

Criterion Three—Teaching and Learning: Quality, Resources, Support

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

As a nationally recognized institution of higher education, Ball State University provides high-quality academic programs, resources, and support to students at both the undergraduate and graduate levels. This section of the self-study report summarizes evidence that the university meets the standards of the Higher Learning Commission regarding teaching and learning, demonstrating that Ball State:

- maintains academic program currency and expected student performance
- values and expects the exercise of intellectual inquiry and makes the acquisition, application, and integration of broad learning and skills integral to its educational programs
- possesses the faculty and staff needed for effective, high-quality programs and student services
- provides support for student learning and effective teaching
- fulfills its claims for an enriched educational environment

Core Component 3.A

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

The following information pertains to course and program currency and academic performance expectations for courses and degrees and certificates awarded Ball State University.

Subcomponent 3.A.1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.

Ball State's academic programs are current and require levels of performance by students appropriate to the degree or certificate awarded. All programs at Ball State undergo periodic external reviews either through an accrediting organization in their discipline or through the university's own academic unit review system. Details of these two processes and the results of our examination follow.

Review Process

The 48 academic departments at Ball State offer a total of seven associate, 183 bachelor's, 107 master's, two specialist, and 17 doctoral degree programs. Of these, three associate, 38 bachelor's, 33 master's, both specialist, and 10 doctoral programs have disciplinary accreditation that demonstrates external expectations for course and program rigor. For a fuller discussion of accreditations, see Subcomponent 4.A.5. The rest of the programs are subject to a cyclical academic unit review process coordinated by the university.

Administration—Program accreditations are orchestrated by the respective academic units with assistance from their college dean’s offices, while Ball State’s academic unit review process is overseen by the Office of the Provost and the academic colleges of the reviewed programs. The frequency of accreditation review cycles is determined by the accrediting bodies, whereas the cycle of academic unit reviews is determined by the Office of the Provost.

Self-Study—Both processes begin with the unit or program preparing a self-study document. For accredited programs, the contents of this document are determined by the accrediting body. The self-study document for academic unit reviews contains uniform elements. Both processes involve an examination of the program’s curriculum as well as a self-examination of assessment methods used for courses and the desired program outcomes. All reviews involve a campus visit by outside evaluators and the submission of a subsequent report.

Outcomes—Ultimately, the outcomes of either kind of review are reported to the university administration. Normally, the results of accreditation reviews are reported to the unit and the Office of the President, while the outcomes of academic unit reviews are reported to the unit and the appropriate academic dean. In either case, reviews of academic programs are discussed in the annual reports from department chairs to their deans and in the deans’ annual reports to the Office of the Provost. While the accreditation reviews and the academic unit reviews examine many facets of a program, one important element of both reviews pertains to the quality of the degree and/or certificate programs offered. Among other types of critique, both types of review offer a critical examination of the curriculum and suggestions for improvement where appropriate.

Recommendations—For programs in the academic unit review process, curriculum recommendations are addressed by the appropriate academic dean in consultation with the unit, and suitable changes are made when the recommendations are deemed reasonable and appropriate by the unit. In the case of accreditation reviews, programs or units do not receive full accreditation until evidence providing remedies for cited issues is supplied to the accrediting body.

Review Results

Since Ball State’s last Higher Learning Commission (HLC) review in 2004, numerous programs have undergone the academic unit review process. Based on an assessment of documents from across the campus resulting from the academic unit review and accreditation review processes, the academic and certificate programs examined for this self-study report appear to be current and require levels of performance by students appropriate to the degree or certificate awarded.

Three examples illustrate curriculum currency and appropriateness as determined by the academic unit review and accreditation processes:

Nursing Accreditation—Ball State’s School of Nursing within the College of Applied Sciences and Technology recently earned accreditation for its baccalaureate and master’s degree programs. The school completed a self-study report for the November 2010 on-site evaluation by the Commission on Collegiate Nursing Education (CCNE). The commission submitted a

final report to the program in February 2011. The school's currency and levels of student performances are reported in Section III Program Quality: Teaching-Learning Practices of the final report. This section evaluates the school's mission, goals, and student outcomes as they "reflect professional nursing standards and guidelines."

The school successfully met all seven CCNE standards with no compliance concerns. For instance, Section III-B concluded that the baccalaureate program "prepares nurse generalists, and the self-study document indicates that the baccalaureate program curriculum and expected student outcomes, both aggregate and individual, are consistent with and reflective of the *Baccalaureate Essentials*, *ANA Code of Ethics*, *ANA Scope and Standards of Nursing Practice* and the Indiana State Board of Nursing's *A Compilation of the Code and Indiana Administrative Code (2009–2010)*."

As further evidence of the school's currency and level of appropriateness, passing rates for first-time test takers of the NCLEX-RN were near or exceeded the national average. Both degree programs officially received continuing accreditation in May 2011.

Criminal Justice and Criminology Unit Review—For its academic unit review, the Department of Criminal Justice and Criminology in the College of Sciences and Humanities assembled a self-study in 2009. Incorporating the university's template for self-study reports, the department described its degree programs and how they relate to the department's mission, goals, and program objectives. The report included an alumni survey measuring employment in the fields of criminal justice and criminology and the graduates' satisfaction with the department. Two peers from other universities reviewed the self-study report and the department, and reports were submitted by each reviewer in December 2009.

Regarding program currency and appropriate levels of student performance, external reviewer Jonathan White's report explained that the department "should be complimented for its efforts to provide comprehensive preparation of its students" and that the curriculum is "comprehensive and clear" and is "consistent with the university strategic plan, addressing state, local, and other needs." External reviewer Kevin Minor further explained that the curriculum reflected the "voluntary certification standards promulgated by the Academy of Criminal Justice Sciences" and is "in line with the requirements of criminal justice and criminology programs nationally."

Business Reaccreditation—This example illustrates the university's willingness to change rapidly to adopt best-practice solutions. Following a reaccreditation review of the academic programs in the Miller College of Business by AACSB-International (Association to Advance Collegiate Schools of Business) in spring 2010, the college immediately began a faculty-led and faculty-centered discussion on how to build into the college's culture a commitment to continuous, meaningful, and systematic assessment of student learning. The primary goal was to assure that student learning is taking place, that such learning is measured regularly, and that the data from the measurements are shared with faculty to drive changes in the curriculum and instruction, with the cycle operating in a continuous loop.

In a collegewide meeting led by the dean and the associate dean, the principles of student learning assessment were reviewed, faculty input was sought, and a course of action was

identified. The following steps were taken to institutionalize the process of assurance of learning at the undergraduate level:

- The faculty selected five undergraduate learning goals, referred to as C-KITE: communication skills (both oral and written); knowledge of subject matter (of the essential business subjects such as accounting, economics, finance, business law, marketing, management, and operations); integration of the knowledge of the various subjects; teamwork (ability to effectively work in groups); and ethics (ability to recognize ethical issues and apply an ethical framework to decision making).
- To ensure maximum faculty engagement, committees comprising members from each of the college's five departments were created for each of the five learning goals. The task of these committees is to establish standards of student performance for their respective learning goals, agree on procedures to measure student performance, identify courses where student performance would be measured, develop the method for collecting and reporting data, and establish the schedule for the continuous cycle to occur.
- A faculty super-committee representing the five learning goals receives the data from each of the specific learning goals committees (e.g., ethics, teamwork, etc.) and coordinates across the curriculum to ensure the process is functioning satisfactorily.
- A data collection, analysis, and reporting method has been established. It is online and made available to the faculty. Monthly faculty meetings focusing on each of the goals are organized to report progress, share and understand the data, and incorporate changes in the curriculum and how it is delivered. Regular updates are provided to faculty. At the faculty and professional staff retreat in May, assurance of learning is a principal topic of review.
- A faculty member was appointed by the dean to serve as the director of assurance of learning, with the clear charge to ensure that assessment of student learning takes place in the college. The director works with the faculty and advises the dean on assessment matters.
- The dean's office makes resources available to support this process on the recommendation of the director of assurance of learning. Support includes sending teams of faculty members to assessment seminars organized by AACSB so they become familiar with the concepts and processes of measuring learning, requiring graduating seniors in the spring semester to take the Major Field Test in Business (designed by the Educational Testing Service, or ETS, to assess student knowledge of key business concepts), and purchasing various motivational gifts to boost faculty participation.
- A similar process has been established to measure student learning in the MBA program. Five learning goals—global perspectives, leadership, integration of knowledge, decision making, and ethics—are represented by the acronym GLIDE.
- The college's reaccreditation was affirmed the following year. The process described above is in place and in use.

Additional examples of program accreditation and program self-study documents indexed by college are available for review.

Subcomponent 3.A.2. The institution articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.

Learning goals for Ball State's undergraduate, graduate, postbaccalaureate, postgraduate, and certificate programs are clearly distinguished, and the requirements and goals for these programs are clearly articulated. Ball State offers 11 types of master's degrees:

- master of architecture (MArch)
- master of arts (MA)
- master of arts in education (MAE)
- master of business administration (MBA)
- master of fine arts (MFA)
- master of landscape architecture (MLA)
- master of music (MM)
- master of public administration (MPA)
- master of science (MS)
- master of urban and regional planning (MURP)
- master of urban design (MUD)

A minimum of 30 hours is required for all master's degrees as well as a thesis, research paper, creative project, or graduate research methodology course. The specialist in education degree requires students to complete a thesis and at least 30 hours of graduate work beyond the master's degree.

Ball State also offers programs leading to the following doctoral degrees:

- doctor of philosophy (PhD)
- doctor of education (EdD)
- doctor of arts (DA)
- doctor of audiology (AuD)
- doctor of nursing practice (DNP)

Doctoral students must complete at least 90 hours of graduate work, including a dissertation, beyond their bachelor's degree. At least 40 of these graduate hours, excluding dissertation hours, must be in the major. For all doctoral programs except the AuD, students must complete a rigorous research component. Students are expected to demonstrate competency with research tools applicable to their major areas, including additional languages, statistical methods, computer science, and research techniques. The required research tools are determined by the student's doctoral committee and included on the student's program of study.

Graduate courses are distinguished between those designed for doctoral students only (700 level), those restricted to graduate students (600 level), and those that can be "taught with" undergraduate courses. The number of "taught with" courses is limited, and none of the required courses for most graduate programs fall into this category, although students may take them as electives. Moreover, as shown within course master syllabi maintained at the

departmental level, graduate students in “taught with” courses must complete additional assignments, along with differentiated learning outcomes, beyond those required for undergraduate students, thus assuring a rigorous graduate-level experience.

Program Differentiation

Ball State complies with the Higher Learning Commission’s standard for articulating and differentiating the learning goals of academic programs at all levels. All of our graduate and undergraduate programs have student learning outcomes. Departments are assessing outcomes in systematic ways and using analyzed data constructively to affirm the current pedagogy or to initiate changes to improve students’ learning.

Some assessment activity is driven by accrediting agencies, as the Miller College of Business example demonstrates in Subcomponent 3.A.1. Where that is not the case, faculty have responded positively to the professional benefits for curriculum and pedagogy evolution that regular assessment provides.

Subcomponent 3.A.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).

Ball State ensures consistent quality and learning goals wherever and however its academic programs are delivered, from classroom instruction on the Muncie campus to distance education programs in the Greater Indianapolis area and online courses across the country. In addition to our associate, bachelor’s, master’s, and doctoral programs, the university also offers the dual-credit College Transition Program, which conforms to the National Alliance of Concurrent Enrollment Partners (NACEP) standards to ensure academic integrity.

Indianapolis Programs—Ball State’s Greater Indianapolis credit course offerings and degree programs come directly from the Muncie campus. The classes are all at the graduate level and are taught by Ball State faculty based in their respective units on campus. Full programs of study that allow students to start and complete a degree include the master of urban design, master of arts in mathematics education, and doctor of education in educational administration and leadership. Other graduate classes can be applied toward master of arts degrees in political science, adult and community education, executive development for public service, and special education.

Distance Education—The Division of Online and Distance Education extends Ball State’s services and resources to students whose needs cannot be met through traditional classes on campus. The university offers courses, degree programs, and certificate programs through a variety of delivery options, including online, independent learning, web conferencing, and on-site (live) instruction at selected locations around Indiana. Some courses blend online instruction with face-to-face instruction at one of Ball State’s campus locations. All credit earned is residence credit, and continuing education units (CEUs) are available to record individual participation in certain noncredit programs.

The university's online programs and courses are prepared and taught by Ball State faculty with assistance from instructional designers through the Integrated Learning Institute (iLearn), which was established in spring 2011 to ensure the quality of the university's online programs. iLearn assists with faculty development (pedagogical and technological) and online course creation, using the Quality Matters rubric for guidance.

“Taught With” Classes—Some of Ball State's 500-level courses are considered “taught with,” where graduate students learn alongside undergraduates. In these situations, the graduate students have additional requirements. The University Senate's Executive Committee recommended that departments keep on file information explaining the distinction between the requirements for graduate students and undergraduate students for each “taught-with” course.

Dual-Credit Program—Ball State also builds partnerships with high schools through the College Transition Program (CTP). This dual-credit initiative focuses on college preparation for high school juniors and seniors by assuring quality instruction and offering students an educational experience that is otherwise unattainable. All high school instructors participating in the program must have the same credentials as Ball State adjunct faculty. A fuller discussion of the dual-credit program is provided in Criterion 4, Subcomponent 4.A.4.

Summary: Core Component 3.A.

Ball State has taken great care to establish assessment outcomes that clearly express its expectations for student learning. Curricula are the intentional designs of faculty, and student learning outcomes flow from these intentions. The university expects its students to show not only progressive mastery of content as they move through majors, minors, graduate degrees, and other programs but also increasing intellectual sophistication as captured by critical thinking and appropriate communication.

These expectations, embedded in the institution's accreditations and local assessments, allow the university to differentiate learning goals and, thus, degree programs. Ball State's rigorous review and accreditation processes ensure fidelity to these principles across locations and educational platforms.

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.

This section addresses Ball State University's efforts to ensure that intellectual inquiry is exercised within its educational offerings, whether they are general education requirements for the entire student body or specific curricular offerings within academic programs.

Subcomponent 3.B.1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.

Subcomponent 3.B.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.

Ball State's current core curriculum is in transition from a traditional distributed study model to an innovative model built on progressive study in four domains of knowledge involving core study that extends throughout the student's academic career. The new core is not fully implemented and requires an extensive new assessment process that is also being implemented at this time. The new core is innovative and integrated and stresses assessment of goal objectives, which include goals required by the Higher Learning Commission. The transition to a new core is phased to allow major innovative changes to the previous core requirements.

Core Curriculum 1985–2010

Ball State's original University Core Curriculum (UCC) was the result of general studies reform in 1985 that tied the goals of the program directly to the institution's mission statement. A key strength of the program was requiring the same curriculum of all baccalaureate degree students in all seven academic colleges. This coherent program was designed to develop broad competencies and promote intellectual inquiry. The core included foundation requirements and distribution requirements. Certain exceptions to the requirements were based on particular disciplines as well as special provisions for elementary/special education majors and Honors College students.

This core curriculum comprised 41 credit hours, including 15 hours of foundation courses. Associate degree programs also included a general education component that varied by program. All students were required to pass a writing competency exam—a holistically evaluated written essay before graduation. Students who failed to pass after two attempts were required to take ENG 393, a portfolio-based course available for credit or no credit. Credit hours for this course did not count toward graduation.

After the foundation courses, the remaining 26 UCC hours were divided into five areas:

- physical, earth, and life sciences (two courses)
- social and behavioral sciences (two courses)
- fine arts and humanities (one course each)
- international/global studies (one course)
- physical education, fitness, and wellness (one 2-credit course)

Students also took one additional course from the first three areas. Complete UCC requirements are found in the *Ball State University Undergraduate Catalog*.

Evaluation, review, and changes to the program were the responsibility of the University Core Curriculum Subcommittee, a standing subcommittee of the Undergraduate Education Committee (UEC). The subcommittee's nine members included a member of UEC appointed by the UEC chair, six faculty members appointed by the University Senate's Governance Committee, an undergraduate student chosen by the Student Government Association, and the associate provost (ex officio) responsible for the UCC or a designee.

Current Core Curriculum

Ball State's current University Core Curriculum (often referred to as UCC-21, or the "new core") is designed to prepare students to realize their intellectual potential, add breadth and depth to their perspectives, and maintain their physical and mental well-being. Through their course work, students further develop their scientific, critical, and creative thinking skills.

A required component of all undergraduate degrees, UCC-21 aligns with Goal 4 of Ball State's *Strategic Plan 2012–2017*, which states "Ball State will continue to emphasize learning and scholarship that synthesize disciplinary knowledge with application to today's most complex challenges. Students and faculty will turn knowledge into judgment and judgment into action..."

Guiding Principles—UCC Task Force I developed the guiding principles for the new core curriculum. After reading current literature on college-level education and considering documents from the Association of American Colleges and Universities (AAC&U) such as *Greater Expectations*, the faculty members of the task force developed principles focused on increasing skill development in metacognitive awareness and the ability to develop creative solutions as students apply content knowledge.

After studying the literature and many core curricula in place throughout the country, UCC Task Force II developed the framework for implementing the new guiding principles. Central to this effort was providing a way for students to move from experience and content knowledge to reasoned judgments and actions. New experiences off campus enhance and reinforce students' knowledge and enable them to make even better judgments. The three-tier framework is designed to take students through this skill-developing process in multiple domains. The UCC Task Force II firmly believed that a core curriculum that gives students the ability to be metacognitively aware and practiced in applying their knowledge to make reasoned judgments and actions prepares our students for careers and civic engagement in contexts where change is a given.

Core Structure—After an extensive process, Ball State revised the University Core Curriculum and began implementation of the new core in 2010. UCC-21 was developed by an interdisciplinary task force, which delivered a final proposal to the University Senate. The basic structure of the new core curriculum includes foundation courses in math, English, physical education, and financial literacy plus four domains of knowledge: fine arts, humanities, science, and social science. In each domain, students experience a sequence of courses with progressively different focus.

Core curriculum courses are assigned to one of three levels: Tier 1 involves the formation of knowledge from experience; Tier 2 focuses on transforming knowledge into judgment; and

Tier 3 involves the transformation of judgment to action.

