Assessment_09302015
- UniversityAssessmentPlan_Assessment_10082015
- UniversityAssessmentTeamMinutes1415_Assessment_09152015
- UniversityAssessmentTeamPoliciesProcedures_Assessment_09152015
- WrittenCommunicationRubric_GeneralEducationCommittee_09102015

4.C - Core Component 4.C

The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.

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

Argument

4.C.1.

Henderson recently completed a new strategic plan for the university. A priority will be to increase the persistence to graduation rate of our students. The goals include increasing the current [persistence rate](#) through the fourth year and doubling the current 6-year graduation rate. The first-year persistence rate of first-time freshmen for the past 5 years has been 57 percent to 62 percent. The goal is to increase it to 75 percent. The 6-year graduation rate of the first-time, full-time freshman has ranged from 24 percent to 36 percent since the fall 2004 cohort. Henderson has set a goal to increase their 6-year graduation rates to 50 percent. The new strategic plan has outlined [initiatives](#) that are being implemented to increase both the persistence and the graduation rate of our students.

4.C.2.

The Office of Institutional Research (IR) has collected student persistence and graduation data on first-time, full-time freshmen since 1992. This data has been made available to various organizations on campus including, but not limited to, the Executive Council, Enrollment Management Committee, Academic Advising Center and several ad hoc committees. In recent years the university has requested special persistence/graduation reports based on demographic points and test scores to identify groups that need assistance.

In fall 2013, the Research Associate was asked by the President to make a [presentation](#) to the Executive Council on the persistence and graduation rates of the first-time, full-time freshmen based on ACT scores. The presentation, which was shown to the President, Vice Presidents and School Deans, included data on the students that were retained and graduated. It also addressed demographics for the students who left the university, possible reasons why they left and where they continued their education. In 2014, the President asked that Henderson participate in the SAM initiative (see Criterion 4.A.6.). This initiative gives Henderson a more in depth look at first-time freshmen cohorts. It tracks all students who are in the first-time freshmen cohorts, not just the ones who persist at

Henderson.

The IR office works with the Enrollment Management Committee (EMC). A [sub-committee](#) was created within the Enrollment Management Committee to look specifically at retention. The sub-committee met several times; however, it was put on hold in 2013 in order to focus the university's retention efforts for the Strategic Planning Committee. At this time, the Provost is formulating a university retention committee according to the strategic plan. The retention committee will be using the [Enrollment Management Plan](#) that was presented to the Board of Trustees in May 2013 as a guiding resource.

In spring 2013, an extensive study was done on the persistence and graduation of first-time freshmen cohorts from fall 2002 through fall 2012. In May 2013, the [admissions requirements](#) for Henderson incoming freshmen were restructured in an effort to increase the persistence of our incoming fall 2014 students.

The IR office has also provided department specific persistence reports to departments on campus, upon request. Henderson is looking for software to assist the Institutional Research Associate in making the data on persistence and graduation data to all degree programs more easily available.

4.C.3.

Over the past years various departments and committees have begun using the persistence and graduation data to make changes either for the university or within their department.

ENGLISH, FOREIGN LANGUAGES & PHILOSOPHY

Since 2011-2012, the department has [collected data](#) on persistence and retention rates in English courses from Basic English through the department's junior-/senior-level writing courses (ENG 3313, 3613, and 4453, which serve over 90 percent of the student population fulfilling the LAC upper-division writing course requirement). This data is analyzed and used to make curricular decisions, especially in courses that are part of the liberal arts core (see Criterion 4.B.3.).

MATHEMATICS

The Department of Mathematics, Computer Science, and Statistics monitors and [tracks success](#) rates each semester for general education and remedial courses in mathematics. The department continuously seeks to improve methods of instruction and also considers issues such as minimum math ACT scores to ensure that students are ready to be successful in these courses. They also keep track of enrollments in general education and remedial courses to plan for an adequate number of sections each semester.

ADVANCED INSTRUCTIONAL STUDIES

In the area of retention, candidates are assigned an academic advisor upon entry into their programs. Candidates and advisors develop tentative degree plans. The faculty advisors guide the candidates through the program. When candidates encounter difficulties in academics or other areas, advisors take the initiative to contact the candidates to develop a plan that will lead to their successful completion of the program.

Faculty members use data not only from graduation rates, but they must also consider programs of study that may lead to licensure. These rates are assessed on a regular basis and are reported in for accreditation purposes.

ACADEMIC ADVISING CENTER

The center houses the Early Alert Program. Faculty members have the capability of reporting students for attendance issues, study habits, test taking and other concerns. Once reported, the graduate assistants for the Academic Advising Center are the first responders to address reported students. The student's advisor is also made aware of the issue. While there is no concrete data available to demonstrate the success of the program, the students that are contacted have been grateful for the assistance.

All students placed on academic probation are required to attend several mandatory face-to-face advising sessions (approx. 240 students).

The center communicates important information and deadlines through email, social media, phone calls and one-on-one sessions with the undecided students.

