

# **Assurance Argument**

## **Ball State University - IN**

**Review date: 10/23/2023**

## 1 - Mission

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

### 1.A - Core Component 1.A

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The institution's mission is articulated publicly and operationalized throughout the institution.

1. The mission was developed through a process suited to the context of the institution.
2. The mission and related statements are current and reference 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 and related statements identify the nature, scope and intended constituents of the higher education offerings and services the institution provides.
4. The institution's academic offerings, student support services and enrollment profile are consistent with its stated mission.
5. The institution clearly articulates its mission through public information, such as statements of purpose, vision, values, goals, plans or institutional priorities.

## Argument

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### [List of Acronyms](#)

#### 1.A.1

Ball State University (BSU) is named in honor of the five Ball brothers who founded the institution in 1918. The five brothers were industrialists and philanthropists who moved from New York to Muncie looking to expand their Ball glass container business. In 1965, the Indiana General Assembly renamed the college Ball State University, acknowledging its substantial growth in enrollment, facilities, and role it plays in the state's future. Since then, Ball State has celebrated the proud heritage of the [Ball Brothers](#) and has had an unwavering belief in an education rooted in creativity, values, and intellectual curiosity. The BSU mission reflects this heritage and belief. It is periodically reviewed and updated as part of the regular strategic planning process. The strategic plan, [Destination 2040: Our Flight Path](#), begins with Ball State's mission:

*We engage students in educational, research, and creative endeavors that empower our graduates to have fulfilling careers and meaningful lives enriched by lifelong learning and service, while we enhance the economic, environmental, and social vitality of our community, our state, and our world.*

The mission and strategic plan were designed with input from faculty, staff, students, alumni, community partners, and benefactors. The mission and plan provide a framework with five long-term goals for 2040 and strategic imperatives to be executed in five-year increments, the first five years being 2019 to 2024. The BSU [strategic planning process](#) began in Spring 2018 and was approved by the Board of Trustees (BoT) in December 2018. The President announced the mission and strategic plan in January 2019, as BSU began its second century.

#### 1.A.2

The mission references Ball State's emphasis on education, research, and creative endeavors to enhance the economic, environmental, and social vitality of the community, state, and world. In addition to the mission statement, the University's related statements and documents create the framework for university-wide priorities, planning and processes.

Ball State's [Beneficence Pledge](#) prioritizes high standards, academic honesty, social responsibility, and the intrinsic worth of every member of the community. To fulfill its mission, achieve its goals, and implement its strategic imperatives, Ball State is also guided by its [enduring values of Beneficence](#) outlined on pg. 3 of the strategic plan.

- Excellence - We commit to excel in all that we do.
- Innovation - We commit to be creative, responsive, and progressive.
- Courage - We commit to set ambitious goals and to take the risks necessary to achieve those goals.
- Integrity - We commit to be honest, ethical, authentic, and accessible.
- Inclusiveness - We commit to respect and embrace equity, inclusion, and diversity in people, ideas, and opinions.
- Social Responsibility - We commit to act for the benefit of society at large.
- Gratitude - We commit to express appreciation to others and to demonstrate our gratitude through our actions.

The Chief Strategy Officer, a position created by the president to facilitate a comprehensive and inclusive approach to strategic planning, gathers annual reports to measure progress toward accomplishing the five goals and associated strategic imperatives. The five goals are:

- Goal 1 - Undergraduate Excellence and Innovation – Our University provides a premier on-campus undergraduate experience.
- Goal 2 - Graduate Education and Lifetime Learning – Our University expands its reach and impact along the continuum of human development and is nationally recognized for serving graduate students and other adults throughout their lifetime educational journey and for our agility in anticipating and responding to workforce needs.
- Goal 3 - Community Engagement and Impact – As a community-engaged institution, our University is internationally recognized for mobilizing and leading partnerships that revitalize and sustain our city and our region.
- Goal 4 - Scholarship and Societal Impact – As a public research institution, our University recruits and retains outstanding faculty and staff who engage in scholarship—

of discovery, integration, application, and teaching—that garners national and international recognition, attracts external resources, and improves lives.

- Goal 5 - Institutional and Inclusive Excellence – Our University is distinguished for institutional effectiveness and inclusive excellence across all dimensions of our work and for having a positive and vibrant culture of wellbeing that helps our faculty and staff lead engaged and meaningful lives.

### 1.A.3

The [Constitution of the University Senate](#) references the university mission in the preamble as follows: “With this instrument, the University Senate states its intention to the steadfast pursuit of the mission, academic standards, goals, and purposes of this institution while acknowledging that administration will have the sole responsibility to organize and execute administrative duties as required by law, accepted policy and best practices.”

The mission identifies Ball State’s work to empower graduates to have fulfilling careers and meaningful lives enriched by lifelong learning and service. The intended constituents of Ball State’s offerings and services extend beyond its graduates, as the University strives to improve the economic, environmental, and social vitality of the community, the state of Indiana, and the world.

### 1.A.4

The university’s mission-driven, comprehensive program offerings provide opportunities for students to explore a wide array of academic and creative fields and prepare for professional employment in architecture, business, communications, education, fine arts, health professions, and sciences and humanities, and many other fields. In addition, BSU offers a distinctive series of co-curricular programs and services to support and engage students, faculty, staff and alumni.

Congruent with Ball State’s mission and strategic plan, as well as the policies of the Indiana Commission for Higher Education (ICHE), the university offers [certificate](#), [associate](#), [baccalaureate](#), [master’s](#), [specialist](#), [doctoral](#), and other program options (i.e. licensures, nondegree, etc.). Although BSU is primarily a residential academic institution, a wide array of online options are available: [associate](#), [undergraduate certificate](#), [baccalaureate](#), [graduate certificate](#), [master's](#), and [doctoral and specialist](#) programs. To support its mission, strategic plan, enrollment profile, and academic programs, Ball State provides a support services that empower students and help them develop the skills they need to have fulfilling careers and meaningful lives.

Approximately one-third of Ball State's undergraduate students are first-generation students, and approximately one-fourth are minority students. Ball State's programs and initiatives are aligned with the constituents it serves. For example, the [Textbook Affordability at Ball State \(TABS\)](#) initiative is an effort to reduce costs and remove barriers for student access to course learning materials. The TABS efforts, supported by the VPAA Office, University Libraries, DOSL and

other units across campus, prioritize course materials that are up-to-date, inclusive, and make use of cutting-edge disciplinary developments.

The University has made large investments in student support services, including the [Career Center](#), with its [Indiana Connections Lounge](#) highlighted in the 2022 [Presentation to the Board of Trustees](#). The [Office of Student Financial Services](#) provides comprehensive information to applicants and students regarding the cost of attendance and available financial aid, as evidenced by these [services and resources](#), [net price calculator](#), [scholarship calculator](#), [undergraduate tuition and fees](#), [graduate tuition and fees](#), [online tuition and fees](#) ([online undergraduate costs](#), [online graduate costs](#), [online program and course fees](#)), steps in the [financial aid process](#), [how to apply for financial aid](#), [FAFSA](#), [forms](#), [due dates](#), [FAQs](#) and more. The [Early Start](#) programs, [Learning Center](#), [Health and Safety](#) programs, [Student Life](#), [Housing and Residence Life](#) (including 13 Living-Learning Communities), [technology support](#), [inclusive excellence resources](#), [Multicultural Center](#), and other student support services are described in detail in Criteria 3 and 4.

Approximately 90% of Ball State's undergraduate students are from Indiana, representing all 92 counties in the state. Ball State's enrollment profile aligns with its mission to [enhance the economic vitality of the community and state](#). For example, over the past decade, graduates of the Miller College of Business Entrepreneurship Program have started more than 100 businesses, the majority of which are based in Indiana. The amount of funding raised by these businesses totals more than \$300 million dollars. The [US News and World Report rankings](#) in 2022 and 2023 acknowledged Ball State's enrollment profile, first year experiences, and focus on undergraduate teaching.

- 2022 - *#1 in Indiana for Social Mobility* - Institutions that advance social mobility by enrolling and graduating large proportions of economically disadvantaged students.
- 2022 - *#1 in Indiana for First-Year Experience* - Institutions providing first-year seminars or other programs that bring small groups of students together with faculty or staff.
- 2022 and 2023 - *#2 in Indiana for Undergraduate Teaching* - Institutions recognized by top college administrators for putting a particular focus on undergraduate teaching.

#### 1.A.5

During the last biennium, BSU celebrated its Centennial, reminding the public how it has served Muncie, East Central Indiana, and the state. What began as a teachers college has grown into a world-class University with outstanding programs in many fields. Ball State's enduring values of excellence, innovation, courage, integrity, inclusiveness, social responsibility, and gratitude guide the institution.

The mission is included in many publications and presentations. The President regularly refers to the University's mission statement in his [public remarks and messages](#) at a wide variety of events, including keynote addresses, award ceremonies, public messages, new faculty luncheons, [Ball State Magazine](#), BoT meetings and legislative budget requests in [2017-19](#), [2019-21](#), and

[2021-23](#). In addition, annual reports available on the website, such as the [2021 Progress Report](#), remind constituents of Ball State's priorities.

Ball State's mission is clearly expressed to the public [on the University website](#), and to students in the catalogs. The [Undergraduate Catalog](#) opens with the University's mission, followed by statements about Ball State's commitment to excellence in education and services that contribute to the personal, social, and intellectual development of all students. The [Graduate Catalog](#) opens with a description of the University's core objectives in offering graduate programs, which align with the mission of the University.

The [Campus Master Plan](#) aligns the University's strategic, academic, and physical goals. It serves as a foundation for shaping the campus fabric in support of its academic mission and vision and creates transparent trans-disciplinary opportunities for growth built on the institution's commitment to 21st century learning programs that incorporate research, curricular innovation and community outreach.

## 1.B - Core Component 1.B

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

1. The institution's actions and decisions demonstrate that its educational role is to serve the public, not solely the institution or any superordinate entity.
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 external constituencies and responds to their needs as its mission and capacity allow.

### Argument

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#### [List of Acronyms](#)

#### 1.B.1

As a public institution, Ball State's educational responsibilities are to serve the State of Indiana. As indicated in 1.A, approximately 90% of BSU undergraduate students are Indiana residents representing all 92 Indiana counties. Over the past century, Ball State has grown into a world-class university with highly respected programs in education, architecture, business, communications, fine arts, sciences and humanities, and health professions.

Ball State is committed to providing excellence in its academic offerings and a vibrant campus community for students, staff and visitors. For example, since 2015, Ball State has invested in new construction and major renovation projects totaling \$549.1 million. Philanthropic gifts, internal cash reserves, appropriations from the state, and bond proceeds have funded these projects. Additional details about these investments in Ball State's infrastructure are outlined in 5.B.

The University reflects its commitment to public service through its business practices. For example, in 2019, the institution began to implement a new incentive-based budget model that aims to stimulate intentional growth and advance the University's mission and strategic plan. Likewise, the University's [purchasing practices](#) demonstrate its commitment to the promotion of diversity with the vendors who supply goods and services to the University by securing business contracts with firms identified as [Minority, Women and Veteran-owned businesses](#).

As stated in 1.A, the Ball State mission, enduring values, and strategic plan, [Destination 2040: Our Flight Plan](#), express the University's commitment to the public good. This commitment is clearly articulated in a variety of locations, including the [Ball State homepage](#) and student catalogs.

### 1.B.2

Ball State's educational responsibilities are its primary focus, as demonstrated by its investment in maintaining rigorous, high-quality academic programs, and providing students with the support they need. Survey data indicate that [alumni have a positive attitude about their experience at Ball State](#).