WISER+ Component—In addition to the tiered core classes, the University Senate revised the original task force proposal to include a more specific content-focused requirement that all students also will complete WISER+ requirements, which integrate 21st century skills into the curriculum. WISER+ courses ask students to engage during their core studies in issues related to:

1. writing
2. international awareness
3. service and civic engagement
4. environmental awareness and sustainability
5. respect for human liberty and diversity among peoples and cultures
6. American institutions and/or history
7. technological literacy

Tier 2 courses must have a WISER+ designation, and students complete this requirement through required course work or in other designated courses outside the tiered course work. It is possible for a single course to meet more than one WISER+ requirement, although no course carries more than three WISER+ designations. WISER+ courses may also be used to satisfy core curriculum and/or major requirements.

UCC-21 was introduced to freshmen entering Ball State in fall 2010. Students who enrolled before then are completing their studies according to the previous core curriculum. Descriptions of UCC-21 courses can be found in the *2012–13 Advising Handbook* and *Undergraduate Catalog*.

Phased Implementation

In consultation with the university's provost, UCC-21 was implemented in phases to ensure courses with the appropriate transformations and assessments were available in sufficient numbers to meet student demand. Phased implementation also permitted evaluation of enrollment trends, which were anticipated to be somewhat different than those experienced with the 1985 core curriculum.

Current Status—Freshmen entering in the 2012–13 academic year complete the foundations and the transformations associated with Tier 1 in all four domains. They proceed with sequenced work in two domains of knowledge and must complete two WISER+ categories, one of which must carry a writing (W) designation. A detailed description of the 2012–13 core content is available in the *Ball State University Undergraduate Catalog*.

Students entering in 2013–14 will complete the foundations and transformations associated with Tier 1 in all four domains. At Tier 2, the domains will be grouped into two units: humanities/ fine arts and natural sciences/social sciences. Students will complete one course from each of the two domains. Courses in Tier 2 must move students through the third transformation, knowledge into judgment. In addition, students will be required to complete two of the original WISER+ requirements: writing and respect for other cultures (i.e., diversity).

At Tier 3, students will complete capstone courses, immersive learning experiences, or similar learning experiences (e.g., internship, clinical work, student teaching, fieldwork, study abroad, etc.) that require them to demonstrate the ability to move from experience or information through to action. In addition, students must demonstrate their capability to write at a level of competence appropriate for college graduates and to reflect on their intellectual and personal development in these experiences.

Challenges—Implementation of UCC-21 faced unforeseen obstacles. First, the national economic recession prevented the university from fully resourcing the ambitious reconstruction of the core curriculum, as anticipated by the members of UCC Task Forces I and II. Second, the Indiana legislature mandated that baccalaureate programs consist of not more than 120 credit hours, without specific exceptions that owed chiefly to accreditation requirements, thus straining highly structured professional and science programs.

The state also required each college and university in Indiana to establish and maintain a 30-hour core, transferable to any other state institution, and to assess the common goals of that core. The legislature further required state schools to design their core curricula so a student completing the core at one college or university could transfer to another state institution with a 30-hour block of credit that satisfied the requirements of a similar “common core” component of the new institution.

Response—Full implementation of UCC-21 necessitated the development of new courses and the revision of current courses to meet new requirements that emphasized domain epistemology in the construction of the transformations in each tier. The challenges above compelled this work to be executed in phases so faculty and administrators could experiment with the program, at each point trying to preserve as much of the original intent as possible. Through the phasing process, the University Core Curriculum Committee provided the UEC and the University Senate’s Agenda Committee with progress reports and has made recommendations regarding extensions of the phased implementation.

Assessment Plan—As the new core curriculum is being implemented, the University Core Curriculum Committee has developed an assessment plan requiring each proposed course to detail and outline an assessment plan for core objectives. There is a timetable for completing assessment, and all currently approved courses are gathering assessment data consistent with the schedule for reporting this data to committee. Assessment requires preparation of reports to be reviewed by the committee. This data and reports from the departments will be reviewed on a schedule beginning in 2012–13.

In addition to course-by-course assessment designed to show that each course achieves the goals for its inclusion in the core curriculum, the university is developing a program-level assessment in which student outcomes in course work are reviewed to assess whether the program goals are being achieved. Pilot projects for this program-level assessment were developed in summer 2012 with the writing goals as an important initial project. In fall 2012, the University Core Curriculum Committee began evaluating the results of the pilot assessment and developing the full range of program-level assessment. More information about UCC-21 assessment is provided in Criterion 4, Subcomponent 4.B.2.

Subcomponent 3.B.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.

Through more than 240 major and minor areas of study in 48 academic units, Ball State engages students in collecting, analyzing, and communicating information; mastering modes of inquiry or creative work; and developing skills adaptable to changing environments. One method of demonstrating these activities involves the university's Student Learning Outcomes Reporting Form, which features each academic program, by college, and its respective learning outcomes.

A hallmark mechanism for accomplishing these goals is Ball State's immersive learning initiative, a key feature of the university's strategic plans for 2007–2012 and 2012–2017. Both plans call for providing each undergraduate student with the opportunity to participate in an immersive learning experience, which allows students to transform traditional classroom information into knowledge, judgment, and—ultimately—action. Students learn to develop practical solutions to real problems for a community partner by working in interdisciplinary teams led by faculty mentors. These intense, hands-on projects yield a tangible product with lasting value. Through immersive learning, students graduate with the skills, experience, and connections to succeed in the global workplace. Learn about some of these projects in the university's [Chronicles videos](#) and [immersive learning website](#).

To adapt to the changing needs of the 21st century, Ball State's strategic plans strive to not only sustain the institution's relevance in a changing world but also make the university more distinctive. Both plans define the university's vision and mission and the strategies that will be employed to advance the institution. Each plan is divided into four clearly stated goals—each with defined objectives—that guide the university's work and give focus to its priorities.

Stories posted on the strategic plan website illustrate how the institution is offering more distinctive educational experiences that prepare students for a changing world, such as partnering with the U.S. Naval Surface Warfare Center in Crane, Indiana, to commercialize military patents and bring their benefits to civilians.

Subcomponent 3.B.4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.

Diversity is an important value at Ball State, both in terms of the composition of the student, faculty, and staff populations and the inclusion of various viewpoints and cultures within the curriculum. The university strives to provide courses and experiences that prepare students for an increasingly diverse world. Examples of these efforts follow.

Freshman Common Reader

Ball State freshmen quickly engage in an academic experience that introduces them to new ideas in preparation for their lives in a diverse world. The Freshman Common Reader program has been a powerful asset since its inception in 1998. Each year, a committee of faculty, staff, and students selects a book that is purchased and provided to first-year students

at the orientation program with the expectation that they will read it during the summer. After the Freshman Convocation at the start of the academic year, new students are divided into small groups to discuss the book.

During the semester, the book's author is invited to the campus for a lecture and to interact with students in a variety of formats. Writing experiences and various programs are also presented on topics related to the book's subject. Topics have included race, socioeconomic status, child soldiers, war refugees, food production, disability, and gender.

Office of Institutional Diversity

Ball State's Office of Institutional Diversity is "not only committed to diversity programming for students; it also supports several faculty development programs." Faculty are encouraged to explore the relevance of diversity in their classes through the Diversity Associates Program, the Developing Pedagogies to Enhance Excellence Seminar, and Diversity Seminars. An indication of the importance of diversity at Ball State is that this office is led by an individual with the rank of assistant provost.

Diversity in the Curriculum

Ball State's academic colleges offer more than 100 courses that address aspects of diversity. Regardless of their major, students have opportunities to engage in exploration of a global society through course work and cocurricular programming. The Counseling Center, Office of Educational Excellence, and Office of Institutional Diversity offer workshops, resources, and consultation for creating inclusive and welcoming classrooms as well as methods for weaving issues related to diversity into course content.

Diverse cultural viewpoints are also emphasized within the new University Core Curriculum (UCC-21). The WISER+ requirements include courses related to international awareness and respect for human liberty and diversity among peoples and cultures. As indicated under Subcomponents 3.B.1 and 3.B.2, one of the two remaining WISER+ requirements for students entering in the 2013–14 academic year will be respect for other cultures, i.e., diversity.

A number of interdisciplinary academic programs at Ball State also focus on diversity-related topics, including women's and gender studies, gerontology, African-American studies, peace studies and conflict resolution, Asian studies, European studies, Latin American studies, international business, and international marketing technology.

Cocurricular Enhancements

Ball State supports individuals from underrepresented groups by providing meaningful educational experiences both within and outside the classroom. During the 2011–12 academic year, the Office of Multicultural Affairs sponsored programs that were attended by more than 5,570 people. Other examples of cocurricular programs related to diversity include:

Safezone—This is a "voluntary network of faculty, staff, students, and community members who believe that every member of the university and broader community should have an equal opportunity to grow and learn in a safe and open environment. It is a group of people

especially committed to being allies to and advocates for lesbian, gay, bisexual, transgender, and questioning (LGBTQ) individuals.” This program provides education and training opportunities, workshops on relevant topics, and assistance and support for faculty, staff, students, and the community plus resources for LGBTQ people and their allies/advocates.

Disabled Student Development (DSD)—This office provides numerous resources for students, faculty, and staff to make the university community aware of both apparent and nonapparent disabilities and to create an open and accessible learning environment. DSD’s successful Faculty Mentorship Program enhances the learning experience for students with disabilities by assigning faculty mentors to each student in the program. These mentors meet with students regularly and help them deal with the complexities of the academic experience. The program was developed upon the realization that “engagement with faculty is a key to student success and that the transition to college can be especially difficult for students with disabilities.”

Subcomponent 3.B.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.

Ball State’s faculty and students contribute to the development of scholarship, creative work, and knowledge discovery in various ways. How each discipline accomplishes this may differ, but each approach is consistent with the institutional mission. In particular, Goal 2 of the 2007–2012 strategic plan states: “Ball State University will support and reward faculty and student scholarship of discovery, integration, application, and teaching.” This is reinforced in the 2012–2017 strategic plan with its emphasis in Goal 2 on synthesizing learning and scholarship. That goal says Ball State will “become a recognized leader for educational and disciplinary innovation.” This approach is commonly referred to as the Boyer Model, and its products on campus are evident in a number of venues.

Rewards and Recognitions

The university’s promotion and tenure process and its salary and merit process formally recognize faculty for completing such activities. Faculty members of extraordinary merit are also honored with the Outstanding Faculty Awards in scholarship and creative endeavor during Ball State’s Fall Faculty Convocation at the start of each academic year. In addition, the university showcases faculty and student research annually at its BeneFacta Day and Student Symposium.

Ball State’s academic units also recognize the importance of mentoring students in scholarship and creative work that produces important and valuable collaborations. This recognition takes many forms. For example, the Departments of Biology, Chemistry, and Psychological Science have poster displays of student research. Student History Day is a decades-old event where graduate and undergraduate students present research papers in a professional conference environment. The Departments of Philosophy and Religious Studies, Physics and Astronomy, and Geological Sciences use year-end honors and awards ceremonies to display student research. The College of Architecture and Planning also exhibits faculty and student designs at its end-of-the-year celebration of achievement.

Departments within the College of Fine Arts present student exhibitions and performances throughout the year, and the College of Communication, Information, and Media routinely competes for regional Emmy Awards against professional and collegiate entries with exceptional success. A fuller compilation of examples is available in the various college and department annual reports.

See a video about student [science research](#), and view photo galleries of [musical performances](#), [theatrical performances](#), [art exhibitions](#), and architecture and planning [design exhibitions](#).

Learning Experiences

Immersive learning is Ball State's most distinctive and robust mechanism for demonstrating scholarship and creative work by faculty and students. These unique experiences focus on the development of creative approaches to solving problems, building relationships, and engaging students in learning within the context of changing environments. Immersive learning is discussed more fully under Criterion 1, Subcomponent 1.D.1.

Other activities that foster faculty and student scholarship, creative work, and knowledge discovery include doctoral dissertations, master's and honors theses, independent study projects, and funded or unfunded research and creative projects. Such activities—whether student driven, faculty driven, or collaborative—are central to the university's mission and the work of faculty and students throughout the institution. These projects have numbered in the thousands since Ball State's last accreditation review by the Higher Learning Commission. Student research and examples from the Student Symposium Series are discussed later in this section.

Knowledge Units/Groups

Ball State has institutionalized opportunities for research and creative expression by establishing various centers and institutes across the campus. For reporting purposes, we have adopted the less formal designations of knowledge units and knowledge groups. A sampling of these and their research foci for faculty and students follows.

College of Applied Sciences and Technology—A number of special projects and community partnerships provide opportunities for scholarship and knowledge discovery in the College of Applied Sciences and Technology (CAST).

- **Biomechanics Laboratory** has joined Midwest Health Strategies in a partnership that combines the skills and expertise of rehabilitation professionals and university researchers to provide state-of-the-art rehabilitation and performance enhancement services for athletes and other community members.
- **Dietetic technology** students complete a supervised practice in the clinical area at IU Health Ball Memorial Hospital.
- **Exercise science** second-year graduate students work with cardiac rehabilitation and cancer rehabilitation patients at IU Health Ball Memorial Hospital, helping students to improve their knowledge and comfort in clinical rehabilitation settings.
- **Human Performance Laboratory** has worked with IU Health Ball Memorial Hospital to establish a medical advisory board to assist with clinical research programs. Composed

of physicians and Ball State faculty members, the advisory board provides medical consulting and professional services related to human clinical research in the Human Performance Lab.

- **School of Nursing** benefits from Cardinal Health Systems and IU Health Ball Memorial Hospital initiatives to provide clinical sites for nursing students, donate clinical practice equipment, and support the development of an innovative new nursing course.

College of Architecture and Planning—Outreach, applied research, and research initiatives in the College of Architecture and Planning (CAP) provide low-cost or no-cost expertise to communities while offering students excellent opportunities for practical experience.

- **CAP Indianapolis Center** offers research and academic opportunities, forums, and lab experiences for students and professionals in the state's largest urban area.
- **Center for Energy Research/Education/Service** is an interdisciplinary resource focusing on issues related to energy and resource use, alternatives, and conservation.
- **Center for Historic Preservation** provides experiences for students and services to communities seeking economic development through preservation.
- **Charter School Patterns of Innovation** is an immersive learning experience in which students develop design patterns to assist charter schools in planning, renovating, and/or designing their educational environments.
- **Community-Based Projects** has made helpful connections with hundreds of local governmental, civic, and service organizations since the late 1960s.
- **Drawings and Documents Archive** collects and preserves records about Indiana's historic sites and structures.
- **Institute for Digital Fabrication** brings together architectural design with cutting-edge industrial computer technology to revolutionize the digital manufacturing processes.
- **Institute for Digital Intermedia Arts** explores the intersection of art and technology.
- **Land Design Institute** promotes ecologically and culturally responsible land design.

Miller College of Business—Centers in the Miller College of Business (MCOB) share expertise and serve businesses and communities across Indiana and elsewhere while helping students make valuable professional connections.

- **Center for Actuarial Science, Insurance, and Risk Management** conducts research and offers education in insurance and related fields. It also seeks support from the business community in such forms as endowed professorships, professionals-in-residence programs, and internship programs.
- **Center for Business and Economic Research** is an economic policy and forecasting research center, which produces in-depth studies on current issues, creates innovative web tools to analyze economic data, and holds quarterly meetings of the Business Roundtable and the annual Indiana Economic Outlook.
- **Entrepreneurship Center** promotes entrepreneurship through nationally recognized academic programs and projects. It assists both emerging entrepreneurs and maturing businesses and fosters entrepreneurship throughout Indiana.
- **H.H. Gregg Center for Professional Selling** serves the field of professional selling. It produces highly prepared college graduates ready for successful careers in sales

and conducts research on issues confronting sales organizations, sales managers, and salespeople.

College of Communication, Information, and Media—Within the College of Communication, Information, and Media (CCIM), the **Center for Information and Communication Sciences (CICS)** is one of the few graduate programs filling the need for professionals with leadership, management, and technical talent in this industry. It is home to several faculty-led institutes that allow graduate students to work directly with organizations on external projects.

- **Applied Research Institute** has been a significant link to the corporate world for support and valuable human connections since 1987. Within this institute are six industry-supported laboratories—Convergence, Networking, Digital Media, Applications, Wireless Innovation, and the Network Integration Center. The latter two focus on research projects sponsored by industry or government, while the other four are dedicated mainly to supporting the graduate academic program. In five related institutes (listed next), faculty members provide leadership and offer additional real-world opportunities to apply knowledge from the classroom.
- **CICS Internetworking Academy** focuses on the setup, management, and troubleshooting of multiple vendor networks. As the Cisco Area Training Center (CATC) for Indiana, the academy also trains all networking academy instructors in the state.
- **Digital Policy Institute** is an interdisciplinary association of faculty within CICS and other campus units who share a collective research interest in the structure of and competition within electronic communications industries and the public policy of digital information creation, storage, transmission, reception, and consumption in the 21st century.
- **Human Factors Institute** focuses on the impact of a good interface and the need to develop systems that can be easily used.
- **Institute of Wireless Innovation** recognizes the increasingly important role played by wireless technologies in voice, data, and video communications.
- **Software Testing Institute** tests the functionality, performance, and usability of software, web applications, and websites.

College of Fine Arts—The College of Fine Arts (CFA) provides modern teaching, learning, performance, and exhibition opportunities for students, faculty, and the community.

- **Department of Art** features student artwork in the high-profile Atrium Gallery and provides education in spacious studios for two- and three-dimensional art and photography, contemporary art education and art history classrooms, and cutting-edge electronic art and animation computer labs.
- **Department of Theatre and Dance** holds classes and stages performances in the technically sophisticated University Theatre and state-of-the-art dance studios. The program also has a computer design lab, sound recording studio, and performance studies classroom. Through immersive learning classes, students in interdisciplinary teams have created original plays.
- **Marilyn K. Glick Center for Glass**, generously funded by The Glick Fund, a fund of the Central Indiana Community Foundation established by Marilyn and

Eugene Glick, was built to support and promote the practice of the contemporary glass arts at Ball State and east central Indiana. The center's studio spaces, equipment, faculty, and staff support a broad-based and dynamic undergraduate and graduate curriculum in contemporary glass, as well as community outreach and education about the glass arts.

- **School of Music** includes the tunable Sursa Performance Hall, nationally recognized music technology studios, new performance studios, and large band and choral halls.