The center provides a variety of [workshops](#): Time Management, Study Skills, Test Taking and Getting the Most of Your Advising Sessions are a few examples.

FIRST YEAR EXPERIENCE PROGRAM (FYE)

The FYE Program provides guidance from Peer Advisors in the residence halls. They also hold a group session of first-time freshmen from the Henderson Seminar. The Provost/Vice President for Academic Affairs and the Vice President for Student and External Affairs conduct these sessions. The FYE Program also provides on-going tutoring in various disciplines.

BIOLOGY

The [Department of Biology](#) offers supplemental instruction (SI) sessions in some of the classes that typically give freshman/sophomore students difficulty. Many faculty members have one-on-one conferences with students who are struggling in classes. The department stresses the success stories of recent graduates to try to encourage students. During the advising process, students who seem to be struggling are counseled.

4.C.4.

Henderson has used the IPEDS definitions and [methodology](#) for tracking persistence and graduation of the first-time freshman cohorts since 1996. The majority of our incoming students each fall are first-time freshmen with only 2 to 3 percent of the incoming students being first-time transfer students; therefore, the IPEDS methodology fits Henderson. The Arkansas Department of Higher Education also uses the IPEDS definitions and methodology when tracking students. Henderson tracks first-time, full-time degree-seeking freshmen each fall term from the first year through graduation.

Sources

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4.S - Criterion 4 - Summary

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

Summary

During the past decade the assessment process at Henderson has consistently, steadily, and qualitatively improved to meet the needs of our students. The culture and climate for assessment is transforming into an integrated system, developing to evaluate appropriately the extent to which we are fulfilling our mission. These processes have led to significant improvements in curriculum, faculty involvement, student services, and administration. We increasingly recognize the areas in need of quality improvement and are committed to finding the means necessary to continually improve our student learning outcomes.

Sources

There are no sources.

5 - Resources, Planning, and Institutional Effectiveness

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

5.A - Core Component 5.A

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

1. The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The institution's resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.
3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities.
4. The institution's staff in all areas are appropriately qualified and trained.
5. The institution has a well-developed process in place for budgeting and for monitoring expense.

Argument

5.A.1.

Henderson maintains adequate financial resources to support the mission of the university through comprehensive planning and allocation of resources, as illustrated by our Operating Budget for the current year, [FY2015-2016](#). Henderson's Operating Budget is constructed annually and is a working document that is modified as needed. The initial FY2015-2016 Operating Budget of \$64,304,278 is an increase of 1.5 percent in the educational and general budget and a 26.1 percent increase in the auxiliary entities budgeted revenue over the previous year. While Henderson has seen a substantial decline in state funding over the past several years, the initial state appropriation forecast for FY2015-2016 was \$21,032,086, which represents a slight increase from the last year. The current FY2015-2015 budget for tuition and fees is based on projections from the actual student semester credit hours (SSCH) produced from the previous end-of-year numbers, conservatively projecting a slight decrease (3 percent) in SSCH from last year's [operating budget](#).

As reflected in the FY 2015-2016 budget, Henderson's [tuition and fee](#) percentage increase from FY2014-2015 to FY2015-2016 was the fourth lowest increase in Arkansas's public four-year institutions, at 3.3 percent. While tuition and fees made up 41.2 percent of total revenue in FY2011-2012, in FY2015-2016 tuition makes up only 39.5 percent. This represents a decrease of tuition revenue over that same period of 1.7 percent. In FY2011-2012, state appropriations made up 36.3 percent of Henderson's total revenue. In FY2015-2016, state appropriations dropped to 32.7 percent of total revenue, representing a 3.6 percent decrease over five years.

To address these decreased state appropriations, Henderson has begun to pursue options to reduce

cost and increase revenue. Two of the main options under way are, 1) the development of detailed enrollment management and retention plans to drive increased tuition revenues necessary for funding increased employee compensation, as detailed in our strategic plan under [priority three](#), and 2) a review of outsourcing opportunities for several areas across campus aimed at either cost savings and/or increased effectiveness. While the university considered, for instance, the feasibility of outsourcing the provision and maintenance of all printers on campus, the review revealed that no savings or increased efficiencies would result, so the discussion was dropped. However, a similar review of our facilities and grounds operations revealed a significant opportunity for both cost savings and efficiency gains. More specifically, during the spring 2015 semester, the university proposed [outsourcing](#) the skilled trades, maintenance/grounds, custodial and supporting classified positions in its physical plant as a possible way to improve facility management and gain cost savings. The Physical Plant Outsourcing Taskforce was formed that included a cross-section of employees, including three members from the physical plant. The committee was tasked to review proposals from five companies and select two companies to make presentations on campus in an open campus forum. The decision to outsource or not depended on opportunities and equipment made available to the employees currently in those positions, the fiscal viability and the institution's ability to provide the services with the same or better efficiency as an outside company. The committee forwarded the outsourcing [proposal](#) through the University Shared Governance Committee, resulting in its approval on May 7, 2015. The university selected Aramark to take over the physical plant operations effective on July 1, 2015.

