Assurance Argument

Ball State University - IN

6/7/2018

1 - Mission

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

1.A - Core Component 1.A

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

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

Argument

Ball State's mission was clearly defined in the 2012-2017 strategic plan *Education Redefined 2.0: Advancing Indiana* as follows:

As a public research university, we focus on students and high-quality, relevant educational outcomes. Disciplinary knowledge is integrated with application. We do this in a manner that fundamentally changes students, researchers, and our external partners, who look to the University for guidance. We transform information into knowledge, knowledge into judgment, and judgment into action that addresses complex problems.

During 2014-2015 the strategic plan was reconceived as the Centennial Commitment (18 by '18), which included the following refreshed vision statement:

Ball State University aspires to be a model of the most student-centered and community-engaged of the 21st century public research universities, transforming entrepreneurial learners into impactful leaders—committed to improving the quality of life for all.

President Mearns articulated a dynamic new approach to strategy and planning at Ball State in his Fall 2017 Convocation address. He announced a search for the new position of Chief Strategy Officer who facilitates a comprehensive and inclusive approach to establishing the University's new strategic plan. The President is chairing the 2018 Strategic Planning Committee, which is making use of faculty and staff member and student surveys (see the report of the results here), eight open forums, six working groups, and a virtual crowdsourcing tool to gather evidence during the first phase of its work. Phase 2 in the summer of 2018 will include synthesis of information gathered and development of a working draft of a new strategic plan. Phase 3 (fall 2018) will include sharing of the draft plan with numerous constituencies, refinement, and presentation to the Board of Trustees for approval.

Through several cycles of five-year plans since 2001 it has remained the case that all facets of strategic planning (academic, human resources, fundraising, technology, buildings and grounds) at Ball State are grounded in its mission and strategic plan. The mission statement and strategic plan goals and objectives are reviewed annually in terms of the evaluation of strategic plan metrics, which are publicly available from the President's Office and the Office of Institutional Effectiveness. Further details about the strategic planning process and its relationship to evidence and resource allocation are provided in the response for Criterion 5.

The 2014 Academic Plan resulted directly from the 2012-2017 institutional strategic plan. Its recommendations included creation of the College of Health, the New Faculty Academy, and a new intensive academic advising model that led to adding 26 new professional advisers.

There are numerous examples of priorities and changes resulting from the mission and strategic plan. An administrative restructuring that included creation of Divisions of Marketing and Communications and Student Affairs and Enrollment Services as well as consolidation of advancement operations within the University Foundation and the alumni office allows the institution to achieve its mission and goals efficiently and effectively. Appointment of an Associate Provost for Immersive Learning further highlight Ball State's commitment to its mission. The BSU Academic Excellence Grants provide a highly visible commitment of $4.2 million over three years to allow Ball State to achieve its ongoing goals. The institution's budget requests to the state legislature and the Indiana Commission for Higher Education (ICHE) serve as another means of highlighting our priorities as well as addressing those of the state.

Congruent with our mission and strategic plan and the policies of the ICHE, Ball State offers a wealth of academic opportunities, including 216 undergraduate majors and pre-professional programs, and 107 master's, specialist, and doctoral degrees. The University's programs in entrepreneurship, architecture, landscape architecture, telecommunications, educational leadership, and nursing (online master's degree) are consistently ranked among the nation's best. A number of other academic programs have also earned national rankings or recognition. We are proud of our faculty's commitment to teaching; unlike at many research universities, more than 80% of credit hours and class sections are taught by full-time faculty members. Details about support for teaching and learning are provided under Criteria 3 and 5.

In 2015, Ball State demonstrated further commitment to Immersive Learning and other high-impact offerings by consolidating this activity under the Office of Entrepreneurial Learning, later renamed Immersive Learning (OIL). Immersive learning had previously been established as collaborative, student-driven projects that focus on community challenges and result in an outcome that has lasting community impact. This has become known as the cornerstone of a Ball State education. However, several other high-impact activities that enhance the impact of these efforts are also offered on campus. Strengthening ties among campus departments engaged in this work enabled the University to create efficiencies for programming and resources that enhance immersive learning activities in every college on campus. Further details about OIL are available here.

Since the last HLC review in October 2013 the University has added several degree programs (e.g., M.S.in Software Engineering, B.S. in Business Analytics) as well as numerous certificates that support our mission.

Consistent with Ball State's mission and strategic plan and our enrollment and academic program profile, a wide array of student support services s available. Additional information is provided under Criterion 3.

Through the Rinker Center for International Programs, Ball State students can incorporate a wide variety of study-abroad opportunities into their curricula. They can participate in a field study during the summer or complete an international internship in Dublin, Ireland, or another city. Selected experiences are described via student blogs on the study abroad website. Additional details concerning study abroad are available here.

A significant illustration of the University's commitment to the student success component of our mission is the investment in 26 new professional upper-division advisers for approximately $1.3 million. The initiative improves advising services through more timely and intrusive academic interventions, allows us to meet expectations for four-year degree plans, enhances our likelihood of benefiting from performance funding related to timely graduation, and redirects faculty efforts to teaching, research, and service while continuing to allow faculty members to serve in a mentoring role. Additional details are provided under Core Component 3D.

Ball State's Learning Center—honored with the 2010 National College Learning Center Association/Frank L. Christ Outstanding Learning Center Award for a four-year college— provides students with a variety of services for learning enhancement and academic achievement. Additional details concerning the Learning Center are available here.

Ball State's Career Center provides a variety of services for students at every stage of their education, beginning even before their first day of classes. During the orientation program, all incoming freshmen complete a career survey to help them make more informed decisions about their path of study. For freshmen seeking advice on possible careers and associated majors, the Career Center and the Counseling Center offer personal assessment tools such as SIGI3 and TypeFocus to aid in career exploration. For juniors and seniors needing a job or internship, resources include professional career advising, links to job fairs, immersive learning information, internship opportunities, job fair information, and mock interview services. Online resources offer advice on resume preparation, networking, application, and interviewing. Additional details concerning the Career Center are available here.

Examples of changes in University Libraries tied to Ball State's mission and strategic planning efforts include creation of the Digital Scholarship Lab (DSL), which serves as a collaborative research space where faculty and professionals use digital evidence and tools to create knowledge; planning for a new branch library to support the new College of Health within its new building; and creation of the Math Emporium, a unique, 100-seat instructional space, which supplements face-to-face teaching with skill mastery software to improve student performance and learning outcomes in mathematics. The libraries are in the process of gathering information

as the foundation for refreshing facilities to improve support services to students and faculty members.

Ball State's enrollment profile is strategically crafted to support its mission, strategic plan, academic, and fiscal goals. The University recruits students from diverse backgrounds who are creatively curious, prepared for college academic rigor, and likely to be retained and persist to completion of a degree at Ball State. Additional details concerning the enrollment profile and strategy are available here.

Please see the response to Core Component 5C concerning the alignment of mission and planning and budgeting priorities.

Sources

- 2012-2017 Strategic Plan
- 2018 Strategic Planning Process – Spreading Our Wings
- Academic Excellence Grants
- Academic Plan
- Ball State University Acronyms
- Ball State University Libraries
- Career Center
- Career Center Details
- Centennial Commitment
- Centennial Commitment Metric Dashboard(2)
- Chief Strategy Officer
- College of Health
- Distribution of SCHs and Sections by Faculty Type.pdf
- Enrollment Profile and Strategy Details
- Faculty and Staff Member Mission Vision and Values Survey
- Immersive Learning Additional Information.pdf
- Learning Center
- Learning Center Details
- Legislative Budget Requests

- Mission Vision and Values Survey Report
- New Faculty Academy.pdf
- Office of Immersive Learning
- Office of the President
- President Mearn's Speech at Fall Opening Convocation 2017
- Professional Advising Proposal
- Rankings and Recognitions
- Rinker Center for International Programs
- Spreading Our Wings Strategic Planning Process Community Feedback
- Strategic Planning Committee Membership Listing
- Strategic Planning Open Forums.pdf
- Strategic Planning Working Groups.pdf
- Student Mission Vision and Values Survey
- Study Abroad Additional Information.pdf

1.B - Core Component 1.B

The mission is articulated publicly.

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

Argument

The Ball State Board of Trustees (BoT) has always been an integral part of the development and support of the mission and the strategic planning process; its support for the previous mission and strategic plan was affirmed in 2015. The 2018 strategic planning process has been discussed repeatedly by the Board, which is expected to approve revised mission, vision, and value statements, priorities, and metrics in the fall semester of 2018.

The University's *Statement on Diversity and Inclusion at Ball State University* publicly affirms our commitment to a safe and culturally diverse community, built upon respect. Themes of diversity and inclusion are also prominently featured within student enrollment marketing materials.

Since the 2007-2012 strategic plan and continuing through the current planning materials, Ball State has highlighted alignments of our plans with the Indiana Commission on Higher Education 2012 and 2016 plans, as shown within our strategic planning metrics and our legislative budget requests.

Recent editions of the alumni magazine have featured strategic plan priorities of entrepreneurial learning, environmental sustainability, and community service. Continuation of Ball State's priorities was also evidenced in President Mearns' first-day messages to students and to alumni and friends of the University, as well as in his email messages to the BSU community.

Ball Sate's 2012-2018 mission, vision, and progress on annual metrics are provided in numerous public venues including websites and undergraduate and graduate catalogs.

Sources

- Ball State University Acronyms
- BSU Alumni Magazine Fall/Winter 2016
- BSU Alumni Magazine Spring 2016
- BSU Alumni Magazine Spring/Summer 2017
- Centennial Commitment
- Centennial Commitment Metric Dashboard
- Graduate Catalog 2017-2018
- Indiana Commission for Higher Education Reaching Higher Delivering Value strategic plan
- Indiana Commission for Higher Education Reaching ng Higher Achieving More strategic plan
- Legislative Budget Requests
- Marketing Materials Highlighting Campus Diversity
- President Email Messages Archive
- President First Day Email to Alumni and Friends
- President First Day Email to Students
- Statement on Diversity and Inclusion at Ball State University
- Trustees Resolution re Support for Mission
- Undergraduate Marketing Materials

1.C - Core Component 1.C

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

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

Argument

Ball State University continues to fulfill its mission to strongly emphasize an understanding of and appreciation for the diversity of society, regionally, nationally, and internationally. This is accomplished by offering programs and classes with diversity and inclusion themes that foster student understanding of cultural differences. In addition, the University has developed strategies to diversify the student and faculty populations on campus and to retain and enhance the experience of diverse populations through the development of support services for students and employees. The campus has also clarified processes that help us to identify areas where we are falling short of these goals. Our efforts have been recognized with the 2016 and 2017 INSIGHT Into Diversity HEED Award. This recognition measures an institution's level of achievement and intensity of commitment in regard to broadening diversity and inclusion on campus through initiatives, programs, and outreach; student recruitment, retention, and completion; and hiring practices for faculty and staff.

President Mearns highlighted the University's role in a diverse and inclusive society in his Fall 2017 Convocation address, which included the following statement:

All of us must also continue to do the work to create a more inclusive culture on our campus. That work is hard. It requires us to engage in courageous conversations. It requires all of us to reflect candidly on our preconceptions and our predispositions. We must engage others with our open mind and with our open heart. And progress—real progress—requires a sustained effort.

But if each one of us, in our homes, in our neighborhoods, in our universities, in our companies, and in our other organizations—if we are all able to create more inclusive cultures with the people we meet each day, then I believe we can continue to create a more just society.

We can form "the more perfect union" that our Founding Fathers envisioned.

This is my hope. And that should be our goal.

The University's Equal Opportunity and Affirmative Action Policy, most recently updated in 2015, provides for equal opportunity in education or employment considerations "without regard to race, religion, color, sex (including pregnancy), sexual orientation, gender identity or gender expression, disability, genetic information, ethnicity, national origin, ancestry, age, or protected veteran status."   In addition, the policy states: "Affirmative action is taken to attract and recruit

diversity, including underrepresented minority groups, females, protected veterans or individuals with disabled veteran status, and otherwise qualified persons with disabilities."

Ball State's President reviews these policies and programs annually, measures progress against the objectives stated in the affirmative action programs, and reports findings and conclusions to the Board of Trustees. The University also maintains data on the distribution of ethnic minorities in the student body and faculty population in the Ball State Fact Book.

Significant strides have been made in diversifying the student population. Undergraduate and graduate domestic minority enrollment has increased each year over the past five-year period. Twenty percent of the Fall 2017 first-year class was comprised of domestic minority students. The Provost has recommended that Ball State continue existing minority recruitment efforts and add new programs including a) visits of Multicultural Ambassador Corps to targeted schools, b) translation of key marketing materials to Spanish, c) creation of DVDs for secondary schools which promote access for students with disabilities, and d) holding virtual information sessions on the graduate school for underrepresented minority students. The Provost referred these improvements to appropriate University units for implementation.

The University has also emphasized the goal of increasing underrepresented minorities in the faculty and staff populations. The result of unit-level diversity plans is an increase in diverse faculty and staff over time. The percentage of domestic minorities among full-time instructional faculty members has increased from 8.2% to 10.8% over the last three years and the percentage of domestic minorities among non-faculty permanent employees has increased from 8.9% to 10.1% over the past four years.

A report about hiring since the last HLC comprehensive review shows that hiring is increasingly approaching parity with the labor market in terms of gender and race/ethnicity.

The University challenges "students to question assumptions and extend boundaries" and embraces "diversity and inclusion" and "engagement with communities across Indiana" (Strategic Plan 2012-2017, p. 3). By using the term "inclusion," the strategic plan broadens the definition of diversity from primarily a multicultural perspective to also include disabilities, gender, and sexual orientation. This inclusion is achieved by speaking about the broadened definition through student, faculty, and staff engagement and by challenging student assumptions and comfort zones. We anticipate a continued commitment to diversity and inclusion in our next strategic plan with continued engagement with the surrounding community.

The Office of Institutional Diversity's (OID) mission states that "Ball State University is committed to: creating innovative courses, programs, and practices that attract, retain, and nurture a diverse university community; and fostering a university environment that enables all who contribute to excel in a culture that is growing ever more diverse." Our committees and events promote and encourage diversity in student and faculty endeavors. For example, OID sponsors Martin Luther King Jr. commemorative lectures and concerts annually, organizes a diversity seminar series across the curriculum, facilitates the ongoing Diversity Associates Program for faculty members, implements a minority mentoring program called PhD Pathways, and participates in regional and national organizations focused on diversity. The Diversity

Fellows program is a faculty learning community that discusses and implements the infusion of diversity materials into classroom instruction with support from the Office of Institutional Diversity and the Office of Educational Excellence. The OID's Annual Lecture Series invites speakers with expertise in various diversity-related areas present their work to faculty and students on campus.

Ball State's University Diversity Committee, a requirement by state statute, works with OID to develop suggestions for increasing diversity awareness across campus. The committee's 2016-17 annual report, presented to the University's President and Provost, carefully evaluated Ball State's progress in diversity, multicultural, and inclusion initiatives and made concrete suggestions for continued improvement. The most recent recommendations specifically included faculty recruitment practices and training, dialogs concerning diversity, inclusion of the OID in development of the new strategic plan, and childcare.

Results from the 2015 administration of the National Survey of Student Engagement indicate student awareness of the relationship between Ball State's mission and the diversity of society. For example,

- Forty-eight percent of freshmen and fifty-four percent of seniors agreed that course discussions or assignments included diverse perspectives (political, religious, racial/ethnic, gender, etc.).
- Sixty-two percent of freshmen and sixty-nine percent of seniors said they often or very often tried to better understand someone else's views by imagining how an issue looks from his or her perspective.
- Fifty-five percent of freshmen and forty-seven percent of seniors agreed that Ball State encouraged contact among students from different racial or ethnic backgrounds.
- Fifty-four percent of freshmen and fifty-eight percent of seniors indicated their Ball State education contributed to gains in understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.).

These results provide important baseline information for continued improvement of our efforts.

The University Core Curriculum requires that each program identify a course in which diversity issues related to the major are taught. A number of undergraduate academic programs at Ball State are interdisciplinary and focus on issues of diversity and inclusion in society. These include, for example, a major and minor in women's and gender studies, a major and minor in international business, and minors in multicultural education, peace studies and conflict resolution, Asian studies, and European studies. Many courses have a diversity theme related to a specific area such as age, gender, global cultures, race/ethnicity, religion, and sexuality.

For graduate students, the Department of Educational Studies offers a certificate program in diversity studies, which can be completed by a non-degree-seeking student or applied to a graduate degree. A description of the program reads: "The graduate certificate in diversity studies addresses issues pertaining to race, ethnicity, class, gender, and sexual orientation in an increasingly pluralistic society. The 15-credit program is designed for teachers, administrators, policy makers, and health and human services personnel." In addition, all courses in the

Departments of Psychological Science and Sociology graduate programs include diversity as a course objective.

Other courses with some emphasis on diversity, multicultural, or international topics can be found in a variety of fields, including: international business, multicultural education, counseling psychology, wellness and gerontology, and journalism. Cognates for doctoral degrees in multicultural issues and diversity can be constructed on an individual basis.

Ball State's immersive learning experiences continue to frequently include a diversity theme. Such projects have been sponsored by both the Office of the Provost and the Virginia B. Ball Center for Creative Inquiry. Most recently, Philosophy and Religious Studies has offered "Muslims in Muncie" and Biology has offered "Fine Focus: Catalyzing STEM Opportunities for Minority Undergraduates" just to name a few. Details of these Virginia Ball Center projects and many other examples of diversity-oriented immersive learning projects from past years and this year are available for review.

Study-abroad opportunities offered by the Rinker Center for International Programs (RCIP) also increase diversity awareness among Ball State's undergraduate and graduate students. Additional discussion of these programs is provided under Core Component 1A. Cultural Exchanges, sponsored by the RCIP, provide an opportunity for students to share their study-abroad experiences and international students and faculty to teach about other countries and cultures.

In addition to providing study-abroad experiences, the RCIP facilitates the recruitment, admission, and enrollment of international students at Ball State. The center also provides support services for these international students, including the awarding of scholarships, advising for immigration, employment and taxes; early-intervention academic advising for at-risk international students; personal and social advising; and facilitating professional advising when needed. Various events sponsored by the RCIP throughout the year focus on international and multicultural themes, including cultural exchanges and friendship families for international students. In collaboration with the Multicultural Center and the Office of Housing and Residence Life, the Center also sponsors Culture Week, The Amazing Taste International Festival, and the International Living-Learning Community.

Although Ball State does not currently participate in the undergraduate McNair Scholars program, which prepares students from underrepresented groups for graduate study, the University provides funding for 10 graduate assistant positions for previous McNair Scholars. In addition to pursuing approval for an undergraduate McNair Scholars program, the Graduate School is also working to set up a support community among those 10 graduate students with the assistantships and a mentorship model with underrepresented undergraduates.

Ball State's Multicultural Center offers programs and services that assist students of color and of all cultures in achieving academic, cultural, and social success. For example, the Excel Program is a three-day summer orientation experience that pairs incoming minority freshmen with returning student mentors. In the summer of 2016, 57 students participated in this program, which acclimates new students more quickly to campus life and helps them prepare for academic and social challenges they may face on campus.

Other programs include the MOSAIC Social Justice Peer Education program whose mission is to engage undergraduate students in open dialogues focused on diversity and social justice topics to promote awareness, change, and inter-group understanding. Additionally, the monthly Trending Topic discussion series provides an opportunity for students to discuss current events and relevant issues of social justice, multiculturalism, and diversity. The Multicultural Center also provides space and services for student use through the Malcolm X Library, a computer lab, the Harry Watkins Conference Room, and a kitchen that is available for small gatherings. Plans have just been approved for building a new Multicultural Center.

The Multicultural Center reported 2,296 visits from students in 2016–17 and with attendance of 10,863 students, faculty members, and staff members at the Center's programs in 2016–17. Many of these programs were cosponsored with the RCIP, OID, Housing and Residence Life, and multicultural student organizations. Ten annual awards are given to outstanding students, faculty, staff, and organizations composed of or supporting people of color or international students—for example, minorities who are outstanding freshmen or people of color who exhibit outstanding leadership throughout the year.

Ball State's Office of Disability Services (DS) strives to create a campus environment that provides access and opportunities for students with disabilities to fulfill their potential. Ball State has a long, proud tradition as being a welcoming campus for students with disabilities. Recognized as a "disability-friendly" and an "ADA-Plus" college in the 2012 book, *College Success for Students with Physical Disabilities*, Ball State has garnered a national reputation in providing services and accommodations for students with disabilities. While many units on campus play key roles in working with students with disabilities, DS takes the lead in facilitating the University's efforts for students with disabilities.

Students with disabilities are being retained and graduating at similar rates as students without disabilities. Ball State students with disabilities have been retained at an average of 77.4% over the last five years. A 2014 study found that while students with disabilities have a slightly lower four year graduation rate, at six years, students with disabilities have a higher graduation rate than students without disabilities.

DS partners each year with a variety of units to provide programming to the campus community on issues pertaining to disability. DS staff members provide training to faculty and staff members and students on disability-related issues. In conjunction with the State's Disability Awareness Month activities each March, DS and the student group Alliance for Disability Awareness offers various programs on themes related to disability.

Services of Ball State's Counseling Center are fully accredited by the International Association of Counseling Services, and the Center's pre-doctoral internship is accredited by the American Psychological Association. The Center provides numerous services for all campus constituents. Master's and pre-doctoral interns engage in social justice and diversity immersion projects throughout their year of training. The Diversity Outreach Team presents programming for and about international students; issues facing lesbian, gay, bisexual, transgendered, and questioning (LGBTQ) students; and issues of race/ethnicity, social class, gender, and prejudice. Workshops

and presentations are adapted to specific needs of the faculty, staff, or students requesting the presentation.

For international students and issues, the Counseling Center offers a weekly International Conversation Hour and International Women's Conversation Hour and workshops on dating cultures and friendships, understanding and coping with cross-cultural experiences, and academic success, offering important information on study skills, classroom culture, academic writing, and test-taking skills.

In support of LGBTQ community members, the Counseling Center coordinates the Safe Zone network program of faculty, staff, and students, offering workshops in cooperation with the Office of Institutional Diversity several times each year. General LGBTQ workshops are also provided upon request. The Center also offers counseling services for sexual abuse and threats, sexual responsibility, and other health and wellness issues such as eating disorders.

Statistics on the overall use of the Counseling Center can be found in the Center's annual reports. In 2012, an assessment of the impact of the International Conversation Hour on international and domestic students found that both groups gained more confidence in social settings. American students reported having a more positive intercultural attitude and an increased understanding of different cultures and cross-cultural communication skills. International students reported higher academic efficiency, but the number of international students participating was small.

Ball State has 393 active student-led organizations; these groups reflect the broad diversity of interests of the student population. The process to create a student organization is open to any student, and student organizations are prohibited from discrimination in membership. Included in the 393 active student-led organizations, 28 organizations describe themselves as being primarily multicultural (including international, ethnic and identity-based) in nature.

Multicultural Student Organizations that are student-fee funded and directly advised by the Office of Student Life include the Asian American Student Association, Black Student Association, Latinx Student Union, and Spectrum (for LGBTQ+ students and allies). These organizations produce cultural heritage celebrations, annual signature events and educational programs for their membership as well as the broader campus community.

Reports are available for the 2015 Beneficence Dialogue and concerning subsequent progress from the Council on Diversity and Inclusion and are discussed further under Core Component 3B.

Sources

- 2012-2017 Strategic Plan
- Alliance for Disability Awareness
- Article re Graduation Rates of Students with Disabilities
- Asian American Student Association (AASA)
- Ball State University Acronyms
- Beneficence Dialogue Report 2015
- Black Student Association
- Council on Diversity and Inclusion Progress Report
- Council on Diversity and Inclusion Reports and Updates
- Counseling Center
- Counseling Center Annual Reports
- Counseling Center Materials re Diversity Outreach Team
- Courses Focused on Diversity
- Disability Awareness Month
- Disability Services
- Disability Services Annual Reports
- Diversity Associates
- Enrollment of Domestic Minority Students
- Equal Opportunity and Affirmative Action Policy
- Excel Mentor Program
- Fact Book
- Faculty Members by Race
- Graduate Assistantships for McNair Scholars
- Graduate Certificate in Diversity Studies
- Housing and Residence Life
- Immersive Learning Current Projects
- Immersive Learning Past Projects
- Latinx Student Union
- LGBTQ Support
- MOSAIC
- Multicultural Center
- Multicultural Student Organizations
- New Employee Hiring Compared with Labor Market Availability
- Office of Institutional Diversity
- PhD Pathways Program
- President Mearn's Speech at Fall Opening Convocation 2017
- Rinker Center for International Programs
- SAFEZONE and TRANS SAFEZONE Ally Trainings
- Spectrum
- Staff by Race and Gender
- Study Abroad
- Trustees Approve Plan To Design New Multicultural Center Building
- University Diversity Committee

1.D - Core Component 1.D

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

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

Argument

Ball State University has a longstanding record of dedicating faculty, student, and financial resources to improve quality of life in communities across the state of Indiana. University units dedicated to outreach and engagement have been operating continuously since the 1980s. These units—focused primarily on community development, economic development, and business—have extended Ball State's reach to every corner of Indiana. Academic departments and the Division of Student Affairs and Enrollment Services also have supported outreach and engagement activities for decades through service learning, volunteerism, faculty presentations, field experiences, clinical services, consultations, board membership, and a variety of other means.