Recent Integrated Postsecondary Education Data System (IPEDS) data from the [2022 IPEDS Report](#) indicated the amount spent on instructional expenses per FTE enrollment as a percentage of total core expenses was 49% at BSU, compared to 45% on average at peer institutions. The amount spent on academic support and student services per FTE enrollment, as a percentage of total core expenses, was 19% at BSU compared to 18% on average at peer institutions. These percentages are comparable to data reported in the [2021 IPEDS Report](#) and [2020 IPEDS Report](#).

The first two goals in Ball State's strategic plan further substantiate that education is the institution's primary responsibility.

*Goal 1: Undergraduate Excellence and Innovation - Our University provides a premier on-campus undergraduate experience.*

*Goal 2: Graduate Education and Lifetime Learning - Our University expands its reach and impact along the continuum of human development and is nationally recognized for serving graduate students and other adults throughout their lifetime educational journey and for our agility in anticipating and responding to workforce needs.*

Students receive the same program rigor and support services (e.g. advising, academic support, career planning, tech support), whether they are taking classes on campus or online. For example, 12 of Ball State's online programs are [ranked in the Top 25](#). Ball State's [rankings and recognitions](#) substantiate that educational responsibilities take primacy over other actions.

### 1.B.3

The mission, values and strategic goals drive the institution's civic engagement and service to the local community and East Central Indiana. Ball State engages extensively with external constituencies and responds to many of their needs. Examples include:

- The [Office of Community Engagement \(OCE\)](#) aims to connect University resources with community priorities and initiatives, which contribute to the prosperity of East Central Indiana residents, businesses, and organizations. An example is the [Annual Neighborhood IDEA Conference](#) that brings together over 100 of Muncie's most active local leaders to learn, develop and strengthen community-building skills in areas such as leadership, grant-writing, project management, and retaining volunteers. A second example is the [Community Engagement Faculty Toolkit](#), developed by a Faculty Learning Community (FLC) in AY 2019-20. It contains campus resources, ways to

document community-engaged activities, and materials for community-engaged projects. The [Carnegie Foundation's Community Engagement Classification](#) recognized Ball State's commitment to community engagement across the institution's mission, culture, leadership, resources, and practices.

- In May of 2018, the Indiana General Assembly approved legislation that provided Ball State with the responsibility of appointing a new school board to oversee [Muncie Community Schools \(MCS\)](#). Ball State embraced the opportunity to partner with the local school district, which was in serious distress. In July of 2018, BSU and MCS embarked on a historic partnership to transform the district into a national model for innovative, holistic education. This is the first time in the nation that a public university has legal fiduciary responsibility for management of a K-12 public-school system. Ball State's Board of Trustees approved this initiative, and nearly \$3 million was raised in community support for the school system. This [partnership between BSU and MCS](#) resulted in stabilized student enrollment, a balanced operating budget with annual revenues exceeding expenditures for every year of the partnership, and an increase in compensation for teachers and staff of more than 30%. In December of 2023, the MCS school board will make the final payment on the \$10 million bond that triggered state oversight of the school district in 2017. This supports *Strategic Imperative 3.A: Our faculty, staff, and students partner with the Muncie Community Schools to improve academic outcomes and the operational performance of MCS, while enhancing the learning experiences of our students*. Confidence in this partnership is gaining momentum, as evidenced in May of 2022 when MCS became one of just eight districts statewide to receive a Next Generation School Improvement Grant from the Indiana Department of Education (IDOE). The IDOE awarded \$16 million across the state, with \$8.1 million of that total awarded to MCS.
- The [Integrated Cultural Committee](#) is committed to highlighting Ball State's cultural assets to the community and region, including the Rinard Orchid Greenhouse, David Owsley Museum of Art, Marilyn K. Glick Center for Glass, and John R. Emens Auditorium.
- The [Charles W. Brown Planetarium](#) provides free educational services to thousands of community members annually using its state-of-the art, donor-funded facility. In June of 2021, the Brown Planetarium reopened to the public after the pandemic, and within 10 months, more than 10,000 visitors attended 300 different programs.
- The [Brown Family Amphitheater](#) enriches the lives of faculty, staff, students and the community. The amphitheater, planetarium, and Integrated Cultural Committee support *Strategic Imperative 3.E: Our community members attend and enjoy athletic, theatre, dance, music, and other arts and entertainment events at venues on campus and throughout our region*.
- The University President is an active leader in [Next Muncie](#). The members of [Next Muncie](#) work collaboratively to advocate for projects and programs that benefit the people of Muncie.
- The annual [BSU Dance Marathon](#) has raised over \$5 million for Riley Hospital for Children.
- The College of Health responds to the needs of the community through services and events such as the [Delaware County Substance Use Disorder Symposium](#), the

[Interprofessional Community Clinics \(ICC\)](#), and the [COVID-19 Vaccination Clinic](#), which was open to the public during the pandemic.

- Throughout AY 2022-23, approximately 300 students delivered care to more than 4,000 community members in the ICC, and in partnership with the Healthy Lifestyle Center, the clinics hosted 90 outreach events, delivering health education and screenings to 2,000 people.
- For 56 years, Ball State's [Student Voluntary Services \(SVS\)](#) program has provided agencies in Delaware County with volunteers meet the needs of the community. SVS has over 100 active nonprofit agencies and schools in its service database. The 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.
- [Arts Alive!](#) and [Coffee and Cabernet Series](#) are hosted by the College of Fine Arts to make art, music, and entertainment more accessible to community members and students.
- As a local source for classical music and National Public Radio (NPR) News, Indiana Public Radio (IPR) has been providing public radio service to east central Indiana communities since 1960. It has a network of five transmitters and a signal that reaches 22 counties. WBST-FM, the flagship station of the network, [operates from studios at Ball State](#). IPR offers quality NPR news, award-winning local news and classical music programming, up to the minute weather reports, and promotions for cultural and artistic events for charities and other non-profit organizations at no cost.
- The Association of Public and Land-grant Universities' (APLU's) [C. Peter Magrath Community Engagement Scholarship Award](#) was given to Ball State to recognize a decade-long partnership with Muncie's Whitely neighborhood, Longfellow Elementary School, Huffer Memorial Children's Center, and Roy C. Buley Community Center. This collaboration is known as [Schools Within the Context of Community](#). It immerses Ball State teaching candidates in a program that enhances the education of elementary school children while empowering BSU students to be culturally responsive in their teaching strategies.
- To help address Muncie and Delaware County's challenging health outcomes, the College of Health formed the [Healthy Lifestyle Center \(HLC\)](#), a free resource for the community run by Ball State and Indiana University (IU) School of Medicine students. Supported in part by the Ball Brothers Foundation and IU Health Ball Memorial Hospital Foundation, and operated in collaboration with Meridian Health Services, the HLC provides health screenings, workshops, programming, and direct services. This supports *Strategic Imperative 3.D: We collaborate with external partners to implement a regional plan to improve population health and wellbeing*. A grant from the Indiana State Department of Health supports the [HLC Podcast series: HABITS](#), which covers health topics that influence the lives of East Central Indiana citizens. Students in public health, nursing, medicine, social work, dietetics, audiology, counseling, speech pathology and other disciplines provide services through the HLC.
- The student newspaper, [Ball State Daily News](#), responded to community media needs by filling part of the civic information gap to keep community members informed of the MCS-BSU collaboration. The student journalists serve the community by going inside the MCS classrooms to see what is happening, and telling the stories of the people working to make change.

- Ball State encourages faculty, staff, and students to participate in community service projects. Employees may volunteer for a governmental entity or a 501(3) not-for-profit organization through the Volunteer Leave program. This program fosters employee participation in community service activities such as [blood drives](#), [Angel Tree Program](#), and [United Way Day of Action](#).
- The [Live Near Your Work](#) initiative encourages employees to live and work in Muncie. The initiative highlights the important and unique features of the community.
- The [Campus Community Career Collaborative](#) connects employee spouses and partners to prospective employment opportunities across East Central Indiana.
- The annual [Day of Beneficence](#) facilitates community service projects with BSU alumni and friends from around the country.
- [University Libraries](#) serve the entire community. For \$1, Indiana residents can obtain a Resident/Affiliate library card, check out books and government publications, and obtain most services and collections.

## 1.C - Core Component 1.C

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The institution provides opportunities for civic engagement in a diverse, multicultural society and globally connected world, as appropriate within its mission and for the constituencies it serves.

1. The institution encourages curricular or cocurricular activities that prepare students for informed citizenship and workplace success.
2. The institution's processes and activities demonstrate inclusive and equitable treatment of diverse populations.
3. The institution fosters a climate of respect among all students, faculty, staff and administrators from a range of diverse backgrounds, ideas and perspectives.

### Argument

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#### [List of Acronyms](#)

#### 1.C.1

Through general education, program requirements, experiential learning, and co-curricular activities, students are prepared for fulfilling careers and meaningful lives.

- [Immersive Learning](#) is one of Ball State's signature pedagogies. Immersive learning [projects](#) are high-impact experiences that involve student-driven teams guided by faculty mentors. Students earn credit for working with community partners to address identified challenges. Immersive learning [grants and funding](#), [faculty awards](#), and showcase events ([Spring 2023](#), [Fall 2022](#), [2021-22](#), [2020-21](#)) highlight projects each year. In AY 2022-23, faculty offered 163 sections of immersive learning courses to approximately 2,500 students, almost a thousand more students than in AY 2021-22.
- Ball State encourages an appreciation for the diversity of society. The [majority of respondents in the annual Senior Survey](#) feel their academic and co-curricular experiences provided growth opportunities and lifelong skills to live and work in a multicultural world.
- The Career Center prepares students for workplace success through programs such as [Key Careers](#) and [Skills Infusion](#), which embed the NACE competencies for career readiness.
- Ample [Student Center Programming](#) offers cultural, educational, and diverse entertainment with the goal of fostering community life for all students.
- The [Virginia B. Ball Center for Creative Inquiry](#), established in 2000, provides distinctive, rigorous, and transformative experiences such as open inquiry, creative investigations, collaborative research, innovative problem solving, and active learning outside the confines of the conventional classroom.

- The [Rinker Center for Global Affairs](#) promotes and supports the values of global awareness, cultural sensitivity, leadership, personal growth, and inclusion among participants, both on campus and through [study abroad](#).
- The [Office of Community Engagement \(OCE\)](#) connects university resources with community priorities and initiatives. The President serves on the [Indiana Community-Engaged Alliance Board of Directors](#). This organization advocates, implements, and improves community engagement for students through collaboration with higher education institutions and community partners.
- Descriptions of additional opportunities are listed here:
  - [Excellence in Leadership \(EIL\)](#)
  - [Star Party](#)
  - [Cardinal Leadership and Service Seminar \(CLASS\)](#)
  - [Student Organizations](#)
  - [Arts Alive!](#)
  - [Student Government Association \(SGA\)](#)

## 1.C.2

In 2018, as part of the comprehensive strategic planning process, BSU conducted surveys and held open forums well attended by campus and community members. The feedback received demonstrated that diversity, equity and inclusion were defining elements of BSU's institutional identity. Thus, inclusive excellence is one of the five goals of the strategic plan.

The [President's Advisory Council on Inclusive Excellence \(PACIE\)](#) was created in Fall 2018. Council members were selected based on their record of being student centered and committed to inclusive excellence. PACIE members represent a wide range of diverse faculty and staff from across campus. Members of PACIE, along with numerous other stakeholders, helped create the [Inclusive Excellence Plan \(2019 - 2024\)](#) which states "At Ball State University, we recognize inclusive excellence as an integral endeavor to fulfill our university's mission and our strategic plan." College-level inclusive excellence goals are being developed, examples of which include [College of Architecture and Planning](#) and the [College of Sciences and Humanities](#).

