Dear Colleagues:

On behalf of all members of the Student Affairs team, I am pleased to provide the 2011-2012 annual report for the Division of Student Affairs. We trust the information we selected to highlight in this report will provide you a glimpse of the care and support offered to our students.

As a division, we have made significant contributions to advance the university’s strategic plan, Education Redefined. We celebrate the many programs and services that have become traditions and helped shape our student culture. Traditions such as the Happy Friday Guy who dons his cape and rides through campus to signify the end of a week is a reminder to the spirit of our campus.

Demonstrated through assessment projects, our initiatives led to the achievement of the division’s four learning outcomes focused on life skills, multicultural competence, leadership competence and behaviors reflective of institutional values. Please note that each area completed at least one assessment project and a summary of those projects is provided in this report.

We extend appreciation to our partners and collaborators across campus and in the community for helping us provide extraordinary learning experiences for our students. We look forward to many more successes as we continue our work together to provide engaging and transformative experiences for students.

Kay Bales
Vice President for Student Affairs
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VISION STATEMENT
The Division of Student Affairs at Ball State University seeks to be nationally recognized for engaging students in a collegiate environment through which they become responsible, productive members of their communities.

MISSION STATEMENT
It is the mission of Student Affairs to:

- Provide distinctive opportunities for student learning.
- Develop innovative experiential programs that support student academic success, wellness, and personal growth.
- Foster an inclusive, diverse, safe and accessible campus community.
- Cultivate individual, campus, civic, and global responsibility.
- Ensure opportunities for the development of leadership skills.
**Learning Outcomes**

**2011-2012**

**Student Affairs Learning Outcomes**

- Students will demonstrate competence in **life skills** (i.e., time management, communication, and problem solving) gained through participation in programs such as living/learning communities, career exploration opportunities, student employment, student organizations, and other co-curricular experiences, which 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 co-curricular 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.
The chief student-service function of this office is assisting students to withdraw from all classes in a semester. In 2011-2012 (not including summer terms) the total number of student withdrawals was 494, the lowest total in a five-year period. There were 513 in the previous academic year. A personal interview with staff remained an important institutional service offered to students contemplating withdrawal. It was important that students made a well-informed decision. Thus, most withdrawing students visited the office to complete the process in person and sat with a staff member for a short interview. Through the interview and completion of the Withdrawing Student Survey, the university was in a much better position to understand and respond to the student’s individual needs. Time invested in an interview ensured the student understood the guidelines for withdrawal and that the student was making a fully-informed decision. The interview provided an opportunity to discuss the circumstances giving rise to the student’s decision, to identify any university resources that could help the student, and to offer information about returning to the university in a future term.

As a retention initiative, letters were sent to withdrawn students to encourage and guide their return to BSU. In 2011-2012, 285 withdrawn students (164 Fall; 121 Spring) received letters. Letters were sent to any students who indicated on the Withdrawing Student Survey that they had an intention to return to Ball State. Indeed, some withdrawn students do re-enroll. For example, 476 students who withdrew in 2010-2011 were tracked for re-enrollment in subsequent terms (Spring 11; Summer 11; Fall 11; Spring 12). A total of 138 students (29.3%) returned for at least one term following their withdrawal in 2010-2011.

Withdrawals were categorized by reason, as shown in the chart at left. Medical circumstances accounted for 20% of all withdrawals. Other common reasons for withdrawal included financial (12.5%), family issues (11.5%), and employment (11.5%). About 27% chose “Other.”
Matriculating Student Withdrawal

The total number of the 2011 matriculating freshmen cohort who withdrew in 2011-2012 was 96, compared to 91 who withdrew in 2010-2011. This represents 2.5% of the freshman class (N=3,822) and about 19% of all withdrawals. Forty-seven new freshmen withdrew in the Fall Semester; 49 in the spring.

The chief reason for freshman withdrawal was medical (27%). Other reasons frequently cited for withdrawal were family issues (11%) and academic issues (12%). About 14% chose “Other” as their reason. Another 12% indicated “Dissatisfied” as their reason. However, when the students’ longer written explanations were analyzed, many of those who selected “Dissatisfied” stated they were not ready for college or did not feel college was a good fit for them, but did not express any particular dissatisfaction with Ball State.

Other Initiatives

Staff Development Programs: “Reconstructing the Student Experience” was the theme of the Fall 2011 opening meetings for professional and support staff. Other programs included a webinar on social media, the Holiday Social, the annual Jack Beyerl Student Affairs Lecture (Eric Stoller), Spotlight on Research, and a webinar/discussion session on LGBT issues on campus.

Assessment: The Assistant to the Vice President was chairperson of the Assessment Committee. The committee oversaw individual area project planning and made improvements to the reporting process. Members of the committee presented at the annual Indiana Student Affairs Association meeting in October at Indiana-Purdue University Fort Wayne on the topic of “Measuring Student Success through Assessment.” In April, the committee hosted a team from Indiana University-South Bend which had requested time and expertise from the committee.

Title IX: The Assistant to the Vice President completed training as a campus investigator of student complaints falling under Title IX of the Education Amendments of 1972. The Department of Education/Office for Civil Rights has mandated that schools identify and train staff to support the institution's effort to comply with this legal obligation. As a deputy Title IX coordinator, the Assistant to the Vice President will work with a Student Affairs team to respond to student complaints of sexual harassment and sexual violence in a prompt and fair manner. Campus information and education are additional components of the Title IX obligation, which will be implemented in the coming fall.

Emergency Call Center: The mobilization plan for an Emergency Call Center was updated in February to reflect changes in the university’s organizational structure. The advisory committee met for an annual meeting in January.

Ombudsperson Services/Record of Contacts: Nineteen Ombudsperson contacts were recorded in 2011-2012, compared to 23 in 2010-2011. Most student concerns centered on academic issues, such as grades, decisions regarding selection for admission to particular degree programs, conduct/professionalism of faculty, and faculty policies and decisions. Administrative concerns represented six of the student complaints. Administrative topics involved campus employment and dissatisfaction with administrative decisions. An additional 1,029 parent and student contacts were recorded in this office. This was up from the 775 contacts recorded last year.

Other: Office staff participated in numerous meetings to align the process for student withdrawals with the university’s Enterprise Resource Planning implementation; coordinated the Emens Scholarship Program; participated in summer orientation sessions for parents; and coordinated a Welcome Center for new students and parents during fall move-in days.
TWO-YEAR STUDY CONCLUDES STUDENTS LEARN PROBLEM-SOLVING

A two-year assessment was concluded to measure what students learn as a result of interaction with the Ombudsperson (OO). For the purpose of this study, contacts with the OO were categorized as such only when there was a face-to-face meeting to discuss a conflict or issue of more significance and complexity than a basic question.

Twelve (12) students were given surveys to complete. Six surveys were returned. The responses to five open-ended questions were analyzed to determine if the goals of the OO interaction were achieved. One question was used to measure satisfaction.

Assessment Project Goals

- To determine what gains a student made in his/her problem solving and conflict resolution skills.
- To determine whether students gained knowledge of university policies, procedures, and resources as a result of meeting with the Ombudsperson.

Key Findings

The findings of this study, taken in combination with the results from 2010-2011, indicated time spent with the Ombudsperson is valuable as students demonstrated specific problem-solving skills.

Survey results suggested that OO visitors learned important life skills. Specifically, students were able to identify options to address their issue, as evidenced by comments such as:

- “Talk with my advisor and internship coordinator.”
- “I can either bring it to a particular department in the university that can take action... or talk to faculty in the department.”
- “Go to the department chair.”
- “Continue and/or re-establish contact with the firing supervisor.”

Respondents were able to identify staff to assist them or an institutional policy that applied to their situation, such as grade appeal. Additionally, students were asked to specify the next step they would use to address the issue or conflict. The following statements suggested that students learned skills involving interpersonal communications using campus resources, establishing a plan to resolve their concerns.

- “Talk to my advisor about alternative options.”
- “Discuss my concerns with a faculty member.”
- “Read the grade appeal policy and go to the department chair.”

One survey question asked students to rate their satisfaction with visiting the OO. All respondents were satisfied or very satisfied with their experience.
Year of Reflection

A consultant was engaged this year to provide recommendations and strategies for the Career Center. Sheila Curran of Curran Career Consulting visited campus in June to interview deans, students, Career Center staff, and other key campus stakeholders. Curran’s final report included nine recommendations and a suggested strategic planning timeline. (See Curran Report to Ball State University on Career Services on the Student Affairs SharePoint website.)