In 2015, the University received the Carnegie Foundation's Community Engagement Classification in recognition of Ball State's commitment to community engagement across the institution's mission, culture, leadership, resources and practices. Ball State is a member of the Engagement Scholarship Consortium (ESC), a collection of higher education institutions committed to bringing the highest quality scholarship to community engagement; and Indiana Campus Compact, a partnership of Indiana colleges and universities that are committed to mutually-beneficial and meaningful collaboration with communities across the State. The University also has earned distinction as a recipient of the President's Higher Education Community Service Honor Roll from the Corporation for National and Community Service.

Over the last two years, the Office of Community Engagement (OCE) has become broadly recognized in Muncie/Delaware County as the "front door" to the University. The Office aims to connect University resources with community priorities and initiatives, resulting in more engaged faculty and students; greater prosperity for local residents, businesses, and organizations; and improved quality of life for all. In addition to tracking community engagement initiatives, the OCE partners with the Office of Institutional Effectiveness to annually survey community partners, faculty members, and students about the impact of this work.

The OCE places high value on the following responsibilities:

- Nurturing reciprocal and mutually-beneficial relationships with University, community, and governmental partners.
- Providing reliable, high-quality services to on- and off-campus partners that are responsive to their needs and represent the best, most efficient use of available resources.
- Positioning the Ball State campus and community as accessible and welcoming.

Information about major initiatives of the OCE is available here.

Ball State's 2007-2012 strategic planning process included a commitment to immersive learning as a way to engage student teams and their expert faculty in problem-solving collaborations that benefit business, community and government partners. These credit-bearing experiences were again emphasized in the 2012-17 strategic plan and a subsequent refreshed vision in 2015 indicating Ball State "aspires to be the most student-centered and community-engaged of the 21st Century public research universities… dedicated to improving the quality of life for all."

Professional staff members from the Office of Immersive Learning (OIL) and the OCE make Ball State's ongoing commitment to local constituencies possible by actively seeking out external partners, listening to their needs, and developing program priorities and student engagement opportunities based on that feedback. Partnerships are formed to address community challenges through community-based research, immersive learning, student volunteerism, internships and other related activities. For example, Building Better Neighborhoods is a program that was created in response to the need for neighborhood revitalization activities. Staff time and immersive learning funding have been dedicated to assist neighborhoods in setting priorities, building University and nonprofit partnerships and implementing neighborhood goals.

Additionally, the OIL, the OCE, and the Office of Student Life collaborated to create a local engagement action plan that was vetted by national engagement experts at the Engagement Academy at Virginia Tech. This plan reflects specific priority areas for projects and research based on ongoing community meetings and long-term relationships with community leaders. The priority areas include neighborhood revitalization, sustainability, health & wellness, P-12 education, entrepreneurship and arts & culture. Faculty and students are encouraged, through training opportunities and individual community partner meetings, to participate in projects related to those priority areas.

For 53 years, Ball State's Student Voluntary Services (SVS) program has provided the agencies in the Delaware County with volunteers to meet the needs of the community. SVS had 80 active nonprofits and schools in its database as of July 2017. In the academic year of 2013-14, 2,305 student volunteers were registered through SVS and completed 45,189 hours of service. In 2016-2017, 2,995 student volunteers reporting 55,762 hours of service. This is an increase of volunteers by 30% and number of hours by 23% over a 3-year period.

SVS' mission is to improve and sustain the quality of life on the Ball State campus and in the surrounding communities. SVS promotes education, leadership, and community development through community service, service learning, and social awareness. A number of departments, offices, and students utilize SVS to go into the community and serve including academic

departments, Housing and Residence Life, Greek Life, and other student organizations. Additional information about SVS' volunteer programs is available here.

The Schools within the Context of Community program emphasizes knowledge about the communities in which children are growing and learning as a critical component to effective teaching. This program is described more fully under Core Component 3B.

When the Indiana legislature passed a statute in 2001 authorizing the mayor of Indianapolis and public institutions of higher education to sponsor charter schools, Ball State became the only university to participate. Ball State still remains as the only public university that authorizes charter schools. It currently authorizes 27 charter schools affecting more than 16,149 Indiana children. Since 2001, BSU has non-renewed, revoked, or discontinued 27 charter schools because of poor student performance, governance or financial issues, or because the school decided to close.

Ball State's multiple-award-winning campus television station, WIPB, and radio station, IPR, serve as additional resources for engagement with and service to the community. Further information is available in WIPB's and IPR's community service reports.

Outreach centers housed in Ball State's College of Architecture and Planning (CAP) serve multiple purposes for students and the public. First, they give students a series of viable learning experiences in urban planning and design, citizen participation methods, and neighborhood revitalization. Students need a realistic and pragmatic understanding of these activities, and that can be gained through their participation in a community-based, problem-focused, hands-on format. In addition, these programs provide public education in environmental planning and design to both the public and private sectors. They also provide service in the form of technical assistance in urban development, planning, and design matters to both the public and private sectors and promote applied research activities that focus on Indiana urban contexts, from inner-city neighborhoods to small rural towns. Additional details about CAP community engagement activities are available here.

The recently-relocated CAP: INDY Connector (CAP: IC) is a major part of the College of Architecture and Planning. Its mission is "to provide community outreach and service activities to neighborhoods and other organizations while offering students invaluable immersive learning experiences." CAP established the original center in the mid-2000s to expand the college's reach of service in the state of Indiana. In 2016, the CAP: Indianapolis Center moved to a larger space with a more strategic location, and was renamed the CAP: INDY Connector. This new space is able to accommodate more students as well as support greater public outreach and engagement. Located across the street from the City of Indianapolis' Office of the Mayor, and the Department of Metropolitan Development, the center is co-located with other non-profit organizations focused on community development. Neighborhoods, organizations, and communities can request CAP: IC assistance, which is then designed to meet the needs, resources, and outcomes required.

The College of Fine Arts hosts over 100,000 visitors every year. Local, state, and regional audiences travel to Muncie to take in performances, recitals, exhibitions, concerts, lectures,

workshops, and clinics. All four units invite prominent visiting artists who share their expertise and artistry with both our students and the public through public talk-backs, performances, lectures, and exhibitions. The School of Art hosts Saturday morning art classes for the community, serving both children and adults, and also offers numerous community art sales and arts walks. The School of Music and Department of Theatre and Dance collaborate each spring on the Prism Project, an educational arts activity that serves young people who are physically, developmentally or cognitively challenged and their families. The program has become nationally known and inspired off-shoots in Iowa, Connecticut, and New Orleans. Faculty and staff volunteer countless hours in arts and educational organizations both locally and regionally, notably the Cornerstone Center for the Arts, Muncie Community Schools, the Muncie Civic Theatre, Mad-Jax, and the Boys and Girls Clubs.

The Charles W. Brown Planetarium provides free educational services to thousands of community members annually using its state-of-the art, donor-funded facility. The Audiology Clinic and the Speech-Language Clinic provide high-quality services to the population of east-central Indiana.

As discussed further for Core Component 4A, program advisory boards represent an important form of community engagement that ensures the quality of our curriculum. The BSU Foundation Board and the Alumni Board and its chapters are critical resources for engagement with the University as well as service, leadership, and support for philanthropy; see further details below.

A large number of centers and institutes exist to support the University's community engagement and service goals. A few examples include the Academy for Sustainability; the Bowen Center for Public Affairs; the Child Study Center; the Global Health Institute; the Human Performance Laboratory; the Institute for Digital Fabrication; the John H. Schnatter Institute for Entrepreneurship and Free Enterprise; the Center for Medical Education; and the Center for Peace and Conflict Studies.

Development of the University facilities master plan in 2015 (with an update in 2017) was a highly inclusive process involving community input that comprised 47 on-campus meetings, 8 open houses, 594 active online participants, 2,820 residential student survey responses, and 26,283 web site visits.

A highly valued form of support for the community was initiated by President and Mrs. Mearns in the fall of 2017 with their $100,000 gift to create the Mearns/Proud Family Scholarship to benefit Muncie Central High School graduates who are first-generation college students. Due to the very modest nature of the President's installation ceremony, the Ball State BoT directed that unspent funds budgeted for that purpose be contributed to the scholarship; members of the BoT as well as the BSU Foundation and Alumni Boards made additional donations. The George and Frances Ball Foundation subsequently contributed an additional $150,000 to the scholarship. Additional contributions to the endowed scholarship fund from alumni, community members, friends of the University, and faculty and staff members have brought it to a current level of over $460,000.

Shortly after his arrival at Ball State President Mearns introduced the Better Together initiative that is designed to further deepen our service and leadership within the local community. The project has consisted of three community-campus open forums on the topics of neighborhoods and education, arts and culture, and economic development, a substantial expansion of the University's participation in the United Way Day of action events, and a Community Campus Day A related initiative on the part of the Offices of Community Engagement, Institutional Effectiveness, University Human Resources Services, and several community leaders is the Live Near Your Work project, which concerns influencing the decisions of employees at BSU and Indiana University Ball Memorial Hospital to live in Muncie/Delaware County.

A very recent example of Ball State's commitment to the local community is the University's assuming management for the Muncie Community Schools effective July 1, 2018. This is the first time in the nation that a public university will have legal fiduciary responsibility for management of a public school system. As the Board of Trustees approved this initiative, it was also announced that nearly $3 million has been raised in community support for the school system.

As shown in the examples above, Ball State's interactions with the region/community focus on providing educational and cultural opportunities. Any income generated is used to support the program offered. As a public institution, BSU does not generate a profit for investors, support a parent organization, or otherwise support external interests.

Through Ball State's CAP: INDY Connector, the city of Indianapolis gains valuable ideas, funding possibilities, and added capacity to improve the community's economic stability (discussed above), but the main reason for the University's involvement is the student experience. CAP: IC draws from the rich interdisciplinary nature of the college's programs in architecture, landscape architecture, urban planning, historic preservation, and urban design. Combining this richness with the urban context offered by Indianapolis, the Center affords the college a unique opportunity to help shape not only future professionals, but also the future of Indiana's capital and largest city. Additional details are available here.

The Ball State University Foundation is a major partner in supporting the mission. The Foundation and its 31-member board of directors supports the continuing growth of BSU by promoting and facilitating philanthropy, alumni engagement, service, volunteer leadership, and exemplary fiduciary management in its longstanding partnership with the University.

Since the establishment of the Foundation in 1951, generous alumni and friends have contributed close to $450 million through the foundation to benefit Ball State students, their learning experiences, and their future careers. Financial information cited in this section is based upon the Foundation's 2016 financial report. Additional information about the Foundation is available here. A list of recent major gifts is available here.

Sources

- 2012-2017 Strategic Plan
- Audiology Clinic
- Ball State University Acronyms
- Better Together
- BSU Foundation Additional Information
- BSU Takeover Raises Nearly $3 Million for Muncie Community Schools - Star Press
- Campus Master Plan
- Campus Master Plan 2017 Update
- Centers and Institutes
- Charles W. Brown Planetarium
- College of Architecture and Planning Community Engagement Details
- College of Architecture and Planning Real World Learning Experiences
- Community Engagement Impact Survey Reports
- George and Frances Ball Foundation Commits $150,000 To Scholarships for Muncie Students
- Indiana Public Radio
- Indiana Public Radio Service Reports
- Live Near Your Work Report
- Muncie Community Schools and Ball State University
- Office of Community Engagement
- Office of Community Engagement Major Initiatives
- Office of Immersive Learning
- Office of Student Life
- President and Mrs. Mearns Create New Scholarships To Help Transform Community
- President's Email re MCS
- Schools Within the Context of Community
- Speech Language Clinic
- Student Voluntary Services
- Student Voluntary Services Additional Information
- University Foundation Recent Gifts and Commitments
- WIPB - Indiana Public Broadcasting
- WIPB Service Reports

1.S - Criterion 1 - Summary

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

Summary

Throughout several cycles of strategic planning Ball State has maintained its mission focus as a public research university that holds student success and community engagement as high priorities. This was evident in the 2012-2017 mission statement and remains so in our current evolving new strategic planning material. The mission and strategic plan were developed in ways that are both collaborative and evidence-informed. Academic, budget, human resources, facilities, IT, and fundraising planning all follow the mission and strategic plan. The University demonstrates its understanding of and commitment to diversity and inclusion through its public statements, printed and online materials, courses and programs, leadership and collaborative structures, composition of our student body and workforce, success of underrepresented students, and student support structures. Our commitment to collaboration with and service to the community is evidenced by the role and activities of our Offices of Community Engagement, Immersive Learning, Student Voluntary Services, and numerous programs and resources within academic and administrative units.

Sources

There are no sources.

2 - Integrity: Ethical and Responsible Conduct

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

2.A - Core Component 2.A

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

Argument

Four major campus groups have each developed a code of ethics or a bill of rights to further solidify the expectations of the campus culture for all. Each of these documents was reviewed and approved through the appropriate governance processes.

The Board of Trustees (BoT) Statement on Rights and Responsibilities asserts the Ball State BoTs' belief in academic freedom and empowers the University administration to maintain a campus where these essential freedoms are preserved. It is included in the *Faculty and Professional Personnel Handbook* (FPPH).

The Faculty/Staff Bill of Rights and Responsibilities, also found in the *FPPH*, outlines such topics as the faculty member's relation to civil law and to the University as well as defining academic freedom and discussing the judicial process.

The Student Bill of Rights and Responsibilities is similar to the faculty/staff member bill of rights. It outlines the student's relation to civil law, to the University, and to the community. It concludes with the topic of academic freedom and then a general list of additional rights and responsibilities. The document is included within the Code of Student Rights and Responsibilities and the *FPPH*.

The Employee Code of Ethics focuses on expectations of confidentiality related to student and employee records. It appears in the *FPPH*, Staff Handbook and Service Personnel Handbook.

The 2012-2017 strategic plan included an articulation of University values that affirm the traditional values of the academy.

The Beneficence Pledge is a broad statement of expectations that guides fair and ethical practice for all members of the Ball State community, who promise to "maintain high standards of scholarship and excellence," "practice academic honesty," "act in a socially responsible way," and "value the intrinsic worth of every member of the community." It appears in the Student Rights and Community Standards statement and in the *FPPH*.

The Office of Employee Relations and Office of General Counsel work together to provide information, resources, and counsel on the institution's policies concerning fairness, integrity, and ethics, including fair labor standards, equal opportunity and affirmative action, sexual harassment, identity theft, privacy rights concerning student records, privacy rights concerning medical practices, consensual sexual or romantic relationships, access to public records, labor relations, advising on employee performance issues, diversity and inclusion, and various personnel policies. The Office of General Counsel also serves as the point of contact for employee whistleblower reporting.

The Office of Research Integrity advises on ethical and legal issues related to research (regardless of funding source or funding status) and manages the Significant Financial Conflict of Interest, export control, and Conflict of Interest and Conflict of Commitment programs for the entire University.

The Division of Business Affairs also administers Indiana's Pecuniary Interest statute, which covers situations where an employee has a monetary interest in a University contract or purchase. A related college-level policy is the Charter Schools Policy Regarding Conflicts of Interest.

Policies included in all employee handbooks include the EOAA policy, the Conflict of Interest and Conflict of Commitment Policy, the Anti-Harassment Policy, and the Anti-Nepotism Policy.

The FPPH also contains policies specific to the academic responsibilities of faculty, professional personnel, and students. Examples include the Academic Freedom and Ethics Committee, Grade Appeals Committee, Institutional Review Board, Policy for Animal Care and Use, Policy for the Protection of Human Subjects in Research, Policy for Research Involving Recombinant DNA Molecules and Research Involving Infectious Materials, Student Academic Ethics Policy, Student Code of Conduct, University Promotion and Tenure, and Collegiate Promotion and Tenure. Departmental promotion and tenure policies are available here.

The Division of Student Affairs and Enrollment Services (SAES) works to foster a fair and ethical campus environment. The Student Rights and Community Standards website is a primary resource that includes the Code of Student Rights and Responsibilities, emergency policies and procedures, and information concerning conduct on and off campus. The Student Code outlines disciplinary procedures and the Student Academic Ethics Policy, which ensures all students adhere to the principles of academic integrity and honesty.

Individual offices in this division also provide up-to-date policies and procedures for students and community members. Examples include Counseling Center policies and procedures, Disability Services policies and procedures, the Disability Services verification process, the Health Center policies and procedures, Housing and Residence Life policies, the Title IX policy, Student Legal Services' Conflict of Interest Policy, and the Office of Financial Aid and Scholarship's Conflict of Interest Policy and Code of Conduct.

The Division of SAES takes very seriously the responsibility that comes with admitting, enrolling, and recording the academic progress of students; facilitating access through student

financial assistance; and communicating the value of the institution. Decisions regarding student admittance to the University, academic probation, and academic disqualification are based upon objective academic criteria designed to facilitate fair, ethical, and equitable decision making. All units in the division safeguard confidential data and require that those with access to sensitive and personal information sign the University's confidentiality agreement. Each unit also has established practices to ensure compliance with the Family Educational Rights and Privacy Act (FERPA). Individual offices follow codes of conduct established by professional organizations, when applicable. Examples include the AACRAO Statement of Professional Ethics and Practice and the NASFAA Statement of Ethical Principles and Code of Conduct for Institutional Financial Aid Professionals.

The Division of Information Technology maintains several policies designed to promote a secure computing environment. These include the IT Users' Privileges and Responsibilities policy, authentication and access control standards, cellular phone and data procedure, data management procedures and governance structure, procedures for handling and using University data, procedures for hosting information systems managed by units, remote password reset procedures, procedures for reporting a suspected information security breach, and procedures for transfer or disposal of computers, storage media, and paper documents.

The Division of Business Affairs has developed procedures that allow it to follow the National Association for Education Procurement Code of Ethics. The Office of Internal Audit and Advisory Services follows its professional standards for ethics.

The University Foundation is guided by its mission and vision statements, Statement of Investment Principles, its policies on campaign counting and reporting, the Alumni Association's Third-Party Partnership Policy, and its email list and policies.

The mission of the Ball State Athletics Compliance Office is to uphold the rules and regulations of the National Collegiate Athletic Association (NCAA), Mid-American Conference (MAC) and the University; to monitor the processes and activities associated with such rules and regulations; and to educate institutional staff members, student-athletes and external constituents regarding such rules, regulations, processes and activities. The University is committed to upholding the principles of institutional control in operating its Athletics Department in a manner consistent with the letter and the spirit of the NCAA, MAC and University rules and regulations. Each individual within the Athletics Department is obligated to maintain competency in knowledge of NCAA, MAC and Ball State University legislation, to act within their realm of responsibility in full compliance with these guidelines and to report any violations of the rules. Policies, processes, rules, and regulations are outlined in the Student-Athlete Handbook.

Student complaints concerning classes and faculty members are managed by the Office of the Associate Provost. Initial responses are provided within 24 hours of complaints being received. Students are encouraged to resolve complaints with the faculty members involved; it they are not resolved to the student's satisfaction then the process proceeds to the department person and, if needed, the college office. In rare instances the Office of the Associate Provost becomes involved; it also maintains a log of complaints and their resolution. An exception to this process

occurs when the complaint suggests the possibility of a Title IX violation; in this case the student is referred to the Title IX coordinator in the Division of Student Affairs and Enrollment Services.

Sources

- 2017-2018 Faculty and Professional Personnel Handbook
- AACRAO Ethics & Practice
- Academic Freedom and Ethics Committee
- Anti-Harassment Policy
- Athletics Compliance
- Authentication and Access Control Standards
- Ball State University Acronyms
- Ball State University Foundation Mission and Vision
- Beneficence Pledge
- Campaign Counting and Reporting
- Cellular Phone and Data Procedure
- Charter Schools Conflict of Interest Policy
- Code of Ethics Statement
- Code of Student Rights and Responsibilities 2017-2018
- Collegiate Promotion and Tenure Policies
- Confidentiality Agreement
- Conflict of Interest and Code of Conduct Policy - Financial Aid and Scholarships
- Conflict of Interest Policy
- Counseling Center Confidentiality Policy
- Data Management Procedures and Governance Structure
- Departmental Promotion and Tenure Policies
- Disability Services Policies and Procedures
- Disability Services Verification Process
- Employee Code of Ethics Statement
- Employee Relations
- Equal Opportunity and Affirmative Action Policy
- EthicsPoint Reporting
- Export and Deemed Export Regulations
- Faculty and Staff Bill of Rights and Responsibilities
- Fair Labor Standards Act Information - Office of General Counsel
- FERPA Privacy Protection
- Grade Appeals Committee
- Handbook for Service Personnel
- Handling and Using University Data
- Health Center Mission
- Housing and Residence Life Policies
- Identity Theft Prevention Program - Office of General Counsel
- Independence and Audit Standard, Internal Audit, Ball State University

- Information Technology Users Privileges and Responsibilities
- Institutional Review Board
- NASFAA Statement of Ethical Principles
- Notice of Medical Privacy Practices - Office of General Counsel
- Office of General Counsel
- Office of Research Integrity
- Office of the Associate Provost
- Policy for Animal Care and Use
- Policy for Research Involving Recombinant DNA Molecules and Research Involving Infectious Materials
- Policy for the Protection of Human Subjects in Research
- Policy on Consensual Sexual or Romantic Relationships - Office of General Counsel
- Procedures for Hosting Information Systems Managed by Units
- Purchasing Code of Ethics
- Remote Password Reset Procedures
- Reporting a Suspected Information Security Breach
- Request for Access to Public Records - Office of General Counsel
- Staff Handbook 2017
- Statement of Disclosure of Pecuniary (Financial) Interest
- Statement of Investment Principles
- Statement of Rights and Responsibilities
- Statement on Sexual Harassment - Office of General Counsel
- Student Academic Ethics Policy
- Student Bill of Right and Responsibilities
- Student Code of Conduct
- Student Legal Services Conflict of Interest
- Student Rights and Community Standards
- Student_Athlete_Handbook_2016_17
- Title IX - Office of General Counsel
- Transfer or Disposal of Computer Storage Media and Paper Documents
- University P&T Document 2016-2017
- University Values

2.B - Core Component 2.B

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

Argument

Ball State uses several platforms to present itself to students and the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.

With 2,863,847 visitors in 2016-2017, www.bsu.edu is a major gateway. A sampling of the information includes an overview, admissions criteria, undergraduate and graduate degree requirements, links to college and department websites, HLC accreditation, costs, room and board rates, information for transfer students, and billing. The Financial Aid and Scholarship website offers specific guidance on costs, types of aid available, eligibility requirements, managing financial aid awards, and loan counseling. Student consumer information is linked to the financial aid website. Information on program accreditations is available in the undergraduate and graduate catalogs.

In 2015, the Division of Marketing and Communications (M&C) started to overhaul the website to improve content and make that content easily accessible on multiple devices (e.g. laptops, tablets, smartphones).

Communications also include social media accounts. M&C maintains University accounts on Facebook, Twitter, Instagram, Snapchat, and YouTube. In addition, many colleges, departments, and offices have their own accounts. In addition, M&C facilitates the Communications Center, a self-publishing platform for the campus community. Students can learn about what to do in an emergency, sign up to receive emergency text messages, and follow alerts @ballstatealert on Twitter.

On behalf of units throughout the University, M&C provides free professional services and self-service resources (e.g. branding toolkit, photos, Printing Toolbox) for publications ranging from postcards and invitations to brochures to viewbooks to the University annual reports. These resources include information on making communications channels accessible to persons with disabilities and non-native English speakers.

Examples of information shared with students include undergraduate marketing materials, the undergraduate transfer guide, Honors College Marketing materials, materials highlighting campus diversity, and Spanish language marketing materials. Examples of how the University presents itself to other public audiences include the legislative budget requests and the 2016-2017 materials used in the search for a new University president.