Another example concerns a [significant savings](#) of \$394,000 gained from repairing [outdated infrastructure](#), i.e. replacing lights, heating, and cooling coils, etc. Henderson is also currently replacing its single-loop heating and cooling systems for each building with a campus-wide chilled loop system that will improve air conditioning operations across campus and offer significant energy savings. The university began working with [Schneider Electric](#) (an ESCO company) on the chilled loop system in August 2015.

The [Arkansas Higher Education 2014 Financial Condition](#) Report recommends that colleges and universities maintain a minimum [fund balance](#) of 5 percent of the educational and general operating budget with an ideal level of 14 percent. [Henderson's fund balance](#) was near 8 percent as of June 30, 2010 and as of June 30, 2014 is near 22 percent. Henderson's increases in the percentage of our Educational and General fund balance to our Educational and General operating budget, are due mainly to the conservative nature of our revenue and spending projections upon which our budgets are prepared each year, accompanied by close monitoring of the potential for expenditures to exceed our revenues. Implementation of strategic plan drives our budgeting processes and has permitted Henderson to become healthier financially.

Relative to external fiscal support for the institution in support of our strategic priorities, numbers five and six, Henderson State University's Division of Advancement role centers on creating awareness of the university; building relationships and strategic partnerships; and inspiring and enabling alumni and friends who desire to impact Henderson through their financial support. This is accomplished through a strategic effort that incorporates marketing and communications, alumni relations and development, and works in partnership with the Henderson State University Foundation.

The [Henderson State University Foundation](#) is an independent, non-profit corporation chartered by the State of Arkansas to operate exclusively for the benefit of Henderson State University. It is a separate entity from the institution it serves. In the broadest sense, the Henderson State University Foundation functions as a bank for private money received for the benefit of the public state university. The foundation deposits, invests and disburses these funds. The affairs management of the foundation and its property is vested exclusively in its Board of Directors that consists of 10 members confirmed by the University Board of Trustees. The Articles of Incorporation (Charter) provides the

university President, the Chairman of the University Board of Trustees and the Director of University Advancement to serve as ex-officio Directors of the Foundation. The elected directors, representing private gift donors, guarantee that contributions will be used only for the purposes for which they were donated. A foundation charge is to do and perform things necessary for the development, growth, expansions, progress and accomplishment of educational objectives, development of the physical plant, improvement of faculty and staff, and to aid the student body of Henderson State University. The foundation is organized and operated exclusively for charitable, scientific, literary, and education purposes with the meaning of Section 501c3 of the Internal Code of 1954, as amended or the corresponding provisions of any future United States Revenue law, and more particularly, promote, and further education in the State of Arkansas. In FY15, the Henderson State University Foundation received \$1,679,593 in private donations, 84 percent of which was for designated use as defined by the donors, and additional 13 percent was given specifically for athletics, while the remaining 3 percent was given for general, undesignated use. The foundation has supported the university through a return of more than \$361,000 in scholarships, \$93,000 in academic program specific support, \$790,000 in general university support, and \$224,000 in athletic program support.

As a state institution, Henderson's ability to meet existing staffing needs and plan for future needs is directly affected by the state legislature. The number and specific types of [job positions](#), pay scales for classified (hourly) positions, and pay maximums for non-classified (salaried) staff and faculty positions are regulated by the Arkansas Office of Personnel Management and the Arkansas Department of Higher Education as authorized by the Legislative Personnel Committee. Within those laws and regulations, the institution can make decisions regarding the use of appropriated positions, setting non-classified salaries and other work-life factors such as employee access to insurance and retirement benefits and professional development. As Henderson's current and past operating budgets demonstrate, salaries and fringe benefits are a substantial part of the institution's operating costs. Although the percentage of state revenues relative to total compensation expenses has declined, appropriated positions filled with full-time and part-time employees, especially the more expensive non-classified positions, have increased as evidenced by Henderson's request for more non-classified positions on the [2015-2016 appropriation Act 266](#).

Henderson's ability to provide competitive salaries and benefits is dependent upon its ability to increase revenues. In the 2014-2020 strategic plan, Beyond the Horizon, [priority 3, strategy 1](#) identifies Henderson's desire to increase its ability to competitively compensate, recruit, and retain qualified faculty and staff. In 2014, a [compensation taskforce](#) was charged with determining the institution's position on non-classified total compensation relative to those of select competitive and comparable peers, determine the amount of resources needed and recommend a realistic and fiscally responsible timeline to meet the strategic objective. The focus was on non-classified staff and faculty positions because the state determines the hourly rates and the salary increases which can be awarded to employees in classified positions. Another top priority in our strategic plan focuses on improving the [physical environment and infrastructure](#). Three strategies have been developed in order to help achieve the desired outcomes. This will require Henderson to create and implement a comprehensive, dynamic [Campus Master Plan](#) that will provide facilities and grounds necessary to achieve its visionary enrollment goal by 2020. Henderson has hired an architectural engineer to begin the Campus Master Planning effort early this fall.