Processes are in place to ensure inclusive excellence and equitable treatment of diverse populations. They include the [bias incident reporting process](#), and the [Equal Opportunity and Affirmative Action Policy](#). The University prohibits discrimination, and is inclusive of individuals without regard to race, religion, color, sex (including pregnancy), sexual orientation, gender identity or gender expression, disability, genetic information, ethnicity, national origin or ancestry, age, or protected veteran status.

The [Employee Relations and Affirmative Action Team](#) is committed to making Ball State a better place to work by encouraging a diverse workforce and fostering an environment of fair, uniform treatment and respect. The team's services and resources are [promoted across campus](#).

Examples of pedagogical support for inclusive excellence include [Inclusive Pedagogy Training and Development](#), [Provost's Faculty Summit on Inclusive Teaching](#), and [Provost's Summit on](#)

[Equitable Inclusive and Innovative Practices](#). These events cover topics such as learning theory, diversity theory, and diversity in the classroom.

The Gender Equity Taskforce was committed to ensuring a high-quality work-life environment in which faculty and staff feel supported, encouraged, and valued. For example, in 2017, the taskforce reviewed university practices and made the recommendation to allow benefits-eligible employees to take six weeks of paid leave after the birth or adoption of a child, which was [approved by the Board of Trustees in 2017](#).

The [Multicultural Center](#) offers programs and services that support historically marginalized student populations, educate the BSU community, and celebrate faculty, staff, and students' achievements. The Center sponsors activities such as Unity Week, workshops, presentations, mentoring programs, annual awards, and more.

Ball State offers programs focused on issues of diversity and inclusion, such as the [Black History Mobile Museum](#) and the [REEL Inclusion Film Series](#) with documentaries on diversity issues, followed by open dialogue and discussions.

Within colleges, [diversity dialogues](#), [scholarships](#), [statements](#), and other [initiatives](#) demonstrate a commitment to inclusive excellence. Academic programs include 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, International Studies, African American Studies, Asian Studies, and European Studies. For graduate students, a [Certificate in Diversity Studies](#) can be completed by a non-degree-seeking student or applied to a graduate degree.

### 1.C.3

BSU fosters a climate of respect through programs and activities such as the series [Inclusive Excellence Roundtables](#) hosted by the University President. This series of discussions with alumni, faculty, staff, students and members of the local community provided a platform for meaningful dialogue. Additional important initiatives are the [Inclusive Excellence Champions Program](#), and the Statement on the Importance of Diversity and Inclusion, which was adopted in 2015:

*At Ball State we strive to be an open and inclusive campus and community that welcomes and embraces people of various backgrounds and ideals. We recognize that our strength is in the diversity of our students, faculty, and staff and we strive to value the intrinsic worth of all of our community members. Ball State recognizes diversity in all different walks of life including but not limited to: race, ethnicity, socio-economic status, sexual orientation, gender identity, gender expression, disability/ability, veteran status, or age.*

In spring 2016, a Student Government Association resolution requested that an abbreviated version of the Diversity Statement and resources be added to all course syllabi. This resolution was approved through the University Governance system in spring 2017 and became effective

fall 2017. Before the start of each academic year, the Provost sends course instructors a reminder about syllabus expectations ([2021](#) and [2022](#)).

For the seventh straight year, Ball State was the recipient of the [HEED Diversity Award](#) from *Insight into Diversity*, the oldest and largest diversity magazine and website in higher education. This recognition measures an institution's level of achievement and intensity of commitment to broadening diversity and inclusion on campus through initiatives, programs, and outreach; student recruitment, retention, and completion; and hiring practices for faculty and staff.

Ball State is committed to [Freedom of Expression](#) as enshrined in the First Amendment of the U.S. Constitution and Ball State's Bill of Rights and Responsibilities. In January 2020, the Board of Trustees approved the Freedom of Expression statement. Details are described in 2.D.

Ball State has a number of welcoming [affinity groups](#) for faculty, staff and students. For example, the [Black Faculty and Staff Association \(BFSA\)](#) facilitates and influences educational, administrative, and personnel policies in ways that enhance the welfare of individuals who identify as Black or with the Black experience at Ball State. Additional affinity groups include the LGBTQIA+ and allies affinity group (Ball Pride), the Asian American and Pacific Islander (AAPI) working group, and the [Hispanic, pOrtuguese and L<sup>a</sup>tin A<sup>m</sup>erica \(HOLA\)](#) affinity group. The BFSA and AAPI are open to all faculty and staff. Ball Pride and HOLA are open to all faculty, staff, and students. The Office of Inclusive Excellence welcomes new affinity groups of interest to faculty, staff, and students.

Ball State has over 390 active student-led organizations reflecting diverse interests among its student population, and 26 of these organizations describe themselves as being primarily multicultural (including international, ethnic, and identity-based) in nature. Many multicultural student organizations are advised by the [Multicultural Center](#). These organizations provide cultural heritage celebrations, annual signature events and educational programs for their membership and the broader campus community.

Throughout the year, units across campus host activities that enhance inclusive and equitable treatment of diverse populations. For example, during Black History Month, events are sponsored by [the Honors College](#), the [Institute for the Study of Political Economy \(ISPE\)](#) and other units. In support of LGBTQIA+ community members, the Counseling Center coordinates the [Safezone](#) network program for faculty, staff, and students, by offering workshops in cooperation with the Office of Inclusive Excellence several times each year.

Through the collective efforts of many people, Ball State provides services, resources, and policies that promote positive and healthy relationships, foster a climate of respect, and support students. The [Say Something](#) program and the mobile app "[Step In Speak Up](#)" contribute to an environment in which everyone is treated with respect and dignity.

Ball State's [Office of Disability Services \(DS\)](#) strives to create a campus environment that provides access and opportunities for students with disabilities. Ball State has a long, proud tradition of being a welcoming campus for students with disabilities. Recognized among the top 10 schools for students with disabilities by *College Magazine*, and among the [top 10 schools for](#)

[wheelchair users](#) by Wheels on Campus, Ball State has garnered a national reputation for providing services and accommodations for students with disabilities. The [Alliance for Disability Awareness](#) is a student group dedicated to disability education and awareness. The alliance meets monthly and sponsors various events throughout the academic year. Ball State students who voluntarily disclose their disabilities have been retained at an average of 82.54% over the last five years.

[Diversity Equity Inclusion Access and Belonging \(DEIAB\) Sessions](#) are offered for BSU employees and the public. The [Beneficence Pledge](#) explicitly promotes a culture of respect and civil discourse by pledging “to value the intrinsic worth of every member of the community: To respect and learn from differences in people, ideas, and opinions.”

Forbes released its rankings of the best employers in the country. The rankings were based solely on surveys of employees. Ball State was ranked as the fourth best mid-sized employer in the state of Indiana, and was [the only college or university in the state to be ranked by Forbes](#). This is yet another indication that Ball State fosters a climate where individuals feel respected.

## **1.S - Criterion 1 - Summary**

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

### **Summary**

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Throughout the strategic planning processes, Ball State has maintained its mission as a public research university that holds student success and community engagement as high priorities. This was evident in the last mission statement and remains so in the current mission statement and 2019-2024 Strategic Plan. The mission and strategic plan were developed through a collaborative, inclusive process. The mission and strategic plan guide Ball State's academic offerings, resource allocation, infrastructure, and fundraising.

The University demonstrates its commitment to diversity and inclusion through its public statements, 2019-2024 Inclusive Excellence Plan, Multicultural Center, academic offerings, leadership and collaborative structures, composition of faculty and staff, resource allocation, student body, student success, and student support structures.

The institution's commitment to community engagement is evidenced by the role and activities of the Offices of Community Engagement, Immersive Learning and High Impact Practices, Student Voluntary Services, and other offices within academic and administrative units.

## 2 - Integrity: Ethical and Responsible Conduct

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

### 2.A - Core Component 2.A

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The institution establishes and follows policies and processes to ensure fair and ethical behavior on the part of its governing board, administration, faculty and staff.

1. The institution develops and the governing board adopts the mission.
2. The institution operates with integrity in its financial, academic, human resources and auxiliary functions.

### Argument

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#### [List of Acronyms](#)

#### 2.A.1

The [mission and strategic plan](#) were developed through an [inclusive process](#) with extensive stakeholder involvement. The mission and plan were endorsed by the Board of Trustees (BoT) at the [December 2018 Board of Trustees meeting](#).

#### 2.A.2

Ball State has policies and procedures in place to ensure that it operates with integrity in all matters. These policies permeate every aspect of the university to ensure its work is conducted with the highest of ethical standards. [Internal Audit and Advisory Services](#) provide assurance that Ball State's strategic, operational, financial, academic, HR, auxiliary, and compliance objectives are conducted with integrity.

The University has a well-developed process in place for budgeting and monitoring its finances. These functions are handled by the Budget and Finance Office and the University Controller's Office, both part of the Division of Business Affairs. Annual financial reports, which include independent auditors' reports, are publicly available on the website:

[2022 Financial Report](#)

[2021 Financial Report](#)

[2020 Financial Report](#)

[2019 Financial Report](#)

[2018 Financial Report](#)

[2017 Financial Report](#)

The [Faculty and Professional Personnel Handbook \(FPPH\)](#) serves as a guiding document for the university. The Bill of Rights and Responsibilities, outlined in [Section 7 of the FPPH](#), sets forth the expectations of faculty and professional personnel in relationship to civil law, academic freedom, the University, and the community. The [Code of Student Rights and Responsibilities](#) is the companion document for students. It outlines the student's relation to civil law, the University, and the community.

The FPPH outlines the [organization and administration](#) and [governance flow chart](#) approved by the University Senate, the President, and the Board of Trustees. The [Constitution of the University Senate](#) establishes a process for all academic-related groups on campus to share the determination of educational policy. In full recognition of the President and the Board of Trustees (BoT), the constitution sets the academic standards and goals of the institution, while the administration organizes and executes administrative duties. Integrity is upheld through faculty governance committees such as the [Academic Freedom and Ethics Committee](#), [Promotion and Tenure Committee](#), and [Research Committee](#). Committees such as these ensure adherence to policies pertaining to academic ethics, codes of conduct, promotion and tenure, and protection of human subjects in research.

The [Office of Employee Relations](#) and [Office of General Counsel \(OGC\)](#) work together to provide information, resources, and counsel on the institution's policies concerning fairness, integrity, and ethics. These include policies related to equal opportunity and affirmative action, prevention of sexual harassment, privacy rights concerning student records, consensual sexual or romantic relationships, access to public records, labor relations, employee performance issues, diversity and inclusion, and various personnel policies. The OGC also serves as the point of contact for [employee whistleblower reporting](#) (EthicsPoint).

Policies included in employee handbooks are the [Equal Opportunity and Affirmative Action \(EOAA\)](#), [Conflict of Interest and Conflict of Commitment](#), and [Anti-Harassment](#) policies.

The Department of Human Resources (HR) offers guidance for faculty and staff in [ethical and inclusive hiring](#). As outlined in the HR procedures, hiring managers are required to follow specific steps when making hires of any kind. Ample [inclusive excellence hiring resources](#) are available to all faculty and staff.

University employees have access to resources and training on integrity and ethical behavior, including prevention of sexual harassment and sexual assault, inclusive curriculum development and design, and policies such as [Conflict of Interest Policy for Financial Aid and Scholarships](#), [Policy Regarding Unaccompanied Minors](#) and [Title IX Notice of Non-Discrimination](#). Employee conduct regarding confidentiality and integrity appear in the [FPPH](#), [Staff Handbook](#), and the [Service Personnel Handbook](#), which are accessible on the HR website under [Human Resources policies](#).