The media strategy team also assists in presenting the University by reaching out to media outlets such as newspapers and TV stations and responding to inquiries from the media.

Information made available by the Ball State University Foundation includes information about gift planning, including the *Beneficence* newsletter; financial reports; resources for professional advisers; and information about the Foundation Board and staff.

Information shared with students and the public from the Office of Student Life includes student organizations, community service, civic engagement, diversity engagement, leadership development, student legal services, and student summer bridge programs.

Information about Ball State's compliance with the Higher Education Opportunity Act is maintained by the Office of Institutional Effectiveness.

Sources

- 2017-2018 Undergraduate Marketing Materials
- About Ball State University
- About the Ball State University Foundation
- Accessible Communications
- Admissions
- Ball State Alert (@ballstate_alert) _ Twitter
- Ball State Communications Center
- Ball State University Acronyms
- Ball State University Foundation
- Ball State University Homepage
- Beneficence Newsletter
- Brand Resources
- Bursar and Loan Administration
- Campus Life
- Civic Engagement
- Colleges and Departments
- Diversity Engagement
- Emergency Preparedness
- Emergency Text
- Financial Aid and Scholarships
- Financial Reports for the Ball State Foundation
- Graduate Catalog
- HLC Accreditation
- Honors College Marketing Materials
- Leadership Development Program
- Legislative Budget Requests
- Marketing and Communications

- Marketing Materials Highlighting Campus Diversity
- Materials Used in the Search for a New President
- Office of Student Life
- Room and Board Rates - Housing and Residence Life
- Spanish Language Marketing Materials
- Student Consumer Information
- Student Legal Services
- Student Organizations
- Summer Bridge Programs
- Transfer Guide
- Transfer Students
- Tuition and Fees

2.C - Core Component 2.C

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

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

Argument

Ball State's Board of Trustees (BoT) has the authority to govern all facets of the University's finances, personnel, and curricula and to approve initiatives in facilities planning, subject to limitations established by state law or through appropriation acts passed by the Indiana legislature. The Board's deliberations routinely address issues that affect the reputation, well-being, and quality of the institution, as can be seen in the BoT minutes and in a template for the normal schedule of issues that come before the Board's committees each year.

Examples of actions by the BoT since the last HLC review that directly relate to the University's mission include the approval of new academic programs; the Faculty Chronic Unsatisfactory Performance Policy; providing a new structure for new titles, promotions, and multi-year contracts for full-time non-tenure-track faculty members; and the search for a new president.

While the day-to-day management of the institution is delegated to Ball State's administrative team, the President and Cabinet keep the BoT informed of activities and issues of importance at the University, both during and between board meetings. A report of such issues is provided by the President and the Chair of the University Senate at each meeting.

For the past several years, the President has also requested a special presentation by one of the University's colleges or another campus group at each Board meeting. Some of these have also resulted in tours of facilities, such as the Architecture and Planning, Arts and Journalism, Ball Communications, Cooper Science, and Whitinger Business buildings and were associated with the plans for new Health Professions and Foundational Science Buildings.

A variety of other issues are also discussed as needed at BoT meetings, and Board members are given thorough information about any action items on the agenda.

Ball State's BoT does not act alone when making decisions that will impact the University's internal and external constituencies. The Board observes and values Indiana state statutes, the institution's strategic plan, cultural diversity, research, and recommendations before approving resolutions.

The BoT typically has discussions of issues of interest to campus constituencies at its meetings, where representatives of those constituencies are welcome to attend. The Board's move to a committee structure further ensures substantial discussion and input from multiple sources. A recent example is the staged approach to approving major residence hall construction; the general concept was discussed at a first meeting and specifics were further discussed and approved at a second meeting.

The University's BoT includes members of the public and is sufficiently autonomous from the University's administration to ensure the integrity of the institution. The Governor of Indiana appoints all nine members of the Board: six are at-large members, two are recommended by the Ball State Alumni Council, and one is a Ball State student. Traditionally the Board has always included a relative or descendant of the original five Ball brothers who provided the land for the University to the state of Indiana. Short biographies of current members of the BoT are available for review.

A strong conflict of interest clause that includes abstention, disclosure of interest, and determination of quorum is incorporated into the BoT bylaws, and each board member signs a conflict of interest disclosure statement, which is discussed by the University's attorney in the orientation of new board members.

Ball State's BoT delegates the daily management and administration of the institution to the University's President, who is appointed by the Board. President Mearns joined Ball State on May 15, 2017 following a national search.

At Ball State, the President's Cabinet includes:

- Provost and Executive Vice President for Academic Affairs
- Vice President for Business Affairs and Treasurer
- Vice President for Student Affairs and Enrollment Services
- President and CEO, Ball State University Foundation
- Vice President for Information Technology
- Vice President and General Counsel
- Vice President for Marketing and Communications
- Vice President for Governmental Affairs
- Chief Strategy Officer
- Director of Intercollegiate Athletics

Organizational charts and descriptions of the vice presidents' areas of responsibility are provided in the Faculty and Professional Personnel Handbook (*FPPH*).

In providing day-to-day management, the University's President and administration refer to Ball State's strategic plan to inform decisions that need to be made about the direction of the institution. The strategic plan outlines the University's vision, mission, and values and details the strategies and objectives for attaining the plan's goals. A progress report on the plan's performance indicators is presented at the Board's annual retreat.

The BoT cedes oversight of academic matters to Ball State's faculty. The University's FPPH *(p. 20)* states: "The University Senate (US) shall serve as the body with primary responsibility for formation of educational policy at Ball State University." The US's constitution outlines the responsibilities of the Senate and the various councils and committees under its purview. Specific responsibilities include determining admission and retention standards, requirements for the curriculum and instruction, requirements for granting degrees, and standards regarding academic freedom and professional responsibilities.

Three councils report to the US: Faculty Council, University Council, and Campus Council. Two standing committees also report directly to the US, and more than 30 committees report to one of the three councils. The duties, composition, and meeting schedule of these councils and committees are easily accessible on the University Senate's website.

Actions of the University Senate are recommendations to the President. The BoT approves any changes to the University Senate constitution. The current constitution was approved by the Board of Trustees on December 17, 2004, and is available in its entirety in the FPPH.

Sources

- Ball State Board of Trustees Bylaws and Code of Conduct
- Ball State University Acronyms
- Ball State University Board of Trustees Minutes
- Board of Trustees
- Board of Trustees Schedule Template
- Board of Trustees Updated Conflict of Interest Instructions and Form
- Campus Council
- Faculty Council
- Materials Used in the Search for a New President
- Office of the President
- President's Cabinet
- University Council
- University Senate

2.D - Core Component 2.D

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

Argument

Ball State University's commitment to freedom of expression and the pursuit of truth in teaching and learning is evidenced by a variety of publicly accessible statements, policies, and practices, starting with the values statement that was developed for the 2012-2017 strategic plan, which reads: "We are committed to the traditional values of the academy: freedom of inquiry, imparting knowledge, and advancing the frontiers of knowledge, all for the purpose of bettering society and individuals"

Additional evidence of the University's commitment to freedom of expression is the Academic Freedom and Ethics Committee, a standing committee of the Faculty Council within the institutional governance system. Among the purposes of this committee are to "develop and review guidelines and policies for academic freedom and academic ethics issues" and to "receive any allegations regarding alleged interference with academic freedom and alleged breaches of academic ethics." The committee provides recommendations to the Provost and Executive Vice President for Academic Affairs.

Ball State's Division of Academic Affairs maintains statements, policies, and practices related to freedom of expression and the pursuit of truth in teaching and learning. These reflect the spirit of the University's Statement of Rights and Responsibilities.

University Libraries provide the entire campus with valuable resources and tools for inquiry, investigation, and research. These are discussed more fully under Core Component 3D. University Libraries also houses the Copyright and Scholarly Communications Office, where faculty, staff and students can seek consultation and instruction on the most current interpretations of copyright law and intellectual property law that pertain to their studies, research, teaching and other related professional projects.

Ball State's Intellectual Property Policy outlines processes and procedures to guide all members of the University community engaged in developing products that can be defined as intellectual property. Both the policy and the Intellectual Property Disclosure Form are accessible from the Commercialization website.

Faculty members who wish to pursue commercialization activities are directed to the Ball State Innovation Corporation, an independent, not-for-profit organization separate from the University.

The Sponsored Projects Administration office provides research incentives to Ball State faculty that support their scholarly work and encourage them to pursue external funds for this work. This office also assists faculty and graduate students in locating funding agencies to support their

inquiry endeavors and provides guidance in the development of external funding. The annual Benefacta Day recognizes faculty and professional personnel who submitted proposals and carried out sponsored projects during the prior year. This event highlights a number of significant projects that have obtained grant support and gained recognition for the quality of their outcomes.

Ball State's Graduate School develops and monitors research requirements for graduate students, and these requirements aid in developing an environment where freedom of expression and the pursuit of truth in teaching and learning can be realized. The University also systematically engages in undergraduate research endeavors such as the Virginia B. Ball Center for Creative Inquiry immersive learning seminars, undergraduate fellowships, and the Honors College senior thesis/creative project.

Programming for University faculty members is continually available to further enhance Ball State's commitment to freedom of expression and the pursuit of truth in teaching and learning. New faculty members participate in the New Faculty Academy, which includes information and presentations about all aspects of the University.

Ball State's Bill of Student Rights and Responsibilities addresses various topics relating specifically to the University's commitment to freedom and the pursuit of truth in teaching and learning. Ball State's Use of University Property for Expressive Activities Policy is included in the Student Code.

Specific policies guiding students—plus faculty and staff members working with students—regarding demonstrations, marches, etc. are provided in Ball State's Student Organization Handbook. This resource addresses the processes that guide University actions to safeguard the institution's commitment to freedom of expression and the pursuit of truth as it applies to out-of-classroom activities.

Sources

- 2012-2017 Strategic Plan
- Academic Freedom and Ethics Committee
- Ball State Innovation Corporation
- Commercialization
- Copyright and Scholarly Communications Office
- Fellowships and Research Opportunities for Honors Students
- Graduate School
- Honors College
- Intellectual Property Disclosure Form
- Intellectual Property Policy
- New Faculty Academy
- Sponsored Projects Administration

- Statement of Rights and Responsibilities
- Student Bill of Right and Responsibilities
- Student Organization Handbook
- Use of University Property for Expressive Activities
- Values from Strategic Plan
- Virginia B. Ball Center for Creative Inquiry, Ball State University

2.E - Core Component 2.E

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

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

Argument

Ball State's Office of Research Integrity (ORI) reflects the University's proactive stance to ensure alignment with the highest academic and ethical standards. The ORI currently oversees the following programs and research review committees:

- the Institutional Review Board (IRB) - covers human subjects research

- the Institutional Animal Care and Use Committee- covers animal-based lab research and field research; manages the Occupational Health and Safety Program for animal care workers, researchers and students

- the Laboratory Safety and Security Committee - covers general lab safety issues, research, education, training, etc.; manages the Chemical Hygiene Plan; works with the IBC/UBC to manage the Biosafety Plan

- the Institutional Biosafety Committee- covers federally funded research involving infectious agents, recombinant DNA, etc.

- the University Biosafety Committee- covers general biosafety issues and research

- the Radiation Safety Committee- covers research involving radioactive materials

A new laboratory safety inspection program was initiated in the spring 2018 semester.

In addition the ORI is responsible for managing Collaborative Institutional Training Institute training and administering the following policies:

- the Significant Financial Conflicts of Interest program- covers financial conflicts in federally funded research

- the Conflict of Interest and Conflict of Commitment program- covers potential conflict situations in research, teaching, etc.

- the Responsible Conduct of Research program - covers federally funded research misconduct and the broader RCR (research integrity) concepts

- the Export/Deemed Export Control program- covers issues with federal export control laws, access issues, etc.

The ORI is also provides a Peer Mentoring Program; IRB-trained graduate students that work with other students on understanding the IRB process and requirements.

In most cases, these programs include outreach and education for faculty, staff and students. Where applicable, students are held to the same standards as faculty, thus ensuring real-world experiences and skill development.

Another example of the University making faculty and staff members aware of proper protocols is training concerning the Family Educational Rights and Privacy Act (FERPA), which is administered by the Office of the Registrar. Resources include FERPA frequently-asked questions and answers and a FERPA quiz.

All members of the University community are required to adhere to the policy on Information Technology Users' Privileges and Responsibilities, which addresses availability of services, confidentiality, freedom of expression, and personal and commercial use of information technology resources. The Office of Information Security Services within the division of Information Technology maintains this policy and is responsible for authentication, passwords, response to security breaches and identity theft, and security awareness and alerts.

The ORI provides training to students as well as other members of the Ball State community concerning research with human subjects, use and care of animals, the Collaborative Institutional Training Institute initiative, protection of human subjects in Internet-based research, and an education gateway that includes links to handbooks, presentations, its Peer Mentoring program, and requests for training sessions.

Ball State's policies addressing academic honesty and integrity are provided to members of the University community in the Faculty and Professional Personnel Handbook and the *Student Code of Conduct and Student Bill of Rights and Responsibilities*, which include the Student Academic Ethics Policy. Rights and responsibilities of faculty members concerning faculty members are highlighted with the University's Statement on Professional Ethics, which is adapted from that of the American Association of University Professors. Concerns regarding faculty violations may be reviewed by the University Senate's Academic Freedom and Ethics Committee.

The student policy speaks to the institution's commitment to the standards of academic integrity. Faculty members are encouraged to reference the policy in their syllabi. Procedures for addressing a violation of the Student Academic Ethics Policy are outlined in that policy, including informal and formal resolution and appeals procedures. Most academic departments and programs rely on the Office of Research Integrity to help students learn about appropriate academic procedures for dealing with human subjects, animals, biosafety, etc. and areas

involving conflicts of interest. Enforcement policies are generally built into the policies of the applicable committee or program that may be impacted. Faculty members may choose to use the SafeAssign plagiarism detection and Respondus exam security applications which are linked within the Blackboard LMS. The Division of Online and Strategic Learning provides assistance to faculty members for using SafeAssign and Respondus. Expectation regarding academic integrity are highlighted extensively in the first-year writing sequence courses (ENG 104 and ENG 114 for honors students) as well as in the Learning Center and Writing Center. The Office of Student Rights and Community Standards maintains resources for students and faculty members concerning academic integrity. Information is provided for international students concerning expectations about academic integrity (section on Student Ethics). Ball State's Beneficence Pledge also explicitly addresses academic honesty.

Sources

- Academic Freedom and Ethics Committee
- Academic Integrity and Dishonesty
- Animal Care and Use
- Ball State University Acronyms
- Beneficence Pledge
- Biosafety
- Collaborative Institutional Training Institute Training
- Conflict of Interest Policy
- Export and Deemed Export Regulations
- Family Educational Rights and Privacy Act (FERPA)
- FERPA Frequently Asked Questions
- FERPA Quiz
- Human Subject Participation IRB
- Information Security Services
- Information Technology Users Privileges and Responsibilities
- International Student Orientation
- Lab Safety and Security
- Lab Safety Inspection Program
- Office of Research Integrity
- Office of Research Integrity Education and Training
- Office of Research Integrity Peer Mentoring Program
- Radiation Safety
- Respondus LockDown Browser
- Responsible Conduct of Research Plan
- SafeAssign Overview
- Significant Financial Conflict of Interest
- Statement on Professional Ethics
- Student Academic Ethics Policy
- Student Bill of Right and Responsibilities

- Student Code of Conduct

2.S - Criterion 2 - Summary

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

Summary

Ball State is committed to integrity, ethical conduct, and adherence with applicable law and policy throughout its operations, including rights and responsibilities of faculty and staff members and students, integrity in research, confidentiality of student information, ethical use of information technology, and integrity in athletics. The Office of General Counsel serves as an important resource to ensure compliance with legal and regulatory requirements. Policies and expectations are outlined in the faculty and professional personnel, staff, and student handbooks. The University and Admissions websites are the primary gateways for presenting BSU to students and the public. Commitment to freedom of expression is evidenced by the BSU values statement, the Academic Freedom and Ethics Committee, codes of employee and student rights and responsibilities, and support for commercialization. The Sponsored Project Administration (SPA) office and its associated committees serve as support structures to ensure the responsible discovery and acquisition of knowledge. Guidance to students in the use of information resources is supplied by the Information Technology and SPA offices as well as University Libraries. The student academic ethics policy, Beneficence Pledge, and the offices of the Associate Provost and Student Rights and Community Standards enforce policies concerning academic integrity.

Sources

There are no sources.

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

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

3.A - Core Component 3.A

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

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

Argument

Program accreditation and the University's academic unit review process are two methods used to evaluate and ensure the quality of degree and certificate programs. Ball State offers 4 associate, 234 bachelor's, 92 master's, 2 specialist, and 16 doctoral degrees as well as 79 certificates in its seven academic colleges. Among these, 74 bachelor's, 43 master's, both specialist, and 11 doctoral programs have program accreditation.

The rigor of disciplinary accreditation standards are illustrated for the Miller College of Business, music, graduate speech pathology and audiology, construction management, and educator preparation programs (which span multiple colleges). Numerous examples exist of improvements made as a result of disciplinary accreditation. The Construction Management program changed its assessment system to a model that now includes learning outcomes that were jointly developed by the program faculty as well as representatives of local industry; a related curricular change now provides all students with an overview of sustainable construction practices. Accreditation of programs in the Department of Speech Pathology and Audiology led to renovations to the Speech Pathology and Audiology Clinics, which benefits the local community. Recent improvements within the Department of Educational Psychology resulting from accreditation include greater support for student research and enhanced focus on diversity and inclusion within the curriculum as well as for the recruitment and retention of both faculty members and students.

Regardless of the existence of disciplinary accreditation, academic units are scheduled to undergo academic unit review every five years (with the exception of some units with program accreditation, which are on a different schedule, as noted below). The unit review, self-study, and external reviewer guidelines illustrate the purpose and process of unit review. The review process includes a self-study that focuses upon learning outcomes and curriculum, students, faculty members, resources, and unit leadership; an external review; and a unit action plan. The department chair, school director or other unit head, college dean, the Provost and the Assistant Provost for Institutional Effectiveness meet at the beginning of the process to highlight expectations, logistics, and resources. The Assistant Provost for Institutional Effectiveness reviews the self-study and external review. The department chair, school director or other unit head, college dean, the Provost and the Assistant Provost for Institutional Effectiveness meet again at the end of the process to discuss findings and agree upon an action plan.

The unit review process is coordinated by the Office of Institutional Effectiveness (OIE), which also provides information on enrollments, retention and graduation rates, number of graduates, characteristics of faculty and staff members in the unit, survey results disaggregated to the unit level, and other information requested by the unit. Other sources of evidence for the self-study include information on faculty achievements that is held in the Digital Measures online database, assessment reports, and budget reports.

Units with disciplinary accreditation, in collaboration with the Assistant Provost for Institutional Effectiveness and the college dean, review the correspondence between accreditation and internal unit review requirements and agree upon the contents of a self-study that addresses elements of the review process not addressed by accreditation. External reviews carried out as part of accreditation typically serve as the external review component of the unit review process, and the University unit review is scheduled to fall within one year before or after the accreditation review. Examples of improvements resulting from unit review are provided under Core Component 4A.

Ball State's program approval process illustrates the centrality of faculty members to curriculum development, communication and collaboration, quality control, and commitment to the shared governance process. Similar rigor and transparency are illustrated in the process for approval of all courses, and specifically courses in the University Core Curriculum (general education program) and its Tier 3 and writing-intensive courses. Collaboration and rigor are also demonstrated in the shared governance process for development of new academic programs, suspended and dropped programs, and course review. Examples of new programs approved since the last HLC review include the M.S. in Software Engineering, B.A./B.S. and certificate in Business Analytics, the B.A./B.S. in Applied Behavior Analysis/Autism, and the graduate certificates in Entrepreneurship and Planning Design for Healthcare Environments. In addition to the curriculum development and approval processes noted, these programs also benefited from labor market analyses.

Professional programs typically have advisory boards comprised of representatives of the organizations that employ those programs' graduates that are used to ensure the currency of the curriculum and pedagogy. For example, the College of Communication, Information, and Media's Dean's Advisory Council has led to the integration of "mobile education" into the

curriculum, bringing data analytics into classes and student organizations, bridging the perspectives of student media and the University's Office of Marketing and Communications, and support for student networking, internships, and engagement. The Department of Finance and Insurance used inputs and encouragement from its advisory board members to initiate programs that qualify students to take the Certified Treasury Professional exam and the Certified Financial Planner exam, and credits towards insurance industry designations such as the Chartered Property Casualty Underwriter, Certified Insurance Counselor, and Certified Risk Manager. In addition, advisory board members have contributed towards student scholarships and student travel to industry conferences. The Logistics and Supply Chain Management program's advisory board has led to the program's teaching of state-of-the art software applications, led to the development of a student mentoring program, and has improved student career opportunities. The advisory board for the Residential Property Management program was concerned with insufficient enrollments to support the industry, so it collaborated with the program faculty to obtain a grant from the Indiana Department of Workforce Development (which also included an industry match) to fund a recruiter who also teaches dual-credit high school courses in the program. The Department of Architecture's advisory board has been instrumental in developing the curriculum and accreditation review materials for the new Bachelor of Architecture program.

Students have ample opportunities to provide feedback about their instructors and courses and other aspects of their Ball State experience. Course/instructor evaluations are administered in all classes each term, and the results provide feedback to instructors and departments, schools, and colleges. In addition to various surveys and focus groups conducted within academic units, the OIE conducts a graduating senior survey each semester and alumni surveys (undergraduate and graduate-level, one and five years following graduation) each summer; several departments, colleges, and schools have contributed unit-level questions into these surveys in order to decrease survey fatigue and increase response rates.

Some academic units such as the Department of Philosophy and Religious Studies and the School of Music also conduct graduation senior surveys or focus groups that provide students with direct opportunities to provide feedback on curriculum, instruction, the admissions process, and other aspects of their experiences.

Ball State's information for transfer students is available here. The Transfer Indiana web site represents a statewide initiative to facilitate transfer.

The previous set of bilateral in-state transfer and articulation agreements was superseded in 2014 by adoption of the Transfer Single Articulation Pathways (TSAP) policy. The policy requires all state institutions, in collaboration with the Indiana Commission for Higher Education, to work together to create and implement a single articulation pathway in numerous undergraduate programmatic areas. Multidisciplinary, cross-institutional working groups developed transfer and articulation pathways based upon student learning outcomes. Background about the policy and the learning outcomes are available here. The TSAP agreements must include another mandated curriculum feature, the Statewide Transfer General Education Core (STGEC); when completed as a 30-credit block, the STGEC transfers fully to satisfy core requirements at any such

institution. Each institution can require additional core courses beyond the 30-credit hour block. A specific example of one TSAP agreement is available here.

The University also ensures academic quality in its online and distance course offerings. Online and distance courses use the same curricula, same student learning outcomes, and same faculty qualification and approval processes as on-ground courses. Ball State uses the rigorous, research-supported standards of the Quality Matters program. Ball State is the first higher education institution in the country to earn Learner Support Program Certification for its online programs.

Our online programs have earned top rankings from U.S. News & World Report each of the six years the publication has ranked online programs. Current rankings include: 16th – MBA, 23rd – graduate nursing, 36th – graduate education, and 35th – bachelor's degree.

Ball State was also named No. 8 among universities offering all-online programs, won the 2014 Excellence in Institution-wide Online Education Award from the Online Learning Consortium (formerly the Sloan Consortium), and received a 2014 Strategic Innovation in Online Education Award for meeting strategic and innovative goals for online education; this award is the highest distinction given by UPCEA, an association of leaders in online education. Lists of recent accomplishments are also available from the Division of Online and Strategic Education's student services unit and its faculty development and support unit. Individual online programs have also received online recognition, and all online programs are in good standing with their disciplinary accreditation associations where such accreditation is available.

Congruent with our mission, Ball State focuses upon high-quality, relevant educational outcomes and the integration of disciplinary knowledge and application. Transforming information into knowledge, knowledge into judgment, and judgment into action that addresses complex problems is a goal of both degree and certificate programs and the general education program.

Requirements for degree and certificate programs at each level are provided in the undergraduate and graduate catalogs. Information about degree requirements is provided here. Course syllabi specify learning outcomes that connect to the degree and certificate program overall learning outcomes.

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 assess outcomes in systematic ways and using analyzed data constructively to affirm the current pedagogy or to initiate changes to improve students' learning. A fuller discussion of the University's assessment program is provided under Core Component 4B.