College of Sciences and Humanities—The College of Sciences and Humanities (CSH) prepares students with the skills and knowledge they will need to be successful in a changing society, enabling them to become responsible and responsive 21st century citizens. Through its many majors, its minors, and the courses that form much of the University Core Curriculum required for all Ball State undergraduates, CSH provides students with experiences designed to enhance their ability to analyze situations, think critically, solve problems creatively, and communicate their ideas clearly. These skills, acquired through a liberal education, contribute to lifelong learning and earning. The largest college on campus is a cultural and scientific asset that:

- embraces the teacher-scholar model for its faculty
- encourages and rewards excellent teaching
- views teaching as the faculty's primary task while still encouraging and valuing basic and applied research and other creative activities that lead to refereed publication, juried exhibition, and the improvement of life
- encourages faculty and staff to be models for students by being responsible and responsive citizens who directly engage with local, state, national, and international constituencies that might benefit from the application of their knowledge and expertise

Centers and institutes that contribute to the college's mission include:

- **Aquatic Biology and Fisheries Center** promotes applied research in aquatic sciences, including studies of the yellow perch population in Lake Michigan. The first of its kind in Indiana, the center serves as an important source of scientific expertise that is increasingly important in meeting the challenges for use and perpetuation of aquatic resources in Indiana.
- **Ball State Planetarium** simulates the night sky at any place on Earth at any time of the year. Programs presented during the year explore topics such as constellations, planets, galaxies, and black holes. Various audiovisual special effects enhance the presentations.
- **Bowen Center for Public Affairs** empowers people who want to participate in their communities, advancing the ideals of civic literacy, community involvement, and public service. The center provides networking, training, and research opportunities through its Bowen Institute on Political Participation, Institute for Public Service, and Institute for Policy Research. For example, the Bowen Center conducts the Hoosier Survey before the Indiana General Assembly starts its session to gauge what Indiana residents believe is important public policy.

- **Center for Computational Nanoscience** transfers the technology of validated theory and computational tools from the academic-based center to development environments in a nanotechnology-based industry.
- **Center for Middletown Studies** builds on the research and scholarship inaugurated by Robert S. and Helen Merrell Lynd in the local community. The center sponsors and promotes research on Muncie as Middletown USA and on themes and issues explored by the Lynds.
- **Intensive English Institute** provides undergraduate and graduate international students with the English skills necessary for success in their university course work.
- **Social Science Research Center** supports faculty, other university personnel, and public or private organizations in the development and completion of externally funded social science research or service projects.
- **Speech, Language, and Hearing Clinic** serves the local community's hearing health care needs while providing students with opportunities for clinical experience.

Teachers College—Special centers and resources in the Teachers College (TC) foster scholarship and knowledge discovery in the field of education.

- **Center for Gifted Studies and Talent Development** provides an assessment, consultation, counseling, and advocacy service and offers courses and workshops throughout Indiana.
- **Center for School Innovation** helps schools, communities, and administrators develop innovative, entrepreneurial approaches to K–12 education.
- **Center for Technology in Education** promotes innovation of computer technologies through teaching, research, policy, and outreach to P–12 schools through long-term partnership building.
- **Child Care Collection** serves as a resource for parents and professionals in early child care and education. Resources include videos, books, newspaper articles, and study guides.
- **Counseling Practicum Clinic** is a training and research facility that provides counseling services to the community. Counseling may be delivered on an individual or group basis.
- **Neuropsychology Lab** was established as a research and teaching facility. It also serves the local community through assessment of and remedial planning for people with neurological disorders.
- **Professional Development Schools Network** is a collaborative planning partnership between professional education programs and P–12 schools for the professional development of teachers and the training of future educators.
- **Psychoeducational Diagnostic Intervention Clinic** provides psychological and educational services to the university and local community through consultation, assessment, intervention, training, and research.
- **Public School Study Councils** help improve education in member school systems in Indiana.

Other Centers and Institutes—As demonstrated above, Ball State's commitment to immersive learning and academic research is evident in both the abundance and the quality of our centers, institutes, clinics, bureaus, and other research and outreach units. These units

provide innovative and interdisciplinary research activities that expand beyond the borders of our campus to have an impact on Indiana, the nation, and the world. A complete alphabetical listing of centers and institutes is available on the university's website.

Honors College

Ball State's Honors College also operates collaboratively with departments and colleges across the campus to enrich the educational experience of high-ability undergraduate students. Qualifying students may be enrolled in the Honors College or complete departmental honors. In either case, the students complete an honors-level thesis or creative project according to specific guidelines. Examples of past senior projects are available online along with an archive of undergraduate honors theses.

Graduate School

Ball State's Graduate School operates in collaboration with all seven academic colleges on campus to advance scholarship, creative work, and discovery of knowledge among our master's, doctoral, and specialist degree programs. Table 3.1 below provides data for the number of graduate-level dissertations, theses, research papers, and creative projects

Table 3.1: Graduate-Level Scholarship and Creative Work by Year

Academic Year	Dissertations	Theses	Research Papers	Creative Projects (3 Hours)	Creative Projects (6 Hours)	Total
2004–05	57	121	122	39	15	354
2005–06	52	121	77	47	20	317
2006–07	39	113	85	24	28	289
2007–08	48	107	82	30	29	296
2008–09	53	113	82	27	12	287
2009–10	44	105	107	40	21	317
2010–11	60	118	94	31	37	340
2011–12	29	19	33	8	9	98

Student Symposium

Ball State's Student Symposium recognizes and promotes the accomplishments of students who have carried out research projects, creative endeavors, and other scholarly activities and who have benefited from the mentoring of faculty advisors. The symposium poster session provides a forum for students, faculty, and the community to discuss research efforts, view creative works, and examine the connections between special projects and education. Participation is open to all Ball State students—undergraduate, graduate, and those from Burris Laboratory School and the Indiana Academy for Science, Mathematics, and Humanities—who have engaged in organized work, either inside or outside the classroom, and who were advised by a Ball State faculty mentor. Presentations can be posters, creative or multimedia displays, or other exhibits.

The Student Symposium is organized by the Sponsored Programs Office and has been showcasing student achievements since 1995. More than 1,000 student-faculty collaborative projects have been displayed from 2004 through 2013. A full listing of projects may be found in the event programs.

Summary: Core Component 3.B.

Over the past 10 years, Ball State has labored to reform its core curriculum, moving intentionally from the general education model of its 1985 program to a core curriculum with greater focus on epistemology, creative problem solving, and skills development within and across domains of knowledge. The “transformations” that have been identified link closely to critical thinking, and the phased implementation has enabled faculty to adapt their pedagogies and develop appropriate assessments within the constraints of the university’s fiscal envelope.

The core curriculum is taken by every student. Its focus on how the university thinks about content has led to fruitful faculty discussions about majors, minors and graduate programs. It is incorporated into the language of the new strategic plan, which is the blueprint of the institution’s future. That blueprint includes a commitment to diversity among faculty, staff, and students; a welcoming environment for intellectual growth and discovery; and not only a tolerance of, but a respect for, the differences that will allow the United States to continue to thrive as a plural society in the 21st century.

The connection between core curriculum development and the systematic approach to university planning has produced a healthy conversation among Ball State’s constituencies that has promoted and supported creative expression, intellectual inquiry, and constructive problem solving. These ideas have been institutionalized in the structures and procedures of every college and have created celebrations for students and faculty that publicly validate the importance ascribed to this result.

Core Component 3.C.

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

Faculty and professional staff make up two large groups of personnel who work diligently toward achieving Ball State University’s institutionally stated goals of providing effective and high-quality educational programs and student services. This section addresses the roles these two groups play in helping the university deliver on its promises.

Subcomponent 3.C.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; and involvement in assessment of student learning.

Ball State has an appropriate number of faculty members to effectively perform the various roles expected of them. From 2003 to 2010, the university's faculty-to-student ratio on average was 1:16, and the total number of full-time equivalent faculty members ranged from 1,067 to 1,116. Faculty are also appropriately credentialed for their assignments. These credentials are discussed further under Subcomponent 3.C.2.

The university's faculty state clearly the learning objectives and expectations in their course syllabi, which are consistent with the master syllabi developed by their departments. Beyond the classroom, faculty also advise students and serve on committees at the department, college, and university levels that are responsible for the oversight of curriculum and expectations for student performance.

Academic Advising—When students complete 30 or more credit hours at Ball State or transfer 30 or more hours from another institution, they are assigned to a faculty advisor in their major area or home department. Faculty members have unique expertise and are valuable and natural mentors for the students in their programs. This advising is provided in a variety of ways in different colleges and departments. Some units have more centralized college or department advising systems, while others have individual faculty mentor assignments. The goal of each is the same: to maximize the opportunities for productive contact between faculty and students.

Learning Assessment—Ball State's *Faculty and Professional Personnel Handbook* provides general guidelines for assessing student learning in each course and program that units are required to follow. Committees at the university, college, and department levels are formally responsible for leading the assessments. Depending on the program or unit, primary responsibility for collecting data, analyzing results, and making recommendations typically rests with the department or college. In all cases, the primary consumers of assessment results are the faculty responsible for the curriculum being assessed. The provost and vice president for academic affairs provides general oversight of the university's assessment program and reviews the college assessment reports.

Faculty Teaching—As stated in the *Faculty and Professional Personnel Handbook*, Ball State's teaching evaluation committees at the university, college, and department levels are responsible for the oversight of faculty teaching. Each faculty member's teaching is evaluated regularly by peers, chairs, or department committees and by students who take their classes. Teaching evaluations often employ additional information such as course syllabi, tests, teaching materials (in whatever medium they appear), grade distributions, etc.

Current salary and merit documents for each department identify minimum annual expectations for faculty performance in teaching, scholarship, and service. These documents are reviewed annually by the University Senate's Salary and Benefits Committee and by the university provost. Teaching evaluation is discussed further under Subcomponent 3.C.3.

Subcomponent 3.C.2. All instructors are appropriately credentialed, including those in dual credit, contractual, and consortial programs.

Ball State follows the principles accepted by the Higher Learning Commission in determining appropriate faculty credentials. Faculty members normally hold a terminal degree or one degree above the level at which they teach, or they possess professional experience satisfactory to the responsible department and dean and the provost. In addition, the faculty handbook outlines and describes qualifications and requirements for academic ranks.

1. There are four basic academic ranks: instructor, assistant professor, associate professor, and professor. (After January 1991, no person was hired into a tenure-track position at the rank of instructor.) Qualifications for rank are set by the individual colleges and must be approved by the University Promotion and Tenure Committee.
2. Advancement in rank is based on a continuing pattern of achievement throughout the faculty member's professional career in
 - teaching
 - scholarship
 - service in a professional capacity
3. A terminal degree in the faculty member's specialty area is usually required for either hiring at or advancement to associate or full professor. However, certain kinds of expertise, experience, and/or recognition may be accepted by individual colleges as appropriate qualifications for either rank, upon approval of the provost.

Hiring Practices

Ball State's hiring practices serve to promote the selection of highly qualified individuals for academic positions. Specific processes and policies include:

Three-Level Approvals—Before a position is advertised, academic units must have a formal position description approved by the department chair, college dean, and university provost. This description must state the minimum degree and/or discipline-specific experience requirements. After a candidate is selected, hiring that person also requires the approval of the department chair, college dean, and provost. In this way, a variety of administrative perspectives are brought to bear on the functional qualifications of the candidate in relation to the academic goals and objectives of the unit, the college, and the university.

Candidate Screening—Before candidates for an academic position can be interviewed, Ball State's Office of University Compliance must verify that they have the minimum qualifications based on the advertised job description and the discipline of study. Academic units must provide a list of candidates to be interviewed along with transcripts for their latest completed degree. The university compliance staff verifies that the transcript reflects the minimum degree requirements. This has been the university's established procedure since 2004. A new requirement for a background check was added to the hiring process during the 2012–13 academic year.

In some cases, the Office of University Compliance makes additional inquiries about a candidate, often when a candidate's degree is not in the target discipline or when equivalent experience is cited as a possible requirement instead of a terminal or graduate degree.

Hiring Record

A spreadsheet compiled by Ball State's Office of Human Resource Services lists all academic hiring since the time of the university's last Higher Learning Commission accreditation review in 2004. Analysis of this list provides a perspective on Ball State's hiring practices in relation to candidate qualifications. The 372 full-time faculty hired in more than 50 academic and professional units included both tenure and contract faculty. The analysis below provides more detailed information on the qualifications of hired faculty.

Of 235 tenured/tenure track faculty across 50 academic units:

- 233 (99 percent) were hired with obvious terminal degrees in their specific discipline.
- Two (less than 1 percent) were hired with graduate degrees in their specific discipline and equivalent experiences (as determined by unit accreditation standards and procedures of the Office of University Compliance).
- No tenured/tenure track faculty were hired without a graduate degree as a minimum qualification.

Of 214 full-time, main campus contract faculty hired across 50 academic units (not including Burriss Laboratory School or the Indiana Academy for Science, Mathematics, and Humanities):

- 89 (42 percent) were hired with obvious terminal degrees in their disciplines.
- 114 (53 percent) were hired with graduate degrees in their specific disciplines and with equivalent experience as well (as determined by unit accreditation standards and procedures of the Office of University Compliance).
- 11 (5 percent) were hired with undergraduate degrees in their disciplines and with equivalent experience (as determined by unit accreditation standards and procedures of the Office of University Compliance).

Terminal Degrees

Ball State's Office of Institutional Effectiveness (OIE) maintains simple statistics reflecting the current number of tenure and contract faculty with terminal degrees. Many of these statistics are presented in the university's online Fact Book and updated annually.

As Table 3.2 below indicates, 90.4 percent of Ball State's tenure-track faculty and 33.3 percent of contract faculty have terminal degrees. These are categorical averages, and it is interesting to note that the College of Communication, Information, and Media, the College of Architecture and Planning, and the College of Fine Arts are all below 90 percent in tenured faculty with terminal degrees. However, architecture and communication both represent major areas of study in which professional practice is viewed as important and often the equivalent of a terminal degree. In the largest fine arts unit, the School of Music, professional performance credentials are also viewed as equivalent to a terminal degree.

Nearly 60 percent of contract faculty in fine arts have terminal degrees, significantly higher than the other colleges. The percentage of contract faculty with terminal degrees in the College of Architecture and Planning is nearly equal to the College of Sciences and Humanities.

Table 3.2: Faculty Highest Terminal Degrees by Tenure Status

BALL STATE UNIVERSITY FACT BOOK 2012–13

Faculty Highest Terminal Degrees by Tenure Status - Fall Semester 2012			
Academic College	Terminal Degrees		
	Tenured/On Track	Contract Full-Time	All
	<i>In Percentages</i>		
Applied Sciences and Technology	91.9	10.0	51.6
Architecture and Planning	60.5	46.2	57.1
Miller College of Business	97.1	28.6	85.7
Communication, Information, and Media	63.4	6.5	38.9
Fine Arts	82.4	57.9	78.2
Sciences and Humanities	97.0	47.7	82.7
Teachers College	100.0	39.3	84.8
University	90.4	33.3	72.7

Source: Office of Institutional Effectiveness

Accreditation Measures

Since accrediting organizations generally have discipline-driven standards required for instructors, the number of accredited units on campus can be used as an additional, although indirect and approximate, measure of appropriate faculty credentials. Programs and departments that are not accredited advise the institution regarding appropriate instructional qualifications based on common norms within their disciplines. Commonly held normative standards within academia also drive such judgments.

Qualified Faculty

This analysis of faculty credentials indicates Ball State’s instructors are appropriately qualified. Although explicit minimum standards are not part of the university’s guidelines, the institution maintains practices that prioritize hiring faculty—especially tenured faculty—with a minimum qualification of a terminal degree in their teaching discipline or a graduate degree and equivalent experience. This practice is consistently demonstrated by available data reflecting hiring practices since 2004.

Subcomponent 3.C.3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.

Effective teaching is central to Ball State’s mission. The university recognizes that regular, meaningful evaluation of faculty facilitates improvements in teaching and course content. Therefore, faculty members are evaluated regularly per established institutional policies using a variety of formats.

University policy states that yearly requirements for evaluating the teaching of faculty members must include the completion of student evaluations and either a chair evaluation, peer evaluation, or review of portfolio. Contract faculty are not exempt from this yearly evaluation requirement. Procedural guidelines require these evaluation processes to be fair and systematic.

Student Evaluations

Each academic department is responsible for developing procedures for the yearly evaluation of teaching, which includes the use of online student course evaluations for all instructors. The online student course evaluation site is managed using Digital Measures. The student course evaluations are anonymous, and instructors do not see the results until after final grades have been submitted. All faculty participate in student course evaluations, including regular and contract faculty members as well as full- and part-time instructors.

Because of sheer numbers, the process of moving from paper to online evaluations in summer 2010 was a daunting task. However, the university provided sufficient resources for effective implementation, and online student evaluations are now employed for every course with more than four students, whether it's a traditional, online, hybrid, internship, or other type of course.

Peer Evaluations

Academic departments are responsible for developing procedures for regular peer, chair, or portfolio evaluations and appropriate forms to guide the evaluation process for peer or chair evaluation. Procedures and forms must be approved by the respective college. The University Teaching Evaluation Committee also reviews the procedures for the evaluation of faculty members at least every three years, including individual department policies.

Administrative Evaluations

Administrators are not exempt from evaluations. A special policy exists for evaluating chairs and directors of departments, centers, institutes, schools, and other units. This policy requires that every five years, each administrator must undergo an evaluation and election conducted by a committee composed of members of the academic unit and the respective dean. This evaluation is in addition to the regular required teaching evaluations, if the administrator also serves as an instructor.

Other Faculty Evaluations

Clearly, regular evaluation of faculty is a university priority. Furthermore, Ball State recognizes the need for faculty to remain current in their disciplines and proficient in their teaching roles. The institution has a number of processes and programs that promote and verify instructors' currency in their areas of specialty. For example, Ball State maintains a university promotion and tenure document, and each college and department maintains promotion and tenure documents. All collegiate and departmental promotion and tenure documents are reviewed annually by the University Promotion and Tenure Committee.

Faculty are also evaluated for the following purposes:

Salary and Merit—All units maintain current salary and merit documents, which are reviewed and approved at the unit level by salary and merit committees, department chairs, deans, the University Salary and Benefits Committee, and the provost. According to the Policy for Annual Salary Adjustments, Ball State's salary program is designed to encourage and reward meritorious performance of faculty members based on contributions to their fields and exceptional achievement.

Release Time—In order for tenured or tenure-track faculty to receive release time for their research, normally 3 credit hours per term, there must be a demonstration of scholarly productivity. A comprehensive sabbatical program (special assigned leave with full or half pay) is available for full-time faculty members for a single semester leave (full pay) or an academic year leave (half pay). Additional releases can be provided through grant and contract buyouts.