Ball State expects the same ethical conduct and integrity of its students. The Division of Student Affairs works to foster a fair and ethical campus environment. The [Office of Student Conduct](#) maintains on their website the [Code of Student Rights and Responsibilities](#), emergency policies and procedures, and information concerning conduct on and off campus. The Code outlines behavioral prohibitions and disciplinary procedures. A related policy is the [Student Academic Ethics Policy](#), which informs students of the principles of academic integrity and honesty, and outlines procedures to adjudicate alleged violations. Additional student expectations are also outlined in the [Student-Athlete Handbook](#), and [Housing and Residence Life](#) policies.

The [Beneficence Pledge](#) is a broad statement of expectations that guides fair and ethical practice for all members of the Ball State community. It appears in the FPPH and in the Code of Student Rights and Responsibilities.

Some of Ball State's auxiliary functions have student or parent advisory committees to help assess and improve their operations. Examples include: [Cardinal Student Leaders Advisory Council](#), [Student Advisory Committee - University Dining](#), [Student Advisory Board - Multicultural Center](#) and [Parents Advisory Council - Student Affairs](#).

## 2.B - Core Component 2.B

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The institution presents itself clearly and completely to its students and to the public.

1. The institution ensures the accuracy of any representations it makes regarding academic offerings, requirements, faculty and staff, costs to students, governance structure and accreditation relationships.
2. The institution ensures evidence is available to support any claims it makes regarding its contributions to the educational experience through research, community engagement, experiential learning, religious or spiritual purpose and economic development.

### Argument

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#### [List of Acronyms](#)

#### 2.B.1

Ball State employs many platforms to present information about its programs, requirements, faculty and staff, costs to students, governance structure, and accreditation relationships. The primary platform is the website, particularly the [Ball State home page](#).

2022-23: 30,050,203 website views

- Ball State Home Page – 1,172,227 views from 291,258 users
- Admissions Page – 222,374 views from 28,258 users
- Financial Aid Page – 94,770 views from 7,437 users

2021-22: 25,019,904 website views

- Ball State Home Page – 999,530 views from 229,261 users
- Admissions Page – 193,979 views from 17,538 users
- Financial Aid Page – 78,750 views from 7,538 users

Through student portals such as [Degree Works](#), My.BSU, and [EAB Navigate](#), students can access their academic and personal information to gain real-time, on-demand course and scheduling information, transcripts of completed courses, and tools tracking progress toward their degree.

#### *Academic Offerings and Requirements*

- [Application and admissions process](#)
- [Undergraduate Catalog](#) and [Links to Undergraduate Programs](#)

- [Graduate Catalog](#) and [Links to Graduate Programs](#)
- [Majors](#) and [Minors](#)
- [Links to College and Department Websites](#)

#### *Faculty and Staff*

- [Searchable Directory of FT Faculty and Staff](#)
- [College and Department Websites](#), which list FT faculty and staff

#### *Costs to Students*

- [Undergraduate Tuition 2023-24](#) and [Undergraduate Tuition 2024-25](#)
- [Graduate Tuition 2023-24](#) and [Graduate Tuition 2024-25](#)
- [Housing Rates and Meal Plans](#)
- [Financial Aid Process](#)
- [Student Billing Policies and Process](#)
- [Student Financial Services](#)

#### *Governance Structure*

- [Board of Trustees](#)
- [President's Cabinet](#)
- [Faculty Governance](#)
- [Student Government Association](#)
- [Data Governance](#)

#### *Accreditation Relationships*

- [HLC Institutional Accreditation](#)
- [Specialized Accreditation](#)

### 2.B.2

Evidence of Ball State's contributions to students' educational experiences through research, community engagement, experiential learning, and economic development are in [University reports](#), [Presidential addresses](#), publications, and the website. Examples are outlined in below.

#### *Research*

Ball State accurately represents its opportunities for research and sources of funding available to students, as outlined in Sponsored Projects Administration (SPA) annual reports (e.g. [2022 SPA Report](#) and [2021 SPA Report](#)). Institutional funding [ASPIRE internal grants](#), the [Teacher-Scholar Program](#) and [faculty travel to present research](#) support *Strategic Imperative 4.C: We recognize and reward teacher-scholars who integrate their scholarship with their teaching.*

For over 25 years, the BSU Student Symposium has challenged students to present a creative or scholarly project while competing for scholarship awards and gaining valuable insight from faculty and staff judges (example: [2021 Student Symposium](#)). Additional symposia (i.e. [Student History Conference](#) and [Student Peace Conference](#)) occur annually and offer opportunities for students to present their work and compete for awards. Ball State is a member of the Council on Undergraduate Research (CUR), which fosters research and creative partnerships between teachers and students.

### *Community Engagement and Experiential Learning*

The Office of Community Engagement, Office of Immersive Learning and High Impact Practices, and the Office of Student Life document their outcomes and outputs in reports and presentations, and on websites (i.e. [Office of Community Engagement](#)).

Faculty members mentor of students who participate in high impact practices such as [undergraduate research and creative endeavors](#), [study abroad](#) programs, and [immersive learning](#). [University Blogs](#) highlight immersive-learning projects. In AY 2022-23, faculty offered 163 sections of immersive learning courses to approximately 2,500 students, nearly a thousand more students than in AY 2021-22.

The Office of Student Life supports [Student Voluntary Services \(SVS\)](#), which works with more than one hundred local non-profit agencies to provide opportunities for students to be involved in community service and service learning. Established in 1965, SVS sends students from all academic disciplines into the community to serve others. Some students serve through SVS to complete service-learning requirements for their classes while others sign up to gain the experience. The [Service-Learning](#) site provides resources to assist faculty in developing service-learning courses.

### *Economic Development*

Ball State is dedicated to serving Indiana, particularly in ways that spur the state's economy to greater prosperity for all Hoosiers. Graduates of Ball State are entering the workforce, continuing their education, or choosing to live in Indiana at an [all-time high rate](#), according to the most recent First Destination report. This supports *Strategic Imperative 3.B: We actively engage with community leaders to develop and implement a coordinated plan that promotes talent retention and attraction in order to foster economic growth*. Numerous [Career Center initiatives](#) are instrumental in this effort. On behalf of the Career Center, the University President accepted the [2023 Career Services Champion Award](#) from the National Association of Colleges and Employers (NACE). The award was a recognition of the dedication and creativity of Ball State's Career Services staff—and of the impact Career Services is having on the lives of students.

Efforts to add talented BSU graduates into Indiana's workforce pipeline begin when students first arrive on campus. Ball State is intentional about providing students with the knowledge and experiences to succeed in industries and organizations that are important to the growth of the state. Of the students who reported employment in the 2022 First Destination Survey, [78% work in Indiana](#), providing vital support for the state's economy and adding robust skills to the state's

workforce. The number of Ball State graduates who gained employment in Indiana in 2022 rose 10% over 2021; a tangible result of the important work Ball State is doing to create a talent pipeline for students and employers.

The [Indiana Communities Institute \(ICI\)](#) brings together many of Ball State's top research and outreach activities to assist Indiana communities as they strive to improve life experiences for residents, businesses, and visitors. The ICI strives to lead an economic transition among Indiana communities from an economy based primarily on physical capital toward an economy based more heavily on human capital. [Strategic Partnerships](#) provide support for city, county and regional initiatives that guide current and future economic development.

The unique [Ball State - Muncie Community School Partnership](#) and the [Fort Wayne partnership](#) are two additional examples of the many ways BSU supports the economic vitality of the community. Each year, a local organization is recognized for their excellent partnership in community-engaged learning experiences for students.

## 2.C - Core Component 2.C

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The governing board of the institution is autonomous to make decisions in the best interest of the institution in compliance with board policies and to ensure the institution's integrity.

1. The governing board is trained and knowledgeable so that it makes informed decisions with respect to the institution's financial and academic policies and practices; the board meets its legal and fiduciary responsibilities.
2. The governing board's deliberations reflect priorities to preserve and enhance the institution.
3. The governing board reviews the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
4. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties.
5. The governing board delegates day-to-day management of the institution to the institution's administration and expects the institution's faculty to oversee academic matters.

### Argument

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#### [List of Acronyms](#)

#### 2.C.1

The [Board of Trustees \(BoT\)](#) is the University's governing body, consisting of nine members appointed by the governor of Indiana. Individuals appointed to serve on the BoT are properly oriented to their role as a Ball State Trustee. They receive training on the University's organizational structure and operations, meet with senior leadership, and receive an overview of the units in the University. New trustees receive reading materials and an extensive orientation, as evidenced by the [Board of Trustees Orientation Materials](#).

Established by the state legislature, the Board has shaped the growth of Ball State. [Indiana Code 21-19](#) specifies that, except for [the student member](#), all appointments to the BoT are for four (4) year terms. The BoT [approves the budget](#) and makes informed decisions with respect to the institution's financial and academic policies and practices, as outlined in the [primary duties of the Board of Trustees](#).

#### 2.C.2

The BoT has the authority to govern all facets of the University's finances, personnel, curricula, and facilities planning, subject to limitations established by state law or through appropriation

acts passed by the Indiana legislature. The [BoT Bylaws](#) indicate that the BoT is subject to the [Indiana Open Door Law](#) as set forth in Indiana Statutes. Deliberations of the BoT are available to the public on the website through [BoT meeting agendas](#) and [BoT archived documents and news releases](#). Agendas and meeting minutes of the BoT reflect decisions that preserve and enhance the University. Examples of deliberations include:

- [Trustees Approve Development Agreement for Village Project](#)
- [Trustees Set Tuition for 2019-20 and 2020-21, Lowest in MAC](#)
- [Trustees Extend President's Contract and Elect New Officers](#)
- [Trustees Take Steps to Protect Ball State Employees Impacted by COVID-19](#)
- [Trustees Approve Balanced Budget for 2020-21](#)

As noted in 2.A.1, after an [extensive planning process](#), the BoT approved Ball State's current mission and strategic plan in 2018. The strategic imperatives enhance Ball State and align with the Indiana Commission for Higher Education plan, "[Reaching Higher Delivering Value 2016](#)" (which has since then been updated to "[Reaching Higher in a State of Change 2020](#)").

### 2.C.3

The BoT considers the interests of BSU's internal and external stakeholders during its decision-making deliberations. While the day-to-day management of the institution is delegated to Ball State's administrative team, the President and President's Cabinet members keep the BoT informed of activities and issues of importance. A report of such issues is provided by the President and the Chair of the University Senate at each meeting. Reports from the President are sent to stakeholders immediately following each BoT meeting and are archived on the website under [Remarks from the President](#).

For the past several years, the President has also requested a special presentation by one of the University's colleges, groups, committees, or campus units at each BoT meeting. Many of these presentations have included students sharing their experiences and answering questions directly from Trustees.

The BoT observes and considers the institution's strategic plan, cultural diversity, research, legal obligations, stakeholder input and other relevant information before approving resolutions. Regular updates are provided to the BoT regarding student enrollment, retention and completion rates, budgetary matters, strategic metrics, and academic standards. Below is a list of the standing committees of the Board and the subject matter within the purview of each:

- Academic and Student Affairs Committee: oversight of educational quality, academic programs and priorities, accreditation, student admissions, retention and post-graduation success, and other academic and student affairs functions of the University.
- Finance, Facilities, and Planning Committee: oversight of the University's finances, physical facilities, budgets, capital expenditures, investments, borrowing and long-range financial planning.