Off-campus, online and blended programs and courses must meet the same requirements as on-campus classes to ensure quality and consistency of student learning outcomes. Faculty credentials, course syllabi, learning outcomes, and performance expectations are consistent regardless of delivery type or location. Instruction is offered face-to-face at the Muncie campus and at course locations in the greater Indianapolis area, through the dual-credit College

Transition program within local high schools, online, through hybrid formats, and through education abroad experiences.

The Division of Online and Strategic Learning (DOSL) extends Ball State's services and resources to students whose needs cannot be met through traditional classes on campus as well as provides faculty development for on-campus courses. The University's online programs and courses are prepared and taught by Ball State faculty members with assistance from instructional designers from its faculty development and support unit, which was established in spring 2011 to ensure the quality of the University's online programs. This unit assists with faculty development (pedagogical and technological) and online course creation, using the Quality Matters rubric for guidance. While the instructional design staff members are technical experts in both online and on-campus delivery, responsibility for the integrity of the academic programs and the substance and assessment of courses remains with the appropriate academic departments and their faculty members. Ball State's participation in the National Council for State Authorization Reciprocity Agreements is managed by the Office of State Authorizations. Some recent examples of the accomplishments of DOSL's student services unit and research are available.

Ball State also builds partnerships with high schools through the Dual Credit Program and is accredited by the National Alliance of Concurrent Enrollment Partners standards to ensure academic integrity. 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 members.

Ball State's Study Abroad Office within the Rinker Center for International Programs is committed to providing rigorous, high-quality experiences. The faculty proposal and approval process for study abroad opportunities includes substantial quality control documentation requirements involving a pre-approval program site visit checklist and a faculty handbook.

Sources

- 2017-2018 Syllabi
- AACSB Accreditation Standards
- Academic Rigor Checklist for International Programs
- Academic Unit Review External Unit Reviewer Guidelines

- Academic Unit Review Guidelines
- Academic Unit Review Schedule Chart
- Academic Unit Review Self-Study Guidelines
- ACCE Accreditation Standards
- Alumni Survey
- Architecture Advisory Board Meeting Overview 021918
- Ball State University Acronyms
- CAA ASLP Accreditation Standards
- CAEP Educator Preparation Accreditation Information
- Course Approval Process
- Course Evaluation
- Degree Details and Requirements
- Digital Measures Activity Insight
- Division of Online and Strategic Learning
- Division of Online and Strategic Learning Student Services Points of Pride
- Dual Credit Program
- Faculty Development and Support
- Faculty Development and Support Research
- Graduate Catalog 2017-2018
- Graduate Music Focus Group Report
- Information for Study Abroad Faculty
- NASM Accreditation Standards
- New Program Approval Process
- Office of Institutional Effectiveness
- Office of State Authorizations
- Online Academic Degrees and Programs
- Philosophy Senior Focus Group Report
- Quality Matters Program
- Rinker Center for International Programs
- Senior Survey
- Shared Governance Process re New Academic Programs, Suspended and Dropped Programs, and Course Review
- Special Education TSAP Curriculum Approval Example
- Student Learning Outcomes Assessment Reports
- Study Abroad
- Study Abroad Faculty Handbook
- Study Abroad Program Site Visit Checklist
- Transfer IN
- Transfer Student FAQs
- TSAP Policy and Learning Outcomes
- University Core Curriculum Course Proposal Process
- University Core Curriculum Tier 3 Course Proposals
- University Core Curriculum Writing Course Proposal Instructions
- Why Ball State Online

3.B - Core Component 3.B

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

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

Argument

A required component of all undergraduate degrees, Ball State's University Core Curriculum (UCC) was 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 developed their scientific, critical, and creative thinking skills. The UCC is offered in four tiers, with each designed to facilitate intellectual transformations; the University aligned its 2012–2017 mission statement with the fundamental premise of the UCC: "We transform information into knowledge, knowledge into judgment, and judgment into action that addresses complex problems" This alignment provides the strongest affirmation of the core curriculum possible by incorporating it into the identity of the institution itself.

The structure of the UCC was developed by two task forces and the UCC Committee, based upon several documents developed by the Association of American Colleges and Universities, and was reviewed and approved by numerous bodies including the Undergraduate Education Committee. The current UCC was developed in 2006-2007 and was implemented in a phased manner beginning in 2010 to ensure courses with the appropriate transformations and assessments were available in sufficient numbers to meet student demand. Phased implementation also permitted the University to evaluate enrollment trends and assess its capacity to respond to unexpected changes in the economy and political climate. As the UCC has been implemented and maintained the University has carefully balanced the comprehensiveness of its course offerings with resource availability. It has also needed to adhere to the requirements of the Indiana legislature required each public institution to establish and maintain a 30-hour core curriculum, transferable to any other state institution, and to assess the common goals of that

core. Recent minutes of the UCC Committee illustrate its ongoing activities, including the addition of Tier 2 and 3 and writing-intensive courses.

As the UCC was implemented, its assessment plan also evolved. The approach to assessment changed from one that was course-based to one that is programmatic. Departments and schools offering Foundations and Tier 1 courses assume responsibility for their assessment. Programmatic assessment of Tiers 2 and 3 has moved to an approach, starting in 2013, of linking courses in the two tiers to UCC-level learning outcomes (judgment for Tier 2 and written communication and critical thinking for Tier 3) and reviewing a random sample of linked courses with faculty-developed rubrics using the Blackboard Outcomes Assessment application. Additional details on this approach to UCC assessment are provided under Core Component 4B.

Review of degree and certificate programs outlined in the undergraduate and graduate catalogs; information on the goals and structure of the UCC; and department, school, and college assessment reports all provide evidence that every degree program offered by Ball State engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.

Ball State's Immersive Learning initiative supports and encourages student-driven work across campus that is designed to teach and nurture the entrepreneurial mindset. Entrepreneurial learning activities include:

- immersive learning
- undergraduate research
- internships
- practica, clinicals, student teaching
- capstone classes
- first-year seminars
- learning communities
- study abroad
- service learning
- student employment
- on- and off-campus volunteerism

The most intense framework for teaching the entrepreneurial learning mindset is immersive learning, which has been a distinctive component of a Ball State education for the past decade. Immersive learning is Ball State's student-driven community engagement mechanism, and the University continues to seek opportunities for every Ball State student to participate in an immersive learning experience before he or she graduates. Immersive learning allows students to transform traditional classroom information into knowledge, judgment, and—ultimately—action.

A three-year, $300,000 Academic Excellence Grant awarded in 2016, provided faculty with an instructional design workshop to incorporate project-based, entrepreneurial learning activities into existing courses. This internal grant selected 22 faculty members from nearly every college on campus to participate in the Entrepreneurial Learning Academy (ELA). Successful faculty members emerged from this training with new syllabi that promoted entrepreneurial thinking and

behaviors in at least one of their regular courses that they subsequently taught in the fall and/or spring terms. The ELA program covered high-impact topics such as creativity, problem-solving, teamwork, oral and written communication, critical thinking, inquiry and analysis, as well as how to assess these behaviors in courses at all learning levels. Beginning in 2018 the ELA has become the immersive learning course development track of the New Faculty Academy. The Office of Entrepreneurial Learning is piloting assessment techniques to develop evaluation methods that can measure true impact in the future.

Another intense framework for teaching the entrepreneurial mindset includes undergraduate research, which also occurs across campus in most departments. Undergraduate research includes projects similar in scope to immersive learning, yet these projects are designed to contribute significant, original academic knowledge to a discipline, rather than benefit a community partner. Like its immersive learning counterpart, undergraduate research is credit-bearing, and includes inquiries or investigations conducted by an undergraduate student or student team working with a faculty mentor. Undergraduate research projects employ a disciplinary or interdisciplinary methodology to investigate a problem and carry-out a research project or field study that makes an original contribution to an academic discipline, and are disseminated in the form of publications and presentations by undergraduates. We are proud of the fact that in 2017 a Ball State Student was the recipient of the National Student Employee Association's national undergraduate student employee of the year award for research that he was involved in within the Department of Educational Psychology.

The University's commitment to diversity and inclusion is evidenced by Ball State's mission statement and 2012-2017 strategic plan. Working groups and open forums for the 2018 strategic planning process both highlighted diversity, equity, and inclusion. The roles of the Associate Provost for Diversity and Office of Institutional Diversity (OID), the University Diversity Committee, the Multicultural Center, Disability Services, the Safe Zone program, and numerous offices and services within the Division of Student Affairs and Enrollment Services are described in the response for Core Component 1C. Faculty members are encouraged to explore the relevance of diversity in their classes through the OID's Diversity Associates Program, the Developing Pedagogies to Enhance Excellence Seminar, and Diversity Seminars.

Ball State's multicultural student organizations include the Asian American Student Organization, Black Student Association, Latinx Student Union, and Spectrum.

In response to growing student concerns regarding diversity and inclusion at Ball State, a group of stakeholders created a forum for students to dialogue about issues and possible solutions. The Student Government Association, Office of Student Life, Office of Institutional Diversity, Multicultural Center and Division of Student Affairs and Enrollment Services partnered to plan and carry out the Beneficence Dialogue, which took place on March 30, 2015. The dialogue created a safe space for students to share their concerns directly to the administration through structured conversations. Then-President Ferguson and the Vice President for Student Affairs and Dean of Students conducted a listening tour among the small group discussions throughout the evening. A report summarizing the issues presented and solutions identified is available here. The Council on Diversity and Inclusion was established in the fall of 2015 to address feedback from the 2015 and subsequent Beneficence Dialogues. Progress reports are available here.

Diversity is recognized within the curriculum through the diversity and inclusion requirement of the University Core Curriculum as well as more than 100 courses and a number of interdisciplinary academic programs that address diversity and inclusion.

The Schools Within the Context of Community (SCC) program is an immersive 18-credit semester emphasizing that knowledge about the communities in which children are growing and learning is a critical component to effective teaching. SCC immerses pre-service candidates in a low-income, African American community where they are carefully matched with community-mentors who serve as cultural ambassadors, and impart the strengths and values of the children and families with whom candidates work during their practicum placement. Alongside community mentors, candidates authentically participate in the life of the community, through their attendance at church, community events, family gatherings, and through their joint participation in community mobilization with the local community council. Through careful reflection on these experiences, candidates are challenged to incorporate their learning into their teaching in order to develop culturally responsive experiences for the children with whom they work. The Schools Within the Context of Community program broadens the definition of "teacher educator" beyond university faculty to include school administrators, local pastors, service providers, community elders, members of the local community council, and parents within the community. Information about recognition for the SCC program is available here.

Please see the response to Core Component 1C concerning the roles of the Rinker Center for International Programs and the study abroad program.

The Sponsored Projects Administration Office (SPA) provides research incentives to Ball State faculty members that support their scholarly work and encourage them to pursue external funds for this work. This office also assists faculty and graduate students in locating funding agencies to support their inquiry endeavors and provides guidance in the development of external funding. For over 25 years, the annual Benefacta Day, and related *Research* magazine, has recognized faculty and professional personnel who submitted proposals and carried out sponsored projects during the prior year. This event highlights a number of significant projects that have obtained grant support and gained recognition for the quality of their outcomes.

SPA proposal development staff members always make an extra effort to encourage faculty to include undergraduate students within their proposals and to specifically pursue funding opportunities that focus on undergraduate research such as the AREA program from the National Institutes of Health and REU program from the National Science Foundation.

Faculty members' numerous contributions to scholarship, creative work, and the discovery of knowledge are documented in the Digital Measures Activity Insight online faculty activity database, SPA annual reports, and various college reports.

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 Core Component 1D and above.

Students may also focus on one project for an entire semester by participating in Virginia B. Ball Center for Creative Inquiry seminars. These intensive immersive learning projects include 15 students, whom faculty fellows recruit from a variety of disciplines, and students receive up to 15 credits for their efforts. Between 2011-2016, Virginia Ball Center film and website projects have been honored with thirty-two nominations for Regional EMMY Awards, garnering seven wins, and two documentary films have been selected for inclusion in the National Education Television Association catalog, making them eligible for broadcast on public television stations nationwide.

Samples of programs and facilities designed to support learning, research, creative activities, engagement, and service are available for the College of Architecture and Planning, College of Communication, Information and Media, College of Fine Arts, College of Health, College of Sciences and Humanities, Honors College, Miller College of Business, and Teachers College.

The Student Symposium is organized by SPA and has been showcasing student achievements since 1995. More than 1,500 student-faculty collaborative projects have been displayed and presented since 2004.

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 advisers. The symposium poster and paper sessions provide 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, academic papers, or other exhibits.

The Intensive English Institute provides international students the opportunity to acquire and perfect English language skills to advance their education in English-speaking countries. It also offers faculty and students in applied linguistics and TESOL a laboratory to develop and test new pedagogies and study their linguistic and cultural impact on second language acquisition.

The University offers 14 living-learning communities that contribute to students' academic and personal development and represent linkages between academic and student affairs. Each living-learning community has a learning team, which consists of faculty members, residence hall directors, academic advisers, Career Center staff, library staff, the assistant director for living-learning programs, and in some cases, students from a community. Academic living-learning communities offer weekly tutoring for specific courses. Faculty members are invited to the residence halls for regular study groups or review sessions. Academic advisers may host in-hall advising sessions also. Benefits to students living and participating in a living-learning community may include relationships with students in the same major or interest area, greater University involvement, more satisfaction with the college experiences, and better grades. Several new residence halls and residence hall renovations have included specialized spaces for specific learning community activities.

Sources

- 2012-2017 Strategic Plan
- Asian American Student Association
- Ball State University Acronyms
- Beneficence Dialogue Report 2015
- Black Student Association
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- College of Communication Information and Media Examples of Research Learning Engagement and Service
- College of Fine Arts Examples of Learning and Creative Activity
- College of Health Examples of Research Education and Service
- College of Sciences and Humanities Examples of Research and Scholarship
- Council on Diversity and Inclusion Progress Report
- Council on Diversity and Inclusion Reports and Updates
- Courses Focused on Diversity
- Digital Measures Activity Insight
- Diversity Associates
- Diversity Seminars and Workshops
- Entrepreneurial Learning Academy
- Graduate Catalog 2017-2018
- Honors College Examples of Education
- Intensive English Institute
- Latinx Student Union
- Living-Learning Communities
- Living-Learning Communities Academic Outcomes Report Fall 2016
- Miller College of Business Examples of Research and Service
- Multicultural Center
- Office of Disability Services
- Office of Immersive Learning
- Office of Institutional Diversity
- SAFEZONE and TRANS SAFEZONE Ally Trainings _
- Schools Within the Context of Community
- Schools Within the Context of Community Additional Information
- Spectrum
- Sponsored Projects Administration

- Strategic Planning Open Forums
- Strategic Planning Working Groups
- Student Learning Outcomes Assessment Reports
- Teachers College Examples of Research and Service
- University Core Curriculum
- University Core Curriculum
- University Core Curriculum Committee Meeting Minutes
- University Diversity Committee

3.C - Core Component 3.C

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

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

Argument

Ball State's number of full-time instructional faculty members has ranged between 984 and 1,027 over the past four years. The number of part-time faculty members has remained relatively constant at 227 to 269 headcount or 118-147 FTE. The student-faculty ratio has remained low (14:1 to 16:1) over the same time period. The University also holds as a point of pride the fact that nearly all classes (95% to 98% of credit hours) are taught by faculty members rather than graduate assistants. Overall, 96% of tenured and tenure-track faculty members hold terminal degrees in their disciplines; when disaggregated by college the averages range from 83% to 100%.

Program accreditation also ensures that faculty qualifications meet disciplinary standards. For example, the Miller College of Business follows AACSB guidelines that at least 40% of faculty are doctorally-qualified and research active; 60% are doctorally qualified and either research-active or active in the business world or masters qualified and research active, and fewer than 10% are either non-qualified or masters qualified and active in business.

Ball State has done a good job of retaining its tenured and tenure-track faculty members. An analysis of multi-year retention rates of faculty members first employed as new tenure-track assistant professors carried out by the Office of Institutional Effectiveness shows that over the past few years one-year retention rates have been between 89% and 100%, four-year rates have been between 70% and 90%, and eight-year rates have been between 58% and 71%. The 2015 Faculty Retention Task Force studied faculty success and made several recommendations.

Ball State faculty members establish the learning objectives and expectations in their course syllabi, which are consistent with the master syllabi developed by their departments. Beyond the classroom, faculty members also mentor 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.

As directed by the University's policy for the evaluation of teaching, 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 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 Provost. Teaching evaluations are discussed further under Core Component 3C.

Faculty members are appropriately credentialed to meet their responsibilities. Faculty credential policies are outlined in the Faculty and Professional Personnel Handbook (*FPPH*) (Section 2). In order to determine compliance with the HLC's assumed practice concerning faculty qualifications using the HLC's guidelines, faculty credential audits were carried out in 2015-2016 and 2016-2017. The University has developed an institutional policy concerning faculty qualifications that reflects the HLC's guidelines for establishing qualifications based upon credentials and that requires departments and schools to define tested experience as a basis for determining qualifications. The collection of department and school tested experience policies and the cover sheet used to ensure newly-hired faculty members are qualified to teach their assigned curses are available. As shown in the reports of qualifications of faculty members teaching 2017-2018 classes, all faculty members are qualified:

	Fall 2017	Spring 2018
qualified through credentials	91.2%	92.4%
qualified based upon tested experience	3.5%	2.5%
qualified based upon other credentials such as certifications or having at least 18 graduate-level credit hours in the discipline	3.5%	3.5%
graduate assistants supervised by qualified faculty members	1.6%	1.6%
dual-credit high school instructors	0.3%	0.3%

On behalf of all Indiana public colleges and universities the Indiana Commission on Higher Education applied for and received a five –year extension (to September 2022) to establish

qualifications of faculty members teaching high school dual-credit courses. The curriculum vitae of all Ball State faculty members are available for review.

The FPPH (Section 2) describes qualifications and requirements for academic ranks. Qualifications for rank are set by the individual colleges and must be approved by the University Promotion and Tenure Committee. Advancement in rank is based on a continuing pattern of achievement throughout the faculty member's professional career in teaching, scholarship, and service in a professional capacity.

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.

Before a faculty position is advertised, academic units must have a formal position description approved by the department chair, college dean, and 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.

Before candidates for an academic position can be interviewed, Ball State's Provost's Office, Office of Employee Relations, and Office of University Human Resource Services (UHRS) 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. UHRS verifies that the transcript reflects the minimum degree requirements.

A report prepared by the Office of UHRS lists full-time academic hiring since the last HLC comprehensive review in 2013. Analysis of this list provides a perspective on Ball State's hiring practices in relation to candidate qualifications. The 515 full-time faculty hired between 2013 and 2017 included both tenure-line and contract (non-tenure-track full-time) faculty members. Of 195 tenured/tenure-track faculty members hired, 194 (more than 99%) had terminal degrees in their disciplines and 1 (fewer than 1%) was ABD. Of 270 full-time contract faculty members hired, 154 (57%) had terminal degrees in their disciplines and 116 (43%) had master's degrees.

The colleges with faculty members with lower percentages of terminal degrees are those that view professional practice as the equivalent of terminal degrees in selected disciplines. Faculty qualifications in professional disciplines are often driven by accreditation standards. Programs and departments that are not accredited advertise the institution regarding appropriate instructional qualifications based on common norms within their disciplines. Commonly held standards within academia also drive such judgments.

Faculty members are evaluated regularly per established institutional policies using a variety of formats. University policy states that yearly requirements for evaluating faculty teaching must

include the completion of student evaluations and either a chair evaluation, peer evaluation, or review of portfolio. Each academic department is responsible for developing procedures for the yearly evaluation of teaching, following the guidelines of the University policy. Student course evaluations are managed using the My Class Evaluation system from Iota Solutions. The student course evaluations are anonymous, and instructors do not see the results until after final grades have been submitted. All faculty members participate in student course evaluations, including regular and contract faculty members as well as full- and part-time instructors. Evaluations are carried out regardless of course format: face-to-face, online, hybrid, blended, and other modalities.

Academic departments are responsible for developing procedures to evaluate teaching. These include, but are not limited to, observations by peers and department chairs and/or evaluations of teaching materials or teaching portfolios. The procedures and forms used by departments must be approved by the respective colleges. The University's Teaching Evaluation Committee also reviews the procedures for evaluating faculty members at least every three years, including individual department policies.

Ball State recognizes the need for faculty members 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, which are reviewed annually by the University Promotion and Tenure Committee.

All academic 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. In order for tenured or tenure-track faculty to receive release time for scholarship, normally three credit hours per term, they must demonstrate a record 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.

In order to gain initial appointment or maintain graduate faculty status, faculty members must demonstrate currency in their disciplines consistent with the expectations of the Council of Graduate Schools, of which Ball State is a member. Those desiring graduate faculty status must submit applications on a schedule reflecting the terms of appointment as regular, associate, or assistant graduate faculty members. These applications must reflect multiyear scholarly accomplishments and successful graduate teaching. Requests are evaluated at the departmental level, by the college dean, and by the dean of the Graduate School, according to criteria approved by the appropriate college and the Graduate School.

The University's Chronic Unsatisfactory Performance Policy resulted from suggestions from department chairs. The policy, approved through the shared governance process and the Board of Trustees in 2015, states that two consecutive years of evaluations resulting in a determination of unsatisfactory performance or three unsatisfactory evaluations in five years for a tenured faculty

member triggers a remediation process. Unsatisfactory completion of the remediation process defines chronic unsatisfactory performance, which may ultimately result in termination following all applicable appeals processes.

Ball State has many tools in place for faculty members to stay current in their disciplines and to be skilled in their teaching rolls. The Office of Educational Excellence (OEE) is a widely-used University resource that promotes the advancement of teaching through informed reflective practice. This office sponsors a number of activities including 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. OEE has sponsored the University's 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. Results of the initiative have been so promising that the University has asked the state legislature for additional funding to expand it.

The faculty development and support unit within the Division of Online and Strategic Learning offers faculty members assistance in designing online and hybrid courses. It employs the Quality Matters framework to inform the construction of active learning pedagogies for the digital learning space, making online and hybrid instruction more consistent and rigorous across the campus. Instructional designers work with faculty to ensure that students in online and hybrid sections achieve the expectations embodied in program learning outcomes and assist faculty in the development of associated assessments.

Sponsored Projects Administration (SPA) assists instructors and faculty members in the quest for external funding to carry out their research and other scholarly activities. SPA offers several programs, including the Aspire Internal Grants, Advance Program, and SUBMIT Program, to encourage professional development and scholarship, including the scholarship of teaching. SPA and the Publications and Intellectual Property Committee (PIPC) considers requests for support of journal page costs and reprint-related costs. The PIPC also considers and recommends to the provost requests for support related to publication of original faculty manuscripts.

An initiative implemented since the 2013 HLC comprehensive review is the New Faculty Academy, which is designed to ease junior faculty members through their first year. Members in the program's inaugural class in 2015 spent the fall semester immersed in weekly themed group mentoring sessions that covered everything from effective teaching and time management skills to an in-depth review of the University's mission, resources, and policies. Outside the classroom, they got to know each other through coordinated trips to restaurants, coffee shops and the local farmers market.

The Entrepreneurial Learning Academy (ELA) was initiated in 2016 with the goal of helping faculty members innovate their teaching and more clearly connect what students learn in the classroom to their post-college lives. The ELA empowers faculty members who teach core-level classes to inject ingenuity and project-based learning into their classrooms. Effective in 2018 the ELA became the immersive learning course development track of the New Faculty Academy.

In response to the need to support faculty development amidst a very challenging funding environment, the University established the President's Travel Fund during the 2012–2013 academic year. After three years of annual funding at $100,000 and administered by the Provost, funding was distributed among the colleges on an ongoing basis.

Ball Sate became a member of the National Center for Faculty Development and Diversity in 2016. The NCFDD is an independent professional development, training, and mentoring community dedicated to supporting academics in making successful transitions throughout their careers.

All members of the Ball Sate community have access to eLearning tutorials from lynda.com. This is a great resource with hundreds of hours of software application tutorials offered free of charge. Lynda.com has online training for over 150 software applications, and users have access to over 57,000 online video tutorials.

Colleges establish guidelines for faculty members to maintain office hours and otherwise be accessible to students. This requirement is maintained for off-campus and online classes. Faculty members are encouraged to maintain an online gradebook in the Blackboard LMS and to provide timely feedback to students about their class grades.