Faculty Status—In order to maintain graduate faculty status, faculty members must demonstrate currency in their discipline as a member of the Council of Graduate Schools. Those desiring graduate faculty status must submit regular requests outlining multiyear scholarly accomplishments, and these requests are evaluated at the departmental level according to criteria approved by the appropriate college and the Graduate School. At the undergraduate level, the Undergraduate Education Committee is responsible for recommending policies and procedures regarding qualifications for faculty members.

Subcomponent 3.C.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.

Ball State supports faculty in maintaining currency in their disciplines and proficiency in their teaching by providing a number of resources that promote professional development and research initiatives. Examples include:

Sponsored Programs

The Sponsored Programs Office (SPO) assists instructors and faculty members in the quest for external funding to carry out their research and other scholarly activities. SPO offers several programs to encourage professional development and scholarship, including the scholarship of teaching. SPO considers requests for support of journal page costs and subsidy of monograph publications. The Publications and Intellectual Properties Committee also considers and recommends to the provost university publication of original, unpublished faculty manuscripts.

Associate Provost

The Office of the Associate Provost coordinates many programs that encourage professional growth and academic currency. The brochure *Professional Development for Academic Year 2011–2012* outlines the large variety of offerings, including teaching support, research and scholarship support, program development, travel support grants, special leaves, and external funding support. For example, full-time faculty may apply to the University Creative Teaching Committee or the Creative Arts Committee for support of creative or experimental instructional activities. Qualified faculty may also participate in the Educational Assistance Program, which provides tuition support for employees wishing to enroll in Ball State courses.

Educational Excellence

The Office of Educational Excellence (OEE) is a widely used university resource that promotes the advancement of teaching through informed reflective practice. This office distributes a monthly faculty development newsletter outlining its offerings and initiatives, which include support in implementing innovative teaching practices, course design, curriculum development,

pedagogy, and assessment. OEE also offers teaching consultation and intervention services, faculty learning communities, new faculty training, several teaching awards and grant programs, and an assortment of workshops and seminars.

The new Interactive Learning Space Initiative aims to improve learning by connecting pedagogy, technology, and learning space design and thereby create a new type of learning community-centered educational experience. This experience will help prepare graduates to live and work in a world that requires collaboration and problem solving as essential life skills. A learning community can motivate its members to exceptional performance, especially when pedagogy, technology, and space are brought together and allowed to evolve.

Travel Support

Travel support for faculty has declined as the cumulative impact of the economic recession and successive state budget cuts to higher education have grown. Departments and colleges have been compelled to rely more heavily on philanthropic funding as well as grants and contracts to support travel. In special instances, the Ball State University Foundation has directly supported travel when donors have made that possible explicitly, as in the Terhune Program. In response to this legitimate need of faculty and students, the university president established the President's Travel Fund during the 2012–13 academic year. Initially funded at \$100,000, this program is administered by the provost and is a first effort to address essential travel for research and professional development.

Subcomponent 3.C.5. Instructors are accessible for student inquiry.

Ball State has a long history of providing a nurturing environment for learning with close, personal-professional contact between instructors and students. A host of examples illustrate student/faculty collaboration in the classroom and through independent study projects, undergraduate honors theses, graduate research projects, collaborative research, and immersive learning projects. Faculty/student collaborations like these have numbered in the hundreds since the university's last self-study report for the Higher Learning Commission.

All of these examples focus on the robust, vibrant, and diverse nature of campus student inquiry. In addition to these special projects, faculty are accessible to students for class advising, career counseling, and assistance with other aspects of student life and learning.

Senior and Alumni Surveys

A number of sources confirm students' overall positive experiences regarding their ability to consult with faculty. Results from the Ball State 2011–12 Senior Survey include the following:

- When asked about the “ease of access to instructors,” respondents stated some level of satisfaction 89 percent of the time, with 70 percent of the respondents indicating they were “satisfied” or “very satisfied.”
- Of the respondents, 77 percent agreed or strongly agreed with the statement, “I have developed a close personal relationship with at least one faculty or staff member at Ball State University.”

- More than 85 percent of the respondents agreed or strongly agreed that “most Ball State faculty are friendly and helpful.”
- When asked about consulting with faculty outside of class about course work and career plans, the responses were overwhelmingly positive, with agreement 88 percent and 79 percent of the time, respectively.

Likewise, Ball State’s 2012 Alumni Survey of 2010–11 graduates yielded the following results:

- Of the campus alumni respondents, 51 percent indicated they occasionally interacted with faculty, and another 17 percent stated they often interacted with faculty.
- Responses to the statement, “I am satisfied with faculty advising in my department,” were overwhelmingly positive as 71 percent of alumni agreed or strongly agreed.

Student Engagement Survey

The National Survey of Student Engagement found the perceived quality of student/faculty relationships is directly applicable to student accessibility to faculty. Specifically, data were gathered for four separate years (2004, 2007, 2008, and 2012) and two measurement periods (first year and senior year). For this analysis, responses with the highest ratings (5–7) were extracted from the original table and collapsed to compare the data collection periods.

In each survey, student satisfaction increased from the first year to the senior year—by 10 percent in 2004 and by 14 percent in 2007 and 2008. Therefore, when comparing the first-year experience to the senior-year experience, it appears students perceive the quality of their relationships with faculty more positively, which in turn should promote accessibility. The 2012 National Survey of Student Engagement also provides useful information about Ball State student/faculty interaction through the following questions:

- **“Are faculty members accessible and supportive?”**
Results: 74 percent of first-year students say their faculty are available, helpful, and sympathetic.
- **“How many students work on research projects with faculty?”**
Results: 22 percent of students do research with a faculty member by the spring of their senior year.
- **“Do students receive prompt feedback on academic performance?”**
Results: 51 percent of first-year students frequently get prompt verbal or written feedback from faculty.
- **“How often do students talk with advisors or faculty members about their career plans?”**
Results: 86 percent of seniors at least occasionally discuss career plans with faculty, while 14 percent never talk with faculty members about career plans.
- **“Do students and faculty members work together on committees and projects outside of course work?”**
Results: 40 percent of first-year students at least occasionally spend time with faculty members on activities other than course work.

In the area of student and faculty interaction, the survey found “Ball State first-year students generally reported slightly lower levels of student and faculty interaction than comparison groups, seniors at Ball State reported significantly higher levels, evidencing much growth in faculty and student interaction between the first and final year at Ball State.” Regarding the quality of student/faculty relationships, Ball State students reported quality consistent with other Indiana public universities, institutions in the same Carnegie classification, and Ball State peer institutions.

In summary, Ball State provides and fosters a dynamic and vibrant environment for student inquiry with instructors. Both seniors and alumni responding to the Senior Survey and the Alumni Survey indicated an impressive level of satisfaction with their ability to interact with faculty on campus and within their programs of study. This was also the case in the National Survey of Student Engagement. This evidence—along with the many, varied, and successful student/faculty collaborative efforts on campus—speaks highly of the effort put forth by faculty in the form of accessibility and student support in learning.

Subcomponent 3.C.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.

Staff members who provide teaching and learning support services to students are found in several administrative divisions at Ball State, including Academic Affairs; Student Affairs; Enrollment, Marketing, and Communications; and Information Technology. The professional staff in each division and office are appropriately qualified, trained, and supported in their development.

Academic Advising

Ball State has a central advising unit to handle all freshman advising, students who have not declared a major, and initial transfers. There is also a specialized unit for athletic advising. Academic advisors espouse the principles of their professional association, NACADA: The Global Community for Academic Advising. Advisors hold at least a master’s degree and average more than 19 years of professional experience. They meet frequently with representatives from the university’s colleges and departments to ensure that they have a current understanding of majors, minors, certificate progress, and the prerequisites of each.

Learning Center

Closely aligned with Academic Advising, this unit’s professional staff also hold either master’s or doctoral degrees. They work with faculty to develop curriculum support materials and provide tutorial services through undergraduate tutors, who are specially recruited for their subject matter expertise and ability to relate successfully with peers. The Learning Center is accredited by the College Reading and Learning Association and follows that professional body’s training program for student tutors, resulting in tutors earning a national certification.

Writing Center

This unit in the Department of English is supervised by a faculty member specializing in rhetoric

and composition and is open to undergraduate and graduate students throughout the university who wish to develop their writing further and have their writing assignments critically examined. Assistance is provided by graduate students in rhetoric and composition and undergraduates with exceptional writing skills, under the supervision of the director. Tutors also have the opportunity to attend the East Central Writing Center Association conference once a year.

Career Center

Professional staff in this unit have attained at least a master's degree and average more than 17 years of professional experience. The center follows the professional standards of the National Association of Colleges and Employers (NACE). In addition, continuing education is provided through conferences and institutes of the Career Development Professionals of Indiana, Midwest Association of Colleges and Employers, and professionally developed webinars and resource materials. Graduate assistants are extensively trained before assuming advising roles.

Registrar

This office has a professional staff of five, assisted by nine clerical staff and 11 student assistants providing clerical support, and follows the professional standards of the American Association of Collegiate Registrars and Admissions Officers. A delegation attends the annual meetings of the national association and its state affiliate for continuing professional development.

Scholarships and Financial Aid

Of this office's 10 professional staff members, four are entry level and baccalaureate trained, while six are at administratively more advanced decision-making levels and have a master's education. They are assisted by 14 clerical and frontline staff. The unit follows the ethical standards and statement of principles of the National Association of Student Financial Aid Administrators (NASFAA). Professional staff regularly attend national (NASFAA), Midwest (MASFAA), and Indiana (IASFAA) meetings, as well as the Federal Student Aid Conferences, for professional development.

Counseling Center

This unit provides both psychological and career counseling to Ball State's students, faculty, and staff through 10 doctoral-trained professionals, most of whom hold the Health Service Provider in Psychology designation. A psychiatrist and a psychiatric nurse practitioner consult one day per week. Three doctoral interns also provide assistance. The center is accredited by the Indiana Counseling Association and the American Psychological Association.

Health Center

This campus resource is a unit of IU Health Ball Memorial Hospital and is accredited through the hospital. In addition to the four assigned physicians, five nurse practitioners, and a large staff of registered nurses (RNs), licensed practical nurses (LPNs), and medical assistants, the center provides access to the complete facilities of the local hospital. It houses a pharmacy staffed by two registered pharmacists and two pharmacy technicians, a physical

therapy unit staffed by one physical therapist and two physical therapy assistants, and a women's center directed by a nurse practitioner.

Disabled Student Development

DSD coordinates services and accommodations for students with disabilities while also providing disability awareness programs and training for the campus community. Two professional staff hold master's degrees and are members of the Association on Higher Education and Disability (AHEAD), the professional organization for disability services providers in postsecondary education. The office abides by the professional principles of AHEAD, and staff regularly attend the AHEAD conference and the training meetings of its Indiana chapter. AHEAD offers several webinars and publications that serve as important resources for this unit.

Multicultural Center

Supervised by a master's educated director, this center brings together students of different genders, races, and ethnicities to discuss social and racial issues and interact with each other. Staff members are Safe Zone trained (as allies to the lesbian, gay, bisexual, transgender, and questioning community on campus) and are members of the national Association of Student Personnel Administrators, the Association of Black Cultural Centers, and the Indiana Student Affairs Association. They attend numerous best-practices webinars sponsored by the Student Affairs Leadership Council.

Housing and Residence Life

Residence hall directors and assistants play an important role in ensuring student engagement in curricular and cocurricular activities that boost student success. They also help identify students in academic difficulty and work with faculty to assist them. Directors must have a master's degree prior to employment, and they complete six weeks of training that covers all aspects of their role. They also attend in-service training sessions throughout the academic year. Assistant directors must have a bachelor's degree prior to employment and be enrolled in a master's program. They also complete four weeks of training and have the same opportunities to participate in in-service programs.

Resident assistants (RAs) complete a 1-credit course covering topics such as leadership, conflict management, time management, diversity, and college student development. An intensive one-week workshop before fall classes covers areas such as emergencies, policy enforcement, student academic success, and crisis management. Residence hall staff are provided travel funds to participate in regional, national, and international professional organizations such as NASPA, ACUHO-I, and GLACUHO.

Rinker Center for International Programs

This unit coordinates a variety of international study-abroad programs and assists international students and scholars with everything from admissions to orientation to cultural acclimation. Funds are provided to attend the regional meeting of NAFSA: Association of International Educators, which offers many workshops, seminars, and presentations to help individuals who provide international student support services to develop professionally.

Unified Technology Support

UTS professionals provide information, guidance, and support services related to campus technology resources. Senior staff members hold master's degrees, and other professional staff hold bachelor's degrees. Together they average more than 12 years of experience. The professional staff supervises a number of graduate and undergraduate students who provide frontline support for routine inquiries and requests. Staff receive three phases of on-the-job training involving scenarios and role-play exercises with benchmarked pass rates. Mystery shoppers are used to ensure training was successful.

Ongoing support and professional development related to enterprise systems on campus such as Blackboard, Microsoft Office, and Webmail/Outlook involve online training and teaching materials provided to staff with enterprise partners. UTS staff keep up-to-date on current technologies and applications through extensive online learning materials and online meetings to identify new features. These materials are used to build the UTS knowledge base and stay current with the latest upgrades, patches, and versions of campus systems.

University Libraries

See Subcomponent 3.D.4. for information on Ball State's libraries.

Veterans Affairs

This office coordinates several types of educational benefits students can receive depending on their own or their parents' involvement with the military. The director holds a master's degree and has 25 years of experience. School certifying officials are audited each year by the U.S. Department of Veterans Affairs, Indiana Office, and the Indiana Office of Veterans Affairs to comply with all federal VA guidelines and rules. To keep abreast of changes, the staff studies the National Association of Veterans Program Administrators Listserv weekly and attends annual training in Indianapolis and St. Louis.

As a member of the Servicemembers Opportunity Colleges (SOC) consortium, this office is also responsible for keeping up-to-date on all VA changes and following the guidelines for "military friendly" campuses per the SOC agreement. The staff attended the spring and fall meetings of the Military Family Research Institute (MFRI), specifically the Operation Diplomas Initiative, that discuss changes to VA policy and suggestions from MFRI for improving the academic success and transition of students from the battlefield to the campus. Staff are also members of state, regional, and national financial aid organizations, which provide continual training through various webinars, publications, and conferences. The U.S. Department of Education and the State Student Assistance Commission of Indiana offer continual training regarding federal and state financial aid programs.

University Support for Staff Development

Beyond the individual units, Ball State offers a variety of university-level professional development and training opportunities for staff members providing student support services.

- **Fee Remission Program**—Employees who meet the university's normal admission requirements may enroll for up to 6 credit hours per semester and have 100 percent

of undergraduate fees waived.

- **Educational Assistance Program**—Employees who meet the university’s normal admission requirements may enroll for up to 6 credit hours per semester and have undergraduate and graduate fees, exclusive of special fees, waived equal to the greater of 50 percent of the total fees or, for on-campus instruction, the contingent portion of the general fees. Employees on an approved leave for study may enroll for up to 18 credit hours per semester.
- **Staff Development Program**—This option is available if a department requests an employee enroll in course work to enhance his or her skills to meet the needs of the university or the employee’s potential future assignment within the university. Under this program, the department may pay fees not covered by either the Fee Remission Program or the Educational Assistance Program.
- **Learning and Development Programs**—At no cost to employees, the Office of Learning and Development within University Human Resource Services offers dozens of sessions to address learning needs of Ball State employees. Other offices and areas on campus also provide no-cost training to employees to keep their skills current. For example, University Libraries offer specialized workshops to faculty.
- **External Funding Support**—The Sponsored Programs Office (SPO) assists Ball State personnel in the search for external funding to carry out research, creative, and scholarly activities. Support includes identification of potential funding opportunities, guidance in proposal and budget development, and submission of applications to agencies. SPO offers workshops in proposal preparation and advises faculty and staff about research incentive programs and ASPIRE internal grants.

Summary: Core Component 3.C.

Ball State has a talented, devoted, and appropriately credentialed faculty that fulfills its responsibilities with dedication. The university embraces new technologies and other opportunities to connect effectively with this generation of students, and we ensure that those who work alongside us—in dual credit programs, for example—express the same commitment and evidence the same preparation. We take great pride in our recruitment, promotion, and tenure procedures, which have continued to populate our ranks with talented faculty as one generation slowly replaces another. We are equally proud of the university’s assessment program and accreditation results that affirm publicly the high quality of the learning experience Ball State provides.

Ball State’s scholarship resonates with its teaching. Often students collaborate with faculty. The university is a community of learners, and that spirit includes the professional staff, whose expertise and dedication provide essential support to the institution’s educational mission. The long and varied list of programs and offices enumerated in this section is not a pro forma compendium, but rather a vibrant statement of commitment to success. It indeed “takes a village,” and Ball State has constructed one and populates it with deliberate care.

Core Component 3.D.

The institution provides support for student learning and effective teaching.

Ball State University is committed to providing excellent support for student learning and effective teaching through a variety of means and mechanisms. This section addresses the university's student support services, learning support, academic advising, infrastructure for student learning and achievement, and support for effective use of research and information resources.

Subcomponent 3.D.1. The institution provides student support services suited to the needs of its student populations.

Preenrollment Support

Ball State begins assisting students long before they start classes. Services and programs for prospective and preenrolled students help them learn about the university and college life, meet our students and faculty, apply for admission and financial aid, and confirm their enrollment once they are admitted. Examples include:

High School Visits and College Fairs—The Office of Admissions and Orientation strives to attract and enroll a selective and diverse student body through visits to high schools and attendance at college fairs. During high school visits, admissions representatives meet with students in an intimate, personalized setting to discuss academic and immersive learning opportunities, campus activities and social organizations, and scholarships and financial aid. In the college fair setting, contact is often brief, but students and their parents are able to learn about academic and social opportunities at Ball State.

Welcome Center Visits—Ball State's renovated Welcome Center introduces students and their families to the campus. Weekday visit sessions consist of an admissions information session, a student-guided walking tour of the campus, and an optional academic appointment with a professor in the student's major area of interest. Visitors learn about academic programs and immersive learning opportunities, on-campus service and resource offices, and student and residence hall life. Nearly 3,400 prospective high school and transfer students attended campus visits through the Welcome Center during the spring and summer 2011 semesters.

Ball State Preview Days—Three distinct Preview Day events target specific audiences. However, the mission of all Preview Days remains the same: to increase prospective student awareness of and interest in academic opportunities and campus resources.

- **Preview Days** are an opportunity for high school sophomores, juniors, and seniors to further explore Ball State's academic programs, learning opportunities, and student organizations and resources; interact with faculty and current students; and take a student-guided walking tour of campus. More than 65 percent of high school seniors who attended Preview Days in spring 2011 enrolled at Ball State in fall 2011.
- **Honors College Preview Days** applaud the academic achievements of all high school seniors who are eligible for admission to the university's Honors College program.