- Audit and Compliance Committee: oversight of the University's internal accounting and financial controls, internal and external financial audits, compliance with legal and regulatory requirements, and risk management systems.
- Employee Development and Wellbeing Committee (added January 2022): comprehensive strategies and policies to recruit, develop, and retain faculty and staff.

The BoT supports the BSU leadership in its engagement with the community and state. Recent examples include:

- [Muncie Community Schools \(MCS\)](#) - Ball State accepted the responsibility for governance of MCS from the Indiana state legislature in the summer of 2018. This responsibility included appointing MCS School Board members and overseeing the creation of academically innovative strategies to education. Assisting MCS at this crucial time was consistent with BSU's core mission as a public university. The BoT recognized that the future of Muncie is dependent on the quality of its public schools, and the future is impacted by the vitality and vibrancy of Muncie. As educational outcomes for MCS students improve, it will secure an even brighter future for the University.
- [Village Revitalization](#) - The Village is the commercial area adjacent to the Ball State campus. The BoT authorized Ball State to invest in the design, construction, and operation of a new performing arts center, hotel, mix of retail and restaurant tenants, innovation space for office and research use, an events plaza, and apartments and townhouses. Ball State executed a detailed Development Agreement with Fairmount Properties. This supports *Strategic Imperative 3.C: The amenities and vibrancy of The Village and surrounding neighborhoods are attractive to students, faculty, staff, and community members as a result of the implementation of a long-term, phased plan to enhance quality of place.*
- [Transfer of Land](#) - The BoT approved the transfer of 12.36 acres of land to the Muncie Redevelopment Commission (MRC). The transferred property allows the city to develop 30-40 new homes, which, in turn, generates additional tax revenue for both the city and Muncie Community Schools. The decision to transfer the land to the city is another example of BSU's ongoing commitment to Muncie.

#### 2.C.4

Trustees are governed by state law regarding public meetings, public records, and conflicts of interest. All board members are required to submit the Annual Conflict of Interest Statement, if they have such an interest to declare, which is provided by the State Board of Accounts and used by all public servants in Indiana. The Conflict of Interest provision is in Article V on page 6 of the [Ball State University Board of Trustees Bylaws](#).

## 2.C.5

*Management and Administrative Responsibilities:* Ball State's BoT delegates the daily management and administration of the institution to the University's President, who is appointed by the Board. The Vice Presidents' responsibilities are outlined in [Section 8 of the FPPH](#).

The [President's Cabinet](#) includes 11 members:

- Provost and Executive Vice President for Academic Affairs
- Chief Strategy Officer
- Director of Athletics
- Vice President for Business Affairs and Treasurer
- Vice President for Student Affairs
- Vice President for Enrollment Planning and Management
- Vice President for Information Technology and Chief Information Officer
- Vice President for University Advancement and President of the BSU Foundation/Alumni Association
- Vice President for Marketing and Communications
- Vice President and General Counsel
- Vice President for Government Relations and Industry Engagement

*Academic Matters:* The [Constitution of the University Senate](#), which is outlined in [Section 9 of the FPPH](#), was adopted and presented to the Board in 2020. As part of the University Senate, the Faculty Council is responsible for the consideration and development of policies and procedures on matters regarding academic policies and programs; academic freedom and ethics; the appointment, promotion, tenure, and dismissal of faculty members and tenured professional personnel acting in a faculty capacity; benefit programs; and other conditions of employment affecting faculty. The FPPH and website describe the [Standing Committees of the Faculty Council](#).

## 2.D - Core Component 2.D

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

### Argument

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#### [List of Acronyms](#)

Ball State's commitment to academic freedom and 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 [Beneficence Pledge](#) that applies to all members of the University community, and the priorities laid out in [2019-2024 strategic plan](#).

The Freedom of Expression Statement, recommended by the Ball State Freedom of Expression Committee and the President, was [approved by the BoT](#). It can be found [on the website](#), and in documents such as the [FPPH](#) and [Code of Student Rights and Responsibilities](#). Ball State is committed to freedom of expression as enshrined in the First Amendment of the U.S. Constitution and Ball State's Bill of Rights and Responsibilities. Ball State is committed to free and open inquiry in all matters, and guarantees all members of the University community—including students, faculty, staff, and visitors—the broadest possible latitude to speak, write, listen, challenge, and learn.

The University maintains a culture and community that inspire its members to pursue knowledge with rigor and curiosity, to speak with care, and to work so that even the quietest or most underrepresented voices are heard. In the Beneficence Pledge, members of the Ball State community pledge to value the intrinsic worth of every member of the community and to respect and learn from differences in people, ideas, and opinions.

The University's fundamental commitment is to the principle that debate or deliberation may not be suppressed because the ideas put forth are thought by some or even by most members of the University community to be offensive, unwise, immoral, or wrong-headed. It is for the individual members of the University community, not for the University as an institution, to make those judgments for themselves, and to act on those judgments not by seeking to suppress speech, but by openly and vigorously contesting the ideas that they oppose. Indeed, fostering the ability of members of the University community to engage in such debate and deliberation in an effective and responsible manner is an essential part of the University's educational mission.

As a corollary to the University's commitment to protect and promote free expression, members of the University community must also act in conformity with the principle of free expression. Members of the University community are free to criticize and contest the views expressed on campus and to criticize and contest speakers invited to express their views on campus. But they

may not obstruct or otherwise interfere with the freedom of others to express their views. To this end, the University has an enduring responsibility to promote a lively and fearless freedom of debate and deliberation and to protect that freedom when others attempt to restrict it.

Specific policies guiding the campus community on issues related to expressive activities include the [Noncommercial Expressive Activity and Assembly on University Property policy](#), [Commercial Activity on University Property policy](#), and the [Student Organization Handbook](#). These policies guide University actions to safeguard the institution's commitment to freedom of expression and the pursuit of truth applied to out-of-classroom activities.

## 2.E - Core Component 2.E

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

1. Institutions supporting basic and applied research maintain professional standards and provide oversight ensuring regulatory compliance, ethical behavior and fiscal accountability.
2. The institution provides effective support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff and students.
3. The institution provides students guidance in the ethics of research and use of information resources.
4. The institution enforces policies on academic honesty and integrity.

### Argument

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#### [List of Acronyms](#)

#### 2.E.1

Ball State's policies and procedures ensure responsible research practices, ethical research conduct, high quality scholarly discovery, and appropriate application of knowledge by its faculty, students, and staff. In addition, the standards, oversight and support ensure the integrity of research and scholarly practice. The Office of the Vice Provost for Research oversees the [Office of Sponsored Projects Administration \(SPA\)](#) and the [Office of Research Integrity \(ORI\)](#). [Metrics](#) and newsletters (i.e. [ORI](#), [IRB](#)) provide current data and information.

The SPA and ORI offices are branches of the Office of the Vice Provost for Research, and are responsible for the University's proactive stance to ensure the highest academic and ethical standards and fiscal accountability of research and scholarly activity. These offices are responsible for oversight of the following committees, programs, and required trainings:

- [Institutional Review Board \(IRB\)](#)
- [Institutional Animal Care and Use Committee \(IACUC\)](#)
- [ORI/Environmental Health and Safety Partnership](#)
- [Laboratory Safety Inspection Program](#) (initiated in Spring 2018; updated in Fall 2021)
- [Institutional Biosafety Committee \(IBC\)](#)
- [Radiation Safety Committee \(RSC\)](#)
- [Collaborative Institutional Training Institute \(CITI\)](#)
- [Financial Conflicts of Interest \(FCOI\)](#)
- [Conflict of Interest and Conflict of Commitment \(COI - COC\)](#)
- [Responsible Conduct of Research \(RCR\)](#)
- [Export/Deemed Export Control](#)

## 2.E.2

Within the Office of the Vice Provost for Research, SPA manages and oversees aspects of pre- and post-award grant/funded awards, and assists researchers in finding and securing grants and other funding sources. SPA grant managers work with researchers at all stages of the funded project life cycle to ensure that fiscal integrity is maintained and funds are responsibly utilized.

The University provides appropriate support services for its research enterprises to maintain high quality research integrity and fiscal responsibility. The [2022](#) and [2021](#) annual reports demonstrate research success, due in part to the support provided by Ball State, such as:

- [IRBNet](#) - BSU's online research protocol submission system (IRB, IACUC, and IBC)
- Visual Compliance - supports BSU's [Export and Deemed Export Control](#) program
- Peer Mentoring Program - IRB-trained graduate students work with other students on understanding the IRB process and requirements
- [Cayuse](#) - supports sponsored projects and the management of grants
- Online [COI/COC](#) disclosure process - supports institutional COI/COC and federally funded FCOI disclosures

Within the Office of the Vice Provost for Research, ORI provides in-person and virtual training to faculty, staff, and students on a variety of topics, including, but not limited to:

- Basic research with human subjects and the IRB
- Ethical issues in human subjects research
- Basic care and use of animals in research and the IACUC
- Introduction to Biosafety
- Responsible conduct of research (RCR)
- Conflicts of interests and conflicts of commitment (COI/COC)
- Outside influences (includes foreign influences)
- Introduction to HIPAA

The VPAA Office provides [research and statistical assistance for faculty staff and students](#). All faculty and staff are required to adhere to the policy on [Information Technology Users' Privileges and Responsibilities](#), which addresses availability of services, confidentiality, censorship, and personal and commercial use of information technology resources.

As of 2020, BSU has become a [Health Insurance Portability and Accountability Act \(HIPAA\)](#) hybrid entity. This status allows some parts of BSU to act as covered entities while not beholding the entire campus to HIPAA regulatory requirements. In July 2021, BSU updated its institutional COI/COC policy, which included an Institutional COI disclosure process.

## 2.E.3

Ball State provides students with guidance in the ethics of research and use of information. The University Libraries offer [training and resources](#) to support professional writing and [avoidance of](#)

[plagiarism](#). Expectations regarding academic integrity in written works are addressed in first-year writing courses (i.e. [ENG 103](#), [ENG 104](#), [Honors English 114](#)). Student support is also available in the [Writing Center](#), as described in 3.D.

When students and employees are issued credentials to access their email and other digital services offered by the university, they review information on privacy and responsibilities related to information technology use, particularly the [Information Technology Users' Privileges and Responsibilities](#) policy. The Division of Online and Strategic Learning (DOSL) runs a Canvas LMS Co-Op group comprised of leadership across campus, including Information Technology, to help stay abreast of any issues experienced by faculty or students, and respond according to policy.

Prior to submitting research proposals, students who are working with human or animal subjects are required to complete research and ethics training through Collaborative Institutional Training Institute (CITI). [ORI](#) offers in-person and virtual educational sessions for students on topics such as responsible conduct of research, IRB submission, protection of human subjects, and biological safety training. ORI also provides guidance on conflicts of interest, use of social media in research, and research mentoring relationships.

The first two values stated in Ball State's [Beneficence Pledge](#) are (1) "...to maintain high standards of scholarship and excellence—to work with students, faculty, and staff to strengthen teaching and learning on campus," and (2) "...to practice academic honesty—to model and uphold academic integrity, to honor peers and earn the trust and respect from all members of the community."

#### 2.E.4

As outlined in [Section 9.5.1.3. of the FPPH](#), the Judicial Committee of the Faculty Senate is responsible for enforcing policies on academic honesty and integrity of faculty and professional personnel. The Judicial Committee develops and reviews policies, and reviews cases of allegations of misconduct. After review, recommendations are made in writing from the Judicial Committee to the parties involved and to the Provost and Executive Vice President for Academic Affairs.