Similarly, Henderson's Board of Trustees approved the sale of [institutional bonds](#) in the amount of \$33 million to fund the purchase of Whispering Oaks (a 288-bed apartment complex) and the construction of a new apartment complex (240-bed) and residence hall (300-bed). The three new campus housing facilities increases our housing capacity by 828 and will move the total number of available beds to 2,072. A lower-than-expected interest rate and bonding costs resulted in funds available to renovate a range of our athletics facilities, in line with our strategic goals under priority

five. As the [attached documentation](#) illustrates, the increased revenues from these housing facilities will service the bond issue and related debts.

Henderson's technological infrastructure encompasses both instructional technology and our central information technology and communications. Henderson enjoys multiple dimensions of instructional technology, providing 21st-century learning opportunities to its student and faculty population. [Eighty-eight percent](#) of classrooms are equipped with multi-media teaching equipment, Smartboard technologies, as well as other available course specific technologies. Our instructional technology department, described above, supports and maintains these technologies, as well as the Multimedia Learning Center, also described above. As described above in the Criterion 3.A.3. section, in 2007, Henderson migrated to the ANGEL Learning Management System (LMS). As this report is being written, Henderson will begin a forced [migration to Blackboard Learn](#) necessitated by the discontinuation of the ANGEL system two years earlier than planned by Blackboard. Once this migration occurs, guaranteed Blackboard pricing for Learn through 2018 will provide a window for the university's technology committee to lead a robust faculty-driven LMS review to determine which LMS is best for our current and future demands as we look toward reaching our target enrollment of 5,000 students.

Henderson's Computer and Communication Services (CCS) function to support, enhance, and enable the university by providing and maintaining computer support services, computer training, data and voice communication systems, and student and business information systems. In January of 2015, CCS was shifted organizationally from the Division of Finance and Administration to the Division of Academic Affairs, reflecting both a need to more closely align CCS functions with the academic enterprise, as well as the current Provost's instructional and informational technology expertise. During the 2014-2015 academic year, Henderson entered into a new arrangement with Hewlett-Packard (HP). This agreement allows for a rotation of HP computers every three years in campus classrooms, computer labs, and staff and faculty offices. This computer replacement cycle ensures that faculty, staff, and students are supported with current desktop/laptop computing technologies and related software. CCS also maintains the university's Help Desk/PC Support. The primary purpose of the Help Desk is to provide support to faculty, staff and students for a wide range of technologies. The Help Desk will diagnose the issue and determine the proper course of action to resolve the issue.

Since 1989, Henderson has relied on the POISE student information/business data system, which is a Jenzabar product. POISE is accessible to staff and faculty either through its native command line interface or through a web-based interface called CampusConnect, located on the university's myHenderson portal. While POISE adequately served Henderson's needs throughout the 1990s and early 2000s, the system is based on an outdated architecture and has not been capable of maintaining the university's core business and student functions as those functions have evolved to reflect contemporary university operations. Nor has POISE been able to meet the university's needs relative to data-driven planning and decision-making. Maintenance of the POISE system has been increasingly difficult to maintain on campus over the past decade, necessitating an increasing reliance on external vendors and consultants. With Jenzabar's decision to discontinue POISE support in 2017 or thereabouts, it is clearly time for Henderson to review more current Enterprise Resource Planning (ERP) systems aimed at meeting our current and future operational needs. Early in spring 2015, Henderson's administration invited a managed services team from Ellucian to help the institution perform a technology needs assessment. The purpose of this process was to provide Henderson with an analysis of the current state of information technology deployment and to provide recommendations for enhancement of the application, management, and support of information technology consistent with the university's mission, goals, and resources. Ellucian conducted an on-site survey January 27-28, 2015, conducting interviews with over 120 Henderson students, staff, and

faculty. The team reviewed Henderson's strategic plan and other pertinent university documents, analyzed the information collected and presented the [findings and recommendations](#) to the university on April 8, 2015. The subsequent discussions at all levels of the institution, including with the Board of Trustees, resulted in the decision to develop early this fall a request for proposals (RFP) focused on replacing POISE with a current ERP system and related enterprise applications. Henderson's goal is to award a contract by the end of 2015 to purchase and implement an ERP to replace POISE.

5.A.2.

Henderson's budgeting and resource allocation process is anchored by the [University Budget Committee](#) (UBC), which assists in ensuring that the annual and long-term budgetary priorities of the university are consistent with our [strategic priorities](#) and underlying strategies and goals. The UBC works to coordinate budget proposals from across Henderson's operational divisions and recommend proposed budgets to the President and his Executive Council, ultimately to be approved by Henderson's Board of Trustees. The larger process ensures that the institution has the financial means in place for accomplishing institutional priorities. As a state-funded public institution of higher education, Henderson State University disburses none of its revenue to any superordinate entities.

5.A.3.