A number of sources confirm students' overall positive experiences regarding their ability to consult with faculty. Results from the Ball State 2016–17 Senior Survey include the following:

- When asked about the "ease of access to instructors," respondents indicated satisfaction 91% of the time, with 77% of the respondents indicating they were "satisfied" or "very satisfied."
- Of the respondents, 75% 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."
- Ninety-one 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% and 80% of the time, respectively.

The 2017 Alumni Survey yielded the following results:

- Of the campus alumni respondents, 49% indicated they occasionally interacted with faculty members, and another 17% stated they often interacted with faculty members.
- Responses to the statement, "I am satisfied with faculty advising in my department," were overwhelmingly positive, as 76% of alumni agreed or strongly agreed.

The 2015 National Survey of Student Engagement also provided this evidence:

- Seventy-six percent of freshmen and eighty-six percent of seniors said they at least sometimes talk with faculty members about their career plans.

- Fifty-one percent of freshmen and sixty-four percent of seniors agreed that faculty members often or very often provide prompt and detailed feedback on their test and assignments.
- Forty-seven percent of freshmen and sixty-two percent of seniors indicated they at least sometimes worked with a faculty member on activities other than coursework (committees, student groups, etc.).
- Thirty-two percent of freshmen and thirty-six percent of seniors said they have or plan to work on a research project with a faculty member.

Every professional personnel position at Ball State has a specific job description which gives the duties, expectations and qualifications for the position. The qualifications, including experience and education, vary depending on the type of work performed in the position. All professional personnel in student support services areas possess at least a baccalaureate degree, with several holding a master's and some with doctoral degrees. Some examples are provided concerning qualifications of professional personnel in the Advising Center, Career Center, Counseling Center, Health Center, Learning Center, Office of Disability Services, Multicultural Center, Office of Financial Aid and Scholarships, Office of Housing and Residence Life, Office of Unified Technology Support, Rinker Center for International Programs, and University Libraries.

SPA 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. The SPA Fellows Program assists new faculty members with grant-development skills. SPA offers workshops in proposal preparation and advises faculty and staff about research incentive programs and the Aspire internal grant program; Aspire annual reports are available here.

Beyond the individual units, Ball State offers a variety of institutional professional development and training opportunities for staff members. Examples include the fee remission program and Learning and Development Programs.

Sources

- 2017-2018 Faculty Curriculum Vitae
- 2017-2018 Syllabi
- Academic Advising Staff Qualifications
- Alumni Survey

- Aspire Internal Grant Program Reports
- Aspire Internal Grants
- Ball State University Acronyms
- Career Center Staff Qualifications
- Chronic Unsatisfactory Performance Policy
- Counseling Center Staff Qualifications
- Course Evaluations
- Department and College Merit and Salary Policies
- Department and College Promotion and Tenure Policies
- Departmental Tested Experience Policies
- Disability Services Staff Qualifications
- Distribution of SCHs and Sections by Faculty Type
- eLearning with lynda.com
- Employee Learning and Development
- Employee Relations
- Entrepreneurial Learning Academy
- Fact Book Page re FT Faculty Counts
- Fact Book Page re PT Faculty Counts
- Fact Book Page re Terminal Degrees
- Faculty Development and Support
- Faculty Full Time Equivalent Workload Reports
- Faculty Qualifications and Tested Experience Policy
- Faculty Retention Task Force Report
- Fall 2017 Class Sections and Faculty Qualifications
- Fee Remission Programs
- Financial Aid and Scholarships Staff Qualifications
- Full Time Faculty Hires Degree Summary
- Graduate Faculty Policy
- Health Center Staff Qualifications
- Housing and Residence Life Staff Qualifications
- ITS Staff Qualifications
- Learning Center Staff Qualifications
- Multicultural Center Staff Qualifications
- National Center for Faculty Development and Diversity
- National Survey of Student Engagement 2015 BSU Results Report
- New Faculty Academy
- Office of Educational Excellence
- Office of the Provost and Vice President for Academic Affairs
- Policy for the Evaluation of Teaching
- Qualifications of Faculty Members Teaching 2017-2018
- Quality Matters Program
- Retention Promotion and Tenure Rates of New Tenure Track Assistant Professor Cohorts
- Rinker Center for International Programs
- Senior Survey
- SPA Fellows
- Sponsored Projects Administration

- Teaching Evaluation Committee
- Tested Experience Approval Sheet
- University Human Resource Services
- University Libraries Staff Qualifications
- University Promotion and Tenure Document

3.D - Core Component 3.D

The institution provides support for student learning and effective teaching.

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

Argument

Ball State's wide array of student services can be categorized as follows:

- pre-enrollment support
- diversity programs
- transfer student advising
- the Office of Financial Aid and Scholarships (additional information)
- Housing and Residence Life
- several social media initiatives
- yield programs that encourage admitted students to enroll at Ball State
- orientation programs
- summer bridge programs
- Welcome Week (additional information)
- services provided by the Rinker Center for International Programs (additional information)
- the Intensive English Institute (additional information)
- the Learning Center (additional information)
- the Career Center (additional information)
- the Writing Center
- Student Athlete Support Services
- the Counseling Center (additional information)
- Student Life programs (additional information)
- the Excellence in Leadership program (additional information)
- Student Voluntary Services
- the Multicultural Center (additional information)
- Student Center programs (additional information)

- the Student Recreation and Wellness Center (additional information)
- the Health Center (additional information)
- Health, Alcohol, and Drug Education (additional information)
- Victim Services (additional information)
- University Police (additional information)
- Emergency Preparedness efforts
- the Office of Student Rights and Community Standards
- the Office of the Associate Dean of Students and Title IX Coordinator (additional information)
- Student Legal Services (additional information)
- Disability Services (additional information)
- the Office of Retention and Graduation

Pre-enrollment support services and programs include high school visits and college fairs, Welcome Center visits, Ball State Preview Days, Honors College Preview Days, Transfer Visit Days and Transfer Preview Days. Ball State maintains several programs to attract and support underrepresented students, such as Explore Ball State Day, the Summer Scholars Program and 21st Century Scholars Day. Orientation programs are designed for various groups of new students, including first-year student orientation, transfer orientation, graduate orientation, and international orientation. Summer bridge programs, including Accelerate (additional information), the Cardinal Leadership and Service Seminar, the Early Start program, the Excel Mentor Program, and Outdoor Pursuits adventure trips, help new incoming students meet others, get a taste of college life, and build leadership and service skills before their first semester on campus. Summer bridge programs are discussed further under Core Component 3E.

Ball State administers the Learning and Study Strategies Inventory assessment to all entering freshmen during the summer orientation program. Results allow students and advisors to schedule first-year students' classes around their strengths and weaknesses among several factors such as time management and test strategies.

The Partnership for Academic Commitment to Excellence (PACE) program, which targets first-year students on academic probation, is discussed below. Specialized support services are provided to student-athletes and students with disabilities. Further information about PACE is available here.

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, Design, Discover, Early and Elementary Education, Emerging Media, Health Professions, Honors, International/Modern Languages, Kinesiology, Nursing, Social Sciences, STEM, and Theatre and Dance.

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.

Established more than 25 years ago, the Intensive English Institute (IEI) 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.). Additional information about the IEI is available here.

The Office of Admissions is the institutional resource for accepting students for undergraduate study at Ball State (the Graduate School fulfills this role for applicants at the graduate level). Admission requirements for high school students outline the standards for undergraduate admission for new students. Special admissions placement considerations include writing, mathematics, languages, the Honors College, business honors, art, music, theater and dance, and architecture and planning.

Ball State administers the KEY Careers assessment. KEY Careers is a first-year, first-time enrolled, freshman experience aimed at engaging all students in major exploration, career exploration and career path development. KEY Careers has shown to be effective in helping retain Ball State students and helping them graduate in four years. Students who participated in KEY Careers from the Ball State freshman cohort of 2012 graduated in four years at a rate of 18.43% higher than those who did not participate. The freshman cohort of 2015 who participated in KEY Careers retained to sophomore year at a rate of 11.74% higher than those who did not engage with the program.

The experience touch points throughout the year include both a self-guided, online, experience and in-person events. Part of what makes KEY Careers so effective is the partnerships between the Career Center and other campus resource offices including Admissions, Academic Advising, and Housing and Residential Life. These invaluable partnerships have allowed the Career Center to ensure that students are being driven to KEY Careers while simultaneously giving them action items that then create engagements with hall programming and academic advising, creating a circular model that impacts all offices involved.

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. One of these offerings, the Early Start Program, provides credit assigned during the fall semester under the course designation ID 101. This program is discussed in detail with other summer bridge programs above.

Ball State's Office of Disability Services (DS) coordinates services and accommodations for students with disabilities. During the 2016–17 academic year, 957 students received at least one accommodation through DS. While students are encouraged to disclose their disabilities prior to enrolling in classes, they are welcome to disclose their disabilities to the University at any point in their time at Ball State. DS has a clear, step-by-step process for students in consult in verifying their disabilities and receiving services from the office. More information is available

about DS, including the Initiative for Disability Employment (description and student profiles), the partnership between Ball State and Eskenazi Health in Indianapolis, and the Faculty Mentorship Program (description and articles in About Campus and the Journal of Postsecondary Education and Disability).

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 professional 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.

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 adviser or planning their next semester's schedule. In this session, students receive their advising portfolio 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.

Once students complete 30 or more credit hours and declare a major, they are assigned to professional advisers in the Upper-Division Advising Center. Created in 2015, the Center served as the first phase of a significant restructuring of academic advising away from faculty advising to professional advising. Recognizing the need to provide more timely and intrusive advising services, to meet new requirements of the state legislature that all students have a four-year degree map, to gain resources through state performance funding that rewards four-year graduation rates, and to focus the attention of faculty members on their core activities of teaching, research, and service, the University developed a proposal calling for reallocation of approximately $1.3 million to employ 26 new professional advisers. Cross-constituent collaboration resulted in adoption and execution of this plan, which meets its goals while allowing faculty members to serve in the roles of expert mentors to students.

Key advising tools include Degree Works, which is the University's electronic degree audit system, as well as the Advising Handbook, the Advising Frequently-Asked Questions website, and a number of other academic success resources available on the academic advising website.

Students admitted to the Honors College are assigned to freshman advisers who specialize in the honors curriculum. As with all undergraduates, after completing 30 credit hours, honors students are assigned to professional advisers 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.

All first-year student-athletes are assigned to an academic adviser who specializes in working with student-athletes, helping them comply with National Collegiate Athletics Association (NCAA) and Mid-American Conference (MAC) rules and regulations. Upon completing 30

credit hours, student-athletes are assigned to a faculty adviser in their declared major. They meet with their faculty adviser 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 Student-Athlete Support Services 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. The graduation rate for student-athletes overall exceeds that of all undergraduates and in most sports it also exceeds the University average.

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.

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 make the transition to college life. Because many nontraditional students access University programs online, Ball State has developed an online orientation and advising presence that addresses not only the transition to college life and successful academic performance, but also the particular issues associated with distance education.

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.

Academic advisers 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 adviser and residence hall director. It is ultimately the student's responsibility to respond appropriately to this information, but personnel in advising and Housing and Residence Life schedule contacts with each student to develop an individual plan for improvement that may include intrusive advising, Learning Center support, and unique interventions for social or adjustment issues.

Numerous examples are available concerning infrastructure and resources that support effective learning and teaching are available from the College of Architecture and Planning, College of Communication, Information, and Media, College of Fine Arts, College of Health, College of Science and Humanities, Honors College, Miller College of Business, and Teachers College.

The Ball State University Libraries include Bracken Library, located at the center of campus, and two branches—the Architecture Library and the Science-Health Science Library. University Libraries contain 1,083,123 titles, including print and electronic books, media, serials, software,

maps, musical scores, government publications, microforms, archival records, realia, and other information sources. The Libraries also provide access to over 84,000 e-journal titles and 297 research databases to significantly expand discovery and use of research resources, including millions of articles, pamphlets, e-books, newspapers, digital images, videos, etc. Additional information about University Libraries is available here.

Please see the response to Core Component 5A concerning the services provide by the Office of Information Technology.

A recent example of a student success facility that was developed through assessment efforts is the Mathematics Emporium, which represents an effort to redesign pedagogy in two freshman-level courses, Math 108 (Intermediate Algebra) and Math 111 (Precalculus-Algebra). The redesign leveraged a body of research supporting an *emporium model* for pre-college mathematics in which direct instruction is replaced by individual student use of adaptive learning software in a lab setting, with tutors available to give immediate help. Additional details concerning the Mathematics Emporium are provided in the response to Core Component 4B.

The award-winning Ball State Achievements App supports student persistence and four-year graduation by rewarding first-year students as they engage with programs and services that promote success in college. Areas across campus offer Achievements or activities for students to complete. A sample of participating offices includes University College, Recreation Services, Student Life, Multicultural Center, Late Nite and Career Center. The App was developed for use by first-year Pell Grant recipients in 2013-14 and was expanded for use by all first-year students in 2017-18. The Division of Student Affairs and Enrollment Services partnered with the Office of Institutional Effectiveness to carry out a study of the relationship between participation with the App and student outcomes. Results revealed significantly higher retention rates for Pell-receiving students who used the App.

The Writing Program provides direction and support to the first-year writing courses and instructors at Ball State University. First-year writing is considered foundational for students making the transition from high school to college-level writing. First-year writing emphasizes the rhetorical nature of writing and reading, argumentation, multimodality, inquiry, and primary and secondary research. Most Ball State students will take one of three tracks to meet their first-year writing requirement: 1. English 101 + English 102 + English 104 or 2. English 103 + English 104 or 3. English 114 (Honors students only). Each student's track is determined by a combination of test scores (ACT or SAT) and high school academic index. The program is recognized as one of the best in the country, receiving the Writing Program Certificate of Excellence from the national Conference on College Composition and Communication.

Since 1959, the Writing Center has worked with students, faculty members, and staff members who need writing support. The Writing Center offers one-on-one in center and online appointments for feedback; manages online and social media writing resources; builds custom workshops, programs, and presentations; and hosts writing productivity hours. About one-third of the students who use this resource are first-year students; seniors and graduate students comprise about another third of the clientele. Student majors from all seven academic colleges on campus use the Writing Center; moreover, the Writing Center staff is trained to work

with multilingual writers, online distance education students, and students with learning or physical disabilities.

University Libraries provide a variety of instructional services and research assistance to students. Instructional Services promote information literacy, defined as the ability to determine information needs, develop acquisition strategies and critical evaluation skills, and incorporate its use in appropriate contexts, both in the classroom and as lifelong learners. Librarians work closely with faculty members to develop sessions tailored to course topics and assignments. A series of open workshops is also offered throughout the year on topics of more general interest (e.g. *Getting Started on Thesis Research*, *Spotting Fake News in the Internet Era, Using EndNote bibliographic citation software).* Additional information is available here. As highlighted under Core Component 4B, University Libraries is developing an information literacy initiative in response to the results of assessment within the University Core Curriculum.

Students who engage in research are held to the same standards, review processes, etc. as their faculty counterparts. This helps maintain a high level of ethical practices, solid research design, skill development, and real-life experiences. All Ball State students conducting reviewable research must be mentored by a faculty advisor, or have the faculty advisor attest to the student's abilities to carry out an independent research project. The Office of Research Integrity also offers support through its Peer Mentoring Program, education and out research programs and other resources.

Ball State faculty members are primarily responsible for ensuring that students have the content and theoretical grounding to engage in productive scholarship appropriate to their degree level. They are acutely aware that any definition of academic rigor must include skills in research literacy. This understanding is enshrined in the University Core Curriculum. The transformations of that curriculum codify the steps from an initial encounter with the environment through the creation to the application of new knowledge. That understanding also undergirds the curricula of each department and interdisciplinary program. The results of this concern with research literacy can be seen in the research products our students have completed.

Sources

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- Accelerate
- Accelerate Program Additional Information

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- Admission Criteria for High School Students
- Adult Students (Nontraditional)
- Advising FAQs
- Advising Handbook
- Architecture Library
- Associate Dean of Students and Title IX Coordinator
- Associate Dean of Students and Title IX Coordinator Additional Information
- Ball State University Acronyms
- Bracken Library
- Business Living-Learning Community
- Cardinal Leadership and Service Seminar
- Career Center
- Career Center Additional Information
- College of Architecture and Planning Resources for Learning and Teaching
- College of Communication Information and Media Resources for Learning and Teaching
- College of Fine Arts Resources for Learning and Teaching
- College of Health Resources for Learning and Teaching
- College of Sciences and Humanities Resources for Learning and Teaching
- Communication Living-Learning Community
- Counseling Center
- Counseling Center Additional Information
- DegreeWorks
- Design Living-Learning Community
- Early and Elementary Education Living-Learning Community
- Early Start Program
- Emergency Preparedness
- Eskenazi Health Partnership
- EXCEL Summer Mentor Program
- Excellence in Leadership
- Excellence in Leadership Additional Information
- Explore Ball State Day
- Faculty Mentorship Program
- Faculty Mentorship Program article for JPED
- Faculty Mentorship Program article in About Campus
- Financial Aid and Scholarships Additional Information
- First-Year Undergraduate Orientation
- Freshmen Academic Advising
- Graduate School
- Graduate School Orientation
- Health Alcohol and Drug Education
- Health Alcohol and Drug Education Additional Information
- Health Center Additional Information
- Health Professions Living-Learning Community
- High School Visits
- Honors College

- Honors College Resources for Learning and Teaching
- Honors Living-Learning Community
- Housing and Residence Life
- Information Technology
- Initiative for Disability Employment
- Intensive English Institute
- Intensive English Institute Additional Information
- International Student Orientation _ Ball State University
- KEY Careers
- KEY Careers Article
- KEY Careers Program
- Kinesiology Living-Learning Community
- Learning Center
- Learning Center Additional Information
- Living-Learning Communities
- Miller College of Business Resources for Learning and Teaching
- Mobile Apps Win National Honors
- Multicultural Center
- Multicultural Center Additional Information
- Nursing Living-Learning Community
- Office of Disability Services
- Office of Disability Services 2017 Annual Report
- Office of Disability Services Additional Information
- Office of Research Integrity
- Office of Retention and Graduation
- Office of Student Life
- Office of Victim Services
- Outdoor Pursuits
- Partnership for Academic Commitment to Excellence Additional Information
- Partnership for Academic Commitment to Excellence Program
- Preview Days
- Professional Advising Proposal
- Rinker Center for International Programs
- Rinker Center for International Programs Additional Information
- Science-Health Science Library
- Social Media Initiatives
- Social Sciences Living-Learning Community
- Special Placement Considerations
- STEM Living-Learning Community
- Student Athlete Advising
- Student Athlete Graduation Rate Report
- Student Athlete Support Services
- Student Center
- Student Center Programs
- Student Health Center
- Student Legal Services

- Student Legal Services Additional Information
- Student Life
- Student Recreation and Wellness Center
- Student Recreation and Wellness Center
- Student Rights and Community Standards
- Student Voluntary Services
- Teachers College Resources for Learning and Teaching
- Theatre and Dance Living-Learning Community
- Transfer Indiana
- Transfer Orientation
- Transfer Preview Days
- Transfer Students
- Undergraduate Admissions
- Undergraduate Research
- University Core Curriculum
- University Libraries
- University Libraries Additional Information
- University Libraries Information Literacy Initiative
- University Libraries Instructional Services
- University Libraries Support for Effective Use of Research and Information
- University Police Dept.
- University Police Dept. Additional Information
- Upperclass Student Advising
- Victim Services
- Welcome Week Additional Information
- Writing Center
- Writing Program

3.E - Core Component 3.E

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

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

Argument

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 and undergraduate research 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. Each year, information is collected from each department on campus about community engagement activities and efforts to communicate project impact are coordinated through partnerships with the Office of Institutional Effectiveness.

Faculty members and students across campus co-author articles and publish results of their projects in community engagement and disciplinary journals. Presentations are made at disciplinary conferences, as well as community engagement-focused conferences such as Indiana Campus Compact, the Engaged Scholarship Consortium Conference and the International Conference for Service Learning. Professional publications and presentations represent another step in skill development for students that translates into future graduate studies and careers.

As a component of Ball State's strategic plan, the Office of Immersive Learning (OIL) collects data from all departments and colleges engaged in immersive learning. Metrics include course information for each project, the number of students involved, and the community partner(s) that participated. The Digital Measures online faculty activity database is the primary source for this information that is collected from July 1 to June 30 of each academic year. Together with the Offices of Community Engagement and Institutional Effectiveness, OIL staff members certify the data and work with departments to identify projects not self-reported by faculty. Information is then assembled and analyzed to identify trends that will inform future funding processes, faculty development offerings, and new assessment methods. In addition to this institutional-level assessment, OIL staff members continue to develop and refine student, faculty and community partner satisfaction surveys, as well as program and course-level assessment pilots that to further determine the impact of immersive learning activities.

Undergraduate research opportunities also provide students with valuable experience gained working directly with faculty members. Examples include research opportunities in the

Departments of Anthropology, Biology, Chemistry, Geography, Geological Sciences, History, Marketing, Physics and Astronomy, and Psychological Science.

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. Since 2013-2014, 631 student award requests have been submitted and 505 awards have been made for a total of $100,743.

In order to provide a more global view to everyone on campus, the University has increased efforts to recruit students from countries other than the United States. The 2007–2012 strategic plan included a goal of achieving 5 percent of total enrollment coming from international origins. Although this ambitious goal was not achieved, international enrollment increased to 3.4 percent from the baseline of 2.4 percent. The University's interest in internationalizing the student body continues, as evidenced by the 2012–2017 strategic plan goal of 1,000 international students.

Students returning from study-abroad experiences contribute a new and different international voice within the campus community. Recognizing this, Ball State encourages student participation in a variety of study- abroad programs. Since 2004, study-abroad enrollment has remained fairly stable at more than 400 students per year.

Ball State offers a large number and variety of co-curricular programs that are congruent with the mission of the University. The mission statement of the Division of Student Affairs and Enrollment Services 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 My Vocational Situation survey administered through the Career Center.

Individual growth and development of students through participation in student clubs and campus activities continues to be a strength of Ball State. The University has more than 393 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 co-curricular experiences in which student participation builds life skills are available here. Examples of co-curricular programs that foster multicultural awareness and active citizenship are available here.

Sources

- Aspire Student Grant Program
- Ball State University Acronyms

- Department of Anthropology Resources
- Department of Biology Undergrad Research Opportunities
- Department of Chemistry Research Immersion Summer Program
- Department of Geography Research, Department of Geography
- Department of Geological Sciences Activities and Opportunities
- Department of History Undergrad and Grad Research Opportunities
- Department of Physics and Astronomy Student Research Projects
- Department of Psychological Sciences Activities and Opportunities
- Examples of Co-Curricular Experiences
- Examples of Co-Curricular Experiences That Foster Multicultural and Citizenship Skills
- Marketing Center for Advancement of Digital Marketing and Analytics
- Office of Community Engagement
- Office of Immersive Learning
- Office of Institutional Effectiveness

3.S - Criterion 3 - Summary

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

Summary

Quality and rigor in Ball State's academic offerings are ensured trough disciplinary accreditation, the unit review process, advisory boards, program and course approval processes, assessment and other forms of feedback, and use of the same curriculum and faculty approval processes used regardless of mode of delivery and adherence to Quality Matters standards. Program and course requirements are shared in undergraduate and graduate catalogs and syllabi, and assessment of learning outcomes is demonstrated in annual assessment reports. The general education program is coherent, rigorous, subject to ongoing assessment, and responsive to changing circumstances. Immersive learning, recognition of diversity and inclusion, and community engagement are key elements of educational programs and co-curricular opportunities. Programs and structures to support learning, research, creative activities, engagement, and service are evident in academic units, administrative units such as Sponsored Projects Administration and living-learning communities. A very high priority is placed upon ensuring the sufficiency and qualifications of faculty and staff members and their professional development, and the evaluation of teaching and other responsibilities of faculty and staff members. A substantial array of student support services is provided, including advising and tutoring as well as services for special populations. Student support resources are abundant, including University Libraries, information technology, and the Writing Program. Co-curricular and enrichment programs are also widely available, including Entrepreneurial Learning, undergraduate research opportunities, student organizations, and programs that foster multicultural awareness and active citizenship.

Sources

There are no sources.