A key recommendation implemented fall semester was the addition of a third associate director position. Functional responsibilities and reporting relationships were then consolidated under three associate directors—Operations and Student Employment, Employer Relations, and Career Development—an organizational model that is working well.

Facility and Technology Enhancements

With coordination of the Operations and Technology Team, renovations were made to the LU220 reception area and the LU235 Career Lab. Traffic patterns were studied and student contact points were redesigned. With support from Unified Technology Support, the Career Center was able to purchase video conferencing equipment, computers dedicated to Skype and Movi student interviews, Apple iPads for student employment, and a large screen TV for web demonstrations and instruction in the Career Lab.

KEY Careers

KEY Careers, a collaborative program between the Career Center and Counseling Center, focused on identifying vocationally at-risk freshmen and providing interventions early in their academic careers. Goals of the program were to:

- **help** students choose majors earlier in their college careers,
- **encourage** students to begin the career exploration process at an earlier point in their college career,
- **introduce** and **engage** students with career resources available on campus.

“The greater students’ career clarity early in their college career the less likely they are to change their major, reducing the amount of time spent in college.”

The greater students’ career clarity early in their college career the less likely they are to change their major, reducing the amount of time spent in college. A student who has a focused career path may also take advantage of more immersive learning opportunities or internships to develop skills and other marketable characteristics sought by employers.

KEY Careers began with student completion of the My Vocational Situation (MVS) assessment at summer orientation. The MVS instrument is a
measurement of a student’s vocational identity and career clarity. This was followed by KEY Careers workshops offered in November, and a post-MVS survey administered during December. Results found a direct correlation between attendance at the workshops and increases in post-MVS scores.

**Work/Life Conference**

A Work/Life Conference with a focus on serving the needs of students of color was held in February to help students maximize their college experiences and prepare for life after college. Chaz Kyser, author of Embracing the World: The Black Woman’s Guide to Life After College, was the keynoter. Other speakers were Ball State alumni who shared information about career development, professionalism, academics, culture and gender. Sixty-seven students attended and participated in workshops, panel discussions, and a professional etiquette luncheon. Seventy-eight percent of attendees said the conference met or exceeded their expectations.

**Employer Relations**

The year marked a milestone as the Career Center and the Department of Finance and Insurance combined efforts in offering a joint job fair. Historically, the Finance, Insurance, and Actuarial Fair was held several weeks after Fall Career Fair (FCF). To provide better service to students, faculty, and employers, recruiters were invited to FCF and concentrated in one area of Worthen Arena. Overall, 129 employers attended FCF, a 29% increase over 2010. A special marketing effort also attracted more students with a 44% increase over 2010. Teacher Fair 2012 also saw an increase in participants over recent years. Fifty-five employers participated in the two-day event, eleven more than last year.

A partnership with the Office of Institutional Effectiveness to coordinate the collection and reporting of job placement data was created. The Career Center was able to leverage campus relationships to gather and disseminate information. The December 2011 commencement served as the pilot. Data for future graduates will be gathered with the existing Senior Survey.

**Banner Implementation**

The Student Employment Group worked with Payroll and Employee Benefits, Human Resources, and Banner consultants to implement new payroll processing and hiring procedures that went into effect January 1. In addition, the group worked on a stand-alone system to accommodate student employee referrals using the existing Cardinal Career Link system and features of the Banner Financial Aid module. This system will go live in June before summer orientation begins. This should be a seamless transition and students should notice little difference between existing systems and new procedures.
KEY CAREERS

The focus of KEY Careers is to identify vocationally at-risk freshmen through the use of My Vocational Situation (MVS). This survey was conducted at summer orientation. The assessment was followed by KEY Careers workshops in early November, where students were introduced to campus resources and encouraged to develop action plans in using them. Students were asked to complete a post-MVS survey in December. 3,659 students completed the MVS at orientation and 1,051 students completed the post-MVS. 1,551 students participated in the workshops.

Assessment Project Goals

- To determine if students will express confidence in major and/or career choices as a result of interactions with the Career Center.
- To determine if career inventories will impact students’ clarity of career choice.

Key Findings

- More than one-third of BSU freshmen students needed career exploration; 1,337 students scored Average or Low on the pre-MVS survey.
- Regression analysis showed that Key Careers workshops significantly accounted for the increase in MVS scores after the second assessment.
- Intentional interventions can increase students’ clarity and commitment to career goals as early as the first semester of the freshmen year.

ROLL OUT THE RED CUSTOMER SERVICE TRAINING FOR STUDENT EMPLOYEES

After university staff were trained in Roll Out the Red, student employees also participated in ROTR training. The Career Center, working in collaboration with consultants, created two self-paced video modules and materials for use in training student employees. As a result of the training, students were expected to learn 10 professional customer service behaviors essential to customer interaction; list and explain the 4 advanced customer service techniques that set Ball State “above & beyond” our competition; identify transferable skill sets learned as a result of customer service training; and evaluate their level of customer skills and customer service attitudes.

Surveys were sent to 400 supervisors and 64 (16%) were returned. Only 5% (101) students returned surveys out of 2,200.

Assessment Project Goals

- To determine if students achieved the learning outcomes established for the program.
- To determine if supervisors observed students practicing customer service training outcomes.

Key Findings

- Students were more aware of the importance of customer service since the training. When asked, “What to do when you don’t know the answer,” 93.18% of respondents provided the correct response.
- Students felt more confident interacting with customers.
- Most supervisors indicated they select student employees on the basis of customer service skill.
"The primary mission of the Center is to assist students in reaching their educational goals and improve the overall quality of life."

Overview of Services

The Counseling Center contributes to the overall university mission by offering programming and services that enhance students’ educational experiences. Striving to meet the psychological needs of the Ball State University community, the primary mission of the Center is to assist students in reaching their educational goals and improve the overall quality of life. The Center provides a number of professional services including: individual and group counseling; consultation and outreach programming; institutional testing; and professional training for selected Masters and pre-doctoral level interns.

Of particular note this year, the Center remained in good standing as a fully accredited counseling service by the International Association of Counseling Services (IACS). Also, during 2011-2012, the Counseling Center’s American Psychological Association accredited pre-doctoral internship continued to attract both national and international applicants and interns.

Clinical Services

An increase in demand for counseling services continues to be the trend nationally and at the BSU Counseling Center. The Center staff provided a total of 1,278 student and 15 faculty/staff intakes, a 4% increase from 2010-2011. Similar to the previous year’s data, Counseling Center staff responded to 202 crisis/emergency consultations with students, faculty/staff, and parents during 2011-2012. Additionally, staff provided 6,025 hours of individual counseling, and 844 psychiatric consultations, a 12% increase over the previous year. A total of 39 different small groups were offered during 2011-2012, an increase of 21 groups or 116% from 18 during the previous year.
By increasing the number of groups, the Center staff was effective in increasing the number of student contacts to **over five times** as many during the previous year – from 271 to 1,424. As a deterrent to self-harm, 167 clients were monitored through the Suicide Tracking Program which represents a 37% increase from the 123 clients monitored during 2010-2011, and an 89% increase from the 88 clients monitored during 2009-2010. Additionally, a total of 13 students were referred through the Self-Harm Protocol and seen for the mandatory two-session assessment. This number represents a 150% decrease from 33 the previous year. Although it is difficult to determine the cause, the number of mandatory assessment referrals has declined for the past two years.

**OUTREACH PRESENTATIONS**

Mental health outreach programming continues to be an important prevention service offered by Counseling and Health Services. During 2011-2012, the staff provided 687 outreach programs. Although this number represents a decline from the previous year (743), the total number of student attendees increased by 1,480 or 5%, from 30,362 to 31,842. Of the students who participated in these outreach programs, 83% reported that these programs **helped them reach their academic goals**.

The Counseling and Health Services staff offered two highly successful campus-wide awareness programs – Eating Disorders Awareness Week and Sexual Assault Awareness Month. Two other programs that continued to have success throughout the year included the drop-in Resource Room that served an additional 282 students and the on-line question and answer Concerned Charlie which responded to 27 student concerns and received 3,046 website hits, an almost 2% increase from 2,997 during 2011-2012.