Course curricula, international study programs, immersive learning opportunities, and previous research projects unique to the Honors College are discussed at this event. Participating students are able to meet with the associate dean of the Honors College, current Honors College students, the director of the Virginia B. Ball Center for Creative Inquiry, and admissions staff. More than 78 percent of prospective students who attended Honors College Preview Day in fall 2010 enrolled at Ball State in fall 2011.

- **Transfer Preview Days** target prospective transfer students, allowing them to further explore academic areas of interest, discover how the Learning Center enhances student academic success, and learn how the Transfer Indiana website assists in the transfer process. Prospective transfer students also meet with representatives from the Office of Academic Advising, admissions staff, and current transfer students. More than 75 percent of prospective students who attended Transfer Preview Day in spring 2011 enrolled at Ball State in fall 2011.

Diversity Programs—Ball State’s diversity programs for prospective students affect the awareness, interest, and action of multicultural high school sophomores, juniors, and seniors. The university aims to recruit and enroll an increased number of minority students through various diversity programs held on and off campus.

- **Explore Ball State Day** encourages the pursuit of higher education at Ball State among minority populations. This mission is accomplished by presenting academic programs and multicultural student organizations and resources, including the Asian American Association, Black Student Association, Latino Student Union, and Multicultural Center. Participants interact with faculty, current minority students, and admissions staff.
- **Multicultural Student Reception** fosters awareness and acceptance of Ball State among prospective, multicultural high school juniors and seniors. Participants meet with diverse alumni, current students, and staff from the admissions, housing, financial aid, and various other campus offices.
- **Summer Scholars** is an on-campus, academic-intensive program for African-American, Latino, and Native American students going into their sophomore, junior, or senior year in high school. This four-week program fosters awareness and acceptance of Ball State among minority populations through immersion in core academic courses, interactions with faculty and staff, and engagement in the Muncie community. Participants have the opportunity to interact and build relationships with other students, become familiar with Ball State, and explore other aspects of campus life. Through this program, prospective multicultural students are more likely to later enroll and experience academic and personal success at Ball State.
- **21st Century Scholars Day** raises educational aspirations and encourages the pursuit of higher education at Ball State among 21st Century Scholars, a program that assists low-income students from Indiana. This event highlights on-campus resources and support programs offered to all students in an effort to ensure academic and personal success. The university’s admissions, housing, financial aid, and student life offices are represented at this event.

Transfer Student Advising—In early 2012, Ball State’s Office of Admissions created a new transfer coordinator position, which is responsible for offering a number of services for prospective transfer students, including counsel concerning the transfer process and

admission criteria, reviewing and explaining transferability of college credit, responding to student inquiries, and serving as a liaison between transfer students and the Office of Academic Advising throughout the application process.

Scholarships and Financial Aid—A variety of resources are provided to help prospective students find ways to meet the costs of education. The Office of Scholarships and Financial Aid maintains a comprehensive website that provides up-to-date information about financial aid at Ball State and connections to other sources of financial aid information nationwide. The online Net Price Calculator assists in early financial planning for college, giving undergraduate students a preliminary estimate of federal, state, and institutional aid eligibility. This tool helps families gauge what aid their students may be awarded and to make arrangements to cover the cost of attending Ball State. It is easily accessible through a user-friendly URL, www.bsu.edu/finaid/calculator. Financial aid staff are available year-round, Monday through Friday, to accept walk-in appointments and meet with students and their families about financial concerns.

Housing and Residence Life—The Office of Housing and Residence Life educates prospective students and their families about on-campus housing options and residence hall life. Prospective students can search for a compatible roommate through the Ball State Roommate Search. Housing staff also participate in many on- and off-campus programs for various offices and academic departments.

Student Blogs—In 2006, Ball State was among the first institutions in the nation to provide students a high-profile forum for blogging about their college experience. Each academic year, eight to 12 students were selected to share their daily activities, insights, photos, and videos online. Through the students' unedited, uncensored posts, prospective students learned about classes, activities, living on campus, immersive learning, and study-abroad programs at Ball State. Student bloggers receive training and equipment, including iPads and cameras, to document their experiences and to reward their efforts.

Yield Programs—Once prospective students are admitted to Ball State, they are invited to special events that encourage them to confirm their enrollment. Annual receptions in the Indianapolis area allow admitted students to learn more about campus resources by meeting with representatives from the admissions, housing, and financial aid offices as well as current Ball State students. One of these events is specifically for Honors College students, and another is for multicultural students. More than 95 percent of prospective students who attended the Indianapolis honors and northeastern Indianapolis receptions in spring 2011 enrolled at Ball State in fall 2011.

Admitted Student Day—Through this annual yield program, prospective students can further explore their academic areas of interest, interact with current Ball State students, and speak with faculty. In addition, personalized information sessions provide visibility of and access to staff from various campus offices and resource centers, including the Learning Center, Career Center, Health Center, Rinker Center for International Programs, Honors College, Housing and Residence Life, Scholarships and Financial Aid, Student Life, and Recreation Services. More than 75 percent of prospective students who attended Admitted Student Day in spring 2011 enrolled at Ball State in fall 2011.

First-Year Support

As new students prepare for and begin their first year at Ball State, the university provides an array of programs, resources, and services to help them make a successful transition. The university's programs for first-year students have been recognized by *U.S. News & World Report* nine years in a row. From orientation and social activities to living-learning communities and international services, new undergraduate and graduate students have many opportunities to build friendships, settle into campus life, and get their college experience off to a strong start. Examples include:

Orientation Programs—Ball State's orientation programs for new undergraduate students are scheduled throughout the year and assist in the students' transition to Ball State. More than 45 different orientation sessions are offered throughout the year. The university conducts 18 two-day programs for incoming freshmen during June and July. Attendance at one of these programs is required for all new students who are pursuing a degree, and family members are strongly encouraged to participate. Diverse presentations facilitated by various campus offices are offered at each of the two-day programs. Topics include academic requirements, advising, financial matters, campus involvement, and residential or commuter life. Students meet with an academic advisor to register for classes, participate in assessment and placement testing, and engage with other new students through various activities.

Other orientation programs geared toward different types of new students include:

- **Transfer Orientation** is similar to the freshman programs. Ball State facilitates more than 20 one-day programs for incoming transfer students throughout the academic year. Attendance at one of these programs is required, and family members are encouraged to participate. Transfer student orientation introduces new students to various campus offices and resources, including the Career Center, Learning Center, Counseling Center, Health Center, and Academic Advising. Students meet with an academic advisor to discuss transfer credits and register for classes.
- **Graduate Orientation** is designed to connect graduate students to helpful on-campus resources and key components of the Graduate School experience. Orientation sessions are offered for on-campus and distance education graduate students. During orientation, students interact with professors, learn about campus activities and social opportunities, and attend a resource fair and Welcome Week programming.
- **International Orientation**, provided by the Rinker Center for International Programs at the start of each semester, helps new international students understand the rules and regulations that apply to them, explores the differences between the academic systems of their home countries and those at Ball State, and assists with basic needs such as housing, banking, and locating campus and community services.

Summer Bridge Programs—Each summer, Ball State offers special educational and recreational programs that help new incoming students meet others, get a taste of college life, and build leadership and service skills before their first semester on campus. Annual programs include the following:

- **Accelerate** has been sponsored by the Office of Housing and Residence Life since

fall 2008. This one-week program is offered to matriculating students the week before the beginning of the fall semester. It pairs freshmen with Accelerate counselors who serve as mentors and guides, helping students to become more familiar and comfortable with their new living and learning environment. The goal is for new students to make a successful transition from high school to college life. Of the 183 students who participated in fall 2011, 95 percent returned for the spring 2012 semester.

- **Cardinal Leadership and Service Seminar**, sponsored by Student Organizations and Activities and the Office of Leadership and Service Learning, is a three-day institute offered to 100 degree-seeking students the week before the fall semester begins. This program focuses on leadership concepts and community service needs, providing students with early leadership and service experiences. A teambuilding course, seminars on leadership, a community service day, and small mentor groups help students build awareness and become comfortable with their new environment.
- **Excel Summer Mentor Program**, sponsored by the Multicultural Center since 1996, is for new matriculating underrepresented minority students. The program pairs first-time freshmen with sophomore, junior, or senior student mentors, giving them an opportunity to interact and build relationships with other students, become familiar with the university, and explore other aspects of campus life. This effort helps new students make a successful transition from high school to college life and be better prepared to engage and persist through the first year of their college career. Key resources highlighted during the program were used by 50 percent of the participants during the fall semester and by nearly all students by the end of the academic year, and the students indicated they had a stronger precollege comfort level knowing an upper-level mentor was available for advice and counsel.
- **Outdoor Pursuits**, sponsored by the Office of Outdoor Pursuits in the Student Recreation and Wellness Center, includes different adventure trips for new students. One option takes students to North Carolina for camping in the Great Smoky Mountains National Park, hiking a portion of the Appalachian Trail, and whitewater rafting on the Nantahala River. Another trip features whitewater rafting along the Lower New River in West Virginia, a canopy tour through the New River Gorge, and a spring-fed water park with 40-foot water slides, water trampolines, and a zip line. These adventures provide an opportunity for students to challenge themselves and build confidence, teamwork skills, and friendships with other new students.

Welcome Week—This special week at the beginning of the fall semester helps new degree-seeking students become further acquainted with the university's services and programs through numerous social, recreational, and academic events on campus. Approximately 80 upper-division students serve as guides to freshmen during this week. Events include a student activities fair, freshman convocation, small discussion groups exploring the Freshman Common Reader, and sessions on goal setting and establishing academic expectations. The average attendance for Welcome Week is 3,000 students, reflecting a high level of participation.

Housing and Residence Life—The university's housing office provides students with a supportive living environment that fosters learning and personal growth as soon as they move to campus. This office has played an important role in the development and continuation of Ball State's Freshman Connections program. Staff work closely with faculty,

academic advisors, and student mentors to provide meaningful learning opportunities within the students' living environment. Living-learning communities within the residence halls create and extend student learning opportunities outside the classroom, heightening students' intellectual and individual growth. These communities foster resident and faculty interaction through the integration of curricular and cocurricular experiences.

As Table 3.3 indicates, the grade point averages (GPAs) of freshmen living on campus are significantly higher than those of freshmen living off campus. This difference can be attributed to many factors ranging from the resources of staff and peer leaders to educational and social programming to the link with Freshman Connections and living-learning communities.

Table 3.3: Comparison of GPAs for On-Campus and Off-Campus Freshmen (4.0 Scale)

Academic Year	On-Campus	Off-Campus
2011–12	2.72	2.29
2010–11	2.74	2.20
2009–10	2.73	2.16
2008–09	2.76	n/a
2007–08	2.74	2.17

Ball State students who reside on campus generally are quite pleased with their living environments. For example, 77 percent of respondents to the 2010 Quality of Life Survey indicated they enjoy living in their halls. Additionally, nearly 80 percent of respondents indicated they believe the environments in their halls promote academic success. Overall, the number of students planning on returning to the residence halls the next year increased 1.3 percent.

International Student Services—Staff from the Rinker Center for International Programs provide advising services to new international students on issues such as compliance with Immigration and Custom Enforcement, Internal Revenue Service, and Social Security Administration regulations. Students may choose to be matched with a local family through the Friendship Family Program, which offers a personal contact in the community. International students are also encouraged to share their academic expertise and their personal and cultural perspectives through programs such as a speakers bureau, weekly cultural exchange, monthly

coffee hours hosted by various community groups, and an annual international festival that includes a talent and fashion show, nation exhibits, and food tasting.

Intensive English Institute—Established more than 25 years ago, this institute provides year-round seven-week sessions of intensive English instruction for non-native speakers with a secondary school degree. The program consists of a seven-level curriculum, offering instruction from basic communicative English to rigorous, native-like academic work, with each level providing courses in distinct language skills (writing, speaking, reading, listening, etc.).

At the same time, the institute promotes an integrative approach through its project-based curriculum, which blends learning in the classroom with engagement in the broader university and Muncie communities. This engagement also extends into the technological realm, with

many faculty involved in developing digital textbooks, teaching in interactive learning spaces, and piloting blended learning techniques. These innovative approaches are especially well suited to the needs of international students, who must learn a host of cultural and pragmatic norms as part of the language learning and acculturation process.

Because this program predominately trains non-native speakers to pursue subsequent undergraduate or graduate work at an American university, the program largely emulates the kinds of experiences students can expect in an American university setting, including small discussion-based classes, close work with instructors, and individual advising. In addition to this main goal, the institute also provides customized curricula for group-sponsored programs, including English teacher training, academic and cultural orientation, and academic and business English. Through this role, the institute is involved in working with intensive English programs in Iraq, Afghanistan, and Libya to foster a more global community of best practice within the field of TESOL.

Educational Support

A numbers of programs, centers, and support services on campus help Ball State students enhance their study and leadership skills, explore potential careers, and engage with other students, diverse cultures, and the local community. Examples include:

Learning Center—This center offers free peer tutoring, supplemental instruction, and workshops covering a variety of academic issues. It also provides a scholarly preprofessional experience for undergraduate and graduate student employees and strives to impact the extended university community through faculty development efforts, learning technologies, and outreach programs at other sites. An extensive list of the center's goals and objectives can be found on its website.

One service provided by the Learning Center is supplemental instruction (SI), which is available free of charge for various classes in the University Core Curriculum. This academic support program is designed for large lecture classes and/or classes with high failure and withdrawal rates. An SI leader—a student who has already taken the class and has been trained in academic assistance—attends the class with a student, takes notes, and assists in reading the material again. The SI leader also holds up to two voluntary study sessions every week during the semester and designs activities and handouts that will help the student learn the material.

The Learning Center is used by all levels of students. During the 2010–11 academic year, 3,081 students attended 13,887 individual and small group tutoring sessions, and 1,982 students attended 10,258 supplemental instruction sessions. More than 34 percent of all fall 2010 matriculates used Learning Center services. In 2009–10, 21.94 percent of all students on campus and 42 percent of freshmen used the center. Free tutoring that year totaled more than 16,500 contact hours.

The center's effectiveness is documented by grade results: students using Learning Center services earn higher grade point averages (GPAs) than those who do not. In addition, more than 84 percent of all 2010–11 clients earned passing grades in the course for which they sought assistance, and more than 72 percent of the grades in courses for which students

received tutoring were C or above.

The Learning Center has also received the following national recognitions:

- 2010 National College Learning Center Association (NCLCA)/Frank L. Christ Outstanding Learning Center Award for a four-year college
- First in the nation to receive the National Association for Developmental Education (NADE) certification for its tutoring services program
- One of only three tutoring programs in the country that has achieved recertification, valid from 2010 to 2017
- Certification from the College Reading and Learning Association (CRLA)

Career Center—Through a variety of services and programs, the Career Center provides personalized support for each student and graduate to develop a clear career objective, obtain relevant experience, and learn the skills necessary to conduct a successful professional job search. While students may seek individual advisement for their job search needs, special programs are regularly offered to assist students in preparing for and seeking employment. Programs include the Cardinal Job Fair, Job Search Series, Career Information Day, Teacher Fair, and Coffee and Careers. KEY Careers, a program that began during freshman orientation in 2011, provides career assessments, exploration, and research connecting majors to career options for new freshmen.

Nearly 7,000 students attended Career Center workshops and presentations during the 2011–12 academic year, and approximately 300 employers recruited on campus, including Cisco, Zimmer, Hershey, and Disney. In addition, internship opportunities posted on Cardinal Career Link increased by more than 30 percent, making 2010 the second academic year of double-digit growth.

Writing Center—Since 1966, this center has worked with students, faculty, and staff who need writing support. The Writing Center offers one-on-one appointments for feedback, answers quick questions by instant messaging, manages online writing resources, and builds custom workshops, programs, and presentations upon request. A significant number of the students who use this resource are freshmen, but upper-level undergraduates as well as graduate students also benefit. These students represent majors from all seven academic colleges on campus. The Writing Center has seen an increase in the number of appointments scheduled over the past several years, from 1,634 in 2001–02 to more than 2,600 in 2010–11.

Counseling Center—Striving to meet the psychological needs of the Ball State community, the Counseling Center assists students in reaching their educational goals and improves the overall quality of life. A number of professional services include individual and group counseling, consultation and outreach programming, institutional testing, and professional training for selected master's and predoctoral interns. During the 2010–11 academic year, the center received continuing accreditation for eight years by the International Association of Counseling Services (IACS), denoting that a board-evaluated and fully functioning counseling service is available within the Ball State community.

Student Life Programs—The Office of Student Life fosters leadership development and personal responsibility, making the Ball State community aware of learning opportunities and activities that challenge students to become socially connected, civically engaged, professionally prepared, culturally aware, and personally accountable. Additional opportunities for engagement and personal growth are provided through the Excellence in Leadership and Student Voluntary Services programs, Greek life, and more than 380 student organizations. This office regularly evaluates student satisfaction with its programming and uses the data to update and revise programming options.

Excellence in Leadership Program—This two-year development program prepares students to assume leadership and service roles within the university and society. The program offers nearly 60 workshops each year plus community service projects and mentor groups for participants. Students may choose to earn 1 academic credit for each semester of participation through the Department of Educational Studies in the Teachers College. The program has continued to gain popularity among students since its establishment in 1992, when 32 students participated in it. EIL had a record 218 participants during the 2010–11 academic year and a record high overall attendance of 6,661 students in 2011–12.

Student Voluntary Services—Since its founding in 1965, SVS has sought to improve and sustain the quality of life on the Ball State campus and in the surrounding communities by promoting education, leadership, and community development through community service, service-learning, and social awareness. SVS collaborates with more than 130 nonprofit agencies and schools to provide opportunities for Ball State students to engage in their local community. Each year, more than 2,000 student volunteers contribute more than 25,000 hours of service to the Muncie and Delaware County communities. View a photo gallery of student [community service](#) activities.

Multicultural Center—The center is a resource for the recruitment, retention, and enrichment of students of color and a reference center. The staff educates the campus community on issues regarding race and diversity, provides academic advising for six student organizations involving 165 students, and offers programs such as the Martin Luther King Jr. Celebration, One World Lecture Series, and Annual Awards Ceremony, all of which are open to the university and Muncie communities. The center also facilitates the Excel Summer Mentor program for American-born multicultural students.