The subtitle of the Beyond the Horizon strategic plan, "Anticipating Change and Embracing Opportunities" defines how the university leadership approaches the allocation of resources. As stated in Beyond the Horizon, ([page 2](#)) "...the mission of Henderson State University is to provide a learning environment that prepares students for a lifetime of intellectual and personal growth in a global society. The Henderson experience bridges students' academic aspirations to career success by integrating professional studies and the liberal arts." Accordingly, both current resources and additional resources gained from outside sources or improved efficiencies will be dedicated to funding the desired outcomes of the strategic plan. Over time, Henderson has been successful in developing and allocating its resources even during difficult financial times. Planning processes at multiple levels have helped the university fulfill its mission while responding to new challenges and opportunities. Our new [shared governance process](#) was implemented in January 2015 to provide transparency and campus-wide input into decision-making, as well as to help ensure that our institutional focus and resource allocation remains realistically centered on our [strategic priorities](#).

A review of the strategies and actions underlying the desired outcomes in our strategic priorities, 1-6, illustrates that our mission-driven goals are being addressed steadily and with good progress, demonstrating concretely that our goals articulated in our mission statements are eminently realistic and sound. Henderson expects to have a detailed status update on the strategies and actions available for review in mid-to late October.

5.A.4.

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

hirable candidates or 2) in hiring qualified candidates, then the search is failed and re-initiated after a review to determine what further factors might contribute to a successful re-search process.

To help ensure that employees are qualified to perform the duties and responsibilities of the positions for which they apply, the university implemented a [Background Checks and Substance Abuse Testing Policy](#) in 2013. The Board of Trustees reviews this policy annually.

A new employee orientation program was implemented as per priority 3, strategy 2c, of the strategic plan (page 31) was implemented in August 2014. Previously, orientation provided through the Office of Human Resources focused on employment documentation for payroll and benefit elections.

The [new orientation program](#) consists of two half-day sessions with multiple subject matter experts [covering topics](#) such as computer and telephone systems, how to sign up for RAVE - the emergency notification system and purchasing.

Henderson regularly assists in staff and faculty [development](#) and [research](#) opportunities by providing funding for travel to state, regional, national, and international conferences. Workshops offered by Computer and Communications Services and the Department of Instructional Technology are open to all employees. The Departments of [Financial Aid](#), Academic Services and Student Support Services are a few examples of areas that provide rigorous ongoing training for their staff. Although Henderson has long recognized the importance of professional development and ongoing training for all employees, there is room for improvement and the need for additional resources. priority 3, strategy 2 in the Beyond the Horizon strategic plan, addresses the need to create a center for academic excellence, collaboration and professional development, a strategy that has resulted in the establishment of Henderson's Council for Teaching and Learning and our [Teaching and Learning Center](#), as described above in Criterion 3.C.4.

5.A.5.

Henderson's budget planning and processes as described above in Criterion 5.A.2. have adequately maintained programs over the years, but are currently being reviewed and revised to better allow for growth and innovation. Through the strategic planning process and the Higher Learning Commission Assurance Argument, the institution is identifying areas where growth may be possible in terms of curriculum/programs, additional resources must be invested, cuts might need to be made, and how the university can better position itself for the future.

Expenses are monitored through a well-constructed set of processes underpinned by multiple levels of approvals for expenditures of all kinds. This process begins in the business modules of POISE and result in both digital and paper documentation of all expenditures, according to both institutional and state policies. Monthly revenue and expense reports are developed by the business office in the Division of Finance and Administration and are distributed to all vice presidents and other appropriate administrative managers for communication at all levels. Account balances and expenditure information for all account managers are also available in real-time through the business-finance section of our employees' myHenderson web portal. Our purchasing system does not allow expenses against overdrawn or encumbered accounts without specific overrides at multiple levels, culminating in executive level approval based on budget transfers from other areas.

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5.B - Core Component 5.B

The institution's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.

1. The governing board is knowledgeable about the institution; it provides oversight of the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities.
2. The institution has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff, and students—in the institution's governance.
3. Administration, faculty, staff, and students are involved in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

Argument

5.B.1.

Henderson State University operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, students and community. The university has in place governance and administrative structures to promote effective and transparent leadership, while giving constituent groups the most possible input. Henderson has a renewed commitment to the collaborative processes for communication and campus wide involvement in its governance. From the governing board and Faculty and Staff Senates, to the many standing committees and even individuals on campus, all members of the university community can now submit proposals and engage in feedback for plans or policies through the new shared governance process.

The [Board of Trustees](#) of Henderson is the governing authority of the institution. Its members are appointed by the Governor of the state of Arkansas, with the approval of the Arkansas State Senate, and include both alumnae of the institution as well as members of the larger local and state community. Its meetings are open to the public, with the exception of executive sessions to consider personnel decisions and similar matters, as required by Arkansas law.