**TRAINING**

The Counseling Center APA accredited pre-doctoral training program continued to attract international applicants as well as those from different parts of the country. The Counseling Center staff provided training experiences for three pre-doctoral interns, nine Masters’ interns, and nine doctoral practicum students. The additional staff that the training programs provide allows for a much **greater impact** in meeting the psychological needs of clients. The Counseling Center trainees provide a significant number of direct service hours in all aspects of service including clinical services, and consultation and outreach. The direct service hours generated are as follows: pre-doctoral interns, 1,667, 11-12; (1,203 hours, 10-11; 1,721, 09-10; 1,642, 08-09); Masters’ interns, 2,639, 11-12 (2,158 hours, 10-11; 1,908, 09-10; 3,120, 08-09); and doctoral practicum students, 2,020, 11-12; (1,296 hours, 10-11; 997, 09-10; 835, 08-09).
The Impact of the International Conversation Hour on International and Domestic Students’ Learning Outcome

The International Conversation Hour (ICH) is an outreach program provided by the Counseling Center for the past two years. The program was designed as an alternative form of support for international students who may encounter mental health problems as they transition to the United States and BSU. Further, the ICH was designed to be supportive of domestic students returning from study abroad programs to continue their immersive learning experience after returning to the BSU campus. Since it has been documented that international students experience intrapersonal, interpersonal, and socio-cultural problems when they first attend American universities, understanding the impact of ICH on international students’ learning outcomes was critical to meeting their needs and improving program content. Similarly, American students frequently experience readjustment problems following participation in study abroad programs. This program was implemented to: (1) improve the feelings of psychological adjustment/well-being; (2) improve communication skills; (3) increase self-growth; and, (4) increase the understanding of American culture (international students) and increase the understanding of different cultures/people for American students.

Participants were asked to complete an assessment instrument, Students’ Learning Outcome for the International Conversation Hour, which consisted of four sub-scales: Social Self-Efficacy; Academic Efficacy; Psychological Well-Being; and, Intercultural Communication. A total of 56 students participated in the project (51 American and 5 international participants).

Assessment Project Goals

- To determine what international students learn as a result of participating in ICH.
- To determine what American students learn as a result of participating in ICH.

Key Findings

- Both international and American students reported improved confidence in social settings.
- For American students, there was a moderately positive but significant relationship between responses to the Student Learning Outcome Scale for ICH and responses to the Social Self-Efficacy Scale ($r = .45$). There was also a significant positive relationship between responses to the Social Learning Outcome Scale and responses to the Intercultural Communication Scale ($r = .53$). These results suggest that American students who reported learning from their ICH experiences also tended to report having higher self-efficacy and more positive intercultural attitudes.
- American students reported that attending the ICH helped increase their understanding of different cultures and cross-cultural communication skills.
- The results indicated that international students who reported learning from their ICH experiences also tended to report having higher academic efficacy. Due to the low number of international participants, however, the correlation value of $r = .615$ did not reach significance.
Students Served

There were 637 students with disabilities who received at least one accommodation or service during the 2011-2012 academic year. This was an increase of 36 students from 2010-2011. Among these students with disabilities were 43 wheelchair users, the highest number in the state of Indiana or in the Mid-American Conference. The two categories that saw the biggest increases this year were students with chronic health conditions and Autism Spectrum Disorders (ASD). The increase in students disclosing ASD is expected, as diagnoses of this are on the rise nationally. For the future, it is anticipated more students will disclose chronic health or psychological conditions as recent amendments to the Americans with Disabilities Act have made more students eligible for disability accommodations.

Federal Grant

The director of DSD served as project director and co-principle investigator of a three-year $427,000 grant funded by the U.S. Department of Education. The project, “Ensuring a Quality Education for Indiana’s Students with Disabilities,” ended at the close of this academic year.

Among the grant-related activities this year was a mailing to 350 high schools in Indiana describing the results of the grant with a brochure on the transition to college for students with disabilities. In addition, the Faculty Mentorship Program (FMP) continued to garner national attention. In its six years of existence, over 200 students have participated, and more than 45 faculty members volunteered as mentors.

Retaining SWDs

DSD again assessed the retention rates of students with disabilities. As has been the case in recent years, SWDs are being retained at a rate commensurate with the overall freshman class.

“The Faculty Mentorship Program (FMP) continued to garner national attention.”

2011-2012 students served (637 total)

- Asperger’s Syndrome (23)
- Deaf/Hard of Hearing (25)
- Visual Impairments (32)
- Chronic Health Conditions (64)
- Psychological Disabilities (76)
- Mobility/Orthopedic Impairments (87)
- Cognitive Disabilities (330)
80% of freshmen who disclosed a disability and verified by DSD by the end of the first week of the fall 2010 semester were retained for the fall 2011 semester. The percentage for the previous year was 87%. The average retention rate for the five years prior to last year was 76%.

Scholarships

Several years ago the Myrna Jean Bush, Adrienne Paige Gilbert, and Walter LeMonde funds were established to provide scholarships for students with disabilities. DSD awarded $13,645 in scholarships to 25 students with disabilities in 2011-2012.

Disability Awareness Month Activities

Celebrating Community was the theme of the 2012 Disability Awareness Month activities cosponsored by Disabled Student Development and Disabled Students in Action. The annual event is held each March. More than 200 people participated in the month’s activities.

Professional Involvement

The director and associate director of DSD continued to be active professionals in the field of disability services in higher education. The director co-authored articles published in The Journal of Postsecondary Education and Disability and About Campus. The director was also featured in an article in the journal Disability Compliance in Higher Education. The associate director served this year as president of the Indiana Association of Higher Education and Disability.
Assessing Students with Disabilities’ Competencies in Life Skills

In conjunction with the administration of DSD’s biennial student survey, the competency levels of SWDs were measured relative to the life skills necessary for success in college. Additional questions were developed to learn the nature of students’ involvement in co-curricular activities on campus. The survey was available through inQsit and sent to 525 students who registered with DSD. Sixty-seven students completed the survey for a response rate of 13%.

Assessment Project Goals

- To determine the competency levels of students with disabilities in life skills, specifically in the areas of understanding the nature of their disabilities; developing self-advocacy skills; and understanding their rights and responsibilities as students with disabilities.
- To determine how involved students with disabilities are in co-curricular activities on campus.

Key Findings

- Students were able to describe the nature of their disability and its functional limitations in an educational setting. Of the 67 respondents 97% (65) agreed or strongly agreed that they are able to describe the functional limitations of their disabilities and the impact of the disabilities on classes and learning.
- Students displayed the self-advocacy and independence skills necessary for success in college. Of the 67 respondents 93% (62) agreed or strongly agreed that when they need a disability-related accommodation they know what to do.
- Students were able to articulate and describe their rights and responsibilities as students with disabilities. 84% of the 64 respondents agreed or strongly agreed that they understood their rights and responsibilities as they relate to the Americans with Disabilities Act.
- Students are involved in co-curricular activities on campus. Students were asked to check all that apply in a list of campus activities, organizations, and services. Students reported being involved in:
  - 85 campus activities (employment, residence hall activities, volunteer work, Late Nite, UPB, recreation activities);
  - 55 student organizations (SGA, DSIA, academic group, Greek, or other);
  - 97 campus services (Learning Center, Career Center, Counseling Center, Adaptive Technology Lab).
Overview of Services

The Health Center is comprised of four units working together to support the physical and mental health of students: Urgent Care Clinic, Women’s Center, Pharmacy, and Physical Therapy.

The Health Center had 26,293 visits from students this academic year. This represents a 14% increase over last year and a 13.5% increase over the average volume of the previous 4 years. This was accomplished with no increase in staffing or resources.

Student Satisfaction

For the fifth consecutive year, an online survey was used to poll both users and non-users of the Health Center. This year 451 students responded. Eighty percent (80%) of students surveyed reported using the Health Center. Eighty-nine percent (89%) of students using the Health Center rated the physicians as average or better and 56% rated them as above average or excellent.

The wait time to be seen is a persistent factor in overall student satisfaction, and is challenging to improve due to limitations related to the physical facility and budgetary factors. Efforts to reduce wait time with improved service and efficiency seem to produce increased patient volume resulting in very little change in the wait time.

Students were asked to rank their wait time on a 1-5 scale of poor to excellent, with an average ranking being equal to 3. Students consistently rated their impression as below average.

Pharmacy

Historically the business model used by the pharmacy has been to sell medications with very little mark-up and to keep the pharmacy open and staffed on a schedule similar to university business offices. This approach has led to a steadily worsening loss. In response to budget pressure, a decision was made at the beginning of last year to close the pharmacy during breaks. This
has been successful in allowing the pharmacy to remain open at a break-even budget and has resulted in few minor inconveniences for students. In spite of these closures the pharmacy filled 20,687 prescriptions, compared to 18,834 last year.