Multicultural Center staff collaborated with academic offices, administrative departments, and student organizations on many of the programs provided. Multicultural Student Organizations, including the Black Student Association (BSA), Latino Student Union (LSU), Asian American Student Association (AASA), and Spectrum provided 85 programs in 2011–12, compared with 60 programs in 2010–11. Attendance reached an all-time high of more than 4,823 participants, versus 4,400 in 2010–11. Noteworthy programs included Unity Week and pageant, BSA's Step Afrika, AASA's fashion show, LSU's citizen's workshop, and Spectrum's high rollers gay prom.

Student Center Programs—Ball State's L.A. Pittenger Student Center provides a variety of social and cultural events for students through the University Program Board (UPB) and the popular Late Nite program, which was started in 2001 to provide, support, and maintain a safe and entertaining environment for students. In 2011–12, various programs throughout the year

attracted a total attendance of 65,907, an increase of 10.4 percent over the previous year, and an additional attendance of 27,290 at UPB events and programs.

Health and Safety Support

Ball State also invests in the health, wellness, and safety of its students. Examples of support programs in these areas include:

Student Recreation and Wellness Center—This award-winning, \$40 million facility opened in 2010 with 400,000 square feet of space for students to exercise and participate in a wide variety of recreation events, including an area for outdoor pursuits. See a video about the [Student Recreation and Wellness Center](#), and view photos of the facility in a gallery of [nonacademic buildings](#) on campus.

Health Center— Ambulatory medical services and patient education are available for current Ball State students at the Amelia T. Wood Health Center on campus. Health care providers at the center are employed by IU Health Ball Memorial Hospital in Muncie. Clinical services are provided through four units that work together to support the physical and mental health of students: Urgent Care Clinic, Women’s Center, Pharmacy, and Physical Therapy. These units recorded 26,293 visits with students during the 2011–12 academic year.

Health, Alcohol, and Drug Education—This office provides campus programming and services on topics related to student health, including tobacco cessation, alcohol and drug abuse prevention, sexual health, and general health and safety education. The Peer Health Educators program is a “student-educating-students” initiative focused on healthy lifestyle management for college students in the areas of alcohol, drugs, smoking prevention and cessation, nutrition, sexual health, stress management, and other topics related to health and wellness.

Counseling Center—This resource provides individual therapy, group therapy, and numerous outreach programs. Since the 2007–08 academic year, Counseling Center staff have provided, on average, more than 800 outreach programs per year. In 2012, more than 33,000 contacts were made through these programs. The university’s Suicide Prevention and Tracking Protocol intervened with 167 individuals during the 2011–12 academic year.

Victim Services—This office provides outreach and violence prevention initiatives to improve students’ education and awareness. This office focuses on three national awareness campaigns: Sexual Assault Awareness Month in April, Domestic Violence Awareness Month in October, and Stalking Awareness Month in January. A total of 79 events were conducted during these months with a combined attendance of 5,307 individuals. This office also provides individual service and referrals to victims of crime.

Public Safety—Ball State’s Department of Public Safety is accredited by the Commission on Accreditation for Law Enforcement Agencies, the first law enforcement department on a college or university campus in Indiana to receive such accreditation. The department was reaccredited in March 2011. The University Police Department, which serves the campus and the surrounding community, responded to 16,800 calls for services in 2010–11 and 16,452 in

2011–12. University police also completed 3,996 hours of training in 2011–12, which represents an average of 121 training hours per officer. Ball State surpasses the Law Enforcement Training Board mandate of 24 hours of in-service training per year for police officers.

A number of security measures provide a safe environment for Ball State students and the campus community, including emergency phones on campus and an emergency messaging system, the Motorist Assist Program and Charlie's Charter campus escort service, and restricted residence hall entry. The Department of Public Safety also provides annual classes in self-defense, sponsors a Citizens Police Academy, and provides consultation to various entities in the university community.

Emergency Preparedness—Ball State's Crisis Management Team meets monthly to ensure policies, procedures, and resources are available to address campus emergencies. This team of faculty and staff communicates to the President's Cabinet via the vice president for student affairs. Annual tabletop exercises are conducted with the cabinet, and continued improvements have been made for emergency notification to individuals via text messaging, e-mail, the university website, sirens, and voice communication through the fire alarm systems in new and recently renovated buildings. All fire safety systems are inspected annually, and required drills are performed and monitored by a campus safety specialist.

Other Ongoing Support

Throughout their time at Ball State, students benefit from various support services and programs that help resolve problems and conflicts, provide legal and financial assistance, and accommodate disabilities. Examples include:

Student Rights and Community Standards—This office supports student success by promoting behavior standards and other policies outlined in Ball State's Code of Student Rights and Responsibilities. In addition to implementing disciplinary procedures, the office administers absence notifications, grade appeal procedures, and a small emergency loan program for students.

Assistant to the Vice President for Student Affairs—This staff member helps students resolve concerns, problems, or conflicts involving university policies, procedures, and decisions. This office's services also include facilitating student withdrawals from the university and responding to complaints about sexual harassment.

Student Legal Services—SLS provides legal services to currently enrolled students and recognized student organizations through counseling, referrals, preventative education, and reference materials. SLS served 794 students during the 2011–12 academic year. More students are seeking power of attorney as a result of academic departments sponsoring international travel. More students are also seeking assistance with landlord/tenant issues due to a close working relationship with our Residential Property Management Association.

Overall, students are satisfied with the services. For example, 82 percent of students who completed an assessment survey following their appointment with an attorney indicated they believed SLS services made it easier to pursue their education at Ball State.

Scholarships and Financial Aid—Ball State is committed to providing a wide range of services to students and their families who apply for financial assistance, as described earlier in this section. As Table 3.4 below indicates, the total amount of gift aid, loans, and work aid provided to students has more than doubled during a 10-year period, exceeding \$261 million for the 2010–11 academic year. Additionally, the percentage increase in gift aid (145.5 percent over the 10-year period) has exceeded the percentage increase in loans (139.3 percent) and work aid (51 percent).

Table 3.4: Financial Aid Provided to Ball State Students

Academic Year	Gift Aid	Loans	Work Aid	Total Amount
2010–11	\$104,076,834	\$139,928,036	\$17,522,591	\$261,527,461
2009–10	\$93,018,242	\$131,460,643	\$17,802,491	\$242,281,376
2008–09	\$83,095,376	\$114,793,235	\$16,005,627	\$213,894,238
2007–08	\$77,182,271	\$99,796,153	\$16,050,192	\$193,028,616
2006–07	\$71,043,294	\$99,387,509	\$14,881,572	\$185,312,375
2005–06	\$62,300,515	\$96,227,147	\$14,070,256	\$172,597,918
2004–05	\$59,868,380	\$89,739,501	\$14,727,398	\$164,335,279
2003–04	\$56,959,597	\$75,846,619	\$13,651,492	\$146,457,708
2002–03	\$49,119,771	\$71,830,986	\$12,795,496	\$133,746,253
2001–02	\$42,407,852	\$58,484,877	\$11,600,555	\$112,493,284

In addition to financial assistance, the Office of Scholarships and Financial Aid also offers a payment plan through the Office of Bursar and Loan Administration to help students and their families meet their financial obligations. Staff members are available to answer questions about the payment plan and other financial aid inquiries.

Disabled Student Development—This office assists with accommodations and auxiliary services to make Ball State physically, academically, and technologically accessible to students with disabilities. DSD staff serve as a liaison with Indiana Vocational Rehabilitation Services and Ball State faculty and staff. The office provides auxiliary services such as life-equipped shuttle and adapted recreation programs, academic accommodations ranging from readers/scanners to taped and electronic books and note takers, and technical accommodations such as voice recognition, Braille, and tactile graphics. In the 2011–12 academic year, 637 students received at least one accommodation through DSD. The number of wheelchair users on campus was 43, more than any other school in Indiana or the Mid-American Conference.

An innovative initiative focused on the academic and social success of students with disabilities is the Faculty Mentorship Program, which provides individualized assistance in adjusting to the complexities of university life. In 2011–12, the freshman-to-sophomore retention rate for students with disabilities was 80 percent. The university also helps students persist to graduation by providing financial resources. Through the Myrna Jean Bush, Adrienne Paige Gilbert, and Walter LeMonde funds, DSD awarded \$13,645 in scholarships to 25 students with disabilities during the 2011–12 academic year.

Ball State has a long history of supporting students with disabilities and has been named one of 75 disability friendly colleges and universities in the U.S. by disabilityfriendlycolleges.com.

Subcomponent 3.D.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.

Ball State provides learning support and preparatory instruction to address the transition to college and ongoing academic needs of students, as both spheres are known to have an impact on student success, satisfaction, and retention. Support initiatives in these areas include programs that are open to all entering freshmen as well as programs and services targeted to subpopulations of students, specifically student-athletes and students with disclosed disabilities. The processes used to place entering students into courses and programs upon admission to the university are also described.

Learning and Study Strategies Inventory

Ball State administers the Learning and Study Strategies Inventory (LASSI) assessment to all entering freshmen during the summer orientation program. By doing this on the first day of orientation, the scores are available to students and academic advisors when they meet to schedule first-semester classes. LASSI assesses 10 factors related to learning and study strategies: attitude, motivation, time management, anxiety, concentration, information processing, selecting main ideas, study aids, self-testing, and test strategies. Specific areas of strengths and weaknesses can be discussed when students meet with their advisors, and appropriate suggestions for support services can be made.

Early Start Program

Ball State recognizes the value of summer bridge programs as a way to provide opportunities for academic support and adjustment to college before the start of fall classes in the freshman year. The Early Start Program (ESP) is a three-day, 1-credit seminar sponsored by University College. ESP gives incoming students a taste of both academic and social life on campus. Students move to campus a few days early in August and participate in a three-day workshop of their choosing. Many workshops are related to certain majors, but many are designed to be very general, appealing to a wide range of students. Students earn credit by actively participating in and completing work assigned. Program credit is assigned during the fall semester under the course designation ID 101.

ID 101 Courses

In addition to the Early Start Program, two other courses carrying the ID 101 designation also help new students prepare for college and choose a major:

ID 101: A Freshman Seminar for Undecided Students—This seven-week course is arranged by the University College's major/minor coordinator for new students who are undecided about their major. Typically, two sections (with a cap of 30 students) are offered each fall semester to undecided students identified through academic advisors. Students earn

a letter grade at the end of the course. Through individual assessment, instruction in decision making, and exposure to university and community resources, undecided students establish their preferences, explore majors and career options, and prepare a major/career exploration portfolio with the goal of deciding on a college major by the end of the first semester.

ID 101: Transition to College—This five-week course is designed as a transition-to-college/study skills class for underprepared students. It is taught by professional staff from the Office of Academic Advising. Depending on instructor availability, offerings of this course range from three to five sections in the fall semester and one to three sections in the spring semester. Through personal reflection, class activities, and exposure to university resources, students discover their learning style and how to develop and use the skills necessary to be successful in college and life. The course increases student awareness of self as a learner, builds skills and confidence to engage with other students and the instructor, increases new student awareness of the campus resources, and provides an opportunity to explore majors.

Started in spring 2009, the course was targeted to freshmen on probation who were part of the Partnership for Academic Commitment to Excellence (PACE) program (*see Subcomponent 3.D.3*). Students are placed on academic probation when their cumulative grade point average (GPA) falls below 2.0. The goal was to encourage these students to reflect on their fall semester performance and learn new academic skills. Feedback was very positive, and the university decided to also offer the course in the fall semester to reduce the number of freshmen on probation. Spring semester sections are still primarily for freshmen on academic probation, but other students not on probation are able to join if space permits.

Living-Learning Communities

Ball State also provides learning support through the student residence halls on campus. Living-learning communities (LLCs) offer participants the chance to live with other students pursuing the same intended area of study, thus encouraging interaction both inside and outside the classroom. Faculty members from academic departments, schools, and colleges are involved to facilitate study sessions and advise students. Designated LLCs include Business, Communication, Criminal Justice, Design, Discover Ball State, Early and Elementary Education, Emerging Media, Honors, International, Languages, and Nursing. The SURF (Students Uniting to Remain Free) LLC is focused on wellness/lifestyle choices.

These communities are part of the university's nationally recognized programs to provide a supportive environment for new students. Most freshmen with an identified major are assigned to the corresponding learning community, while returning students may request an LLC when renewing their housing contracts.

Specialized Support

Two subpopulations of Ball State students are targeted for specialized learning support:

Student-Athletes—Admission decisions for student-athletes are made by Ball State's Office of Admissions. Special exceptions may be granted for student-athletes who do not meet the university's admissions standards. Such decisions are reached by the admissions office based on the applicant's talents and ability to succeed academically. The university's

Academic Support Services for Student-Athletes programs address the unique needs of these students through workshops, study tables, supervised study sessions, tutoring, review of academic work, and grade monitoring.

Students with Disabilities—Ball State's Office of Disabled Student Development (DSD) coordinates services and accommodations for students with disabilities, which students may disclose at any point in their enrollment. After a verification process, students become eligible for specialized services such as testing accommodations, classroom adaptations, labs devoted solely to adapted computer technology, access to print in alternative formats, class note takers, priority class scheduling, sign language interpreters, faculty mentors, accessible parking and transportation, adapted/accessible campus housing, and adapted physical education and recreation programs.

Student Placement

The Office of Admissions is the institutional gatekeeper for accepting students for undergraduate study at Ball State. The Graduate School fulfills this role for applicants at the graduate level. *Admission Requirements for Undergraduate Domestic Admissions* outlines the standards for undergraduate admission for new students, students age 23 or older, homeschooled students, students who earned a General Education Development (GED) diploma, and transfer students. New applicants are evaluated on the following criteria: strength of their high school curriculum (including their senior year) and successful completion of four years of English, three years of college preparatory mathematics (Algebra I, Algebra II, and geometry), three years of science (two with a lab), and three years of social studies.

Academic performance is measured by grades in the above courses or GED scores, curricular patterns or grade trends in academic courses, and SAT or ACT scores. Ball State calculates an academic grade point average (GPA) on a 4.0 scale based only on college preparatory and academic course work completed. Foreign language study is strongly recommended but not required, and participation in extracurricular activities such as sports, performing groups, student government, student publications, and civic and charitable organizations is considered. Special placement considerations include:

English—Freshman placement in English writing courses is determined by the English Placement Criteria adopted in October 2006. Entering students are placed in the introductory course English 103: English Composition 1 unless their scores on standardized admission tests and their high school GPA fall in a range that places them in a lower introductory course, English 101: Fundamentals of English Composition. Students with strong scores are placed in advanced introductory courses, English 104: English Composition 2 or English 114: Honors English Composition. Students in the highest score range are exempt from taking any writing courses.

Mathematics—Most freshmen take a computer-based mathematics placement test during their orientation program. Students may be exempt from the exam if they have earned an SAT score of 750 or higher or an ACT score of 32 or higher, or if their intended major requires only MATHS 125 Mathematics and Its Applications. For math placement testing, Ball State uses the COMPASS System by ACT Inc., which assesses a student's aptitude

and recommends placement into specific Ball State math courses.

Students who have taken calculus or statistics in high school may be able to earn college credit by passing a department-specific exam (credit by exam) in those areas or submitting Advanced Placement test scores. Changes in mathematics placement test standards are detailed in a report.

Modern Languages—Freshmen are placed in foreign language courses mainly by examination. Students may earn credit for previous language study through either national Advanced Placement tests or departmentally administered placement tests. Students with prior foreign language study who wish to continue studying their language at Ball State may take departmentally administered placement tests during the summer orientation program or at any time during the academic year. These tests help determine the appropriate class placement. Students who have completed more than two years of a foreign language in high school may not normally enroll for credit in the 100-level course of that language except in Chinese, German, and Japanese or with permission of the department chair.

Students placed in any higher-level language course will receive credit for the courses they test out of if they earn grades of C or higher in the advanced course. To receive placement credit, students must have taken the placement test and have a record of their score on file. International students who have completed high school studies in their native countries are not eligible for credit in the first- or second-year levels of their native languages. The number of students placed in undergraduate courses in Chinese, French, German, Japanese, Latin, and Spanish is reported by the department for each year from 2008 to 2011.

Honors College—Freshman placement in Ball State's Honors College program is considered upon admission to the university for students who indicate an interest in being admitted to the program. Transfer students and students already enrolled at the university follow other application procedures. For new students, admission to the Honors College requires an Indiana Academic Honors Diploma or its out-of-state equivalent and a high school GPA of 3.6 (on a 4.0 scale) in college preparatory and academic courses. Other factors that may be considered are unusual strength of the high school curriculum—including the number of honors, advanced placement (AP), and international baccalaureate (IB) courses—as well as strong standardized test scores (SAT and/or ACT), extracurricular activities and leadership experiences (academic and nonacademic), and one or more letters of recommendation.

Business Honors—The Miller Scholars and Honors Program is a four-year, cohort-based academic and scholarship program in Ball State's Miller College of Business that provides a differentiated curriculum and developmental programming focused on academic, professional, networking, and social growth. This program, launched in 2008, accepts up to 24 freshmen each year. Through faculty review of a comprehensive online application, standardized test scores, and GPAs, approximately 10 students are selected for the Honors Program. Approximately 14 other students are chosen for the Miller Scholars Program using the same review process plus letters of recommendation and an in-person interview. These students also receive a merit-based financial aid package.

Miller Scholars and Honors Program students take the same courses as other students in the college, except the pre-business and major core courses are offered as limited-enrollment, differentiated honors sections. These sections regularly subscribe to national norms for honors courses as they are considered either accelerated and/or enhanced. All Miller Scholars and Honors Program students are granted direct admission to the college rather than earning a certain number of credits first.

Art—Placement of undergraduate students in Ball State’s art programs is determined by a Department of Art admissions committee, which reviews applicants’ academic records from high school transcripts, their SAT and/or ACT composite scores, and their portfolio of 10–15 works demonstrating studio art skills and other art-related abilities. Applicants for the graduate program must have an undergraduate degree in art and a GPA in art courses of at least 2.75 on a 4.0 scale. They must also pass a review by the department’s graduate committee.

Music—The School of Music’s placement policies and procedures apply to all entering freshmen and undergraduate transfer students who desire to major in music. Admission is based upon an audition on a primary instrument with appropriate faculty from that area plus a theory exam. Transfer students must be tested individually in both sight singing and written theory before they can be placed. Students may be admitted on probationary status when their music performance level is below the required major standing level. Students who enter at this level must be accepted into the program by the end of their first year of study.