The Office of Information Security Services enforces policies related to [Information Technology Users' Privileges and Responsibilities](#), which address sanctions for violating the professional responsibilities that accompany the use of information technology resources.

The Office of the Vice Provost for Academic Affairs (VPAA) is responsible for enforcing student academic integrity. The [Student Academic Ethics Policy](#) can be found [on the VPAA website](#) and in the [Code of Student Rights and Responsibilities](#). Procedures for addressing a violation of the Student Academic Ethics Policy are outlined in that policy, including informal and formal resolution and appeals procedures.

Faculty members may choose to use the Turnitin Simcheck plagiarism detection and Respondus exam security applications linked within the Canvas LMS. The [Division of Online and Strategic Learning](#) (DOSL) aids faculty members in using both applications.

## 2.S - Criterion 2 - Summary

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

### Summary

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Through its operations, Ball State is committed to ethical conduct, adherence to applicable law, rights and responsibilities of faculty, staff and students, research integrity, confidentiality of student information, ethical use of IT, and integrity in athletics. The Office of General Counsel ensures compliance with legal and regulatory requirements.

Policies and expectations are outlined in the handbooks for faculty, staff and students. The University website presents accurate information to the public and substantiates its claims.

Ball State's commitment to Academic Freedom and Freedom of Expression are evidenced by its publicly accessible statements and policies. The Office of Sponsored Project Administration (SPA) and the Office of Research Integrity ensure the responsible discovery and acquisition of knowledge. Guidance to students in the use of information resources is supplied by the IT Office, Office of the Vice Provost of Research, University Libraries, and Graduate School. The student academic ethics policy, Beneficence Pledge, and the offices of the Vice Provost for Academic Affairs enforce policies concerning student academic integrity.

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

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

### 3.A - Core Component 3.A

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The rigor of the institution's academic offerings is appropriate to higher education.

1. Courses and programs are current and require levels of student performance appropriate to the credential awarded.
2. The institution articulates and differentiates learning goals for its 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

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### [List of Acronyms](#)

#### 3.A.1

As outlined in 1.A.4, Ball State offers certificates, as well as programs at the associate, baccalaureate, master's, specialist, and doctoral levels. In addition, minors, concentrations, tracks, and focus areas complement the programs. Ball State has several mechanisms to ensure that academic program requirements are appropriate to the degree or certificate awarded. These begin with admission requirements that stipulate different prerequisites and skill sets for undergraduate vs. graduate programs.

*Undergraduate:* For admission to associate's and bachelor's programs, the Indiana Core 40 high school diploma (or its equivalent) is required, and the Indiana Academic Honors Diploma (or its out-of-state equivalent) is recommended. Ball State evaluates the strength of high school courses, performance in the courses, and grade trends. As the first public university in Indiana to adopt a standardized-test optional policy, SAT/ACT scores are optional at Ball State. [The average high school GPA of admitted students is 3.5](#). Admission to the Honors College has additional requirements.

*Graduate:* To be eligible for regular admission to a [graduate certificate or master's degree program](#), applicants must meet one of the following criteria: (1) earned a minimum of 2.75 undergraduate GPA, (2) earned at least nine graduate credit hours with a minimum 3.0 GPA, or (3) have a conferred master's or doctoral degree from an institution recognized by a regional accrediting agency. Some graduate programs require submission of Graduate Record Exam (GRE) scores. Admission to most doctoral programs requires a bachelor's degree from a regionally accredited institution, and some (but not all) doctoral programs require a master's degree from a regionally accredited institution. A minimum undergraduate GPA of 3.0 and minimum master's GPA of 3.2 are required for admission to most doctoral programs.

The FPPH offers guidance regarding levels of student performance appropriate to the credential awarded, an example of which is the differentiation between undergraduate and graduate [certificate programs](#) and [credit hour expectations](#). In addition, Section 88.4 of the FPPH states: "graduate classes present students with material and assignments of additional rigor, and accordingly require greater time commitments for successful completion".

The extensive review and approval process for new programs is another mechanism to ensure appropriate levels of performance expectations for the credential awarded. Proposals for new programs must adhere to [review by BSU faculty governance](#), which includes approvals by curriculum committees at the college and institutional levels. Subsequent review and approval are conducted by the Indiana Commission for Higher Education (ICHE) [using the ICHE proposal template](#), and finally by the Higher Learning Commission (HLC). A recent example of this is the program proposal for the [Teaching Major in Middle School Science](#). Additional ways in which Ball State ensures that courses and programs are current and require levels of student performance appropriate to the credential awarded are: (1) [specialized accreditation](#), (2) [licensure pass rates](#), (3) [5-year academic unit reviews](#) with external peer reviews every 10 years, and (4) input from stakeholders such as practitioners in the field and advisory boards.

Practitioners who serve as adjunct instructors and internship supervisors bring professional experience, current perspectives, and knowledge of relevant skillsets from the work environment to the learning environment. Advisory boards are comprised of industry partners who have first-hand knowledge of skill levels expected at various levels in the discipline. Examples include:

- [Estopinal College of Architecture](#)
- [College of Communication, Information, and Media](#)
- [School of Art](#)
- [College of Health](#)
- [College of Sciences and Humanities](#)
- [Miller College of Business](#)

Affirmation that Ball State's courses and programs are current, relevant, and appropriately rigorous is also achieved through [external recognition and rankings](#), [student performance in competitive events](#) and [prestigious national scholarships](#).

### 3.A.2

*Program Learning Outcomes* - BSU articulates and differentiates learning outcomes appropriate for its program levels. As noted in 3.A.1, proposals for new programs must adhere to rigorous multi-level reviews. Proposals must describe the outcomes, curriculum, and how the program will be assessed ([Indiana Commission for Higher Education - New Program Proposals](#), section 7, page 6). New programs in teacher education must also adhere to the [Indiana Department of Education](#) requirements. [Resources are available on the website](#) to assist in establishing outcomes for undergraduate and graduate programs.

Examples of differentiated program learning outcomes at various levels include:

- [Undergraduate Certificate](#) in Behavioral Studies
- [Associate of Science](#) in Radiography
- [Baccalaureate](#) and [Master's](#) in Business
- [Baccalaureate](#), [Master's](#) and [Doctorate](#) in Nursing
- [Graduate Certificate](#) in Early Childhood Education
- [Doctor of Philosophy](#) in School Psychology

Additional examples of program learning outcomes at the undergraduate level vs. the graduate level are:

- [Undergraduate Level Program Learning Outcomes](#)
- [Graduate Level Program Learning Outcomes](#)

*Course Learning Outcomes* - When new courses are proposed, or substantive changes are made to existing courses, the syllabi are reviewed by program faculty in the discipline to ensure appropriate [Student Learning Outcomes \(SLOs\)](#). Faculty are encouraged to use [Bloom's Taxonomy](#) to differentiate SLOs at the undergraduate vs. graduate level. Examples of SLOs at the undergraduate level vs. the graduate level are available in the following syllabi:

|               |           |   |
|---------------|-----------|---|
| Undergraduate | 100-level | <a href="#">MDIA 100</a> , <a href="#">ECYF 100</a> , <a href="#">THEA 100</a> , <a href="#">PLAN 100</a> |
|               | 200-level | <a href="#">AHS 201</a> , <a href="#">SP 201</a> , <a href="#">EMDD 212</a> , <a href="#">HIST 201</a>    |
|               | 300-level | <a href="#">DANC 302</a> , <a href="#">SPTA 305</a> , <a href="#">COMM 322</a> , <a href="#">ISOM 351</a> |
|               | 400-level | <a href="#">SOCW 460</a> , <a href="#">ARCH 403</a> , <a href="#">ART 490</a> , <a href="#">EXSC 493</a>  |
| Graduate      | 500-level | <a href="#">PHYC 554</a> , <a href="#">SOCW 570</a> , <a href="#">ARCH 501</a> , <a href="#">MATH 573</a> |
|               | 600-level | <a href="#">GEOL 600</a> , <a href="#">SPAA 652</a> , <a href="#">EDPS 692</a> , <a href="#">CPSY 636</a> |

Departments/schools within each college are responsible for periodically reviewing Student Learning Outcomes (SLOs) in their courses. For example, throughout AY 2022-2023, faculty in the Department of Mathematical Sciences thoroughly reviewed all of their course syllabi to

ensure, among other things, that course objectives and SLOs were aligned across multiple sections of the same course.

[Section 101 of the FPPH](#) provides guidelines for double-numbered courses (i.e. 400-500 level courses taught with each other). Differentiation between undergraduate and graduate students is achieved through different requirements and grading standards. The Graduate Education Committee (GEC) periodically reviews double-numbered courses. The last comprehensive review took place during AY 2018-19 and AY 2019-20.

### 3.A.3

College curriculum committees are responsible for ensuring consistency in program quality, learning outcomes, and performance expectations, regardless of delivery type or location. For example, the [Dual Credit Program](#) abides by the following [National Alliance of Concurrent Enrollment Partners \(NACEP\)](#) accreditation standards:

- Examination of dual-credit course syllabi and course content to ensure they align with the on-campus course syllabi.
- Verification that the rigor and depth of the dual-credit course is equivalent to the on-campus course.
- Verification that dual-credit instructors' evaluations of student work compare to on-campus evaluations.

Since Ball State's online courses are taught by the same professors who teach on campus, students obtain instruction from faculty who are leaders in their disciplines, nationally recognized for their work, and committed to teaching, research and service. [Instructional designers in DOSL](#) collaborate with faculty members to help them strategize and develop best-practice methods, based on research in producing desired learning outcomes, for delivering course content. These instructional designers help faculty ensure consistent program quality and learning goals across all modes of delivery and all locations. The rigorous, research-supported Quality Matters (QM) standards assure that Ball State's [online courses have the same quality, rigor and engagement as on-campus courses](#). Ball State is recognized by the QM Academic Advisory Council for its implementation plan, and is the first university in the nation to earn QM's Learner Support Program Certification, which "recognizes programs that provide all the critical student and academic services needed for learner success and use learner feedback to continuously improve those services."

Beginning in 2015, [Transfer Single Articulation Pathways \(TSAPs\)](#) were established across the state to help students attending 2-year institutions achieve a bachelor's degree in the most time- and cost-efficient manner possible. Ball State's [TSAP admissions process](#) and established curricula enable students to apply credits from 2-year colleges toward a corresponding bachelor's program at Ball State. The TSAP process involves carefully comparing learning outcomes in courses that transfer to Ball State through [Transfer Single Articulation Pathway \(TSAP\)](#) agreements.

## 3.B - Core Component 3.B

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The institution offers programs that engage students in collecting, analyzing and communicating information; in mastering modes of intellectual inquiry or creative work; and in developing skills adaptable to changing environments.

1. The general education program is appropriate to the mission, educational offerings and degree levels of the institution. The institution articulates the purposes, content and intended learning outcomes of its undergraduate general education requirements.
2. 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. The education offered by the institution recognizes the human and cultural diversity and provides students with growth opportunities and lifelong skills to live and work in a multicultural world.
4. The faculty and students contribute to scholarship, creative work and the discovery of knowledge to the extent appropriate to their offerings and the institution's mission.

## Argument

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### [List of Acronyms](#)

#### 3.B.1

The general education program at BSU, referred to as the University Core Curriculum (UCC), aligns with Ball State's mission of engaging students in educational endeavors that empower graduates to have fulfilling careers and meaningful lives. It also aligns with BSU's [strategic goals](#) of undergraduate excellence and innovation, and providing a premier undergraduate experience. The [University Core Curriculum \(UCC\)](#) is available to students on campus and [online](#).