**Electronic Medical Records**

The Health Center began using a new electronic medical records system during the fall of 2011. The new system is integrated with that of Ball Memorial Hospital, as well as several other hospitals across the State. When students come to the Health Center for follow up after a visit to the emergency department, records of that visit are now immediately available. The new system provides the framework for improved quality of care to students.

**State Immunization Requirements**

Ball State University complies with public health laws requiring documentation of certain immunizations to protect the University community at large. Providing this documentation is a burden for many students. The last two years, the Health Center was able to use information from the Children and Hoosiers Immunization Registry Program (CHIRP) to help complete records. This year 3,822 students were covered by the policy. As of the beginning of October 1,900 students had not complied with the policy and over 1,400 of those records were completed with this program.

**Assessment**

The Health Center, in collaboration with Health, Alcohol and Drug Education, conducted an assessment project examining the abuse of prescription drugs among college students. The narrative report can be found under Health, Alcohol and Drug Education.
Outreach Programs

The total number of outreach programs on health-related issues such as sexual health and responsibility, nutrition, sleep hygiene, alcohol and substance abuse conducted by Health, Alcohol and Drug Education in 2011-2012 was 220. This is down from the 250 programs conducted in 2010-2011. Although the total number of programs presented decreased, the total number of students reached through outreach programs continues to rise each year. Numbers climbed from 7,182 students in 2009-2010 to 9,723 students in 2010-2011; and again rose to 11,052 in 2011-2012. This is a 54% increase in the total number of students reached through outreach programs in the last three academic years.

Evaluations of Health, Alcohol and Drug Education programs remained highly positive in 2011-2012. On average, 85.7% of participants reported leaving a program knowing more about the topic. In addition, 82.9% of participants felt more prepared to manage issues related to the presentation topic. Moreover, 95.4% of participants reported their overall evaluation of a Health, Alcohol and Drug Education program as “excellent” or “good.”

Program Evaluations

- Overall evaluation excellent or good
- Left a program knowing more about the topic
- Felt more prepared to manage issues related to the topic

Name changed from Office of Health Education to Office of Health, Alcohol and Drug Education in August 2011
Other Services

Groups offered through the Office of Health, Alcohol and Drug Education included a weight loss challenge and smoking cessation classes. Clinical services included a marijuana group, BASICS, and individual counseling. In addition, 140 students were sanctioned by the Office of Student Rights and Community Standards to complete the Alcohol Edu assessment in the Office of Health, Alcohol and Drug Education in 2011-2012.

Alcohol Education

Health, Alcohol and Drug Education was awarded a $2,240 grant from the Delaware County Prevention Council for the “Party Smart BSU!” program in 2011. Grant money was used to purchase Party Smart BSU! kits that contained tips on how to hold a smart party and smart behaviors when attending a party; laminated cards listing signs of alcohol poisoning and what to do if you suspect someone is experiencing alcohol poisoning; brochures outlining local laws on alcohol, minor consumption, and providing minors with drinks; and recipes for snacks and mocktails. A “Party Smart BSU!” t-shirt, frisbee and condoms were also included. Two hundred Party Smart kits were handed out at the Activities Fair and Homecoming Bed Races in fall 2011.

Health, Alcohol and Drug Education and the Office of Victim Services collaborated in fall 2011 to educate BSU students on the dangers of the “Red Zone.” The Red Zone refers to a six week time frame at the beginning of the fall semester on college campuses across the country when students, particularly freshmen, are at increased risk for sexual assault. Over twenty presentations were given in fall 2011 to approximately 1,700 students about alcohol consumption, partying smart, and communicating consent.

Welloween: Welcome to Well

Nearly 1,000 students, faculty, staff, and alumni attended Welloween on October 27, 2011 in the Student Recreation and Wellness Center. Welloween is a program to highlight the seven Dimensions of Wellness (emotional, environmental, intellectual, occupational, physical, social, and spiritual) with 39 vendors from campus and the community present.

A wide variety of preventative health screenings and tests (hearing, blood pressure, blood sugar, body fat, skin damage, tobacco, and flu shots) were available in one convenient location for the BSU community.

Evaluations revealed that 63.2% participated in at least one health screening; 62.1% learned of a new health topic or issue; 76.1% planned to read educational material provided to them; and 58.9% planned to make one healthy lifestyle change after attending Welloween.
The Spring 2011 Ball State University American College Health Association—National College Health Assessment reported that 11.5% of BSU students took a stimulant medication (e.g. Ritalin, Adderall) that was not prescribed to them in the previous twelve months. The staff of the Ball State Health Center and Health, Alcohol and Drug Education decided to ascertain if this was a continuing issue at BSU.

A baseline survey of prescription drug abuse (Non-medical prescription drug use, or NMPDU) was conducted in September 2011. A repeat survey of the total campus student body failed to show a decrease in NMPDU over the course of the year. NMPDU continues to be a concern and plans are in place to try to impact NMPDU on campus.

**Assessment Project Goals**

- To determine if there was a decreased use of NMPDU from September 2011 to April 2012.
- To determine if educational presentations would impact students’ use or knowledge about NMPDU.

**Key Findings**

- Approximately 7% of BSU students have been diagnosed with ADHD and 34% of those students have taken their stimulant medication in amounts greater than prescribed.
- Approximately 25% of students who take ADHD medication have been asked by a friend to share their ADHD medication with them.
- Less than half of survey students considered it to be cheating in academia to take stimulant medications without an ADHD diagnosis.

A program was developed for classroom presentations and a brochure addressing the risks of NMPDU was created. Opportunities for class presentations were solicited from on-campus instructors, and the brochure was distributed to students being prescribed stimulants in the Health Center and at classroom presentations. Forty-one (41) students attended classroom presentations on NMPDU, and presentation evaluations showed 86% of students reporting they knew more about the topic after the presentation and 94% rated the presentations as “Excellent” or “Good.”
LIVING/LEARNING PROGRAMS

Revisions were made to the administrative processes governing Living-Learning Community bed space assignment and student registration into Living-Learning Community sections of courses per alignment with the ERP beginning in fall 2012. Students will be assigned to sections of courses connected to a Living-Learning Community that are part of their major program of study when applicable, which will streamline freshmen registration into major program courses they need and support on-time graduation goals.

There were 2,478 matriculating freshmen who were assigned to a learning community. Students participating in the Freshmen Connections program were not included in this count. A total of twelve Living-Learning Communities were offered in 2011-2012. There were 56 participants in the International Partner Program to practice using English and learn about American culture.

Students living on campus continue to demonstrate higher grade point averages than their off-campus counterparts. On campus matriculates had a fall grade point average of 2.715 compared to an off-campus grade point average of 2.294. Matriculate LLC students had an average GPA of 2.80, while matriculate non-LLC students had an average GPA of 2.70. MAPWorks data indicated that men in a LLC were less likely to be on academic probation than men not living in a LLC. There was a 94% fall-to-spring retention rate for all LLC students compared to a 92% rate for non-LLC on-campus matriculate students. It appears that interventions by Residence Hall Directors for students with mid-term deficiency notices were helpful in getting students to meet with an advisor or faculty member, seek tutoring or go to the Learning Center.

LEARNING

A well-trained and supervised staff is an important facet to the success of the department. Professional, graduate, paraprofessional, student, support, and service staff have all received significant training on how to do their jobs more effectively. The satisfaction as recorded in the annual Quality of Life survey indicates improved satisfaction with all levels of staff interaction. It should be noted that these levels of satisfaction were already quite high.

Accelerate (the HRL pre-school program for selected matriculates) was successful. There were 183 participants in the program who scored significantly higher in all measures related to retention when compared to the overall freshmen average on MAPWorks. Ninety-five percent (95%) of participants returned for the spring semester.

Student development opportunities included the Student Action Team’s 24 Hours of Service with 180 volunteers at locations in the Muncie community and the National Residence Hall Honoray’s Koin for Kids with $7,000 being donated to the Make-A-Wish Foundation. Ball State University hosted the Great Lakes Association of College and University Residence Halls Conference with 640 attendees. There were also numerous social and educational programs provided in each residential unit.
Facilities

The renovation of Studebaker East has continued through the year. The building will be another asset to the university and will house the International Living/Learning Community as well as the Modern Language Living/Learning Community. Plans have been underway for the renovation of Johnson A which will begin in the fall of 2012. The Housing and Dining Master Plan has been helpful in guiding decisions related to the ongoing refurbishment/replacement of the existing housing stock.

Statistics

The following chart outlines residence hall population by class. Occupancy was higher in fall 2011 due to a larger freshman class and an increased number of returning juniors and seniors. Residence Hall occupancy was 97.7% of available space.