Theatre and Dance—Students are placed in the Department of Theatre and Dance’s programs following an audition that is required for admission to the acting, musical theatre, and dance majors. Auditions are not required for initial enrollment in the theatrical studies, design and technology, theatre education, and production (directing/stage management) options unless students apply for scholarships. Students who are accepted by the university but not admitted to the acting or musical theatre programs may declare a theatre major with a theatrical studies option and reaudition after completing at least one semester on campus.

Architecture and Planning—Admitted freshmen interested in majors offered by the College of Architecture and Planning must complete a supplemental application to be considered for admission to the college. The admissions committee evaluates the applicant’s academic index score, SAT or ACT scores, a required essay, the supplemental application, and additional optional materials such as a portfolio or letters of recommendation. Regardless of their intended major, all first-year students in the college follow a common curriculum and declare their major in the second year.

Subcomponent 3.D.3. The institution provides academic advising suited to its programs and the needs of its students.

Ball State offers comprehensive and personal academic advising for all students. This includes unique programs for freshmen, honors students, and student-athletes as well as faculty advising for upper-level undergraduates and department-specific advising for graduate students. In particular, academic advising helps transfer, nontraditional, and undecided students navigate various complexities in their unique circumstances.

Student satisfaction ratings for Ball State's academic advising programs from 2004 to 2011 averaged 3.43 on a 4-point scale. The survey evaluates 24 aspects of student satisfaction, including how easy the advisor is to talk with, the advisor's knowledge of other services and major areas, and how productive meetings are with the advisor.

Freshman Advising

To meet the unique needs of new students, Ball State's freshman academic advisors offer personalized, one-on-one support in areas such as course selection, choice of major, understanding the University Core Curriculum, introduction to their living-learning community, and referrals to other campus services. All freshmen are required to attend a preregistration advising session before meeting with their academic advisor or planning their next semester's schedule. In this session, students receive their advising portfolio, training on how to use their Degree Analysis Progress Report (DAPR), and valuable information on how to prepare for class scheduling and the academic advising appointment. A comprehensive *Advising Handbook* is published annually and distributed to new students through the orientation program and academic advising meetings.

Students admitted to the Honors College are assigned to freshman advisors who specialize in the honors curriculum. After completing 30 credit hours, honors students are assigned to advisors in their major area of study while maintaining continued access to Honors College staff. New Honors College freshmen take the HONRS 100 seminar in the fall. This is a peer mentoring program from an Honors College upperclassman that provides an orientation to the Honors College.

Upper-Level Advising

Once students complete 30 or more credit hours and declare a major, they are assigned to a faculty advisor in their major department. Students who declare more than one major can select their preferred department. Seven upper-level Advising Centers on campus are specialized for individual departments and programs. These centers facilitate the assignment of faculty advisors and assist students with graduation applications, checklists, and verification; transfer course equivalencies; Degree Analysis Progress Reports (DAPRs); major/minor changes, additions, and deletions; and course request and registration instructions.

Faculty advisors help students understand the requirements for their major, monitor their academic progress, prepare long-range plans for completing degree requirements, and plan for graduate school and careers. Students with 30 credit hours who have not chosen a major remain with their advisor in the Freshman Advising Center.

Student-Athlete Advising

All freshman student-athletes are assigned to an academic advisor who specializes in working with student-athletes, helping them comply with NCAA and Mid-American Conference (MAC) rules and regulations. Upon completing 30 credit hours, student-athletes are assigned to a faculty advisor in their declared major. They meet with their faculty advisor each semester to monitor degree progress and also meet with the coordinator of the Athlete Advising Center for

all scheduling needs and to ensure continued compliance with NCAA and MAC guidelines.

The Academic Support Services for Student-Athletes program in the University College is committed to the academic success of student-athletes, providing individual monitoring and academic counseling, study table activities, workshops, enrichment study skills, coordination with tutoring, and other services.

Graduate Advising

Academic advising for graduate students at Ball State is very similar to faculty advising with upper-level undergraduates. Each department defines the duties of its graduate program director independently based on the unit's needs.

Special Advising

Two student segments at Ball State have special advising considerations:

Transfer Students—A key resource for transfer students is the Transfer Indiana website, which is a free service for anyone interested in learning about how courses transfer between participating colleges and universities, the degree programs offered, and the transfer process. Transfer students with 30 or more credit hours meet with an advising coordinator for evaluation in the Advising Resource Center.

Nontraditional Students—Ball State defines nontraditional students as those entering college for the first time at age 23 or older. Advising programs and services are tailored to help these students transition to college life.

Additional Services

Meeting the advising needs of a diverse student body is accomplished through multiple special services, programs, and resources, including Partnership for Academic Commitment to Excellence (PACE), Housing and Residence Life, and Career Assessment and Exploration Services for Freshmen.

Partnership for Academic Commitment to Excellence—PACE is a support services network administered by academic advisors. It was originally designed to assist freshmen on probation after one semester at Ball State in order to keep them academically eligible. The program's primary feature is increased student interaction with their academic advisor. Students are required to meet with their advisor at least three times during the semester. Each appointment is specific in timing and nature. The usage and impact of the PACE program has been noted over that past several years:

- During the past 10 years, an average of 14 percent of fall semester matriculating students have been eligible for or participated in the program. An average of 31 percent of those students were off probation at the end of the spring term.
- From the PACE student survey in 2011, the two most common reasons students thought they were on probation were they didn't spend enough time studying and they had trouble managing their time. The top three things identified to help them

become better students were making more time for studying, becoming more motivated/applying themselves more, and developing better study skills.

- Data from spring 2011 indicate the mean cumulative grade point average (GPA) of students in the PACE program increased by 25 percent, from 1.397 to 1.748. By comparison, the mean cumulative GPA of nonparticipants increased by only 10 percent, from 1.235 to 1.356. The difference in performance for the PACE semester was even more profound: participants earned a mean semester GPA of 1.981 versus 1.351 for nonparticipants.

The PACE program has been operating continuously since the 1990–91 academic year, but it has not been static. New features and activities are introduced to better meet the needs of today's students. For example, the Student Panel on Success was added in January 2003, diverse workshops are held periodically, and the program was expanded in fall 2012 to include additional freshmen on probation whether continuing, reenrolling, or reinstated.

Midterm Deficiencies—Academic advisors and housing staff play a significant role in helping freshmen raise their semester grades after early detection from a midterm deficiency. First-year students in danger of receiving a semester grade of C- or lower in a 100- or 200-level course are sent a notice to that effect during the eighth week of the semester. This midterm evaluation provides advance warning of poor course performance and is also sent to the student's academic advisor and residence hall director. It is ultimately the student's responsibility to respond appropriately to this information.

Advisors work with all freshmen who receive midterm deficiencies to develop a plan for improvement. To supplement this, staff from the Office of Housing and Residence Life (HRL) make at least two attempts to contact these students living in the residence halls. In spring 2010, housing staff tried to contact 1,491 such students. Almost 36 percent of the students reached agreed to receive HRL-provided support and referrals. Students are usually referred to the Learning Center for tutoring or supplemental instruction or to their advisors or professors. Some students notified of midterm deficiencies are not interested in HRL referrals or support, or they cannot be contacted. Initial analysis suggests that students who had discussions with housing staff returned for the spring semester at a higher rate than those who had no contact.

Career Assessment and Exploration Services for Freshmen—This relatively new program provides first-year students with opportunities for career exploration through self- and career assessment information plus reflection and career planning activities. The program involves a three-step process:

- **Step 1:** Identification of vocationally at-risk freshmen. All incoming students complete the My Vocational Situation survey during the summer orientation program.
- **Step 2:** Knowledge + Experience + You (KEY) seminars. These engage freshmen in high-impact learning experiences to complete a personal career assessment, participate in group interpretation of the assessments, and discuss the results to encourage reflection.
- **Step 3:** National Career Development Month. In November, staff from Ball State's Career Center and Counseling Center plan and implement special activities in the

residence halls and for Commuter Ambassadors groups.

Through coordinated career assessment and exploration, freshmen can identify their values, skills, interests, and personality traits and engage in career research to obtain accurate and helpful information to make sound career decisions. This type of program also leads students to improved career planning and increased use of the Career Center.

Advising Summary

Overall, academic advising at Ball State offers something for all segments of the student body and is woven into the educational experience from orientation through graduation. A significant part of the advising program is geared toward first-time students to make sure they get started on the path to success. Visible and accessible programs are in place for students who need help academically or with career exploration. Advising for upper-level undergraduates and graduate students is very specific and targeted in their fields of study to help them meet the requirements for graduation and find success in their chosen careers.

Subcomponent 3.D.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).

With a campuswide wireless network and robust digital environment, Ball State is home to state-of-the-art resources, facilities, and infrastructure that provide students with the experiences they need to succeed on campus and after graduation. Examples of these supportive resources are found in the university's libraries, art museum, and each academic college.

University Libraries

Ball State's University Libraries include Bracken Library in the heart of the campus and two branches that specialize in architecture and science-health science. Bracken Library provides access to about 2.3 million books, periodicals, microforms, audiovisual materials, software, government publication maps, musical scores, archival records, and other information sources.

The recent evolution of Bracken Library reflects the fundamental changes that have taken place in the university as a whole to meet the needs of students, faculty, and Indiana citizens in the 21st century. In fact, the library anticipated some of these needs, which have been addressed across the campus through Ball State's 2007–2012 and 2012–2017 strategic plans.

In 2002, the newly appointed dean of University Libraries held conversations with students and faculty that revealed a gap between the libraries' existing programs and students' needs and expectations. These expectations included convenient access to librarians, a comfortable and friendly atmosphere, increased access to print and digital collections, new technology and software, and space for collaborative and individual learning, research, and study.

To close this gap, library staff focused and aligned programs, services, and collections over the next several years to provide students with a high degree of “customer satisfaction” in a changing environment. They created a growth agenda by making strategic choices that reset the direction of University Libraries. The vision focused on identifying and incorporating new technologies and library services, providing uniformly gracious services, maximizing online access to information resources, and building an infrastructure to transition the libraries to a predominantly digital environment.

University Libraries created a globalized setting for learning and research through infrastructure enhancements that facilitated and promoted access to services and collections via mobile devices, social media, and collaborative platforms. Other innovations included more public computers with easy access to productivity software, expanded collection access both on and off campus, browser-based integrated searching through a single discovery tool, and GPS-style navigation to locate materials within the libraries. Over the past 10 years, these elements and others have contributed significantly to University Libraries’ success in supporting research, learning, and classroom instruction.

To achieve growth amid challenging economic times, the libraries committed to doing more with existing resources through organizational development, including reexamining activities and services and repurposing personnel vacancies. These efforts positioned Bracken Library to become one of the most heavily used facilities on campus. The increased use is attributable to convenient access to librarians who help with research projects and class assignments, extensive print and digital collections, excellent technology and software, and a variety of spaces for collaborative and individual learning.

Unique facilities added to the library since 2004 include:

- **Helen B. and Martin D. Schwartz Special Collections and Digital Complex**, which houses an interactive learning center with a Microsoft Surface computer, digital learning pods with high-powered computers, a digital archives viewing room, and an international newsroom with a digital newsstand that receives television broadcasts from around the world.
- **Tech Center**, which offers services such as the Technology HelpDesk and Desktop Support, Hardware Repair, TechTime, the Technology Store, Instructional Classroom Support, and Equipment and Projectionist Services as well as the Concierge Desk and Faculty Apps Café.
- **Bookmark Café**, which developed another important dimension of the libraries’ role as a place for creative student engagement. By fostering group interactivity in a relaxed setting where food and conversation are a welcome part of the library experience, the café expanded the libraries’ function as a social, learning, and gathering space. University Libraries also provides space for student-produced artwork, musical presentations, and plays—exposing students to the performing arts—as well as group study rooms and meeting spaces.

Librarians and paraprofessional personnel play a key role in the libraries’ success by providing access to a rich array of collections and services for information discovery, investigation, and exploration. In response to student requests, Bracken Library is open 122.5 hours per week,

including Sunday through Thursday until 3 a.m. These hours rank Ball State high among U.S. libraries that maintain late hours.

A significant increase in the number of students and others passing through the library turnstiles each day attests to University Libraries' success as a destination. The daily turnstile count is now about 6,600 during the academic semesters, and the annual count has grown from about 807,600 in 2002–03 to more than 1.6 million in 2011–12, an increase of 98 percent. Beyond these counts, the transformation of University Libraries from a repository to a learning destination can be witnessed in the activity of students, working individually and in groups and with print, audio, and digital resources to challenge themselves and the boundaries of the 21st century. View a photo gallery of [Bracken Library](#).

David Owsley Museum of Art

Ball State's historic David Owsley Museum of Art is a valuable research, learning, and teaching resource for students and instructors across the campus, with more than 11,000 works of art in its well-rounded collection. The museum is completing another major renovation that will increase its exhibition space by about 50 percent and expand the display of its collection of art from Asia, Africa, Mesoamerica, and the Pacific Islands.

Like University Libraries, the Owsley Museum has transformed itself and its programming to embrace the broader academic community. Today it is home to students of history, philosophy, language, culture, and literature as much as to students of art. Chemistry students have even used the collection to understand how works are dated scientifically. The museum is also a destination for the local community in east central Indiana.

In March 2010, the museum received its fourth consecutive accreditation from the American Association of Museums (AAM), placing it among a small minority of AAM members and an even smaller number of university affiliated museums that carry this designation. View photos of the Owsley Museum in a gallery of [academic buildings](#) on campus.

College of Applied Sciences and Technology

The School of Nursing's Simulation and Information Technology Center is a comprehensive learning facility featuring both physical and virtual resources for hands-on student experiences. Located on three floors in the Cooper Science Complex, this 8,100-square-foot center provides state-of-the-art medical equipment, lifelike animated adult and child manikins, and centralized control rooms for running simulations. Additional details about this resource are available for review. View photos of the Nursing Simulation Center in a gallery of [academic buildings](#) on campus.

Ball State's Child Study Center, under the auspices of the Department of Family and Consumer Sciences, provides high-quality, participatory infant/toddler and preschool laboratory experiences for more than 175 students enrolled in child development courses each year. The center is also used as an observation site for other classes and a research site for doctoral students and/or faculty. It provides a rich environment for collaborative research among several disciplines. Usage statistics are available for review.

In addition, hospitality and food management students manage, prepare, and serve gourmet cuisine to the public at Allegre Restaurant in the Applied Technology Building. Plans are also under way to build a new restaurant, lodging, meeting, and sales facility called McKinley Commons, which will house a living-learning community and lab for hospitality and food management students near the Village commercial district next to the campus. This center will help students in this growing academic program gain experience in personnel management, cost control, pricing, marketing, customer service, and event planning and management. View renderings of McKinley Commons in a gallery of [proposed facilities](#) on campus.

College of Architecture and Planning

Ball State's architecture, landscape architecture, urban planning, and historic preservation programs share the Architecture Building, which includes a five-level glass-walled atrium that offers settings for exhibits, special events, and informal meetings among students and faculty in a pleasant lounge atmosphere of plants and comfortable furniture. Most activity takes place in 25 studios where students have their own areas for design and graphics courses and projects. Students work with 3-D modeling and animation software, video filming and editing equipment, and live interactive media in their studios. The addition of 62-inch interactive plasma screens for design review and critique puts Ball State ahead of most other schools and large architecture firms.

Several labs in the building support experiential learning in the college. Students design and construct prototypes of building and furniture components in the Digital Fabrication Lab and create interactive stereoscopic 3-D design presentations in the Digital Simulation Lab. The Preservation Lab provides technology and equipment for analyzing and assessing materials from historic buildings. Additional information about the college's resources is available for review. View photos of the Digital Fabrication and Simulation Labs in a gallery of [academic buildings](#) on campus.

Miller College of Business

The new A. Umit Taftali Center for Capital Markets and Investing in the Whiting Business Building provides a technology-rich classroom and laboratory that simulates a real-world financial environment like Wall Street. This dynamic space includes computer stations with the latest analytical software, large-screen TVs carrying business news networks and the Bloomberg Professional news feed, and electronic ticker tape data boards scrolling stock prices. Students become familiar with relevant computer trading applications and gain hands-on experience in the workings of financial markets, financial modeling, and valuation. Classes using this facility include Finance Investments and Student Managed Investment Fund, Statistics, and Marketing Research. View photos of the Taftali Center center in a gallery of [academic buildings](#) on campus.

Another valuable learning resource in this college is the Networking and Security Lab, in which business students learn how to protect corporate networks from security breaches by playing the role of would-be hackers.

College of Communication, Information and Media

A crowning facility on campus, the David Letterman Communication and Media Building provides technologically advanced recording studios, control rooms, and editing suites for telecommunications students to produce innovative content for emerging media. In making award-winning films and video, students work with the latest high-definition cameras on the market and the same kind of equipment found in top production houses and film studios in Hollywood, New York, and London. See a video about the [Letterman Building](#), and view photos of the facility in a gallery of [academic buildings](#) on campus.

Students also have access to resources and equipment managed by the University Teleplex, including a production truck, two studio and control rooms, and one of the world's largest and most sophisticated virtual production studios, where digitally generated sets provide realistic environments for live newscasts, performances, and other programs. View photos of the virtual studio in a gallery of [academic buildings](#) on campus.

Visual imaging, graphics, integrated media, and information technology labs in the Art and Journalism Building and Ball Communication Building support students' work in journalism, telecommunications, and the Center for Information and Communication Sciences. These buildings also provide space for student media organizations, including *The Ball State Daily News*, Ball Bearings, Ball Points, WCRD Radio, NewsLink Indiana, Ball State Sports Link, Cardinal Communications, and the American Advertising Federation. By May 2013, a new Holden Strategic Communications Center and innovative Unified Media Lab will be completed to teach collaborative journalism. See a video about the [Unified Media Lab](#).

College of Fine Arts

Ball State's acoustically tunable, 600-seat Sursa Performance Hall is a premier concert venue for the School of Music with a world-class pipe organ. In the adjoining Music Instruction Building, music media production studios feature high-end equipment for composing, recording, mixing and mastering, computer music, web technology, and digital media. Sursa Hall networks to these production facilities so students can digitally record concerts or produce live broadcasts and webcasts. Nearby, theatre and dance students perform in the 410-seat University Theatre, which is equipped with sophisticated lighting and sound systems for mainstage productions, while the Strother and Cave theatres in the Arts and Communications Building provide intimate venues for studio and experimental shows. View photos of the Music Instruction Building and Sursa Hall in a gallery of [academic buildings](#) on campus.