Henderson's [seven-member](#) Board of Trustees is ultimately responsible for setting the broad goals of the university. They provide [oversight](#) of the institution's financial policies and practice through approval of the operating budget and other financial concerns such as the [issuance of bonds](#) for construction, acquisition and renovation of property. Approval of [new academic program](#) proposals, [admission requirements](#), changes to the [Faculty Handbook](#), and tenure, promotions and emeritus status are some examples of their academic authority.

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

fiduciary responsibilities in sound manner.

5.B.2.

As has been noted earlier in the assurance argument, Henderson's new [shared governance model](#), developed during the summer and fall of 2014 and initiated in January of 2015, ensures the institution has and employs policies and procedures to engage internal constituencies in our institutional governance.

The President is the chief administrator of the university. President Jones has sought to keep all constituents apprised of major decisions, and held open forums to discuss upcoming decisions. "[Henderson Now](#)" emails are sent by the President to all faculty and staff periodically to keep the campus informed of the news affecting the campus community. Events like Coffee and Conversations are provided periodically for opportunities for constituencies to engage the President in conversation.

Henderson Faculty Senate provides a basis for official faculty consideration of policies, procedures, issues, and problems affecting the well-being and operations of the university. Faculty Senate transmits the recommendations of the faculty to the President of the university and communicates his or her responses to the faculty. According to its [constitution](#), Faculty Senate engages in collaborative processes as it considers legislative commitments proposed by the President and Board of Trustees. This provides a framework for faculty-initiated action, and provides a basis of dialogue among elected representatives of the faculty, administration, staff, and student body through their representatives to the senate.

[Staff Senate](#) provides for the orderly representation of non-faculty personnel in communication between staff and administrators. It provides a medium for the exchange and coordination of information among members of the staff, administration, faculty, and students. It directs its activities in a positive, constructive manner and is committed to the betterment of the university. The Staff Senate President serves as a staff representative at meetings of the Board of Trustees and the President's Cabinet, and is a member of the [Shared Governance Oversight Committee](#).

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

In addition to the representative bodies by constituency, Henderson has a long-standing committee structure that is responsible for oversight and formulation of practices in major areas of the university. Each committee has written guidelines for membership. Membership of each committee is determined by elections or by the [Committee on Committees](#) (as stipulated in the committee handbook). Most committees include faculty, staff, administrators and students. Henderson periodically reviews the committee structure to revise, update, and eliminate, if necessary, appropriate committees. As part of the initiation of Henderson's new [shared governance model](#), the Committee on Committee's roles and responsibilities have been merged into the [Shared Governance Committee](#). This merging has ensured that our institutional committee functions remain and are maintained in a manner integral to our larger shared governance structures.

5.B.3.

In spring 2014, President Jones [announced](#) he would form a taskforce to investigate approaches to shared governance as well as work with him to develop an initial shared governance model for Henderson. In January 2015, that process was implemented. Through the new shared governance process, Henderson engages in consistent, clear, and open communication that fosters participation across the university.

As written in the Henderson State University [Statement](#) on Shared Governance, “Our belief and understanding of shared governance at Henderson State University connects directly to our mission as a focused public liberal arts institution and our deep commitment to teaching and learning. Accordingly, we understand shared governance as a partnership in which administration, faculty, and staff work together to provide effective leadership, support, and advocacy for our university as we work together to ensure quality and innovation in all aspects of learning for our students and our larger communities.” All members of our university community are involved in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort is concretely signaled through a review of both the approved proposals from last spring term, as well as the finished proposals which were not approved. [Proposals](#) noted and available under both instances are clearly marked by the sort of collaborative engagement called for by this subcomponent.

Even before the shared governance process began, members of the Henderson community had opportunities to participate in other planning processes. During the development of the new strategic plan “Beyond the Horizon,” [town hall meetings and forums](#) were held where feedback was encouraged. In the course of developing this current 2015 Higher Learning Commission Assurance Argument, over 85 faculty, staff, and students worked together either on five committees or by gathering facts and evidence. Open university budget hearings is another example of collaborative effort among all university stakeholders. President Jones has welcomed everyone to attend and give feedback to their supervisor or senate representative. Along with the new Shared Governance Process, all committee minutes will be posted on the employee portal, My Henderson, under the Shared Governance tab.

Sources

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5.C - Core Component 5.C

The institution engages in systematic and integrated planning.

1. The institution allocates its resources in alignment with its mission and priorities.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenue, such as enrollment, the economy, and state support.
5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

Argument

Henderson State University employs a strategic planning process that enacts our mission, vision, and core values. With the development of the [2014-2020 strategic plan "Beyond the Horizon" plan, new guiding statements](#) (mission, vision, and core values) were created to more concisely and directly convey a clear strategic direction. In addition, the strategic position of the university "Bridging the liberal arts and professional aspirations" was developed. All levels of planning align with these guiding statements, thereby enhancing the university's capacity to fulfill the mission.