Forty-six percent (46%) of new residence hall contracts were Premium contracts, committing those individuals to live on campus for two years. This represented a 4% drop in the traditional 50% average. Extra efforts will be made this summer to raise that percentage back up to the 50% range.

3,162 current students signed up to live on campus for the 2012-2013 academic year. This is a slight increase from the previous year. Space in new or renovated halls filled quickly. Space is reserved in both DeHority and Studebaker East to accommodate new students in the Honors program and the International Living/Learning Community.

<table>
<thead>
<tr>
<th>YEAR</th>
<th>MATRIC. FRESHMEN</th>
<th>CONTINUING FRESHMEN</th>
<th>SOPHOMORES</th>
<th>JUNIORS</th>
<th>SENIORS</th>
<th>OTHER</th>
<th>TOTAL</th>
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<td>562</td>
<td>1659</td>
<td>540</td>
<td>303</td>
<td>109</td>
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<td>1772</td>
<td>441</td>
<td>199</td>
<td>141</td>
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<tr>
<td>2009</td>
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<td>1672</td>
<td>396</td>
<td>164</td>
<td>96</td>
<td>6606</td>
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<tr>
<td>2008</td>
<td>3525</td>
<td>567</td>
<td>1543</td>
<td>335</td>
<td>170</td>
<td>9</td>
<td>6170</td>
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<td>10</td>
<td>5948</td>
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<tr>
<td>2006</td>
<td>3289</td>
<td>526</td>
<td>1315</td>
<td>334</td>
<td>161</td>
<td>44</td>
<td>5669</td>
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<tr>
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<td>385</td>
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<td>35</td>
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<td>1741</td>
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<td>190</td>
<td>53</td>
<td>6391</td>
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<td>3404</td>
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<td>1550</td>
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<td>6228</td>
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Finances

<table>
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<tr>
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<th>Univ. Apts.</th>
<th>Residence Halls</th>
<th>Total</th>
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<td>Revenue</td>
<td>$3,095,814</td>
<td>$27,825,759</td>
<td>$30,921,574</td>
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<tr>
<td>Expenses</td>
<td>1,585,593</td>
<td>18,050,163</td>
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<td>Transfer to Reserves</td>
<td>$1,510,221</td>
<td>$9,775,596</td>
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</table>

The transfer to reserves was $2,629,778 more than budgeted primarily caused by higher than expected occupancy in the halls (285 more students in August) and apartments.
Impact of Living/Learning Communities on Student Success

The Living/Learning communities (LLC) were examined for their effect upon student success. Surveys (886 respondents—36% response rate) and focus groups (8 participants) were utilized, as was an analysis of MAPWorks comparative data.

Assessment Project Goals

- To determine effect of LLC’s on persistence and academic progress.
- To determine ways to make LLC’s more effective for students.
- To determine what programs in LLC’s were most beneficial.

Key Findings

- In general, participating in an LLC seems to be helpful for both females and males. (Fewer male participants are on academic probation, and more female participants returned for spring semester). (Petts, 2012)
- Living in proximity to others in the same major is viewed beneficially by students 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 when compared to students in a LLC not based upon a major.
- Students expect more intentionality and a larger number of out-of-class activities. This information has assisted us in modifying the program model to create more opportunities for activities related to the LLCs.
- Students desire greater numbers of course connections. Through consulting and partnering with University College, a change in how matriculates are enrolled in various courses and then assigned to their hall/room will be implemented for the 2012 Fall semester.

Enhancing the Quality of Life for Residents

The Quality of Life Survey was conducted in the fall semester. There were 3,072 (46.2%) responses to this electronic survey from the 6,651 who were invited to participate.

Assessment Project Goals

- To determine satisfaction and learning outcomes for students residing in residence halls.

Key Findings

- 95.8% agreed that their RA is friendly and courteous (2.9% higher than previous year). A series of questions asked about the interaction, support, and policy enforcement from staff. Between 85% to 96% of the respondents provided positive responses to related questions.
- Increases from the previous year were noted in how satisfied residents are with public spaces including educational and social space. More than 89% cited satisfaction.
- 97.0% (1.7% increase) understood their responsibilities to the community as stated in their community contract and 89.4% (2.1% increase) supported hall safety policies such as the guest policy, escort policy, or by not propping doors.
- More than 75% indicated they valued the interactions with others different than themselves and the opportunities to meet other residents.
- 77.8% agree that living in the residence hall provides opportunities to identify what beliefs are important to them (3.0% increase).
- 80.3% agree that the environment in their hall promotes academic success and 48.9% study with residents in their hall.
Program Highlights

The Multicultural Center staff continues to focus on multicultural and diversity programs. The Center offered a broad spectrum of programs including lectures, cultural dialogues and activities, heritage awareness celebrations, and poetry reading events which were open to the Ball State Community. The Multicultural Center staff collaborated on various programs with academic, administrative departments or student organizations on 31 of its 55 programs for the 2011-2012 academic year. The 55 programs represent an increase of 2 more programs offered this year compared to 2010-2011. A corresponding increase of 17 percent was achieved in the number of students, faculty members, and staff members attending these programs (6,740 attendees in 2011-2012; 5,570 attendees in 2010-2011; and 5,053 in 2009-2010). The chart above shows the 3-year growth in program participation.

The largest Multicultural Center co-sponsored event was The Amazing Taste: Global Food Fair and International Festival which is an international culture and cuisine program. The program had an attendance of **3,600 Muncie community guests, students, faculty, and staff.**

Outreach Programs

The Multicultural Center sponsored outreach programs that responded to the needs of the Muncie community. The Multicultural Center co-sponsored four outreach service projects with the following organizations: Today’s Black Women, African Student Association, Alpha Phi Omega Service Fraternity, and raised funds and/or collected items for A Better Way Shelter, Roy C. Buley Center, and the Little Red Door Cancer Center of Delaware County.

“a reference center to develop citizens who are more culturally aware, tolerant, and accepting of others who may be different from themselves”

-Multicultural Center vision
A part of the vision of the Multicultural Center is to be a “reference center to develop citizens who are more culturally aware, tolerant, and accepting of others who may be different from themselves.” In an effort to outreach to the Lesbian, Gay, Bisexual, and Transgender (LGBT) community, the Center is offering a new area. A space in the Multicultural Center has been converted into a LGBT Resource Room and the space contains research materials relating to LGBT issues.

**Retention Efforts**

A component of the Multicultural Center’s vision is to be a resource for the retention and enrichment of underrepresented minority (URM) students and a reference center to develop citizens. The Multicultural Center continued to support the university retention efforts by providing special programs to assist URM freshmen students with their transition to Ball State University. During the three days the URM students engaged in pre-college experience featuring workshops designed to expose them to the commonalities of first year college life, while challenging students to focus on ways that will assist them in developing academically and socially. Overall, this program identifies resources that will help them be successful academically and creates a support system for the URM students.

A total number of thirty (30) new URM freshmen students participated in the Excel Mentoring program during the 2011-2012 academic year, which is the largest participation since the inception of the program. Another aspect of the program was pairing freshmen with returning students who supported the mentees with their transition to the university. Of the 30 participants, 96% (29) mentees were retained for the spring 2012 semester.

**Student Support**

During the 2011-2012 academic year the Multicultural Center staff provided advising for five student organizations involving 156 students. The student organizations for which advising support was provided were Today’s Black Women, Poetic Summit, Trendz of Essence, Alpha Phi Omega Service Fraternity, and Outlet Dance Troupe.

The final program of the year is the Celebration of Excellence Commencement Ceremony. The purpose of the ceremony is to honor graduating URM students at Ball State. The celebration not only affirms the participating students’ accomplishments but instills pride in his/her ethnicity and identity as a Ball State graduate. A record number of 75 undergraduate and graduate URM students participated in this year’s program.

The Multicultural Center was visited by 2,940 students this year. 1,850 students attended 74 events and/or programs that were held at the Multicultural Center by various students, student organizations, and departments during 2011-2012 (compared to 1,106 the previous year). Some factors for the increase are more student organizations utilizing the Multicultural Center for meetings and programs. The last two weeks of the fall and spring semester the Center extended the building hours for study table sessions.
Impact of Excel Mentor Program on Student Success

The Multicultural Center has sponsored the Excel Mentoring Program (EMP) since 1996 for first-time freshmen (mentee) students of color at Ball State University. The program connects the mentee (freshman) with a mentor (upperclassman). It is expected that in doing so freshmen will make a successful transition from high school to college life and be better prepared to engage and persist through the first year of college.