A required component of all undergraduate degrees, the UCC prepares students to realize their intellectual potential, add breadth and depth to their perspectives, and maintain their physical well-being. By employing scientific, critical, and creative thinking, Ball State uses a tiered approach to help students transform:

- Experience into Information (E to I) - isolate discrete, recognizable, and usable facts
- Information into Knowledge (I to K) - analyze facts within an intellectual framework, discover meaning in experience
- Knowledge into Judgment (K to J) - reflect on knowledge gained to make choices and direct what they think, say, and do

- Judgment into Action (J to A) - take individual responsibility and contribute to the well-being of their communities

To accomplish these transformations, student learning experiences are guided by a recursive, intellectual development process inherent in its learning outcomes outlined in the [UCC goals, objectives, and cognitive skills](#). This supports *Strategic Imperative 1.D: Our core curriculum incorporates innovative pedagogy, transdisciplinary approaches to learning and problem-solving, and the development of cultural competencies, global awareness, and transferable skills*.

### 3.B.2

Ball State's UCC is grounded in the Indiana College Core (ICC) framework [facilitated by the Indiana Commission for Higher Education \(ICHE\)](#). In 2012, the Indiana legislature enacted Senate Enrolled Act-182, which established the [requirements for a transferrable core of at least 30 credit hours](#). The statute stated the core must be based upon a set of competencies agreed upon by the state's educational institutions. The established framework for the ICC has two categories: "Foundational Intellectual Skills" and "Ways of Knowing." Each category includes three competency areas. Statewide learning outcomes that relate to historical ways of knowing appear in both Humanistic and Artistic, and Social and Behavioral Ways of Knowing.

#### Foundational Intellectual Skills

- Quantitative Reasoning
- Speaking and Listening
- Written Communication

#### Ways of Knowing

- Humanistic and Artistic
- Scientific
- Social and Behavioral

Public institutions of higher education in Indiana are required to describe how they assure student achievement of the ICC outcomes, with at least three credit hours in each of the six competency areas, accounting for 18 credit hours. Distribution of the remaining 12 credit hours is determined by each institution in accordance with both the ICC competencies and the curricular policies governing General Education at the institution. The ICC courses are increasingly [offered in high schools](#), and students can create their plan of college-level ICC credit in high school using this tool: [My College Core](#).

The tiered approach to [learning outcomes for Foundation, Tier 1, Tier 2 and Tier 3 UCC courses](#) imparts the knowledge, skills and attitudes Ball State faculty believe all college graduates should possess. As part of the UCC, students complete a writing-intensive course in their major (e.g.

[ISOM 249](#)), which can either be listed within one of the tiers or outside the tiers. Integration of these 21st century skills are part of the [preamble](#) and [six distinguishing features](#) of Ball State's general education program. The cognitive skills (learning outcomes), along with the list of UCC courses, are available in the [undergraduate catalog](#).

### 3.B.3

The programs at Ball State recognize human and cultural diversity and foster lasting skills to live in a multicultural world. Students are encouraged to engage in issues related to civic life, diverse cultures, and the environment in courses that address one or more of these areas either inside or outside the UCC and/or the major.

Each spring, the Senior Survey includes an item that asks graduating students to indicate the degree to which they feel prepared to live and work in a diverse society. In 2022-23, 72.5% of respondents felt very well- or extremely well-prepared to live and work in a diverse society. Similar results were indicated in [previous Senior Surveys](#) and [recent Alumni Surveys](#).

Ball State's strategic imperatives include priorities that prepare students with skills to adapt to diverse and changing environments, which include:

*Strategic Imperative 1.D: The core curriculum incorporates innovative pedagogy, transdisciplinary approaches to learning and problem solving, and the development of cultural competencies, global awareness, and transferrable skills.*

Many UCC courses are specifically designed to incorporate topics of human and cultural diversity, such as:

- [AFAM 150](#) - Understanding Race, Antiracism, and Intersectionality
- [AHS 101](#) - Introduction to Art History: Global Traditions
- [CJC 333](#) - Policing in Free and Diverse Society
- [COMM 290](#) - Intercultural Communication
- [ECON 351](#) - International Economics
- [EDMU 370](#) - Representation and Multiculturalism: Theory and Practice
- [ENG 402](#) - Cultural Studies
- [HONR 203](#) - Inquiries in Cultures from ca. 1800 to the Present
- [PHIL 215](#) - Philosophy of Race
- [POLS 293](#) - International Relations
- [RELS 285](#) - Religious Diversity in the United States
- [SOC 328](#) - Globalization and the Social World

*Strategic Imperative 1.H: A more diverse University community – students, faculty, staff, and alumni – enriches the campus experience and improves educational outcomes for all our students.*

Institutional support for the provision of educational experiences that prepare students to learn, work and live in a multicultural world include:

- The [Multicultural Center](#) recently relocated to a new \$4 million building in the heart of campus. The Center brings together students of different genders, races, and ethnicities to discuss social and racial issues. It also serves as a place for students to socialize, study, and hold events, as summarized in the annual reports from [2017-18](#), [2019-20](#), [2021-22](#), [2022-23 A](#), [2022-23 B](#).
- Activities and experiences outside the classroom are offered through [multicultural student organizations](#) such as the Asian American Student Association (AASA), Black Student Association (BSA), Latinx Student Union (LSU), Spectrum, Safezone and Trans Safezone.
- The Strategic Imperative Fund grants are a [\\$5 million investment](#) to support work that helps Ball State fulfill its mission, live out its values, achieve its 2040 goals, carry out its 2024 strategic imperatives, and positively impact its executive dashboard metrics.
- The [Skills Infusion](#) program was established in 2019 to help students better articulate transferrable skills learned in concert with course content. The program [aligns course SLOs with National Association of colleges and Employers \(NACE\) competencies](#) for career-readiness. The NACE competencies include Equity and Inclusion, which requires students to demonstrate the awareness, attitude, knowledge, and skills necessary to equitably engage and include people from different local and global cultures.
- The Office of Inclusive Excellence fosters a campus climate and culture where all community members experience a sense of belonging, engagement, and support through respectful, authentic, and engaged relationships with each other. The development of the [Inclusive Excellence Plan](#) and [Inclusive Excellence Toolkit](#) provide resources to help faculty prepare students to live in a multicultural world. At Ball State, inclusive excellence is recognized as an integral endeavor to fulfill the University's mission and strategic plan. The overarching goal for inclusive excellence is to adopt a University-wide inclusive excellence approach to academic, administrative support, and service functions of the University.
- The [SOAR Program](#), required of all Miller College of Business undergraduate students, integrates learning goals that prepare students for an increasingly diverse world through ongoing evaluation, reflection, and actions:
  - MCOB 100: includes learning content on microaggressions and internal biases
  - MCOB 200: includes the COMMIT self-assessment on DEI strengths and weaknesses
  - MCOB 300: includes learning content on managing difficult conversations and working with multigenerational and diverse teams
- Ball State and ICHE support the 21st Century Scholars Program, which covers tuition and fees for qualified students. The [Diversity and Community Outreach Division](#) offers personal and educational support services for 21st Century Scholars at Ball State.
- Ball State's Study Abroad Office within the Rinker Center for Global Affairs is committed to providing rigorous, high-quality credit-bearing international experiences. The program proposal and approval process for BSU-taught study abroad opportunities include substantial academic review, approval, and quality control. All faculty-led programs must meet established [academic rigor requirements for international field](#)

[coursework](#). In cases where graduate credit is offered, the Dean of the Graduate School must also review and approve the course proposal.

- In 2023, Ball State created a new [Department of Women's, Gender and African American Studies](#) in the College of Sciences and Humanities.
- Scholarships through the [Ryan Family Navigators Program](#) and [Miller Leadership Academy](#) provide financial and programmatic support for students with diverse and economically challenged backgrounds.

### 3.B.4

Research, scholarship, and creative activities are key components of a faculty member's professional academic experience, and part of the expectations for promotion and tenure. The [2022 SPA Report](#) and [2021 SPA Report](#) recognize funded scholarship, in support of *Strategic Imperative 4.A: We recognize and reward faculty and staff who engage in scholarship that is funded through federal, state, private, and other external entities*. Faculty members have diverse backgrounds in research topics ranging from accounting to zoology, and have received accolades from all over the world for their research.

The Sponsored Projects Administration (SPA) Office maintains databases of research opportunities, funding for projects, training and education, and comprehensive reports of funded projects. The SPA Office also provides [grants/funding to support student research](#). The annual [Student Research Symposium](#), organized by SPA, has been showcasing student achievements since 1995. Over the past two decades, more than 1,500 student-faculty collaborative projects have been displayed and presented at these symposiums.

Financial support for research conducted by graduate students is also provided by departments/schools. In addition, a fund administered by the Dean of the Graduate School supports graduate research papers, creative projects, theses, and dissertations. The fund supplements departmental support of graduate research. Within each college are programs, activities and facilities designed to foster scholarship, creative work, and engagement in the discovery of knowledge, such as:

- CCIM - [Unified Media Lab](#)
- CFA - [Theatre and Dance Facilities](#) and [Theatre Productions](#), [Student Artistic Productions Gallery](#) and [Griner Art Gallery](#)
- CSH - [Foundations Science Building](#), [Applied Anthropology Lab](#), [River Teeth](#), [Broken Plate](#), [Chemistry Research Immersion Summer Program \(CRISP\)](#), [Bowen Center for Public Affairs](#) and [research colloquia](#).
- TC - [Muncie Community Schools - BSU partnership](#) and [Research Design Studio](#)
- Honors College - [Odyssey](#) and [Undergraduate Fellowships and Research](#)
- CoH - [Human Performance Lab](#), [CoH Clinics](#), [Healthy Lifestyles Center](#), [COVID Vaccination Clinic](#) and [Interprofessional Education and Practice](#)
- ECAP - [Digital Fabrication Lab](#) and [Design Studios](#)

- MCOB - [Research Experience Program](#) and [Actuarial Science, Insurance and Risk Management](#)

Campus-wide centers, institutes, offices and programs designed to foster scholarship, creative work, and engagement in the discovery of knowledge include:

- [Digital Corps](#)
- [Louis Stokes Alliances for Minority Participation \(LSAMP\)](#)
- [Makerspaces](#)
- [University Libraries - support for research](#)
- [Teacher Scholar Program](#)
- [Immersive Learning Projects](#)
- [Intelligent Networked Devices Institute \(INDi\)](#)
- Graduate School - [graduate assistantships](#), [Three Minute Thesis \(3MT\)](#) competitions, [Pathways Mentoring Program](#), [Graduate School research resources](#) and research activities highlighted in the [2020 newsletter](#) and [2021 newsletter](#).

## 3.C - Core Component 3.C

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

1. The institution strives to ensure that the overall composition of its faculty and staff reflects human diversity as appropriate within its mission and for the constituencies it serves.
2. 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, assessment of student learning, and establishment of academic credentials for instructional staff.
3. All instructors are appropriately qualified, including those in dual credit, contractual and consortial offerings.
4. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
5. 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.
6. Instructors are accessible for student inquiry.
7. Staff members providing student support services, such as tutoring, financial aid advising, academic advising and cocurricular activities, are appropriately qualified, trained and supported in their professional development.

## Argument

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### [List of Acronyms](#)

#### 3.C.1

Ball State works to attain a diverse complement of faculty and staff, starting with the recruitment process. Policies and resources are in place to support the recruitment and retention of a diverse faculty and staff. Ball State's [Affirmative Action Policy](#) and [Affirmative Action Plan](#) demonstrate its commitment to the principles of affirmative action and equal employment opportunity. Furthermore, all search committee members go through Compliance Training to minimize bias during searches. [Resources for inclusive hiring](#) include [Inclusive Hiring Strategies, Principles, and Checklists](#) are available to support the search process.