4 - Teaching and Learning: Evaluation and Improvement

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

4.A - Core Component 4.A

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

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

Argument

The goal of the University's unit (program) review process is to gather evidence about the quality and effectiveness of that unit, to potentially modify the unit because of the review, and to provide benchmarks for additional planning and assessment. As such, unit reviews are a critical element in strategic planning. Unit reviews include a self-study, and external review, and an annual action plan. The unit review process is coordinated by the Office of Institutional Effectiveness, which also supplies some of the information for the self-studies. Copies of unit review self-studies and external review reports since the time of the last HLC comprehensive review in 2013 are available here. Additional related information is provided in the response to Core Component 3A. The unit review guidelines were slightly revised in 2016 and an effort was made to ensure that all units with disciplinary accreditation also had completed unit reviews that satisfied University requirements.

Numerous examples are available of improvements made on the basis of recent unit reviews. The Department of English recognized and is following up upon the opportunity for collaboration with the Miller College of Business in its minor in Professional Writing. Several results of the Department of Sociology's unit review have led to improvements, including revising faculty peer evaluation of teaching; updates to graduate-level curricula and pedagogy, and development of a graduate student mentoring program; updates to undergraduate-level assessment, curricula, and pedagogy; and a heightened emphasis on externally-funded scholarship. Strategies used by the Department of Political Science as a result of unit review include enhancing student engagement and the assessment process, identifying and promoting career opportunities for graduates, and supporting faculty scholarship. Consequences of unit review in the Department of Social Work included strengthening opportunities for student engagement and service, enhancing diversity among both faculty members and students, and promoting faculty scholarship.

The Department of History concluded it should seek to expand opportunities for History majors and minors to pursue study-abroad experiences by seeking sources of external funding and philanthropy that would provide funds for scholarships and travel expenses for students who enroll in study-abroad programs. Efforts to support this initiative have been successful, including a generous gift from a retiring faculty member.

Unit review within the Department of Geology pointed to the needs to expand enrollments, provide greater support for graduate students, and streamline the curriculum. Undergraduate enrollment has more than doubled, graduate enrollment is now more than quadrupled, a graduate student orientation and handbook are now provided, and course redundancies were eliminated and clearer pathways through the degree programs were defined.

Recognition of substantial needs for facilities upgrades in the sciences, noted the unit reviews for the Departments of Biology, Chemistry, Geography, and Physics and astronomy, as well as the need for greater support for the new College of Health led the University to successfully make the case to the state for funding for a new Foundational Science Building. Funding at the level of $87.5M has been secured and construction of the building is scheduled to begin in 2019.

Both unit reviews in the former Departments of Family and Consumer Sciences and Technology in the former College of Applied Sciences and Technology and accreditations of several of their component programs have provided evidence (concerning strategic planning, curricula, facilities, faculty development, student engagement, interdisciplinary cooperation) that supported the decision to restructure the college and its departments as well as the investment of $9.7M to the Applied Technology Building. Restructuring included:

- creating a new Department of Construction Management and Interior Design in the College of Architecture and Planning,
- creating a new Department of Family, Consumer, and Technology Education within Teachers College
- moving the hospitality management and residential property management programs to the Department of Management, moving the programs in apparel design and fashion merchandising to the Department of Marketing, and moving the program in computer

> technology to the Department of Information Systems and Operations Management, all within the Miller College of Business
- moving the program in graphic arts management to the School of Art

As also noted under Core Component 3A, an Academic Unit Review Working Group studied options and made recommendations to make the review process more meaningful and manageable. The group, which consisted of three academic leaders who serve as HLC peer reviewers and three associate deans with substantial experience with the review process, considered best practices at peer institutions, vetted its recommendations with the Academic Leadership Group (chairs, deans associate deans, Provost's senior staff) and the Council of Deans and made final recommendation to the Provost, which were implemented. The greatest structural change was to require units with program accreditation to carry out their unit reviews at the same time as or within one year of their accreditations. This has resulted in some variance in review cycles, but this is offset by the benefit of streamlining processes.

In addition to the unit review process, the Undergraduate Education Committee implemented curriculum reviews in 2013-2014 and continues to review and improve its work. The Graduate Education Committee is discussing implementing a similar process.

As outlined in transfer credit procedures in the undergraduate and graduate catalogs, Ball State accepts transfer credits from regionally accredited institutions of postsecondary education. Undergraduate transfer applicants must be in good academic standing and eligible to return immediately to the institution they last attended and must have a cumulative grade point average (GPA) of at least 2.0 on a 4.0 scale for all transferable course work attempted. Remedial and vocational credits are not transferable.

Along with Indiana's other state-assisted colleges and universities, Ball State collaborates with the Transfer Indiana office in maintaining the Indiana Core Transfer Library, an electronic resource that lists more than 80 common undergraduate courses and how they transfer among all participating institutions. This course-by-course equivalency library does not have program-specific information, but it does provide prospective students with baseline course equivalencies by course and by institution.

All admitted transfer students meet with a professional academic adviser before their initial enrollment. Official Ball State course equivalents are established by the academic adviser in consultation with faculty members within the appropriate academic department. Department chairs or their designees approve all courses transferred to a program that are not covered by articulation agreements. Credits associated with the Indiana Core Transfer Library are automatically accepted without departmental approval. The Core Transfer Library faculty review committees oversee specific requirements about rigor (e.g., testing conditions, the minimum percentage of the course points that need to come from final exams). Students can visit Ball State's website to see if their classes will transfer.

Graduate School admissions personnel review potential transfer hours for graduate transfer students and indicate to the relevant academic department when transfer hours can be used toward a degree. Academic programs have discretion to allow transfer courses to count toward

program requirements or electives. Graduate transfer policy indicates limits on the number of graduate-level credit hours that can be applied towards degree programs at each level.

Graduate students also meet with department representatives who determine the relationship of previous credit to a current course of study. For international students, the Rinker Center for International Programs provides initial screening and recommends transferable credits, but individual departments determine which courses are accepted in their programs.

Course credit may be granted by national or departmental examination. National-level exam options include the Advanced Placement, College Level Examination Program, International Baccalaureate, and DANTES Subject Standardized Tests. All military service experience submitted for credit is evaluated by the Registrar using the Guide to Evaluation of Educational Experiences in the Armed Services or by contacting the Commission on Accreditation of Service Experiences. Students desiring this credit must submit official copies of their discharge papers and military transcript of courses.

Faculty members maintain authority over prerequisites for courses, rigor of courses, expectations for student learning, and access to learning resources. This authority is exercised through continuously monitoring the curriculum and making changes as needed based on annual reviews of course evaluations, specialized accreditation criteria and external program reviews, and adherence to professional guidelines. Each unit initiates curricular additions and changes through departmental committees. Each academic college at Ball State also has a curriculum committee to review and act upon changes proposed by departments. The Graduate Education Committee and Undergraduate Education Committee of the Faculty Council, one of the units of the University Senate, are charged with reviewing, evaluating, and revising policies and programs at their respective levels. Their voting membership includes faculty and students.

Rigor of courses and expectations regarding student learning are maintained by individual faculty members and monitored by the department's curriculum committee. The assumption underlying course and curriculum expectations is that these expectations align with the talent and motivation of the students admitted for study.

Departments work to ensure faculty members are academically and experientially qualified to accomplish their University, college, and department mission, goals, and expected student outcomes. Search committees maintain high standards and are committed to recruiting and retaining faculty with nationally recognized credentials. A fuller discussion of faculty qualifications is provided under Core Component 3C.

University Libraries provide access to learning resources for all students. The main facility, Bracken Library, is open more than 120 hours weekly, and students can access online course reserves, full-text databases, and other resources 24/7. Professional librarians provide research assistance both in person and remotely via chat, telephone, and text messaging. Students taking classes remotely have full access to online resources and may have print resources mailed to them upon request. A fuller discussion of the University's library resources is provided under Core Component 3D.

Ball State's information and communication technologies infrastructure also controls access to learning resources through policies and systems such as the following:

- User accounts are automatically generated once the users' affiliation with the University is verified, and these accounts are terminated when the individuals leave the University.
- Users access all learning resources with the same sign-on.
- Firewalls and intrusion detection systems are in place to protect systems and data.
- Data governance procedures allow access for only authorized individuals, and these procedures are reviewed regularly.
- Secure wireless and mobile access to learning resources is provided.

Responsibility for academic rigor and faculty qualifications reside with the departments and colleges offering online courses. Content for online courses follows the same master syllabus as on-campus courses. Similarly, the contribution of online sections to the achievement of programmatic learning outcomes is no different from on-campus sections. Departments and colleges collaborate with the Division of Online and Strategic Learning (DOSL) and its faculty development and support unit to ensure pedagogies appropriate to digital delivery platforms have been incorporated into online and blended sections. Department faculty members collaborate on course design with instructional designers, who apply their expertise in technology and digital pedagogy.

Ball State's Dual Credit Program promotes college preparation for high school juniors and seniors by assuring quality instruction and offering students an experience that is otherwise unattainable before they enter college. The DOSL is the central contact point between the University's academic departments and high schools wishing to affiliate with our College Transition Program. Two staff members—a full-time assistant director of online and distance education and a full-time program coordinator—administer these relationships. The program is growing, and administrators are working with academic departments and high schools to expand the number of courses offered and the number of high school teachers certified to teach on-site courses.

To ensure the academic integrity of the Dual Credit Program, the policies and procedures established for it conform to the standards of the National Alliance for Concurrent Enrollment Partnerships (NACEP), of which Ball State is a member. All high school instructors who participate in the program must have the same credentials as Ball State adjunct faculty. Ball State is also listed as a preferred provider of dual-credit courses in Indiana. The Indiana Commission for Higher Education (ICHE) created the preferred providers list in December 2011 for high schools seeking quality postsecondary partnerships for dual-credit programs. ICHE compiled and approved the list after reviewing dual-credit programs statewide. This list includes all Indiana colleges and universities that are accredited by NACEP or that submitted review materials to the Indiana Dual Credit Review Subcommittee for approval.

A major aspect of Ball State's ongoing commitment to continuous improvement involves external reviews of academic programs and departments. Most of the University's 48 academic units are periodically reviewed for accreditation by national or regional organizations. Information on unit accreditation reviews since the last HLC comprehensive

review available in here. A fuller discussion of unit accreditation is provided under Core Component 3A.

Ball State uses multiple methods at the unit, University, state, and national levels to evaluate the success of its graduates. Academic departments vary in the amount of data they collect. Some units (e.g., Anthropology, Geography, and Mathematical Sciences) maintain current records of employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs. Other departments acknowledge the need for further information and are partnering with the Office of Institutional Effectiveness (OIE) to expand the evidence. In addition to alumni surveys, OIE employs data from the National Student Clearinghouse to assist in tracking students after graduation.

An initiative begun in 2015 is administration of a new First Destination Survey, which represents a unique partnership between the Career Center, OIE, and the University Foundation. Each fall, May baccalaureate graduates receive the online survey via email. Non-respondents are then contacted by staff from the Foundation's call center. The three units have worked together closely to ensure the consistency of questions asked in this and other surveys and to share results of various alumni surveys and contacts with each other. Results of the 2016 First Destination Survey revealed that 92% of respondents were employed or in graduate school and 84% were employed in their field of study.

The OIE administers a graduating Senior Survey each semester. Graduates are asked about their experiences at Ball State, their satisfaction with various aspects of their enrollment, their educational and personal growth, and their current/planned employment and further education. Results of the 2016-2017 Senior Survey indicated 81% of respondents were satisfied or very satisfied with Ball State overall, 76% with the overall quality of instruction, and 65% with preparation for their careers. At least 85% of respondents agreed or strongly agreed that most other students at Ball State are friendly and helpful, that most Ball State faculty are good teachers, that most Ball State faculty and staff seem generally interested in students, and that they are able to get into the courses required for their degree programs. About 80% or more respondents indicated they experienced quite a bit or very much growth in understanding their own abilities, interests, and values; learning new ideas, making connections between the classes they have taken, developing knowledge and skills applicable to a career, thinking critically, solving problems, making connections between things they have learned in class and other experiences in their life, getting a better understanding of career goals, and making informed judgments.

OIE also conducts undergraduate and graduate alumni surveys, which are administered to graduates after one and five years. The surveys ask about graduates' satisfaction with various programs, services, and experiences at Ball State, and to what extent did what the students learned at Ball State has helped them in their chosen professions. Results of the 2017 Alumni Surveys revealed that 86% of graduates were employed and 8% were in graduate/professional school; 78% of those employed were working in their major or a related area; 87% indicated they were satisfied or very satisfied with their employment; 95% reported their BSU education fostered intellectual and personal growth; 87% said they were well prepared or a career; and 93% stated they were well prepared for further education.

Another indicator of graduates' success is the number of scholarships and fellowships they receive. Over the past decade, over 100 Ball State students have won major national and international scholarships, including five Goldwater and six Udall recipients. Since 2010, three students were finalists for the prestigious Rhodes Scholarship—the first finalists in Ball State's history—and another student became the University's second-ever Truman Scholar. A running list of past recipients of major national and international scholarships is maintained on the Honors College website.

High rates of participation in research, internships, service learning, student teaching, and other professional experiential learning experiences also indicate student success. Their experiences enable students to apply relevant knowledge and skills in the content areas of their specializations. Over the last four years student participation in these experiences (which is among the strategic plan metrics) averaged:

- greater than 1,000 for majors in Communication Studies and Music,
- greater than 700 in Elementary Education,
- greater than 500 in Kinesiology and Technology,
- greater than 400 in Nutrition and Health Science, Social Work, and Theatre,
- greater than 300 in English and Telecommunications,
- greater than 200 in Architecture and Educational Studies, and
- greater than 100 in Criminal Justice and Criminology, Family and Consumer Sciences, Information Science and Operations Management, Journalism, Natural Resources and Environmental Management, Nursing, Psychological Sciences, and Speech Pathology and Audiology,

Many other Ball State students participate in noncredit internships, although details about these experiences rely on survey responses or reports from employers and students. In addition, Ball State's Career Center collects information on students and alumni who participate in on-campus job interviews. Employers also visit the campus for job fairs and often return to Muncie for follow-up interviews. The Career Center makes every effort to verify the number of job offers and acceptances that result.

Sources

- Academic Unit Review External Unit Reviewer Guidelines
- Academic Unit Review Guidelines
- Academic Unit Review Materials
- Academic Unit Review Self-Study Guidelines
- Alumni Survey
- Ball State University Acronyms
- Division of Online and Strategic Learning
- Dual Credit Program
- Dual Credit Program Policies and Procedures

- Entrepreneurship Program Alumni Survey
- Faculty Development and Support
- First Destination Survey Results
- Graduate Catalog 2017-2018
- Graduate Education Committee
- National International Scholarships and Fellowships
- Office of Institutional Effectiveness
- Past Honors Scholarship Recipients
- Program Accreditation Materials
- Senior Survey
- Transfer Indiana
- Undergraduate Education Committee
- Undergraduate Education Committee Curriculum Review Overview

4.B - Core Component 4.B

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

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

Argument

Ball State recognizes assessment as a crucial strategy for improving learning. Colleges, departments, and schools at Ball State engage in programmatic assessment of student learning and use assessment results to identify areas for growth and improvement. Academic programs have specific, clearly stated student learning outcomes that are assessed regularly and used to suggest curriculum and pedagogical changes. This is evidenced in our collection of assessment reports as well as reports of assessment activities for co-curricular areas such as the Division of Student Affairs and Enrollment Services and University Libraries.

Ball State's *Faculty and Professional Personnel Handbook* provides general guidelines for assessing student learning in each undergraduate course and program that units are required to follow. Graduate programs and certificates follow the same administrative guidelines as undergraduate programs. 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 Assistant Provost for Institutional Effectiveness provide general oversight of the University's assessment program and review unit assessment reports.

The assessment program of every academic unit at Ball State includes at least one direct measure of student learning that demonstrates explicitly how well students have acquired knowledge, work-related skills, or abilities targeted by the department or a specific learning experience. Direct measures include comprehensive, faculty-developed written and oral examinations; commercially-available exams (e.g., Educational Testing Service's Major Field Tests); licensing examinations; faculty evaluation of student portfolios; faculty juries in arts disciplines; assessment of performance artifacts; and evaluation of students and alumni by internship supervisors, outside professionals, community partners, and employers. Indirect measures used

in many units include surveys, focus groups, and interviews of students and alumni that ask students and alumni to reflect on their learning and experiences.

In smaller departments, assessment data are typically collected from every student in every course each semester. In large departments that may enroll thousands of students in dozens of sections each semester, assessment data may cover only a subset of courses in a given year and be obtained through random sampling rather than collected from every student.

Indirect assessment methods add richness and depth to direct measures. Focus groups, such as the one from the Department of Philosophy and Religious Studies, which are carried out by several programs, provide students with direct opportunities to provide feedback on curriculum, instruction, the admissions process, and other aspects of their experiences.

As noted in the response for Core Component 3B, the University's approach to assessment of its general education program changed in 2013 to a process of linking courses in two of the tiers of the University Core Curriculum (UCC) to UCC learning outcomes (judgment for Tier 2 and written communication and critical thinking for Tier 3) and reviewing artifacts in a random sample of linked courses with faculty-developed rubrics using the Blackboard Outcomes Assessment application. Groups of faculty members representing each college developed the three rubrics, two of which were based upon the Association of American Colleges and Universities' VALUE rubrics. Four years' worth of artifacts have been sampled and assessed with the rubric by panels of faculty members. Forty-five faculty members representing each college have served on the review panels. Reviewers are trained each summer on using the Blackboard Outcomes Assessment application and the rubrics and receive modest honoraria.

Reports of the results of these UCC Tier 2 and Tier 3 assessments are available here. A consistent finding is that a majority of the artifacts sampled each year were judged to be in the proficient or highly proficient categories. Results were not systematically different across student demographic groups. A finding across years and across the three outcomes was that students could do a better job of documenting sources and evidence for their assertions. An interesting follow-up discussion included the question of whether students who take the Tier 2 classes in their first year because they have received credit for dual-credit classes have developed the intellectual maturity to perform well in the assessment. As a result of this finding University Libraries has begun an initiative to expand information literacy efforts.

Departments, schools, and colleges offering courses in the Foundations and Tier 1 components of the UCC have responsibility for assessment in these areas. Results of those assessment activities are documented in the collection of academic unit assessment reports.

Baccalaureate students at Ball State must demonstrate that they are proficient writers by passing either an exam (WPP 392) or a specific course (WPP 393). Both of these were developed to assess the writing and critical reading skills of students. WPP 392 (Writing Proficiency Exam) is a proctored, timed-writing exam taken in a computer-mediated environment. Offered twice in the fall and spring semesters and once in the summer, the exams are graded holistically by a committee of faculty readers from departments across the campus.

Students who do not pass after two attempts can complete the requirement by taking WPP 393 (Writing Proficiency Course). The class size for WPP 393 is limited to 10 students, and they work one-on-one with their instructor to create a portfolio of four essays that mirror the critical reading and writing process students need to demonstrate in order to be successful in the Writing Proficiency Exam.

Assessment efforts in the Honors College and the Rinker Center for International Programs (RCIP) exemplify the attention given to assessment of special impact programs. Ball State's Honors College has established student learning objectives in its required courses and requires instructors to assess student artifacts. Honors College faculty members meet annually to review assessment data from the previous year and chart changes or adjustments to the curriculum as appropriate.

The RCIP established learning outcomes for all study-abroad experiences that encompass:

- personal development (e.g., adapting effectively when presented with change)
- career preparation (e.g., foreign study that takes advantage of unique local resources)
- interpersonal communication (e.g., improved foreign language competency)
- global citizenship (e.g., increased awareness of the interdependence of global systems)

An initiative begun by the Graduate School in 2016-2017 focused upon making assessment of student learning outcomes at the graduate level more meaningful and manageable. Pilot projects carried out in a number of programs led to the development of multi-disciplinary rubrics that can be used as a tool for assessment of common outcomes including critical thinking, information literacy, and creative expression. A common rubric was developed where theses and dissertations serve as assessment artifacts. A disciplinary knowledge rubric template was also developed. These resources have been shared with all graduate programs, which are invited to use and adapt them as appropriate.

Assessment also extends to Ball State's Division of Student Affairs and Enrollment Services and its co-curricular outcome goals that all students demonstrate life skills, multicultural competence, active citizenship, leadership, and behaviors consistent with institutional values. This division supports a culture of assessment within all of its units with units conducting relevant assessment projects on an annual basis. In an effort to be more transparent and to identify performance improvements, the division has also implemented at least three assessment projects each academic year between 2014 and 2016, with a focus on the division outcomes and or strategic plan metrics. Studies implemented within the division use direct measures such as academic status changes (e.g., withdrawals) and indirect measures such as satisfaction surveys, use of program services, and lifestyle and leadership assessments and campus climate surveys. Four learning outcomes are assessed through the Division:

- 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 co-curricular 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.

Between fall 2014 and fall 2016, several assessment projects were conducted by departments in the Division of Student Affairs and Enrollment Services, investigating what students learned from participating in programs and activities that were provided and the impact on student persistence. The assessment projects implemented were:

2014 Assessment Projects

- Engagement of Students of Color
- Impacting retention, persistence, time to gradation and post graduate outcomes through Career Clarity KEY Careers
- Retention
- Alcohol Programs and Interventions

Fall 2015 Assessment Projects

- LGBT Students Campus Inclusivity Assessment
- Assessing Retention: Underrepresented Minority Students
- Campus Sexual Violence" Policy, Response, and Prevention

Fall 2016 Assessment Projects

- LGBTQ Students Campus Inclusivity Assessment Part 2
- Out-of-State Student Tuition Discount Program Assessment
- Assessing Summer Bridge Programs & Cardinal Leadership and Service Seminar

The Office of Institutional Effectiveness (OIE) provides leadership and support to assessment efforts at Ball State in a variety of ways. The Assistant Provost for Institutional Effectiveness chairs the University Assessment Committee (UAC), which provides oversight and serves as a venue for sharing best practices in assessment. The agendas and minutes of the UAC are available. An initiative of the UAC beginning in 2016 is for members to review and provide feedback to units concerning their assessment reports using a rubric developed by the Committee. The UAC recently reviewed the University's assessment efforts using the Excellence in Assessment designation evaluation rubric. The UAC has also sponsored an Assessment Forum since 2014, which serves as an opportunity for faculty and staff members across campus to share their assessment work.

OIE also supports assessment efforts by managing a Faculty Summer Assessment Grant that awards faculty members up to $1,000 to support assessment projects. Since the last HLC comprehensive visit (summer 2014 to summer 2017) 134 faculty members from 23 departments, schools, and colleges have received 103 grants totaling $175,950. The list of grant projects and reports of the results are available. OIE also provides training and honoraria to the UCC assessment review panel members, publishes the Assessment Insights newsletter each fall and spring semester, provides funding and administration service for units using the Educational Testing Service Major Field Teats or other commercially-available examinations. Since the last HLC comprehensive visit 2,891 examinations have been administered in 7 departments plus the Miller College of Business and funded at the level of $69,041. OIE also offers workshops to faculty and staff members on a variety of assessment topics and an assessment workbook, all of which are available from OIE's Assessment Resources website.

OIE also supports assessment efforts through the systematic administration of its First-Year Student Survey, the National Survey of Student Engagement (NSSE), its graduating Senior Survey, and its Alumni Survey of baccalaureate and graduate-level alumni. Results of the Alumni and Senior Surveys have been shared in responses to other Core Components. OIE increasingly partners with academic programs to add customized survey items directed to specific graduates. NSSE results include information on the extent to which students feel their Ball State education has continued to their knowledge, skills, and personal development. Results from Ball State compare favorably to those of other public research universities in 2012 and 2015.

OIE further supports assessment efforts across campus by providing free in-house consulting for development, administration, analysis, and reporting of the results of online surveys and free in-house evaluation services (surveys, interviews, focus groups, analysis of existing datasets) of numerous initiatives designed to improve student learning and success. Substantial portions of the time of two professional staff members are devoted to these efforts. Examples of recent activities include a Teaching Practices Survey for the Department of Biology; the annual Qualify of Life Survey for Housing and Residence Life; surveys of students completing their studies in the Intensive English Institute; student and faculty surveys for the Division of Online and Strategic Learning; and community partner, faculty, and student engagement impact surveys for the Office of Community Engagement.

As noted under Core Component 3C, student ratings of courses and instructors are carried out regularly for all types of faculty members and all methods of course delivery. Student evaluations provide valuable feedback to individual faculty members and also departments, schools, and colleges.

Numerous examples of use of assessment results for improvement of learning are contained in the collection of department, school, and college assessment reports. Several examples were offered in the previous section. Additional examples serve to illustrate "closing the loop" in the assessment process:

- Results of the Journalism Department's Language Usage Proficiency Examination (LUPE) suggested that students would benefit from increased instruction in parallel

structure and clarity for their writing and coaching from the Journalism Writing Center (JWC). As a result of these interventions LUPE results subsequently improved. The JWC has now begun to partner its efforts with the University's Learning Center to extend its efforts.