The students participate in teambuilding exercises, workshops, and discussions about programs, services, activities and other resources at Ball State University that support their development of academic and social skills. The four programs goals are to: (1) increase freshmen to sophomore retention rates for students of color in EMP; (2) increase students’ participation in EMP; (3) provide EMP participants with academic and student success support; and (4) have less than 20% active EMP participants on academic probation at the end of each semester.

This is the second cycle of assessment of the EMP; more data was collected in order to assess the impact of EMP. Fourteen (14) Excel participants completed the pre-survey and post-survey for the fall semester and 12 Excel participants completed the post-survey for the spring semester. During the fall 2011 semester 21 mid-term interviews were conducted and 12 mid-term interviews in spring 2012 semester were completed. Retention statistics, grade point averages and academic status of Excel participants were analyzed.

Assessment Project Goals

- To examine if the Excel program had a positive influence on participants' involvement with campus resources that led to effective decision making.
- To determine if the program helped students make a successful transition to college.

Key Findings

- 75% of the Excel students indicated they felt competent in the areas of career planning, compared to 50% in fall 2011.
- Excel students participating in the student success sessions were less likely to be placed on academic probation and had an overall higher GPA verses those who did not participate.
- 91.7% of Excel students felt competent in the area of goal setting, compared to 71.4% in fall 2011.
- In both the fall and spring surveys, 58.3% of the Excel students indicated they felt least competent in the area of test taking.
- During the fall semester more than 50% of the Excel students had utilized services offered by Academic Advising, the Learning Center, and the Career Center. By the end of the spring semester nearly all of the participants had visited, utilized, and could identify the purpose of these services.
The University Police Department provides police and security services to Ball State University and the surrounding Muncie community. The department responded to 16,452 calls for service during the academic year. This was a decrease of 9% from the previous year. In 2011-2012, 61% of all calls were handled by the initial responding officer and required no written report or any type of follow-up and 39% required a written report. Officers responded to fewer calls for assistance, but investigated a slightly larger percentage of calls than the previous year.

The table below shows a comparison of reports taken for 2010-2011 and 2011-2012. Traffic activity, warning citations and traffic citations accounted for 49% of the reports written by officers. 30% of reports written were incident reports. While the percentage of custodial arrests and arrest citations showed little change, officers made 130 more custodial arrests and wrote 60 more arrest citations than the previous year. The greatest percentage of reports was still the result of self-initiated activity by the officers.
Training
The Law Enforcement Training Board mandates 24 hours of in-service training a year for police officers. University Police attended a total of 3,996 hours of training in 2011. This represents an average of 121 hours per officer. These numbers represent an increase in the total and averages from the previous year.

Members of the department who are certified law enforcement trainers provided 658 hours of instruction at our department and the Indiana Law Enforcement Academy. This number was increased from last year’s total of 591 hours. Officers in their first year of service each received over 600 hours of instruction in our Field Training Program. This totaled another 2,400 hours of training logged by members of the department.

Parking Services
Parking Services is responsible for managing parking and related traffic flow for the University. In addition, Parking Services operates the Campus Escort Service and the Motor Assist Program (M.A.P.)

Again, there was an increase in the number of permits sold. The increase was smaller than last year, 341 permits. This had no adverse effect on lot demand, partly because no parking spaces were lost due to construction projects. 2011-2012 showed an increase in the number of citations written (25,393 as compared to 24,366). This is the first increase in the number of citations written for several years. Parking Services again saw decreases in the two services provided. The Motorist Assist Program showed a decrease from 1,310 calls in 2010-2011 to 1,161 calls in 2011-2012. The Campus Escort Service had a decrease of 2,269 riders. Plans for more aggressive marketing of programs and a ridership survey for the Escort Program should help improve use of these services.
The primary mission of the University Police is to provide for the safety and security of the university community. University police also promote social justice and responsibility through education and interaction with the community. Much of the department's efforts in these areas are focused on educational presentations in the residence halls.

A safety awareness survey was developed last year to determine if participants of University Police presentations learned new information from the programs, and if information was beneficial in improving personal safety or changing possible criminal behavior. While participants overwhelmingly felt the programs were beneficial, University Police wanted to determine if Housing and Residence Life staff saw any positive effects from the programming brought into their residence halls. In 2011-2012, 24 Residence Hall Directors, 85 RAs and CAs and 90 student participants were surveyed to determine University Police program effectiveness.

**Assessment Project Goals**

- To determine effectiveness of programming provided to students. Does Housing staff see any positive effects on students as a result of their participation?
- To determine necessary changes in programming in order to more fully assist Housing staff with their mission.

**Key Findings**

- 78% of students responding stated the program met their expectations and 70% stated the information provided in the program would change their behavior.
- 86% of directors, RAs and CAs felt officers were knowledgeable of the subject matter and were friendly and approachable. 86% of staff surveyed felt the programming was well received by their community.
- While 86% of Directors, RAs and CAs felt the programming was beneficial, they felt the biggest benefit was a greater knowledge of UPD in general and the opportunity to see officers in a non-threatening manner.
- While University police programming is timely and effective, UPD and Housing and Residence Life need to collaborate on other ways officers and residence hall students can interact in a non-threatening manner.
The major renovation of the Student Center completed in March 2010 continues to pay dividends. Foot traffic in the building was 1,117,508; a 33.15% increase over last year.

Ball State University Hotel
The hotel offers 24 rooms and 1 suite to University guests, parents and the Muncie community. The year of 2011-2012 was the second full year of operation since the renovation and numbers have continued to increase. There were 3,754 rooms reserved over the past year, an increase of 35.9%. There were 5,080 guests, which was a 1% decrease from the previous year. The hotel underwent another renovation this summer that revamped the main entry and hallway area. It was a great addition to the facility and expectations are that guest numbers will continue to increase.

Reservations Office
The Reservations Office schedules all events in the Student Center as well as all student organization events across campus. 10,343 events were scheduled which is up 18.2%. Student Center events totaled 6,015 for a 12.6% increase. Student events in the Student Center totaled 3,066 which is up by 16.1% and totaled 7,394 across campus for an increase of 43.1%. The second full year of service after the renovation has resulted in a large number of students continuing to utilize Student Center facilities.

Student Center Programs
The Office of Student Center Programs consists of three primary units: University Program Board (UPB), Late Nite (LN) and Family Weekend. Overall, 65,907 (10.4% increase) students were served through the various programs held during the year. UPB offered 91 events with an attendance of 29,290 an increase of
LN offered 30 events for an attendance of 36,617 which is an increase of 2,664 (7.8%). Numbers have been very impressive this past year for these two programming groups. Family Weekend offered over 24 different events that focused on the student’s families. An online survey was administered, and 606 responses were collected. More than 90% of the people surveyed stated that they were “satisfied” or “very satisfied” with the events held throughout the weekend. After assessing the results, plans are being formulated to expand Saturday afternoon programming.

Association of College Unions International (ACUI) qualifying recreation tournaments were another major programming effort. Campus tournaments had 257 participants in the following events: bowling, table tennis, billiards, corn hole, gaming, euchre and Texas Hold’em. Eight (8) students qualified for the Regional tournaments of table tennis and billiards held at Illinois State University.

**CARDINAL LANES**

The Cardinal Lanes recreation area is very pleased with the continued increase in business since the renovation. There were 26,216 games bowled this year, an increase of 19.9%. Billiards experienced an increase of 151%, 5,977 hours of usage. Overall attendance raised from 14,481 to 16,070, an increase of 11%.

**STUDENT EXPERIENCES**

Cardinal Lanes worked with the Publicity and Design Office to produce a marketing video that highlights recreation opportunities within the Student Center. This was a student-driven project that will be used during Summer Orientation, Late Nite, Homecoming, and Family Weekend to market the Student Center to groups visiting campus and attending events.

The student-run Cardinal Business Services worked with the SC Hotel management team to create a training program for student employees. The project allowed students from the organization to gain consulting experience while being guided by Ball State faculty. Cardinal Business Services offered group training at the end of the semester and the hotel gained valuable insight into areas for growth in staff training.
Student Center Programs’ Influence on Student Development

In 2010-2011, the Student Center staff developed a project to assess learning outcomes among students employed or volunteering in various Student Center programs/services including the Hotel, Cardinal Lanes, Student Center Administration Information Desk, Student Center Program, Publicity and Design, Student Center Operations, University Program Board, and Late Nite.