Currently the institution has identified six strategic priorities that will direct its resource allocation:

1. Enrollment/retention
2. Academic programs
3. Quality of life
4. Physical environment and infrastructure
5. Expansion of revenues
6. Enhancing Henderson's profile regionally, nationally, and internationally

Henderson's planning process ties assessment of student learning, evaluation of operations, and anticipation of emerging factors to the budgeting process. Under the new strategic plan, the President and Provost have committed the budget process to be responsive to the strategic priorities. Nothing will be allocated that can't be identified as contributing to one of the six areas described above. All current proposals, both academic and financial, must detail how they support the strategic plan. This year's top priority is to begin dealing with employee compensation, an aspect of [priority 3](#).

As previously stated in Criterion 4, each department's assessment goals are linked to its departmental mission, which in turn is linked to the university mission. This helps ensure that departmental planning and assessment is mission driven. Each department's assessment goals are also linked to the LAC learning goals.

In order to effectively assess student learning, the university hired a Director of Assessment in 2003 and purchased TracDat assessment software. As a result, the university has revitalized its Assessment Team and has improved its assessment record keeping and reporting activities. Henderson continues

to collect assessment data and uses this data to inform decisions regarding student learning and making improvements.

Since [2000](#), the information technology plan has emphasized the goals and objectives that emerging and improving technology should support. Information accessibility technological resources should be provided routinely to all users in a broad and consistent fashion. Access to technology resources should be independent of location: classroom, office, lab, or home. By [2010](#), technology had become such an integral element in achieving the university's mission that the strategic plan did not need to make a specific call for resources for technology. The strategic plan implicitly recognizes the ongoing commitment, but it also explicitly recognizes the impact of emerging technology.

The development of the present strategic plan included campus and community town-hall meetings to solicit feedback and discuss emerging priorities. The open and inclusive method of developing the 2014 strategic plan encompassed the perspectives of internal and external constituent groups resulting in a clear direction for the university that considers growing needs and development in our region and state. One result of the new strategic plan was the creation of a Shared Governance Oversight Committee.

The strategic plan accounts for decreased state funding and explores means for expanding revenue by raising the profile of the university, conducting a comprehensive fundraising campaign, establishing an office of sponsored programs, and increasing auxiliary revenue.

In accordance with our present strategic plan, budgeting and facilities are allocated to meet current and emerging needs. In response to strategies identified in priority one: Grow the Enrollment, Improve Student Life, and Increase Retention to Graduation, the university is currently building additional residence halls, developing a comprehensive student academic success program, and creating a coordinated first-year academic experience.

In order to enhance academic programs, address changing demographics, and reach additional constituent groups, Henderson offers accredited degree completion courses for business and education majors at Henderson's campus in Hot Springs, Arkansas. The initiative focuses on building a stronger presence in Hot Springs by offering and developing programs suited to the needs of the area, resulting in more opportunities for more students to complete a four-year degree without commuting long distances to other campus locations. Henderson State is committed to balancing innovation with tradition through an ongoing process of evaluation, planning, and action.

Sources

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- [100815_StraPlan_Oct2_2014](#)
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5.D - Core Component 5.D

The institution works systematically to improve its performance.

1. The institution develops and documents evidence of performance in its operations.
2. The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.

Argument

Henderson State University has made great strides in developing a systematic process for improvement purposes. The university has created a [culture of assessment](#) in both the academic and nonacademic/administrative units. This process has been developed by the University Assessment Team and the Director of Assessment. The Director of Assessment along with members of the Assessment Team holds [workshops](#) periodically with groups and individuals on various topics like the use of TracDat, How to Develop a Mission Statement Related to the University Mission Statement, How to Write Goals and Objectives, How to Analyze the Data and How to Make Action Plans, or any other topic requested. The Assessment Team also produces the [Assessment Brief](#) newsletter to be shared on campus as well as published to the website containing important information about deadlines, helpful tips on developing an assessment plan, updates on the assessment of the liberal arts core, and current members on the assessment team and which area they represent are just some of the recent topics. Academic and nonacademic units submit new or revised assessment plans annually and at the end of year they submit the data that has been collected and well as any actions plans for improvement that is needed. The assessment team reviews the two parts of the assessment process using a rubric to be able to provide feedback to each unit. The review feedback gathered from last semester will be distributed at the beginning of the fall 2015 semester.

Below are examples of departments evaluating services to make improvements:

The Student Health & Counseling Center annually evaluates health satisfaction regarding the service the center provides students. The results from 2014-2015 showed that 93 percent of the students were seen in 0-15 minutes. Evaluation results indicated 76 percent were very satisfied, 23 percent satisfied, 0 percent dissatisfied and 1 did not answer. Student comments range from accessibility; caring, friendly, helpful and courteous staff; short wait period; level of comfort; knowledgeable, free medication; thoroughness and clean facility as what students liked most about the center. The center continues to track effects of counseling services as it relates to retention each semester. Statistics show that 95-98 percent of students seen at least one time in the counseling center are still enrolled at the end of the semester.