- The Department of Natural Resources and Environmental Management changed its course prerequisites to require math and chemistry before students take their sophomore-level required courses in the major. This was based on review by faculty of their preparedness for soils, air, water, etc. Faculty members realized that students were waiting too late to take the math within the general education program.

- In 2011-2012 Department of Journalism Alumni Survey, those responding to open-ended questions about the strengths and weaknesses of the department in preparing them for the professional world clearly valued their experiences in student media and organizations where they said hands-on involvement helped them hone their skills. They also gave high marks to faculty members whom they perceived to be passionate about their fields, accessible and well connected to the professional world. Several alumni, however, recommended increased instruction in Web design, coding and analytics. The graphics sequence implemented new courses in 2013-2014. A required one-hour design class for news and magazine students was expanded to three-hours to add Web and interactive content. Analytics modules were suggested for several classes such as NEWS 370; an experimental analytics class debuted in spring 2015 and a student-run Media Analytics Agency –*Cardinal Metrics*—began operating in Fall 2014.

- Supported by a summer assessment grant provided by the Office of Institutional Effectiveness, three Elementary Education faculty members who taught the newly-revised EDEL 200 course during the spring 2015 semester reviewed content in each course section and make revisions to ensure alignment with CAEP Standards. As a result, a new course calendar and course packet were developed so faculty members new to this course will have a "road map" to ensure the content will be consistent in each section of EDEL 200. The faculty team was able to identify the on- campus activities and practicum opportunities that were most beneficial and relevant to the EDEL 200 teacher candidates. Subsequently, they were able to designate appropriate digital artifacts for students to create that support and demonstrate their competence in the InTASC Standards associated with EDEL 200.

- Supported by OIE summer assessment grants over three years, three faculty members in Mathematical Sciences developed and evaluated redesign efforts in two freshman-level courses, Math 108 (Intermediate Algebra) and Math 111 (Precalculus-Algebra). These high-enrollment courses are "gateways" for poorly-prepared students who need higher-level mathematics courses in their major. The redesign leveraged a body of research supporting an *emporium model* for pre-college mathematics in which direct instruction is replaced by individual student use of adaptive learning software in a lab setting, with tutors available to give immediate help. The adaptive software can track student performance on a multitude of skills, direct students toward topics they are ready to learn, alert instructors to areas of most pressing student need, periodically re-assess students for retention of knowledge, and give additional practice until students demonstrate mastery. Results indicated substantially better exam performance, lower DFW rates and increased success in calculus classes for students participating in the math emporium.

> Math emporium participants also reported substantially more time studying than did non-participants.

- A group of faculty members from multiple disciplines, aided by the Office of Educational Excellence, carried out a series of assessments to gauge the effect of the Interactive Learning Space initiative (ILS). The ILS initiative is designed to promote active learning through changes in pedagogy, technology, and psychical classroom spaces. Participating faculty members reported increased morale, openness to new ideas, sense of rejuvenation, and greater connection to the campus community.
- Assessment within the School of Art led to creation of a set of core learning goals and the realization that revisions to the first-year program, specifically the need to include new concepts, skills, and technologies, such as 4D design, digital tools, and more robust training in creative process.

Ball State's assessment efforts represent good practice and include the participation of a substantial portion of faculty and professional staff members. Assessment is largely the work of faculty and Student Affairs professional staff members. All faculty members participate in the assessment of student learning at some point—identifying learning objectives and measures, grading student work and collecting other data, and deciding on proposed program changes as voting members of their departments. In the Miller College of Business, for example, assessment committees are especially inclusive and broad-based, with more than 30 faculty members (40 percent of the college's faculty) participating on unit assessment committees or the college's steering committee. In some other departments on campus, such as those using studio-based learning (e.g., architecture, fine arts), faculty panels or juries assess student performance. The OIE maintains a list of assessment liaisons in each academic unit who coordinate assessment efforts and serve as conduits to promote communication between units and the University leadership.

As noted earlier, both the structure of Ball State's University Core Curriculum general education and the assessment of its Tiers 2 and 3 are rooted in the work of the Association of American Colleges and Universities. Membership of the University Assessment Committee includes representatives from each college (typically each college's associate dean as well as some faculty members), as well as from the Provost's Office, OIE, the Office of Immersive Learning, the Graduate School, the Honors College, the Division of Student Affairs and Enrollment Services, and Online and Distance Education. In addition to regularly sending its own staff members, OIE has funded the attendance of a few faculty members each year at the Assessment Institute at Indianapolis. OIE purchases and subscribes to several assessment-related books and publications, such as *Assessment Update*, and makes them available to colleagues across campus.

Sources

- 2014-2017 Faculty Sumer Assessment Grant Projects
- 2017-2018 Assessment Liaisons
- Alumni Survey
- Art Foundations Summer Assessment Grant Report
- Assessment Forum
- Assessment Insights Newsletter
- Assessment Workshop Material
- Ball State University Acronyms
- Curriculum Approval Flow Chart
- Excellence in Assessment Designation Evaluation Rubric 2017
- Faculty Summer Assessment Grant Reports
- First-Year Student Survey
- Graduate Disciplinary Knowledge Rubric Template
- Graduate Rubric for Creative Expression
- Graduate Rubric for Critical Thinking
- Graduate Rubric for Information Literacy
- Guidelines for Assessment of Student Learning
- Honors College Assessment Report
- Honors College Assessment Report, 2016-2017
- Interactive Learning Space Assessment Report
- Interactive Learning Space Teaching and Scholarship Opportunity
- Math Emporium Reports
- National Survey of Student Engagement Peer Comparisons
- National Survey of Student Engagement Results Report
- Philosophy Senior Focus Group Report
- Senior Survey
- Student Affairs Assessment Reports
- Student Learning Outcomes Assessment Reports
- Summer Assessment Grant Reports
- Thesis Rubric
- University Assessment Committee Agendas and Minutes
- University Assessment Committee Assessment Feedback Rubric
- University Assessment Rubrics
- University Core Curriculum Assessment Reports
- University Libraries Information Literacy Initiative

- Writing Proficiency Course
- Writing Proficiency Exam

4.C - Core Component 4.C

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

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

Argument

Ball State's 2012-2017 strategic plan set goals for retention and graduation that were clear, ambitious, and appropriate: to achieve and maintain by 2017 a first-year retention rate of 80%, a four-year graduation rate of 50%, and a six-year graduation rate of 65%. The retention rate exceeded 80% in 2014-2015 and 2015-2016, but slipped to 78% in 2016-2017. Four-year graduation rates have consistently exceeded the strategic plan goals, ending in 2017 at 53.6%. The six-year rate did not meet the goal, but the increase in the four-year rate will eventually follow through to the six-year rate. One-year retention and four- and six-year graduation rates also compare favorably to those of peer institutions as provided by the Consortium for Student Retention Data Exchange (CSRDE). The improvement in four-year graduation rates for the 2006 to 2011 cohorts at Ball State exceeded that of all other Indiana public universities. The graduation rate achievement gap for low-income and underrepresented students has also decreased.

The Office of Institutional Effectiveness (OIE) annually collects and analyzes retention and graduation data in support of external agency reporting and internal decision-making processes. Information is shared externally with the U.S. Department of Education for IPEDS reports, the Indiana Commission on Higher Education, the CSRDE, the Student Achievement Measure Project, and in numerous college guidebook surveys (using Common Data Set methodology). In addition to posting basic information on retention and graduation rates and on numbers of completions on its website, OIE also responds to requests for this information for selected student groups (e.g., by major, by student demographic group, for students participating in various programs and services).

Since the 1980s OIE has led campus use of what is now known as the Skyfactor Mapworks student retention management system. Skyfactor Mapworks collects institutional and student survey data to provide attrition risk prediction information for each new first-year and new transfer student. Results of the Skyfactor Mapworks survey are summarized by OIE and also shared with the Office of Retention and Graduation and Housing and Residence Life staff members to provide a basis for attrition intervention.

A major initiative of OIE beginning in 2016 has been providing self-service reports in a number of data areas including retention and graduation rates, through its use of the Tableau data visualization software. Examples of Tableau retention and graduation rate reports, with the ability to drill down by gender, race/ethnicity, academic program, college, residency status, and cohort year, and an example report of courses with high DFW rates, are shown here. Future reports will highlight students in living-learning communities, Pell Grant recipients, and adult learners. OIE has previously carried our analytical studies on retention, graduation rates, and time to bachelor's degree completion.

Several academic units also collect retention and completion information for their program accreditations, including educator preparation programs, the Department of Social Work, and the Miller Business Honors Program. The Department of Journalism participates in the annual survey of the Association of Schools of Journalism and Mass Communication and creates a student profile report that tracks graduation rates and the success achieved by minority students.

The Office of Retention and Graduation's mission is to remove barriers for students at risk of not returning to Ball State University or not on track to graduate in four years. The work of the staff involves providing students with the resources and support they need to ensure their academic success.

The 21st Century Scholars support specialist is housed within the Office of Retention and Graduation and works collaboratively with a variety of campus offices and services. The goals of the support program are to create a sense of community among 21st Century Scholars on campus, provide support and advocate for the scholars, encourage scholars to excel by getting involved on campus, and ensure the scholars maintain financial aid eligibility. Additional information about the 21st Century Scholars program is available here. In addition to 21st Century Scholars, the Office oversees support services for commuters, sophomores and transfer students with the assistance of Student Success Ambassadors.

BSU also launched the Achievements App in fall 2014 to encourage Pell grant first year students to engage with the University. Achievement App users have been retained at a higher rate than the non-App users. Please see further details about the Achievements App under Core Component 3D.

Ball State's summer bridge programs give new students an opportunity to get a head start on college by helping them meet other students, build confidence, learn leadership skills, and become more familiar with the University. The programs vary in duration and focus. Many are offered at times that allow students to participate in multiple programs. The programs are discussed in greater detail here and were also highlighted under Core Component 3D.

Ball State's Living-Learning Communities (LLC) are either major-based (e.g., Business, Communication, Education, Nursing) or interest-based (Discover, Emerging Media, International). Students who participate in these programs benefit from learning teams that offer advising and immersive programming in the residence halls and in the community, often related to the major or focus area of the LLC. These learning teams include academic advisers, career advisers, librarians, faculty, residence hall directors, other professional staff, and student staff. The effects of these communities on student success have been examined using surveys, focus groups, and an analysis of Skyfactor Mapworks comparative data. Students reported that living close to others in the same major is beneficial in terms of creating study groups and adjusting to the University. Students in a major-based LLC have an increased commitment to their chosen major compared to students in an LLC not based on a major. Students also expressed a desire for more connections to their courses, and in collaboration with University College, a change in how freshmen are enrolled in various courses and assigned to their residence halls and rooms was implemented for the Fall 2012 semester.

Skyfactor Mapworks results indicate that men participating in living-learning communities were less likely to be on academic probation than other men. The fall-to-spring retention rate for all LLC students was 94 percent, compared with 92 percent for other students. Interventions by residence hall directors with students receiving midterm deficiency notices were helpful in getting students to meet with an academic adviser or faculty member, seek tutoring, or visit Ball State's Learning Center.

The Partnership for Academic Commitment to Excellence program is a support services network administered by academic advisers; it was discussed under Core Component 3D.

Degree Works, Ball State's degree audit system, tracks specific course and degree requirements for all undergraduate majors, alerting viewers in a web-based, user-friendly format of their degree progress. The Student Educational Planner (SEP) component of the system provides each student with an eight-semester template of the specific courses in which they will be enrolling throughout their four years. The SEP includes an alert system that shows students and advisors where they have gone "off track" to timely graduation by failing a course or failing to enroll. Advisors manage these plans each semester and intervene to get students back on track. Degree Works also tracks electronically in adviser "notes" the precise recommendations made to students about what courses they should register for in each semester in which advising took place. Beginning in spring 2018, Degree Works will serve as the degree audit system for graduate students as well, with initial roll-out to high-interest programs and continuing until all master's, doctoral, and specialist's degrees are part of the system by December 2018.

Student success is also an important issue at the graduate level. In addition to the Director of Graduate Student Recruitment and Enrollment, the Graduate School added the position of Director of Graduate Student Retention and Operations to its staff whose job responsibilities include developing and implementing a student retention plan to ensure the University maximizes graduate student persistence and completion. Individual programs are increasingly active in gathering and acting upon information concerning student success. For example, the School of Music engaged the Office of Institutional Effectiveness to carry out a series of graduate student focus groups on this issue in 2017.

Sources

- 21st Century Scholar Support
- 8-Semester Student Schedule Template
- Achievement App Use and Retention
- Ball State University Acronyms
- Degrees Awarded
- Fall 2016 Student Persistence - Bachelor's Degree
- Four-Year Graduation Rate Achievement Gap from the Indiana Commission for Higher Education
- Four-Year Graduation Rates
- Four-Year Graduation Rates CSRDE Peer Comparisons
- Graduate Music Focus Group Report
- Graduation Rate Study Report 2014
- Indiana Commission for Higher Education 2016 Completions Report
- Learning Center
- Living-Learning Community Academic Outcomes Report Fall 2016
- Miller Business Honors Program
- Office of Retention and Graduation
- One-Year Retention Rates
- One-Year Retention Rates CSRDE Peer Comparisons
- Retention Study 2011-2012 Summary Report
- Sample Tableau Self-Service Reports
- Six-Year Graduation Rates
- Six-Year Graduation Rates CSRDE Peer Comparisons
- Skyfactor Mapworks
- Skyfactor Mapworks Reports
- Student Success Ambassadors
- Summer Bridge Programs
- Time To Degree Study 2018 Report

4.S - Criterion 4 - Summary

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

Summary

Ball State has a robust unit review process and many examples are available of improvements made on the basis of unit review. The University's process for evaluating transfer credit represents typical good practice and is aided by the Indiana Transfer Core Library. The Undergraduate and Graduate Education Committees are BSU's shared governance mechanisms for ensuring authority over prerequisites for courses, rigor of courses, expectations for student learning, and access to learning resources. The Division for Online and Strategic Learning works with faculty members to ensure academic rigor and ensuring faculty qualifications in online, off-campus, and dual-credit offerings. Success of graduates in monitored through the Senior, First Destination, and Alumni surveys. All academic and co-curricular units engage in the full cycle of assessment: defining learning outcomes, collecting and analyzing evidence, and using the results for improvement. Assessment of the general education program utilizes AAC&U VALUE rubrics and review of student artifacts by trained faculty members. Multiple examples are available concerning improvements based on the results of assessment. The Office of Institutional Effectiveness (OIE) provides multiple resources to support assessment efforts. The University has clear goals for retention and graduates, and we are particularly proud of the 15% increase in four-year graduation rates over five years. The OIE provides analytic support for student success efforts, which are spearheaded by the Office of Retention and Graduation. Summer bridge programs, living-learning communities, a strengthened advising model, and the new Student Achievements App serve as key student success resources.

Sources

- Ball State University Acronyms

5 - Resources, Planning, and Institutional Effectiveness

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

5.A - Core Component 5.A

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

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

Argument

Ball State is committed to maintaining and strengthening the quality of its educational programs and building institutional effectiveness through continuous quality improvement. This is reflected in all aspects of planning and resource allocation, from fiscal priorities to the physical and technological infrastructure necessary to support effective student learning. The University has maintained sufficient personnel, physical resources, and technological infrastructure to support its operations and offers high quality programs. BSU's strategic plan guides initiatives and resource allocation decisions. The 2014 Academic Plan resulted directly from the 2012-2017 institutional strategic plan. Its recommendations included establishing the College of Health, the New Faculty Academy, and intensive academic advising (that led to adding 26 new professional advisers). Legislative budget requests, the campus master plan, and other information is available to the public on Ball State's Financial Transparency Website. The annual audited financial reports are also available. The University's composite financial ratios, as reported in the HLC Institutional Update over the last several years, have remained substantially above the zone of concern established by the Commission.

Ball State's annual operating budget is approximately $356 million, and state appropriations for operations fund about 35 percent of this budget. All categories of state appropriations together represent approximately 29 percent of total institutional revenues. The state's appropriations

include line- item funding to support Ball State's "Entrepreneurial University" initiative to recruit high-quality students, provide an innovative curriculum, and promote economic development. The 2015-17 biennial budget includes a $4.23 million increase in state appropriations consisting of $2.08 million in the first year and $2.15 million in the second year. The University also continues to rely on a variety of other funding sources, including tuition and fees paid by students, external support for research and scholarly activities in sponsored programs (grants, contracts, in-kind contributions, etc.), and private gifts.

For the 2013–2015, 2015-2017, and 2017-2019 biennia, the significant state performance funding metrics affecting Ball State include the following (each metric includes only Indiana residents):

- increase the four-year graduation rate
- increase the number of students who graduate
- increase the number of at-risk students who graduate (defined as Pell Grant recipients)
- increase the number of graduates in specific "high-impact" fields (e.g., science, technology, engineering, math) as identified by the Indiana Commission for Higher Education
- a self-identified "performance" metric

Cumulative growth in BSU's performance on state performance metrics is shown here.

Because performance funding is based only upon *increases* and upon three-year rolling averages there is a lag between changes based on institutional efforts and the realization of funding. The substantial increase in four-year graduation rates (an 15% increase in 5 years) and the trends in "high-impact" graduates will only begin to affect funding beginning in the 2019-2021 biennium.

Although state support for higher education in Indiana has been stable and relatively generous compared with other states, Ball State is very aware of the need to cultivate sources of revenue beyond student tuition and fees and state support. A major effort since the last comprehensive visit has been strengthening enrollment in the targeted areas of graduate, international, and online education, with growth in online being particularly successful. An initiative begun in 2017 is development and implementation of a strategic enrollment management plan in consultation with Ruffalo Noel Levitz. The plan is expected to be shared with the campus community in late summer 2018.

Ball State's international student initiative resulting from the 2007–2012 strategic plan focused on increasing enrollment from international origins to 5 percent of the total student enrollment, or approximately 1,000 students. The University has allocated more than $5 million from reserves to invest in this initiative. Fall 2012 tuition and fees revenue from all international students totaled $6.5 million. The net revenue— which is the gross revenue minus the scholarships distributed—equaled $4.7 million. The highest number of international students enrolling on campus in one year was 873.

Changes in the University's organization of fundraising approaches were discussed under Core Component 1A. A total of more than $370 million in Foundation funds have supported Ball State

in a variety of areas including student financial support, academic programs, faculty support, buildings and facilities, and public service.

Ball State's total number of full-time and part-time faculty and staff members as of November 1, 2017 is 3,584. This includes 1,027 full-time faculty members (442 tenured, 225 tenure-track, 360 non-tenure-track), 264 part-time faculty members, 825 full-time and 8 part-time professional personnel (largely salaried), and 1,303 full-time and 157 part-time staff and service personnel (largely hourly). Further details about the composition of the faculty is provided under Core Component 3.C. Annual trends in staffing demonstrate stability in staffing.

Recognizing the need to attract and retain a high-quality workforce, Ball State has endeavored to provide faculty and staff salary increase pools each year since the last HLC comprehensive review, although this has been affected by pressure to moderate tuition and fee increases. The University included a goal in its 2012-2017 strategic plan of increasing salary increments at the time of promotion to professor and associate professor to $6,000 and $4,000, respectively, as one means of reducing the gap between average salaries of Ball State faculty members and those of faculty members at peer universities; this was achieved in 2015.

Ball State's 731-acre campus includes 106 academic, administrative, auxiliary, and residential buildings. Eleven residence hall complexes and two apartment communities house about 7,550 students on campus. Ball State also has slightly more than 400 additional acres of research property and maintains two outreach centers in the Greater Indianapolis area—one at Meridian and Maryland streets downtown and one in the Saxony development in Fishers. The current replacement value of all campus facilities is approximately $2.5 billion.

The University's most recent campus master plan was developed in 2015. Examples of how the master plan supports the institutional mission and education programs include co-location of Ball State's health sciences and clinical offerings; encouraging cooperation between architecture, business, and journalism; and using the arts, theater, and faculty space to energize campus open space. For the ten years ended June 30, 2016, the University has invested approximately $586 million in capital improvements. During the past 10 years, the University has constructed or renovated more than 400,000 square feet of instructional facilities, increasing the total plant value by more than $150 million. More than $262 million has been invested in the renovation of existing facilities, with a majority of resources going toward classroom buildings. Recent projects included renovations of the Applied Technology Building, Emens Auditorium, and residence halls. Major projects currently underway or in the planning stage include the new Health Professions Building, Foundational Science Building, and residence and dining hall construction. A 2017 update to the master plan includes information about the projects just listed as well as renovations of the College of Architecture and Planning and Bracken Library buildings and greater engagement with the nearby Village neighborhood.

Over the years, expansion and growth have been accommodated primarily by acquiring land adjacent to and/or near the campus in a strategic, far-sighted manner. These acquisitions are made without state funding. The University has a reserve for further campus development that can fund the purchase of new land, but it most likely will be used for continuing the development of infrastructure on existing University property.

Information about Ball State's sustainability initiatives is available here. Information about the campus geothermal energy system is available here. Ball State has a long, proud tradition as being a welcoming campus for students with disabilities. Recognized as a "disability-friendly" and an "ADA-Plus" college in the 2012 book, *College Success for Students with Physical Disabilities*, Ball State has garnered a national reputation in providing services and accommodations for students with disabilities.

Ball State's technological infrastructure is aligned well with the University's strategic plan goals, the top one of which is to "provide distinctive, high-quality educational experiences." Our high-speed wireless and wired networks link students, faculty, classrooms, labs, residence halls, and offices campus-wide. Since 2015, Unified Communications Services has redesigned and strengthened the University's wireless network to support the increase in mobile device usage.

The Office of Information Technology (OIT) is the primary unit charged with providing and supporting technology, communication, information, and collaborative services to Ball State faculty, students, and staff in the pursuit of excellence in teaching, learning, and research. Through its six subunits, OIT supports the University's mission by developing advanced infrastructure, promoting universal access to technology resources, providing support for the development of quality digital content, and offering programs to enhance the teaching and learning skills of faculty, students, and staff. Information on recent OIT projects dedicated to providing a modern technology infrastructure is available here.

Subunits of OIT that support our mission include the Enterprise Project Support Office, the Academic Project Support Office, the Office of Information Security Systems, Information Technology Services, Unified Technology Support, and University Libraries. Descriptions of each are provided here.

In cooperation with Academic Affairs, OIT has made significant new investments supporting the student and faculty experiences. We are nearing the end of a three-year pilot to explore the Canvas learning management system. The Digital Corps re-launched the acclaimed Ball State Field Trips to produce a highly-acclaimed state bicentennial educational program, as well as developing numerous projects serving the academic and University community. University Libraries has recently launched the Digital Scholarship Lab, directly supporting faculty research and publication. OIT has also made investments in updating classroom and testing lab technologies to support faculty and students by providing access to rich teaching and learning experiences.

Ball State's resource allocation process is driven by its mission and strategic plan, with support for educational programs always maintained as the greatest priority. As shown in the University's 2016-2017 expenditure summary, the largest portion of funding is allocated to instruction and academic support. Ball State also spends greater potions of its budget in these areas than do peer universities.

Ball State requires a written justification for filling professional personnel positions. External and internal auditing functions serve to ensure that financial resources are appropriately directed

toward educational purposes. As a state university, no superordinate entity exists to which revenue at Ball State could be disbursed.

The mission statements and goals in the 2012-2017 and current strategic plans that have guided Ball State since the University's last comprehensive review have been realistic in consideration of the institution's organization, resources, and opportunities. The 2012 strategic plan included the following four key goals: provide distinctive, high-quality educational experiences; become a recognized leader for educational delivery and innovation; invest in an increasingly vibrant and integrated University community; and advance Indiana through student engagement and faculty expertise. The plan was revised and reorganized in 2014 as the Centennial Commitment, with the following three themes: student-centered, community-engaged, and model 21st Century research University. While the 2018 strategic plan is currently in development, meeting agendas and minutes, materials from the working groups and open forums, and the results of the Mission, Vision, and Values Survey indicate that some themes include:

- community engagement
- diversity, equity, and inclusion
- innovative educational practices
- meeting State labor market needs
- operational efficiency and effectiveness
- remaining successful and fulfilling our mission in a challenging political and fiscal environment
- the role of research, scholarship, and creative endeavors in the University's second century
- technology

Ball State's hiring process requires minimum qualifications for all positions, and background and reference checks are performed for all new appointees. National searches are conducted for all faculty and other key positions. Overall, 96% of tenured and tenure-track faculty members hold terminal degrees in their disciplines; when disaggregated by college the averages range from 83% to 100%. See the response to Core Component 3C concerning qualifications for faculty and staff members.