This year 63 students took part in the assessment project which included pre- and post-tests. Each area within the Student Center was assessed separately based on learning outcomes for each unit. Topical professional training sessions were provided in the following areas: communication, decision making, leadership, money management, stress management, and time management.

Assessment Project Goal

To determine student growth in the six areas identified above.

Key Findings

- Students demonstrated the most growth in areas of decision making, communication effectiveness, and money management.
- Students showed need for additional assistance in the areas of time management and stress management.
Comprehensive Legal Services Provided

The following is a summary of the client file activity over the past twelve months, along with a comparison with the client file activity for the previous year. The period being summarized is May 1, 2011 through April 30, 2012. 794 files were opened, which was 12 files fewer than last year. Of interest is a significant increase in the number of criminal files which were open in comparison to last year. This was due to the Indiana State Police’s Intensified College Enforcement Program (ICE) which was implemented on and around BSU’s campus along with a number of other college campuses. In addition, Delaware County’s newly elected Judge has been cooperating with SLS by refusing to accept guilty pleas from unrepresented students prior to those students consulting with SLS on how best to dispose of a charge. In addition, the Delaware County Prosecutor has been working with SLS by referring unrepresented students to this office to explore resolution of charges through Pretrial Diversion. Also of interest was a significant drop in the number of Power of Attorneys prepared by SLS for students studying abroad. This was the result of approximately 150 fewer students studying abroad this year as compared to last year.

Presentations, Programs and Other Activities

SLS participated in various programs and activities this past academic year. Those programs and activities consisted of the Student Staff Orientation Fair (50 students), Orientation for Graduate students (250 students), and RPMAs Fall Housing Fair (75 students). Guest lectures were provided by SLS’s attorney to Professor Campbell’s Fall Housing Decisions class (35 Students) and his Spring Housing Decisions class (36 students). During the fall semester SLS’s attorney taught EDHI 675 for the Department of Educational Studies (13 students).

Of particular interest this past year was the development of a palm card entitled “A Guide for Parents and Students” distributed to 750 students/parents during Orientation as an introduction to both the remedial and preventative services offered by SLS.
Student Legal Services Survey

As reported, during the 2011-2012 academic year, SLS served 794 students. A survey instrument was used (as was last year) to determine the quality of service received and assess what students learned through their utilization of those services. The survey was completed by 737 students following their appointment with SLS’s attorney. The survey questions offered 5 responses ranging between strongly disagree to strongly agree and a “N/A” for each of 5 statements.

Assessment Project Goals

- To determine if students had a better understanding of the legal system and how the law applied to their specific issue.
- To determine if students had a better understanding of the various options available to address their specific issue.
- To determine if students had a better understanding of how to address and/or avoid similar situations in the future.
- To determine if students had a better understanding of the various resources available through SLS, Ball State, and the City of Muncie.
- To determine if students felt that the services provided by SLS made it easier for them to pursue their education at Ball State.

Key Findings

- Of the students responding to the question asking if they had a better understanding of the legal system and how the law applied to their specific issue following their appointment with SLS, 98% strongly agreed or agreed. Less than 1% of the students disagreed or strongly disagreed.
- 98% of respondents reported they strongly agreed or agreed that they had a better understanding of the various options available to address their specific issue following their appointment with SLS. Less than 1% of the students disagreed or strongly disagreed.
- 95% of students either strongly agreed or agreed they understood how to address and/or avoid similar situations in the future following their appointment with SLS. Less than 1% disagreed or strongly disagreed.
- 95% of students strongly agreed or agreed they had a better understanding of resources available to them following their appointment. Less than 1% of students disagreed or strongly disagreed.
- 89% of students strongly agreed or agreed that the services provided by SLS made it easier to pursue their education at Ball State.
Student Life Programs Impact Retention and Success

As in previous years, freshman participation in major programs sponsored by Student Life was monitored to determine impact on the university’s freshmen to sophomore retention rate (79.4%). Many students indicate that participation helped aid in their transition to college and was important in making a connection to other students, to campus and finding opportunities for service and involvement. All of the Student Life programs that measure retention - Cardinal Leadership and Service Seminar (81.4%), Student Voluntary Services (90.8%), Excellence in Leadership (93.2%), and Greek Life (88.8%) - indicate a retention rate higher than the overall freshmen average.

Noteworthy Speakers

The Excellence in Leadership Program (EIL) hosted a series of well-known speakers during the 2011-2012 academic year. Many of these programs were co-sponsored with other departments and student organizations. Speakers included Laura Ling (Journalist), David Axelrod (Presidential advisor), Richard Longworth (Author), and Geoffrey Canada (Education Reformer).

The Excellence in Leadership program had an increase in the number of programs from 34 in 2010-2011 to 37 in 2011-2012, while attendance also increased from 6,620 to a high of 6,661 in 2011-2012.

Multicultural Organizations Provide Valuable Programs

The Multicultural Student Organizations, including Black Student Association (BSA), Latino Student Union (LSU), Asian American Student Association (AASA) and Spectrum provided 85 programs for 2011-2012 compared to 60 programs in 2010-2011. Attendance was at an all-time high of over 4,823 participants over 4,400 in 2010-2011. Noteworthy programs included Unity Week and pageant, BSA’s Step Afrika, AASA’s fashion show, LSU’s citizen’s workshop, and Spectrum’s high rollers gay prom.
GREEK COMMUNITY CONTINUES GROWTH

The Greek community had an increase in both the number of chapters and the number of members during the 2011-2012 academic year. In the Interfraternity Council, Phi Kappa Psi was welcomed as a colony of 35 new members. Highlights of the year included:

- There were 1,571 fraternity and sorority members in 2011 compared to 1,432 members in 2010.
- The all Greek grade point average was **2.973**, which surpassed the all Ball State University grade point average of 2.947 in fall 2010.
- The number of service hours provided to the broader community was 28,453, which represents an increase of 8,000 hours over 2010-2011. 98.6% of fraternity/sorority members participated in community service activities.
- The Interfraternity and Panhellenic Councils won several awards at the Association of Fraternal Leadership and Values (AFLV) conference in St. Louis, Missouri. The councils were recognized in the areas of Council Management, Membership Recruitment, Self-Governance & Judicial Affairs and Academic Success.

STUDENT VOLUNTARY SERVICES

Student Voluntary Services is committed to providing volunteer opportunities to Ball State students. 1,935 Ball State University students volunteered in 1,795 program placements during the 2011-2012 academic year accounting for 27,365 hours of service compared to 25,557 hours of service in the previous year.

New this academic year was the Community Engagement Education Initiative that provided on-going training and development workshops for the community agencies where Ball State students volunteer.
LEADERSHIP PRACTICES INVENTORY

The Leadership Practices Inventory (LPI) is a nationally normed instrument designed to measure students’ behaviors based on five leadership practices (challenging the process, inspiring a shared vision, modeling the way, encouraging the heart, and enabling others to act). The LPI was used as a pre- and post-test measure and was completed by 190 students involved in the Excellence in Leadership program.

Assessment Project Goals

☐ To determine if students develop a leadership identity.
☐ To determine if students improved their leadership practice.

Key Findings

☐ Students saw an increase in every area of the assessment. This is consistent with increases experienced last year.
☐ Students who completed both phases of the program demonstrated the strongest growth in inspiring a shared vision.
☐ Students who completed the first phase of the program demonstrated the strongest growth in enabling others to act.

LEADERSHIP ASSESSMENT OF STUDENT ORGANIZATIONAL MEMBERS

The Office of Student Life staff identified specific skills that are developed and improved through the leadership experience of being an officer in a multicultural student organization or fraternity/sorority chapter or council. By using a self-assessment pre- and post-test based on those skills, the growth or perceived growth was measured in these areas. A total of 42 students completed both pre- and post-test surveys.

Assessment Project Goals

☐ To determine students’ growth in team work, goal setting and accomplishment, collaboration and empowering others.
☐ To assess students’ progression in problem solving, conflict management and stress management.
Key Findings

- All students strongly agreed or agreed they work with others toward goal accomplishment, share leadership opportunities with others and collaborate on projects. This is consistent with student growth found in last year’s study.

- The majority of students strongly agreed or agreed they can resolve conflicts and can think critically in difficult situations. Students in this year’s study showed more growth in this skill area than the previous year’s group.

- The fraternity and sorority leaders participating in the study strongly agreed or agreed that they know their personal values and use them in a decision making process. These leaders revealed more growth in this area than the previous year’s fraternity/sorority participants.