In the visual arts, students studying a variety of two- and three-dimensional art forms work in spacious studios and state-of-the-art animation and photography labs in the Art and Journalism Building, which also includes the Atrium Gallery exhibition space. Visitor counts for Department of Art exhibitions are available for review. Across the campus, the new Marilyn K. Glick Center for Glass houses the university's new art glass major and includes hot and cold shops, a project preparation and critique room, and an exhibition gallery. View photos of the Art and Journalism Building and the Glick Center in a gallery of [academic buildings](#) on campus, and see a video about the [Glick Center](#).

College of Sciences and Humanities

Among 20 academic departments spanning the humanities, the social sciences, and the natural, mathematical, and computer sciences are a variety of laboratories, workshops, and field experiences that encourage students to creatively solve problems and test ideas using the latest technologies under direct faculty mentorship. Active learning pedagogies involve students in the theory and practice of each major and minor.

Experiential learning resources range from the Applied Archaeology Laboratories in the Burkhardt Building to Christy Woods and the Field Station and Environmental Education Center. In the Micro-Imaging Laboratory, physiology, health science, and biology students and faculty use a confocal microscope—the only one of its kind in the region—and scanning and transmission electron microscopes to understand cell mechanisms

The Ball State Planetarium in the Cooper Science Complex supports one of the nation's largest undergraduate astronomy programs. Capable of simulating the night sky at any place on Earth at any time of the year, the planetarium serves the educational needs of both Ball State students and school groups from local communities. Usage reports are available for review. To further enhance this resource, the university is planning to construct a larger, more capable planetarium by 2014 that will feature a state-of-the-art star projector and integrated full-dome video projection system. The new planetarium will be the largest and most sophisticated of its kind in Indiana and one of the most advanced in the country, joining the ranks of the Hayden Planetarium in New York City and the Adler Planetarium in Chicago. View renderings of the new planetarium in a gallery of [proposed facilities](#) on campus.

The North Quadrangle Building, which houses the Departments of Modern Languages and Classics, Criminal Justice and Criminology, Political Science, Sociology, Psychological Science, and Philosophy and Religious Studies, was renovated in 2011. The creation of the World Languages Culture Laboratory and improvements to classroom space and accessibility as well as the heating and cooling, plumbing, and electrical systems made the environment more conducive to student learning. View photos of the renovated North Quad in a gallery of [academic buildings](#) on campus.

Teachers College

Burriss Laboratory School on the Ball State campus provides valuable teaching and learning experiences for the university's education majors while steadfastly guiding K–12 learners toward their full potential. Established by the Teachers College, Burriss provides an environment for developing, demonstrating, and disseminating effective and innovative teaching practices while offering an exemplary preservice clinical program for teaching majors, accommodating research, and operating an educationally sound K–12 instructional program. This mission is based on the belief that all students can learn and will be empowered to develop their fullest intellectual, social, artistic, and physical potential. Burriss has been recognized by *U.S. News & World Report* and *Newsweek* as one of the nation's best high schools.

Teaching majors also receive important technological support through the iCare Corner and iStudio in the Teachers College. iCare is a convenient walk-in service where students can take their laptops to resolve technical issues. iStudio supports research and development of

emerging technologies for teaching and learning, produces digital content for and with faculty and students, incorporates emerging technologies into teacher education using a studio pedagogy and outreach technologies for field experiences, and facilitates immersive learning experiences that implement teaching and learning technologies in schools and communities.

This year, the 10-story Teachers College Building is undergoing renovations that will make it more conducive to student learning. Improvements include new lighting and upgrades to heating, cooling, ventilation, plumbing, electrical, and communications systems as well as better life and fire safety systems. View photos of Teachers College facilities in a gallery of [academic buildings](#) on campus.

Subcomponent 3.D.5. The institution provides to students guidance in the effective use of research and information resources.

Throughout their academic careers, Ball State students receive guidance and support outside the classroom to make effective use of research and information resources. A variety of units and services on campus help students expand and improve their abilities in this area, including the following.

University Libraries

Ball State's libraries provide a variety of instructional and information services to students. Examples include:

- **Instructional services** promote information literacy, which is defined as the ability to determine what information is needed, access it, evaluate it critically, and incorporate, use, and understand the information in context. In addition to the standard offerings, faculty are able to request an instruction session tailored to the particular needs of their students. Each academic year, between 833 and 1,046 instruction sessions are provided for more than 15,000 participants.
- **Information services** teach research skills and coach users in applying these skills to new situations. Library staff are available to assist on site as well as by e-mail, live chat, or text messaging through "Ask a Librarian" services. Students needing more extensive advice or consultation on research topics can also schedule appointments with a library staff member. An average of 30,000 reference-related questions are handled by the library staff annually.

Unified Technology Support

UTS provides basic support that enables students to use the technology tools required to access and use information effectively. Students can call the HelpDesk for hardware and software assistance, and TechTime provides hands-on help if required. In addition, an extensive library of how-to instructional video clips is always available on numerous topics through TechClips.

For students who want or need more advanced skills and knowledge in technological tools, Emerging Technology Support provides media software training and certification. In addition to several course offerings on specific software, Ball State has partnered with lynda.com

to provide training on a variety of software applications.

Faculty Advising

Students receive guidance in the use of research and information resources from their faculty advisors. Particularly for graduate students, faculty advisors from many program areas are available for students seeking certification, a master's degree, or a doctorate. General requirements for a research paper, project, thesis, or dissertation are explained to students so they can better anticipate and plan for deadlines and submissions of completed work.

Research Integrity

When students choose to research topics involving the use of human or animal subjects or biosafety, Ball State's Office of Research Integrity has the federally required review boards available for ethical practices. For projects involving intellectual property development, the Ball State Innovation Corporation is available to students as well as faculty and staff.

Research and Academic Effectiveness

Research design and statistical analysis services are available to students from the Office of Research and Academic Effectiveness, formerly known as Research Design and Analysis. In 2004, about 57 percent of research projects involved a student as the principal investigator. By 2008, student research projects comprised approximately 52 percent of the clients served but decreased to about 37 percent by 2010 as the unit underwent staffing reductions and reorganization. Since November 2011, this unit has moved from the Office of Information Technology to the Office of the Associate Provost, and the statistician involved in assisting students has been restored to a funded rather than temporary position.

Evidence of Ball State's guidance in the effective use of research and information resources can be seen most clearly in the products and accomplishments of our students. For example, the 16th annual Student Symposium in 2011 displayed 166 projects highlighting the research and creative efforts of undergraduate and graduate students. The list of projects touched on multiple topics and academic areas ranging from social and natural sciences to architecture, wellness, and business. Prior years also reflected a variety of research and creative topics.

In addition, between 287 and 354 student papers were submitted annually to the Graduate School as part of degree completion requirements from 2004–05 to 2010–11, with 340 papers received in the most recent academic year. Other products of student scholarship, creative work, and knowledge discovery are discussed in Subcomponent 3.B.5.

Summary: Core Component 3.D.

Ball State has a well-defined support network to facilitate the intellectual growth and social maturation of its students in a safe and healthy environment. Beginning well before matriculation, prospective students are introduced to a welcoming yet challenging institution. The university does not hide its high expectations, but the community value of collaboration is emphasized. As a learning community, faculty work in partnership with their students, and that undergirds the institution's commitment to excellence in the myriad of services that help students succeed.

We recognize that our students come from diverse backgrounds, that they espouse different beliefs, that their families and home communities are not equally well resourced, that they are not equally healthy, mature or well-prepared for the challenges ahead. We have accepted the responsibility to “level the playing field,” as much as possible, with opportunities to address inequalities constructively with the advice and guidance of well-trained professionals.

The human asset the university deploys can rely on a campus filled with accessible physical assets— Bracken Library, the Learning Center, the Writing Center, the Health Center, the Counseling Center, Advising Centers, the David Owsley Museum of Art, theaters, and recreational facilities in addition to state-of-the-art classrooms, clinics, laboratories, studios, performance venues, and the latest technology.

Ball State also assists students in accessing these assets responsibly. Just as we must conduct ourselves with integrity of purpose, so must our students in their learning, their research and creative endeavors, and their social and community interactions. We are one community, responsible for one another, and we try to model that for our students.

Core Component 3.E.

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

Ball State University supports its claim of making the educational experience of students enriching. This section includes discussion of how cocurricular programs fit the institution’s mission and contribute to students’ educational experience.

Subcomponent 3.E.1. Cocurricular programs are suited to the institution’s mission and contribute to the educational experience of its students.

Subcomponent 3.E.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.

A hallmark of a Ball State education—and cornerstone of the university’s mission and strategic plans—is the hands-on, real-world immersive learning experiences beyond the classroom that enrich and transform our students’ academic careers. A key component of these creative, collaborative, interdisciplinary projects is that they have a lasting impact on a community partner such as a business, agency, or nonprofit organization. Immersive learning is discussed in more detail under Criterion 1, Subcomponent 1.D.1.

Building Better Communities

One of the best examples of immersive learning and community engagement is the Building Better Communities (BBC) Fellows program. This immersive learning experience assists Ball State’s BBC initiative with its mission to use university expertise to enhance community,

economic, and business development throughout Indiana. For example, two student teams partnered with the Court Appointed Special Advocates (CASA) program in Delaware County to increase its volunteer base.

Student Research

Also enhancing the educational experience in a variety of disciplines are meaningful research opportunities starting early in students' academic careers, giving them valuable experience and an advantage over peers at larger institutions. Students work side by side with faculty mentors and become familiar with state-of-the-art equipment used by professionals. For example, the Department of Chemistry provides the Chemistry Research Immersion Summer Program (CRISP), one of the largest undergraduate research programs in chemistry in the nation, for even freshmen and sophomores. See a video about student research in [science, technology, engineering, and math \(STEM\)](#) fields.

While it is possible for student projects to receive external funding, Ball State's ASPIRE Internal Grants Program provides university funding for research and creative projects specifically targeted to students. Categories include graduate creative arts, graduate research, undergraduate creative arts, undergraduate research, and travel support for professional meetings staff. Of the 207 total internal grants awarded for the 2011–12 academic year, graduate students received 71 grants and undergraduates received 18 grants. Although the number of funded projects has ranged from 161 to 219 each academic year since 2002–03, the level of funding available for internal grants dropped from a high of \$492,896 in 2006–07 to \$289,677 the following academic year.

Cocurricular Programs

Ball State offers a large number and variety of cocurricular programs that are congruent with the mission of the university. The mission statement of the Division of Student Affairs provides guidance for developing and implementing programs and activities that enhance student learning, provide opportunities for personal growth and development and civic engagement, and nurture appreciation of diversity, civic responsibility, and the cultivation of leaders.

Examples of out-of-class programs that build upon the curricular experience include living-learning communities, service learning, the leadership minor through the Excellence in Leadership Program, and comprehensive customer service training developed and administered through the Career Center.

Four learning outcomes are assessed through the Division of Student Affairs:

- Students will demonstrate competence in life skills gained through participation in programs such as living-learning communities, career exploration opportunities, student employment, student organizations, and other cocurricular experiences that support academic excellence.
- Students will demonstrate multicultural competence and active citizenship through participation in multicultural organizations, community service projects, campus diversity programs, and civic engagement opportunities.

- Students will demonstrate leadership competence through involvement in residence halls, Greek letter organizations, student organizations, and other cocurricular experiences that promote engagement with the university.
- Students will demonstrate behaviors consistent with institutional values, including academic integrity, civility, personal wellness, and respect for others and their property.

In 2011, several assessment projects involving 1,594 students were conducted by eight departments in the Division of Student Affairs, investigating what students learned from participating in programs and activities that were provided. In 2011–12, additional assessments were conducted by departments within the Division of Student Affairs.

Competence in Life Skills

Individual growth and development of students through participation in student clubs and campus activities continues to be a strength of Ball State. We have more than 380 active student organizations and a vital residence life program housing approximately 34 percent of the student body. Students also benefit from programs such as the Online Career Center Assessment and participation in Counseling Services. Examples of cocurricular experiences that build life skills include:

Student Organizations—Campus organizations run by students include sports clubs, academic honorary societies, fraternity and sororities, and affinity groups. Faculty and professional staff advisors work with each of the recognized student organizations. Involvement in student organizations on campus provides an avenue for developing skills related to leadership, organization, time management, teamwork, communication, financial management, critical thinking, and stress management.

Living-Learning Communities—About a third of all students in the residence halls participate in one of our 13 living-learning communities (LLCs). Data indicate LLC students participate more regularly in study groups, have more contact with faculty members, and have a higher fall semester grade point average and fall-to-spring retention rate than students not living in an LLC.

Summer Bridge Programs—Preenrollment summer bridge programs are an innovative approach to helping new students adjust to the university and be more successful in their freshman year. Seven separate programs were available for the fall 2012 entering class. These programs are described under Subcomponent 3.D.1. In summer/fall 2011, 483 students participated in summer bridge programs, and data indicate their retention rate from the fall to spring semesters was 82.4 percent, compared with 79.6 percent for freshmen who did not participate.

Campus Employment—Various student jobs on campus provide meaningful opportunities to enhance life skills while earning some income. Nearly 4,800 students are employed in offices and departments throughout the university, providing a mutually beneficial relationship. Many of these jobs have important responsibilities and provide excellent experience, from being a resident assistant in student housing or a lab assistant for a professor to serving as a tutor in the Learning Center or a note taker for the Office of Disabled Student Development.

Multicultural Competence and Citizenship

Ball State is committed to diversity and multiculturalism on campus. One performance metric of *Education Redefined: Strategic Plan 2007–2012* was to increase the percentage of students from underrepresented groups to 15 percent of total undergraduate enrollment. While that goal has yet to be reached, the percentage rose from 8.1 percent in 2006–07 to 11.9 percent in 2011–12. Among freshmen, the numbers reached 13.8 percent.

The 2012–2017 strategic plan continues the university's commitment to diversity with the aim to increase underrepresented minority populations to 17 percent of the freshman class. Sustained efforts to increase the diversity of the campus community are required. Examples of co-curricular programs that foster multicultural awareness and active citizenship include:

Multicultural Center—A component of this center's mission is to offer collaborative cultural programs for the campus community. To that end, Multicultural Center staff collaborated with academic departments, administrative offices, and student organizations on 31 of its 55 programs for the 2011–12 academic year. The total number of programs represents an increase of two from 2010–11. Several other student organizations on campus also provide support and programs for students of various racial, ethnic, or cultural backgrounds.

Institutional Diversity—This office helps to foster a safe and welcoming environment on campus for all. The university's equal opportunity and affirmative action policies use a broad definition of diversity referring to race, religion, color, gender, sexual orientation, physical or mental disability, national origin, ancestry, age, and citizenship. The Office of Institutional Diversity is not only committed to programming for students, but it also supports several faculty development programs, including the Diversity Associates Program, Developing Pedagogies to Enhance Excellence Seminar, and Diversity Seminars, which encourage faculty to explore the relevance of diversity in classes.

International Recruitment—To provide a more global view to everyone on campus, the university has increased efforts to recruit students from countries other than the U.S. The number of Ball State students participating in study-abroad programs has increased since 2003. In the 2010–11 academic year, 654 students participated in a study abroad or international internship opportunity.

Student Voluntary Services—During the 2011–12 academic year, 1,935 Ball State students volunteered their time and talents to needs on campus and in the local community through 1,795 placements sponsored by Student Voluntary Services, accounting for 27,365 hours of service. This was an increase from 1,808 hours of service over the previous year. View a photo gallery of student [community service](#) activities.

Leadership Competence and Engagement

Ball State provides numerous opportunities for students to develop, enhance, and practice their leadership skills on and off campus. Examples of cocurricular programs that foster student leadership and engagement with the university include:

Excellence in Leadership—This two-year development program for emerging campus leaders incorporates three strategies: weekly workshops, keynote speakers, and retreats and conferences. In the 2011–12 academic year, 37 workshops and events involved 6,661 participants. In addition, the university’s leadership studies minor increased from 246 credits generated in 2009–10 to 492 credits in 2010–11.

Residence Hall Community—Student organizations in the residence halls are also involved in leadership and service. Notable programs in 2010–11 included the Student Action Team’s 24 Hours of Service, with 250 volunteers at 20 locations in the Muncie community; the National Residence Hall Honorary’s Koins for Kids, which raised \$7,000 for the Make-A-Wish Foundation in 2012; The Chicken Launch to raise funds for the Muncie Mission; and numerous social and educational programs in each residential unit.

Greek Community—In 2011–12, fraternities and sororities on campus sponsored 74 educational programs with an attendance of 10,350 individuals, participated in four leadership conferences and retreats involving 106 members, donated \$71,584 to charitable organizations, and provided 28,599 hours of service to the community. In the 2011–12 academic year, 1,759 fraternity and sorority members contributed an average of 18 hours of community service and donated \$41 per member.

Behavior Reflecting Institutional Values

Ball State students are given high expectations for their personal behavior and their responsibilities in the campus community. The Preamble of the Student Bill of Rights and Responsibilities states:

“Students of the university have an obligation to fulfill the responsibilities incumbent upon all citizens, as well as the responsibilities of their particular roles within the academic community. All students share the obligation to respect:

- The fundamental rights of others as citizens;
- The rights of others based upon the nature of the educational process;
- The rights of the institution; and
- The rights of students to fair and equitable procedures determining when and upon whom penalties for violation of campus regulations should be imposed.”

University Governance

Through participation in groups such as the Residence Hall Association, Black Student Association, and Student Government Association, Ball State students are involved in the university’s governance structure and have opportunities to provide input into important issues on campus. Many opportunities are also available for civic engagement through student organizations, service learning experiences, and campus and community volunteer programs.

Summary: Core Component 3.E.

Consistent with its community values, Ball State has worked relentlessly to remove artificial barriers that separate the curricular from the cocurricular. Collaboration serves

the interests of students best. As this component—and the criterion—demonstrates, reinforcing common values and common expectations and establishing high standards for intellectual performance and personal integrity involve the efforts of many units across the campus. Faculty and staff are united in their pursuit of student success and support each other's efforts, programs, and expertise.

Criterion Three Recommendations

Based on this evaluation of Ball State's success in meeting the Criterion Three standards of the Higher Learning Commission, the following recommendations will help the university further enhance the high quality of its educational programs and corresponding resources and support:

- Ball State should continue to strive toward high course and program quality. The university should consider creating a role on campus for a “program assessment coordinator” who can assist departments with accreditation tasks and self-studies.
- The university should consider creating one location on campus to serve as a clearinghouse for course and program assessment data. This office could provide and update this information through a website created for this purpose, making it available internally.
- The institution should continue to strive toward consistent learning goals and educational quality across all delivery modes.
- Ball State's living-learning communities should continue to grow through both curricular and extracurricular enhancements.