Performance appraisals provide feedback that is used to identify professional development opportunities for all employees. Faculty performance appraisal procedures affecting re-appointment, promotion, tenure, and annual salary increases are discussed in the Faculty and Professional Personnel Handbook. An initiative since the last HLC comprehensive review was the faculty Chronic Unsatisfactory Performance policy. The performance appraisal process for other groups of employees is managed by the University Human Resources office.

Once employed, faculty, professional staff, and other personnel have a variety of training options available both on campus and externally. University Human Resource Services offers a robust training program that provides opportunities for employees to build skills specific to their job responsibilities. Its Learning and Development educational sessions are geared toward professional and staff employees, but are open to all employees and students free of charge. A

major initiative in 2017 was the new employee onboarding program, which represents a campus-wide collaborative effort to provide resources to new employees and their managers.

Additional information about faculty and staff member professional development opportunities is provided in the responses to Core Component 3C, particularly including the Office of Educational Excellence, the Interactive Learning Space initiative, the Integrated Learning Institute, the Sponsored Projects Administration office, the New Faculty Academy, the Entrepreneurial Learning Academy, and the National Center for Faculty Development and Diversity.

All parts of the campus, through their vice presidential areas, submit budget requests including critical unmet needs, opportunities for budget reductions or reallocations, and strategic plan initiatives. Each vice president meets with the President and Vice President for Business Affairs and Treasurer. Every budget decision is viewed through the lens of the University's strategic plan.

Budgets are monitored at the departmental level as well as the vice presidential and University levels. Variances in budgets are investigated, and appropriate actions are taken. The University's financial records are audited each year by both external auditors and the Indiana State Board of Accounts.

Each of Ball State's vice presidents has a staff member responsible for budgetary matters who works closely with the Office of University Budgets. These individuals monitor the vice presidents' budgets and track their expenditures. Each academic college also has a finance and budget director, who is responsible for monitoring and tracking budgeted expenditures. These college directors report directly to the University's budget office. Monthly financial reports are available online to review transactions and compare year-to-date balances to budgeted amounts.

The Office of Internal Audit and Advisory Services (IAAS) serves as an independent appraisal function to examine and evaluate University activities as a service to the administration and the Board of Trustees (BoT). It furnishes analyses, recommendations, counsel, and information concerning the activities examined. The Director of the office of IAAS reports jointly to the President and to the Audit and Compliance Committee of the BoT.

Sources

- Academic Plan
- Ball State University Acronyms
- Campus Master Plan
- Campus Master Plan 2017 Update
- Chronic Unsatisfactory Performance Policy

- College of Health
- Core Expenses by Function Peer Comparisons
- Cumulative Growth in BSU State Performance Metrics
- Employee Learning and Development
- Employee Onboarding
- Employee Raise Pools
- Enrollment Trends in Graduate International and Online Education
- Entrepreneurial Learning Academy
- Faculty and Staff Member Headcount
- Faculty Diversity
- Faculty Members with Terminal Degrees
- Financial Ratios from HLC IU
- Financial Reports
- Financial Transparency
- Geothermal Energy System
- High Impact Graduates Trends
- Interactive Learning Space Teaching and Scholarship Opportunity
- Internal Audit and Advisory Services
- Legislative Budget Requests
- Mission Vision and Values Survey Report
- New Faculty Academy
- Office of Educational Excellence
- Office of Information Technology Current Projects
- Professional Advising Proposal
- Revenues and Expenses Summaries
- Sponsored Projects Administration
- Strategic Planning Committee Documents
- Strategic Planning Open Forums
- Strategic Planning Working Groups
- Sub-Units of the Office of Information Technology
- Sustainability Initiatives and LEED Certifications
- University Human Resource Services

5.B - Core Component 5.B

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

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

Argument

Ball State University's governance and administrative structures facilitate the leadership and support needed to accomplish the institution's mission and strategic objectives. At the top, the University is governed by a nine-member Board of Trustees (BoT) appointed by the Governor of Indiana: two members recommended by the Ball State Alumni Council, one full-time Ball State student, and six members appointed at-large. Appointments are for four-year terms. The biographies and positions of current board members are available to the public on the University's website.

The BoT provides oversight for the total operation of the University, including all educational, financial, legal, and fiduciary matters. Specifically, the BoT has the following duties:

- manage, control, and operate Ball State
- borrow money, issue bonds, and let contracts
- prescribe conditions for admission
- grant degrees and issue diplomas or certificates
- set fees, charges, fines, and penalties
- define the duties of and provide compensation for faculty and staff of the University
- receive and administer all donations, bequests, grants, funds, and property that are given or provided to the University
- poses all the powers in order to effectively operate the affairs of Ball State

A list of recent board actions is provided under Core Component 2C.

The Board receives information about campus units through presentations made at each board meeting, including updates about the HLC accreditation assurance review process. The Board carries out its work both as a full board and through its Academic and Student Affairs; Audit and

Compliance; and Finance, Facilities, and Planning Committees. Full Board and committee minutes and supporting materials are available here.

The BoT hires the President, to whom it delegates the day-to-day administration of the institution. The President's Cabinet consists of the senior management team, including:

- Provost and Executive Vice President for Academic Affairs
- Vice President for Business Affairs and Treasurer
- Vice President for Student Affairs and Enrollment Services
- President and CEO, Ball State University Foundation
- Vice President for Information Technology
- Vice President and General Counsel
- Vice President for Marketing and Communications
- Vice President for Governmental Affairs
- Director of Intercollegiate Athletics
- Chief Strategy Officer

Information about these cabinet members is available to the public on the University's website. The responsibilities of the President and each vice president are provided in the Faculty and Professional Personnel Handbook (FPPH), which also includes organizational charts for the University and Academic Affairs (pp. 187-188).

As a state-assisted institution, Ball State also maintains substantial and significant relationships with the Indiana Commission for Higher Education (ICHE) and the Indiana General Assembly. Ball State joins Indiana's other public colleges and universities as a member of the State Transfer Articulation Committee (STAC), which was established several years ago by state statute and is coordinated by ICHE. STAC develops policies and procedures for several state initiatives such as the Course Transfer Library, the statewide general education core, and college credit for Advanced Placement scores.

The principal entity responsible for formulating educational policy at Ball State is the University Senate, which includes its Campus Council, Faculty Council, and University Council as well as numerous committees. Its constitution is published in the FPPH. Following the constitution is a description of the Ball State University Council and Committee System. Ball State has two other representative bodies: the Staff Council, elected by nonacademic staff members, and the Student Senate. Both groups select their membership according to procedures set forth in their constitutions, and they may establish committees or boards and delegate certain responsibilities to them. The Staff Council and the Student Senate also make recommendations on matters of concern to the appropriate council or committee or to the Office of the President.

Major initiatives of the University Senate and its councils and committees since the last HLC review have included the reorganization of academic units to establish the College of Health and the dissolution of the College of Applies Sciences and Technology, a revision to the faculty qualifications policy to align with the new HLC standards, approving the Chronic Unsatisfactory Performance Policy, a revision to the credit hour policy to align with HLC standards, approving the Whistleblower Protection Policy, and approving the Parental Leave Policy. The University

Senate is currently in the process of studying its structure and representation in order to optimize its effectiveness.

Ball State students have many opportunities to get involved in the life of the University, through formal groups and organizations, including those that promote their academic interests, and those that are more focused on shaping the culture of the college. Examples include academic and professionally-oriented associations, service organizations, student government, honors societies, political and civic engagement groups, and Greek life.

University administration, faculty and staff members and students frequently collaborate concerning academic and administrative issues. Examples since the last HLC comprehensive review include development and approval of the Parental Leave Policy, the presidential search, and a series of presidential roundtable discussions during 2015-16 and 2016-17.

Various leadership groups also meet systematically to share information, receive feedback, and advance progress on priorities. Examples of such groups include the Council of Deans, the Academic Leadership group (academic chairs, directors, deans, associate deans, and Provost's Office senior staff members), and various meetings at the division, department, and office levels.

The smooth continuation of efforts amidst the transition of Presidents, the Provost and Executive Vice President for Academic Affairs, deans, and other University leaders since the time of the last HLC review demonstrates the presence of effective structures for contribution and collaborative effort.

Sources

- Ball State University Acronyms
- Ball State University Board of Trustees Minutes
- Board of Trustees
- Campus Council
- Faculty Council
- Materials Used in the Search for a New President
- Parental Leave Policy Faculty Staff and Professionals 2017
- Presidential Roundtable Fall 2016 Summary
- Presidential Roundtable Report 2015-2016
- President's Cabinet
- Responsibilities of the President and the Cabinet
- Staff Council
- Student Organizations
- Student Senate
- University Council

- University Senate
- University Senate Structure Review 2018

5.C - Core Component 5.C

The institution engages in systematic and integrated planning.

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

Argument

Ball State has engaged in a series of five-year institutional strategic plans since 2001. Each plan has resulted from a highly collaborative process, which has become increasingly evidence-based. Details about the planning process were provided in the response for Criterion 1. Each draft plan is made available to numerous stakeholders and to the public at large before it is approved by the Board of Trustees. The implementation, optimization, and monitoring of the 2012-2017 strategic plan was guided by the Strategic Planning Leadership Team, which consisted of a cross-functional constituent group.

The Centennial Commitment strategic planning metric dashboard has been used to track annually progress for each objective; the dashboard is available publicly on the websites of the President's Office and Office of Institutional Effectiveness. The dashboard also indicates how each metric is aligned with the strategic plan of the Indiana Commission on Higher Education.

As noted for Core Component 1A, Ball State began a new strategic planning process in January 2018. The timeline for the development of the new plan includes data collection in the spring of 2018, synthesis of results and drafting of a plan during the summer, and refinement and approval of the plan by the Board of Trustees (BoT) in the fall. Beginning in early 2019 functional (academic, facilities, fundraising) and area (division, college, department) plans will be updated to directly address and support the new institutional plan, with all processes directly linked to resource allocation. A new strategic enrollment management plan is in development and its implementation will be guided by the new strategic plan and functional and area plans.

As noted in the response for Core Component 5A, Ball State's resources are allocated to support and enable faculty, staff, students, administrators, and other stakeholders to accomplish the institution's mission and strategic plan objectives. Based upon budget requests and input from all campus units, the University's administration prepares an annual proposed general fund budget for the institution that is ultimately approved by the BoT. This process allows units to propose

continued and new activities that are aligned with the University's mission and strategic planning goals.

The Academic Excellence Grants Program provides funding of $4.2 million over three years to support and encourage units to achieve their academic, research and service goals that will contribute to Ball State's strategic plan. Philanthropic contributions represent an important source of funding to allow Ball State to accomplish its objectives.

The Office of Institutional Effectiveness (OIE) promotes evidence-based decision making and resource allocation through providing numerous analyses. It also supports student learning assessment through its Faculty Summer Assessment Grants. These grants have gone to individual faculty members or groups of faculty within a department. Many grants have been used for a unit's general programmatic assessments or to develop new assessment initiatives for a program. Others are being used for assessments of the University Core Curriculum. The OIE also coordinates the academic unit review process.

An area where the University has focused its attention and resources in recent years is student retention and graduation. More details about progress in this area are provided in the response to Core Component 4.C. Specific examples of student success initiatives include the establishment of the Office of Retention and Graduation, hiring of 26 additional academic advisers, awarding a Completion Scholarship to students who graduate within four years, restructuring tuition to allow students to complete more credit hours for less money, and reducing costs for summer courses.

Another area of strategic investment has been faculty and staff success. Faculty salaries have been addressed through greater salary raises at the time of promotion. The need to improve grant management was addressed through the restructuring of previously-separate operations into the Office of Sponsored Projects Administration. Questions and concerns about the Banner ERP system were addressed through consolidating frequent Banner-related questions and answers into a Banner Top 10 webpage and designating administrative coordinators who have received specialized Banner training as super admins who are available to help others.

The 2018 strategic planning process is being guided by surveys for faculty and staff members and students, six working groups, eight open forums, and a virtual crowdsourcing tool. The process is led by the President and a highly inclusive committee and facilitated by a new Chief Strategy Officer. As noted above, beginning in early 2019 functional (academic, facilities, fundraising) and area (division, college, department) plans will be updated to directly address and support the new institutional plan, with all processes directly linked to resource allocation. A new strategic enrollment management plan is in development, and its implementation will be guided by the new strategic plan and functional and area plans.

Both the 2012-2017 and 2018-2023 strategic planning processes have been highly inclusive and informed by multiple internal and external constituencies. The 2012-2017 Strategic Plan Task Force and the follow-up Strategic Plan Leadership Team were comprised of faculty and staff members, and administrators. The 2012-2017 plan draft was shared with campus constituencies and discussed with the BoT extensively prior to its approval. The elements of the 2012-2017 plan

were explicitly related to the Indiana Commission on Higher Education's 2012 Reaching Higher, Achieving More strategic plan.

In addition to the BoT, Ball State's strategic and operational planning are informed by additional groups such as the University Foundation Board of Directors; governmental agencies; college, department, and program advisory groups; and academic and administrative professional organizations and accreditation associations.

A further example of collaborative planning is the set of Presidential Roundtable dialogs that took place in 2015-2016 and the fall semester of 2017. During 2015-2016, 7 meetings with 90 faculty members led to 45 recommendations. Topics included optimal composition of the faculty, equity of rewards, maximizing the attractiveness of the workplace, competitiveness of compensation, supporting and enhancing academic leadership, diversity, and services to support teaching and research. A fall 2016 roundtable that resulted in suggestions from faculty members concerning growing the University's key strengths and differentiating BSU from other state universities.

An example of consideration of students' perspectives in planning is the recent completion of residence halls and the current construction of two additional residence halls and a dining hall. Input from students had a major impact of the design of both individual rooms and group living-learning spaces, such as a small broadcast studio. Another example of planning involving facilities is the decision to build a new Foundational Science Building and locate proximate to the new Health Professions Building.

Ball State plans on a comprehensive basis, reflecting internal and external realities while preserving the flexibility necessary to respond to unforeseen situations. As a matter of routine, Ball State considers a number of assumptions during its budget building process. They include such factors as: size of the freshman class, student retention rates, tuition rates, state appropriations, employee salary increases, employee health care costs, and utility expenses. An example of an emerging factor potentially affecting enrollment is declining enrollment in the Muncie Community Schools.

Sensitivity analyses are run based on these assumptions to determine their impact on the overall budget. From these analyses, the University examines possible changes in the budget assumptions and what trade-offs would result. This process leads to an examination of areas where the evaluation of metrics has shown improvements could be made. For example, Ball State has substantially improved student persistence toward graduation within four years, a special interest of the state legislature. As a result, the University has developed the Achievements App, substantially redesigned upper-division advising, and implemented four-year degree plans. Another example is discontinuing the first-year student common reader program and redirecting its funding towards living-learning. More details about Ball State's initiatives to improve degree completion rates are provided in the response to Core Component 4C.

Sources

- 2018 Strategic Planning Process – Spreading Our Wings
- Academic Excellence Grants Recipients
- Academic Plan
- Academic Unit Review Process
- Ball State University Acronyms
- Banner Top Ten FAQs
- Centennial Commitment Metric Dashboard
- Chief Strategy Officer
- Communication Living-Learning Community
- Faculty and Staff Member Mission, Vision, and Values Survey
- Indiana Commission for Higher Education Reaching Higher Achieving More Strategic Plan
- Office of Institutional Effectiveness
- Office of Retention and Graduation
- Presidential Roundtable Fall 2016 Summary
- Presidential Roundtable Report 2015-2016
- Professional Advising Proposal
- Sponsored Projects Administration
- Strategic Planning _ Spreading our Wings Community Feedback
- Strategic Planning Committee
- Strategic Planning Open Forums
- Strategic Planning Working Groups
- Student Mission, Vision, and Values Survey
- Summer Assessment Grant Reports
- University Foundation Board and Committees

5.D - Core Component 5.D

The institution works systematically to improve its performance.

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

Argument

Faculty and staff members and students are actively involved as contributors of evidence from a variety of campus sources. The institution uses data from student, faculty, staff, and employer-focused assessments to improve programs and campus operations. One example lies in the continued development of Ball State's online learning division into a fully-integrated Division of Online and Strategic Learning (DOSL) that now offers support for learning in all modalities and is integrated with the Office of Educational Excellence. The new mission and vision statements for DOSL and a description of strategic learning as a best practice are available.

Ball State's robust student learning outcomes assessment process continues to lead to numerous improvements in learning and teaching; examples were illustrated for Core Component 4B. The Office of Institutional Effectiveness' (OIE) summer faculty assessment grants also support many additional course and program-level improvement projects. For example, faculty members in Educational Psychology and Speech Pathology and Audiology and staff members in the Office of Disability Services recently partnered to determine the learning and assessment profiles for who have been identified as having attention-deficit-hyperactivity disorder (ADHD), identify areas of challenge for these students such as study skills and writing, and inform assessment accommodations. Faculty members in History developed a new course for history and social studies majors that was informed by and tightly integrated with the Department's Framework for Historical Thinking; their work included the development of several new course-based artifact collections and rubrics. The Department of Nutrition and Health Science recently developed new, detailed curriculum maps for dietetics students that align with new disciplinary accreditation standards. The Department of Communication Studies developed and used a new assessment tool within several of its required courses. The graduate-level Literacy Education program reviewed and revised artifacts and aligned efforts with disciplinary accreditation requirements. The music performance program implemented e-portfolios to more effectively collect artifacts for senior recitals. The Department of Sociology developed and implemented several new assessment measures and created an assessment handbook. The Japanese program analyzed the reliability of its online placement test and made improvements as a result. The Miller College of Business' Assurance of Learning process represents a comprehensive approach to collecting and analyzing evidence and acting upon results to improve learning throughout the College.

Data analysis helps identify campus and program strengths and weaknesses that inform decision-making. Successful outcomes promote decisions by the campus and programs to stay on course. Identifications of weakness require that changes be considered. The OIE helps identify areas of strength and challenge from a variety of data sources, including coordination of the academic unit review process.

The institution uses a wide range of data and information services to facilitate planning, evaluation, and decision-making. The data are often tailored to the needs of campus units. A commitment to campus collaboration and campus governance structures promote the use of evidence to evaluate performance, assist in planning, inform budgets, formulate improvement strategies, continuously integrate technology into learning, and facilitate change. These collaborative efforts and shared communication enhance campus vitality in support of our mission and vision.

The commitment to continuous improvement drives innovation, reform, and advancement within our mission, vision, University purposes, learning outcomes, and values. The 2017-2022 strategic plan provides a framework for specific goals among campus units and constituencies. The Strategic Planning Committee reviewed and summarized the plans to determine common goals that unite our campus. Annual progress is publicly charted through the strategic plan metric dashboard.

Ball State actively gathers and utilizes performance assessment to improve both its programs and the workplace. Some examples below illustrate the way Ball State gathers and responds to assessment and evaluation results.

Supported by OIE summer assessment grants over three years, three faculty members in Mathematical Sciences developed and evaluated redesign efforts in two freshman-level courses, Math 108 (Intermediate Algebra) and Math 111 (Precalculus-Algebra). These high-enrollment courses are "gateways" for poorly-prepared students who need higher-level mathematics courses in their major. The redesign leveraged a body of research supporting an *emporium model* for pre-college mathematics in which direct instruction is replaced by individual student use of adaptive learning software in a lab setting, with tutors available to give immediate help. The adaptive software can track student performance on a multitude of skills, direct students toward topics they are ready to learn, alert instructors to areas of most pressing student need, periodically re-assess students for retention of knowledge, and give additional practice until students demonstrate mastery. Results indicated substantially better exam performance, lower DFW rates and increased success in calculus classes for students participating in the math emporium. Math emporium participants also reported substantially more time studying than did non-participants.

A group of faculty members from multiple disciplines, aided by the Office of Educational Excellence, carried out a series of assessments to gauge the effect of the Interactive Learning Space initiative (ILS). The ILS initiative is designed to promote active learning through changes in pedagogy, technology, and psychical classroom spaces. Participating faculty members reported increased morale, openness to new ideas, sense of rejuvenation, and greater connection to the campus community.

The Department of Criminal Justice and Criminology in 2016 engaged in a substantial process of reflection about the relevance and usefulness of its curriculum (undergraduate major and minor). This process was informed by the results of student learning assessment. As a result a number of revisions were proposed and are in the process of being implemented. For example, in response to contemporary justice system issues, all CJC majors are now required to take courses in Race, Gender and Crime (CJC 211) and Ethics and Decision Making in Criminal Justice (CJC 229); these courses provide important foundational material for thoughtful and real-world consideration of issues across the discipline, including courses related to policing, courts, law, victims, and corrections.

On July 1, 2015 the Ball State University Foundation underwent an organizational unification of staff and programs to provide enhanced service to the University, students, donors, alumni, and friends. Based on best practices, the unification joined areas of Ball State University Alumni Association, Development, and Advancement Services (formerly under the University) into the Ball State University Foundation to create the University's all-inclusive philanthropic and engagement partner. The unification was solidified through a Memorandum of Understanding between the Ball State University, Ball State University Foundation, and the Ball State Alumni Association (the latter two are separate 501(c)(3) organizations). This alliance has already made a positive and long-lasting impact and will continue to yield greater benefits in Ball State's second century.

The Office of Risk Management serves to reduce and mitigate the potential for loss to the University. The risk management process identifies loss exposures, selects the techniques to handle them, implements the chosen techniques, and monitors the techniques for effectiveness. Resources provided by the office include policies for special events (e.g., fireworks, alcohol), policies for minors on campus, guidelines for international travel, and the campus emergency response plan. A new initiative in 2017-2018 is working with academic units to develop class continuation plans in the event of circumstances where classes cannot be taught on campus for extended periods (e.g., weather-related, pandemic). The Office of Risk Management partnered with the Office of Institutional Effectiveness to survey all faculty members concerning current class continuation efforts.

The new laboratory safety inspection program was referenced under Core Component 2E. Ball State is also joining the Safety Training Consortium, and initiative to create a comprehensive set of online laboratory and research safety training resources.

Sources

- Academic Unit Review Process
- Ball State University Acronyms
- Centennial Commitment Metric Dashboard
- Communication Studies 2016 Summer Assessment Grant Report
- Course Continuation Planning Survey

- Criminal Justice and Criminology Curriculum Revisions
- Division of Online and Strategic Learning
- Division of Online and Strategic Learning Description
- Graduate Literacy Program
- History 2017 Final Report
- Interactive Learning Space Assessment Report
- Japanese Online Placement Exam
- Learning and Assessment Profiles of Ball State Students with ADHD
- Mathematics Emporium Assessment Report
- Miller College of Business Assurance of Learning Process Information
- Music Performance Assessment Grant Report
- Nutrition and Health Sciences Assessment Grant Report
- Office of Risk Management
- Safety Consortium
- Sociology Assessment Handbook
- Sociology Summer Assessment Grant Report

5.S - Criterion 5 - Summary

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

Summary

Ball State's resource base is strong and stable and supports both ongoing priorities and responses to changing circumstances. State higher education funding in Indiana has remained relatively strong, and the University has worked to capitalize upon performance funding initiatives such as four-year graduation rates and STEM graduates. Academic, human resources, fiscal, enrollment, facilities, fundraising, and IT planning are all integrated with both the previous and emerging new strategic plans. Faculty and staff members are both sufficient in number and qualified. There are numerous professional development opportunities such as the New Faculty Academy, Learning and Development program, and the new onboarding process. Both new building construction and major renovation have taken place as outlined in the master plan. The budget process is collaborative and transparent, and several structures ensure sound financial management. The Board of Trustees is autonomous, engaged, and committed to ethical practice. The role and responsibilities of the President and Cabinet are well-defined. The University, Staff, and Student Senates serve as the University's shared governance groups. The University has followed a series of strategic plans since 2001. The recently-completed 2012-2017 plan included refreshed mission and vision statements, timeframes and designations of responsibilities, and was monitored through a metric dashboard and supported by Academic Excellence Grants. A new strategic planning committee chaired by the President and facilitated by the new Chief Strategy Officer is on track to present new mission, vision, and values statements, priorities, and metrics to the Board of Trustees for approval this fall. Numerous examples are available of continuous improvement efforts based on evidence.

Sources

There are no sources.