Assessing Student Learning Through Community Service

Students involved with weekly community service through Student Voluntary Services were asked to participate in this study. Pre- and post-tests were administered to 71 students at the beginning and end of their participation in both fall and spring semesters. The instrument consisted of questions focused on the appreciation for diversity, awareness of social issues, commitment to service, leadership growth, and self-esteem.

Assessment Project Goals

- To determine what students learn from intentional community service experiences.

- To determine if students’ expectations were met.

- To measure student learning on the items listed above.

Key Findings

- During the fall semester, 94% of the volunteers reported their sense of civic and social responsibility was positively enhanced as a result of the service performed. In spring semester 95% of the volunteers reported the same. This was a 3% increase in spring 2012 compared to spring 2011 assessment.

- During the fall and spring semesters, 93% of the volunteers reported being more aware of social issues Muncie and Delaware County are facing. This finding was consistent with increases experienced last year.

- Ninety-one percent (91%) of the fall volunteers and 96% of the spring volunteers reported their college experience was enriched as a result of their community service experience.
Student Conduct

The 2011-2012 academic year saw a 40% increase in the number of student conduct cases adjudicated by the Office of Student Rights and Community Standards (SRCS). SRCS handled 695 cases (individual students) from 586 incidents (or events) compared to 494 cases from 344 incidents the previous year. The increase can be attributed in great part to vigorous alcohol ordinance enforcement by the Indiana Excise Police in the fall and spring as well as a dramatic increase in computer misuse (illegal music downloading).

Ninety-four percent of the cases were resolved at the preliminary meeting level. Sanctions imposed were predominantly educational requirements (e.g., service for Late Nite, community service, and alcohol education), official reprimands and disciplinary probation.

The University Review Board conducted twenty-two hearings compared to seventeen in 2010-2011. Ten students were suspended (11 in previous year); two were expelled (0 in 2010-2011).

Other Services & Programming

SRCS provided 250 absence notifications to faculty in 2011-2012 for students who were absent from classes for three or more days.

SRCS co-sponsored Watch Your Friend's Back: Alcohol Awareness Week 2011 with the Health, Alcohol and Drug Education office and support from a number of other departments. SRCS conducted “Virtual Bar” programming at the Atrium during the week.

SRCS continues to serve as a point of contact for students residing off-campus. In addition to maintaining a web page that provides links to campus and community resources, the Director served on the Campus-Community Coalition that seeks to promote improved conditions for students and other residents in the neighborhoods around the campus.
Student Emergency Aid Fund

The Student Emergency Aid Fund supports students with emergency assistance for books, rent, utilities, medical expenses, and in special circumstances, outstanding tuition balances. Rent and textbooks comprise the largest category of aid, accounting for 83% of aid provided during 2011-2012.

Assistance provided by the Student Emergency Aid Fund totaled $126,258 in grants and loans awarded in 2011-2012, a 55% increase from $81,276 in the previous period. The 2011-2012 totals represented a 233% increase from five years ago when $54,058 in aid was allocated in 2007-2008. The number of loans and grants made this year totaled 288 compared to 200 in 2010-2011 (a 44% increase); the number of allocations increased by 192% since 2007-2008 when 150 students received assistance.

The increase in 2011-2012 from the previous year was driven primarily by a large number of students who sought aid in buying textbooks in the fall semester due to delays in financial aid disbursements. The increase in aid assistance over the last five years reflected increased costs for textbooks, continued financial stress on families due to the economy, and decreases in financial aid programs.
How Does Membership on the University Review Board Impact Student Growth?

The primary function of SRCS is to implement the student conduct process. An important facet of the process is the University Review Board (URB), which is a decision-making body in conduct cases involving serious violations of the Ball State Code of Student Rights and Responsibilities. The URB is comprised of faculty, professional staff, and students.

The 2011-2012 SRCS assessment project focused on the development of the undergraduate student URB members. Eight undergraduate students served on the URB during the 2011-2012 academic year. Five participated fully in the project. The project used a questionnaire (open-ended questions) and a personal interview to collect data.

Assessment Project Goals

- To assess what and how the undergraduate URB members learned and developed as the result of training and URB participation.
- To gain information to improve training for undergraduate URB members.
- To gain information to use in recruiting future undergraduate URB members.
- To gain information to increase retention of undergraduate URB members.

Key Findings

- Students learned how to break down information, to weigh information, and come to conclusions about someone else's experience. Faculty and staff were mentioned prominently as role models for thinking differently.
- Students acquired practice in seeing and understanding other viewpoints.
- Students improved listening skills, questioning skills, and working with others to make decisions.
- Students saw their service on the URB as performing an important function in the University. Their view of that service changed the way they monitored their own behavior which they believe reflected on the University.
Testing Services

In an effort to increase access for computer-based testing services to students, two additional workstations were added to the CBT lab during the 2011-2012 academic year. This increase from six to eight workstations has proved to provide more opportunities for students requiring services. Additionally, we continue to offer testing services during select evening and weekends to provide more flexibility. The computer-based testing program experienced a slight increase this year; from 2,461 in 2010-2011 to 2,472 in 2011-2012. The computer-based testing program continues to comprise 48% of all testing services provided by the Testing Center. The National (Saturday) testing programs remain steady with a slight decrease from 1,295 in 2010-2011 to 1,279 in 2011-2012 comprising 25% of all testing services. Both the computer-based and national testing programs are integral to our students for admission to graduate and professional schools/programs as well as teacher licensing. In all, **5,126 tests and assessments** were administered to BSU students as well as individuals in the surrounding communities.

Outreach Testing Services

As part of the Counseling Center’s outreach program, selected assessments are administered to students at the request of faculty members or course instructors. Instruments such as the Myers-Briggs Type Indicator are used as an adjunct to the outreach presentation. Implementation of an online payment system has assisted in the management of this program as well as **made the process easier** for students taking these instruments.

In 2011-2012, 280 students completed assessments as part of an outreach program; a slight decrease from 287 students in 2010-2011.
International Student Testing

The COMPASS/ESL (English as a Second Language) placement assessments are administered by the Testing Center to the international student population as a measure of placement and proficiency in English. In 2011-2012, 275 students were tested for placement and proficiency; down from 454 in 2010-2011.

Entrance Testing for the School of Nursing

During 2008-2009, the Testing Center began administering assessments for the BSU School of Nursing. We continue to administer the PAX-RN assessment from the National League for Nursing to BSU students for admission to a nursing program. The PAX-RN is an entrance exam designed to measure aptitude, basic knowledge and learning potential.

BSU Selected to Administer New Exam

Ball State University has been selected to administer the Core Academic Skills Assessment examination beginning January 2013. This new program, implemented by the Indiana Department of Education and Pearson, will replace the Praxis I as the entrance exam for all teaching majors. The Testing Center is currently awaiting a site visit for readiness checks to ensure a smooth transition for students required to take this new assessment.

306 PAX-RN exams were administered in 2011-2012
Victim Services

2011-2012

Victim Services

Comprehensive Services

The Office of Victim Services provides comprehensive services to campus and community resources for students, faculty, and staff who have been victimized. This includes, but is not limited to physical and sexual assault, relationship violence, and stalking. The program is designed to assist individuals in the recovery process by providing timely information and confidential support and guidance through the campus judiciary and criminal justice systems. The pie chart reflects the percentage of clients served according to their victimization type. For this academic year, a total of 43 clients received 97 victim advocacy services from the Office of Victim Services. The Victim Advocate averages approximately two to three contacts per client. Since the inception of the program, 304 clients have received services.

Referral Sources

Clients are referred to the Office of Victim Services by a variety of departments. This graph indicates the breakdown of referral sources.

Prevention and Outreach Initiatives

The Office of Victim Services continued to increase outreach and violence prevention initiatives to increase students’ education and awareness. The office focuses on three national awareness campaigns: April-Sexual Assault Awareness Month, October-Domestic Violence Awareness Month, and January-Stalking Awareness Month.

A total of 79 events were conducted during these months, resulting in a total of 5,307 in attendance.

Event Participants by Year

- 2008-2009: 1,000
- 2009-2010: 3,000
- 2010-2011: 4,000
- 2011-2012: 6,000
Experiential Learning

The Office of Victim Services provides a valuable learning experience to students who are interested in volunteering as a Peer Victim Advocate. Currently, the team consists of 28 members who have completed 80 hours of training. The members volunteer a minimum of 20 hours of service each month by responding to IU Health Ball Memorial Hospital, conducting violence prevention outreach presentations to their peers, attending monthly meetings and ongoing training sessions.

The Peer Victim Advocacy training is comprised of a web-based module, two seminars, a research paper and presentation, as well as criminal justice observation with the courts and police.