Henderson Community Education Center collects survey data on the Reddie to Serve event, in order to make changes. The [results](#) from spring 2015 showed there was significant improvement in the organization of the event compared to the [results](#) from spring 2014. In an effort to make Reddie to Serve better for Henderson's students, the center attempted to incorporate more student involvement in the planning by adding a Reddie to Serve Student Leadership Team; however, no students attended the meeting.

Office of Financial Aid conducted nine high school financial aid presentations during 2014-2015. A total of 132 attendees completed a [survey](#) at the end of the presentation, which was less than 32

percent of all attendees. Over 86 percent of the respondents indicated the presentation was worthwhile and over 88 percent reported it was organized, clearly presented and useful in helping them to understand financial aid. The attendees provided no suggestions on how to improve the presentation.

Financial Aid Office staff was invited to present “Enrollment and Retention Requirements for Financial Aid” to 26 Henderson Seminar classes this past academic year. The [data](#) showed over 86 percent of the students thought the presentation was worthwhile and over 89 percent felt the presentation was organized, clearly presented and useful in helping them to understand financial aid.

The new 2014-2020 strategic plan, "Beyond the Horizon," continues to engage faculty and staff in the culture of assessment based on evidence that demonstrates the fulfillment of that goal. The new plan represents the articulation of clear goals for the learning and experiential opportunities that Henderson provides its students; it calls for the collection of appropriate evidence through processes of assessment and self-study, as well as the use of the results for improvement. As stated in Criterion 5.C, nothing will be allocated that does not show how it supports the strategic plan.

As noted above at several points, in spring of 2015 a Shared Governance Oversight Committee was formed. Shared governance is a partnership in which administration, faculty, and staff work together to provide effective leadership, support, and advocacy for the university while striving to ensure quality and innovation in all aspects of learning for our students. Just as effective learning and leadership are both about intentional and reflective interaction and collaboration, so too is effective shared governance about intentional and reflective planning and accountability.

An [evaluation of the process](#) of awarding and recognizing the Henderson Foundation scholarships took place during the spring 2015 semester by the Vice President of University Advancement. The scholarship fund directors were encouraged to forward selection criteria to the vice president in March. The new process is designed to ensure there is a fair and consistent process for all students to have an opportunity to seek private funds. The foundation is developing new policies and procedures aimed at being good stewards of the gifts that have been entrusted to Henderson’s care. One change is to bring scholarship donors and recipients together at a special foundation scholarship reception in the fall. This spring the Henderson Foundation had 550 students apply for foundation scholarships and more than 220 scholarships were awarded scholarships totaling over \$365,000.

The university enlisted CREDO, a comprehensive higher education consulting firm, to assist Henderson in developing a plan to strategically increase enrollment, enhance student quality, improve retention, and provide new services for our students during the 2012-2013 academic year. The [recommendations](#) from CREDO were presented to the campus at a forum. The first phase of their [recommendations was implemented](#) during spring and summer of 2013. In an effort to improve student success rates, increased [admission standards](#) were approved by the Board of Trustees in July 2013. Students now have to score a 19 or higher on the ACT exam to be admitted unconditionally into Henderson. The CREDO report has also been used to drive discussion in [enrollment management committee](#) meetings, as well as continuing discussions in the separate offices and areas surrounding institutional enrollment management.

Henderson State University partnered with [ModernThink, LLC](#) to administer the Chronicle of Higher Education’s “Great Colleges to Work For” survey online during spring 2014 and the results were revealed to the institution on November 4, 2014, during an open forum. The goal of this survey was to collect benchmark data to identify strengths and weaknesses in areas affecting the quality of life and satisfaction of Henderson’s employees. The survey instrument included questions in four areas:

- Core Belief Statements
- Benefits Satisfaction Component
- Demographic Questions
- Open-Ended Questions

At the time of this survey, Henderson had 555 employees that were invited to take part in the survey; however, only 224 (40 percent) completed the survey. The results revealed positive aspects about the university's culture while also revealing that there are specific areas in need of improvement. The vice presidents held listening sessions with all of their departments to discuss the survey results and the resulting implications for their respective areas. This initiative is part priority 3, "Enhance the Quality of Life and the Ability to Recruit and Retain a Highly Qualified and Motivated Faculty and Staff" in the new strategic plan.

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5.S - Criterion 5 - Summary

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

Summary

Henderson State University maintains adequate financial and human resources to fulfill the mission of the university. The university implemented a new strategic plan in 2014 which included a top priority of improving the physical environment and infrastructure. This priority ensures that Henderson State University will embrace advanced systems that contribute to our overall sustainability and environmental stewardship initiatives. There has already been work done to achieve this priority by hiring an architectural engineer to begin developing the Campus Master Plan, adding three additional housing facilities, and the partnership with Schneider Electric. The university operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board of trustees, administration, faculty, staff, student, and community. Henderson has in place governance and administrative structures to promote effective and transparent leadership. The university has made great strides in developing a systematic process for improvement purposes by creating a culture of assessment in both academic and nonacademic/administrative units.

Sources

There are no sources.