Ball State aspires to have a faculty and staff composition that reflects the diversity of its students. This supports *Strategic Imperative 1.H: A more diverse University community—students, faculty, staff, and alumni—enriches the campus experience and improves educational outcomes for all of our students*. The diversity of faculty and staff has steadily increased over the past several years:

- In 2022, 53.9% of employees were female and the total minority population was 13.77%. Over the last decade, the total minority population increased from 10.34% to 13.77% of employees. In 2022, employees who identified as individuals with a disability represented 7.96%, compared to 5.35% in 2021.
- In 2020, 54.6% of employees were female and the total minority population was 12.45%. A decade of data indicates the total minority population increased from 9.9% to 12.45% of employees. In 2020, employees who identified as individuals with a disability represented 4.90%, compared to 4.73% in 2019.

The following initiatives demonstrate Ball State's efforts to recruit and retain a diverse faculty and staff:

- Ball State's [Inclusive Excellence Plan](#) with six goals for 2019-2024 guides the university-wide inclusive excellence approach to academic, administrative support, and service functions of the university, so that it is infused in every step:
  - [Goal 1](#) is to achieve a more diverse and culturally representative undergraduate and graduate student body, faculty, and staff.
  - [Goal 2](#) is to retain diverse faculty and staff, increase graduation rates for diverse students, and eliminate practices that hinder the retention of diverse faculty, staff, and students.
  - [Goal 3](#) is to recognize the contributions of those who work toward inclusive excellence.
  - [Goal 4](#) is to equip and prepare the BSU community through diversity training, development, intergroup dialogue, and pedagogies.
  - [Goal 5](#) is to create an open, inclusive campus climate and culture of belonging, engagement respect.
  - [Goal 6](#) is to create systems, policies, procedures, and protocols that facilitate diversity, inclusion, transparency, and accountability.
- [Inclusive Excellence Champions](#) participate in training to become allies and advocates for underrepresented populations.
- The [Diversity Associates Program](#) partners faculty members with faculty mentors to develop and implement projects that focus on areas such as race, ethnicity, gender and sexual identity, with outcomes that include disseminating research, planning and implementing inclusive pedagogy, or planning and implementing service projects.
- [Communities of Practice](#) include [Intergroup Dialogue](#), [Restorative Practices](#) and [Search Advocates](#).
- The [Black Faculty and Staff Association](#) influences university (educational, administrative, personnel, and student) policies and practices, and builds community and affinity for individuals who identify as Black or with the Black experience at BSU. The vision, mission, goals, officers, and constitution are [available on the website](#).
- [Inclusive Excellence Researchers](#) are making discoveries and producing research that helps others integrate diversity, equity, and educational quality efforts into their own missions and operations.
- For the seventh consecutive year, Ball State received the [Higher Education Excellence in Diversity \(HEED\) Award](#) from INSIGHT Into Diversity, recognizing outstanding commitment to diversity and inclusion.

- The institution supports diversity initiatives at the college, department, and program levels. For example, the Estopinal College of Architecture and Planning has an [Inclusive Excellence Committee](#) that is comprised of faculty, staff, students, and alumni and has its own [Diversity, Inclusion, and Belonging Statement](#) that defines the college as a community where everyone strives to practice a culture of inclusivity.
- The Provost's annual Faculty Summit on Inclusive Excellence ([2022 Summit](#), [2023 Summit](#)) fosters broad conversations on equitable, inclusive, and innovative pedagogical practices.
- The PhD [Pathways Mentoring Program](#) pairs faculty mentors with students from marginalized backgrounds who are interested in earning PhD degrees. The program helps students build critical skills needed for future professional positions. This program has expanded to include career development for students whose goals are not in academia.
- The English Department has committed to [anti-racist action](#) that involves collaborative book reading and discussions, participating in reflective exercises, and supporting a [Faculty Learning Community \(FLC\) on Anti-Racism and Intersectionality](#).

### 3.C.2

By monitoring student-faculty ratios, faculty load, and faculty/student/alumni feedback, Ball State demonstrates sufficiency and continuity of faculty to carry out its educational mission, provide oversight of the curriculum, set student performance expectations, provide faculty advising, and assess student learning.

*Student-Faculty Ratios* - At the department/school level, student-faculty (S:F) ratios are discussed during academic unit reviews described in 4.B. At the institution level, the [student-faculty ratios](#) are monitored by the administration and reported to IPEDS. The S:F ratio for Fall 2022, reported to IPEDS, was 15:1.

*Faculty Load* - As outlined in [Section 21 of the FPPH](#), the academic workload for a university faculty member is 24 credit hours per academic year. Most full-time faculty are on 9-month contracts; however, faculty may teach a summer course as an overload or be credited with additional load hours when a class size is exceptionally large. Academic assignments regarding faculty load are determined by the Chair, Dean, and Provost. These administrative processes, along with the [Faculty Qualifications](#) policy and faculty governance committees, ensure a sufficient number of faculty to carry out classroom and non-classroom roles, including oversight of the curriculum, assessment of learning, and establishment of academic credentials for instructional staff.

In December of 2021, the Board of Trustees approved a [Voluntary Early Retirement Incentive Plan \(VERIP\)](#) for eligible full-time faculty 55 years of age or older with at least 10 years of service at BSU (with age plus years of service at BSU equal to or exceeding 70). In May of 2022, 92 faculty participated in VERIP. Some units in which multiple faculty members participated in the [voluntary retirement plan](#) filled vacancies with temporary appointments while they recruited permanent faculty. In the fall of 2022, 81 new full-time faculty joined the University and 77 searches were approved for positions to begin in the fall of 2023. These hires

after VERIP demonstrated the administration's commitment to ensuring a qualified and sufficient faculty.

The administration and Board of Trustees (BoT) are aware of the challenges that come with employee turnover. To help recruit and retain faculty and staff, support is provided by the unit, the VPAA Office, DOSL, and other offices across campus. This aligns with *Strategic Imperative 5.C: Our human resource policies, procedures, and business processes enable us to recruit and retain outstanding people*. Initiatives in place to recruit and retain faculty and staff include:

- [Employee Development Wellbeing Committee](#), which reviews the strategic imperatives of inclusive excellence, professional development and wellbeing, and HR policies for rewarding and recognizing employees
- [Live Near Your Work](#) program
- [Employee benefits](#) including a generous [tuition remission](#) program of 100% for employees and 90% for children of employees (at the undergraduate level)
- [Health benefits](#) for employees and families
- Employee [performing arts discounts](#)
- Social events planned by the [Employee Activities Committee](#)
- [Working Well programs and services](#) include BeWell and LiveWell with wellness challenges, strengths assessments, and financial incentives for regular health checks
- Free professional development programs through [LEAD Academy](#) and [Academic Impressions](#)
- [Internal grants](#) for faculty and staff
- Year-round support to meet teaching, research and service expectations for [promotion and tenure](#)

*Faculty, Student, and Alumni Feedback* - Student feedback is obtained through course evaluations, student representation on committees, the Student Government Association (SGA), and student surveys. During annual faculty reviews, instructors discuss with their chair the goals and expectations of their position. College curriculum committee meetings and department/school meetings are venues for curriculum oversight, student performance discussions, student assessment, and instructional staff credentials. Data regarding student satisfaction with levels of faculty interaction are available in 3.C.6.

### 3.C.3

Ball State ensures that instructional faculty possess the academic preparation, training, and experience to teach in an academic setting, and meet or exceed the minimum requirements of accrediting bodies. The [Faculty Qualifications Policy](#) was revised and approved by University Senate April 23, 2020, and by the Board of Trustees September 18, 2020. The policy describes expectations and ensures teaching instructors are appropriately credentialed to meet their responsibilities.

When determining qualifications of teaching faculty, Ball State gives primary consideration to the highest degree earned in the discipline. The institution also considers, where appropriate, undergraduate and graduate degrees, related work experiences, professional licenses and certifications, or other demonstrated competencies and achievements that contribute to effective teaching.

Faculty are expected to have completed a program of study in the discipline in which they teach with coursework at least one level above that of the courses being taught. The instructional unit offering the course is responsible for verifying the instructor's qualifications. The responsibility for ensuring appropriate credentials for all teaching faculty lies with the college dean. Policies regarding graduate student involvement in instruction are outlined in the FPPH, "Graduate Assistants in Teaching Roles" and in the Graduate School's [Guidelines for BSU Graduate Assistants](#). The FPPH also describes [appointment classifications](#).

The [Terminal Degree Table](#) provides the list of terminal degrees for each discipline. The tested experience forms on the VPAA website are used to document qualifications of BSU teaching faculty. After these e-forms are completed by the chair, they auto-route to the dean for review and approval, then to the Vice Provost for Academic Affairs (VPAA) for review and approval, then to the Provost's Office for review and approval, and finally to HR for documentation in the instructor's personnel file.

Regarding consortial arrangements, Ball State has a [partnership](#) with neighboring Anderson University (AU) in which students can earn their Ball State degree in either astronomy or physics, while simultaneously earning their AU degree in one of [AU's ABET-accredited engineering programs](#). Ball State is their home campus, and the astronomy and physics courses are taught by BSU faculty. As of spring 2023, three students were enrolled in this program. Additional partnerships exist with institutions in China, where graduate students complete their first year of prescribed coursework in China, transfer the credits to Ball State, and complete their second year of coursework at Ball State. Students in these established programs meet the admission requirements for both programs, complete the required coursework at both institutions, and earn a graduate degree from both institutions.

For Dual Credit courses, qualified high school teachers must be approved by the department/school responsible for the courses. Faculty liaisons, department chairs and college deans review and approve dual credit applications from high school teachers, following Indiana's Dual Credit Policy on faculty qualifications, HLC's criteria regarding Dual Credit, and [NACEP Standards for Dual Credit Instructors](#). In AY 2022-23, Ball State had 58 Dual Credit instructors, with four (7%) on a study plan to come into compliance with HLC requirements by the 2025 deadline.

### 3.C.4

Within each college, departments/schools are responsible for developing procedures to evaluate teaching instructors. The procedures and forms are approved by the respective college

administration. Ball State's [Teaching Evaluation Committee](#) is responsible for reviewing and approving department/school policies and procedures pertaining to the evaluation of teaching.

Ball State allows four methods of teaching evaluations: [peer review](#), chair evaluation, [student course evaluations](#), and teaching portfolio. Per the evaluation of teaching policy in [Sections 43 and 44 of the FPPH](#), evaluation of teaching uses student course evaluations and at least one other method each year. Peer review often includes observation of classroom instruction, syllabus evaluation, review of teaching materials, and review of grade distributions. Chair evaluations often include these same methods, plus review of student course evaluations and teaching portfolio.

Dual Credit instructors are evaluated by the chair and the faculty liaison, who must pre-approve the syllabus and textbook(s) before the instructor teaches the course. In addition, faculty liaisons submit to the Dual Credit Office the paired assessments (e.g., tests, quizzes, lab exercises, and final exams) from their on-campus course sections and the dual credit course sections, as required by [NACEP](#) accreditation standards.

Many departments have well-developed peer evaluation processes in place to offer regular instructional feedback from colleagues within their own department. Faculty are invited to participate in DOSL's [Peer Review of Teaching \(PRT\) Program](#). For online classes, Ball State encourages faculty to follow [Quality Matters \(QM\)](#) standards. Faculty can take advantage of a full QM review of their course(s) with a DOSL instructional consultant. A custom, Ball State QM review assesses quality in course design and online course delivery. Ball State provides opportunities to reflect on the outcomes of new teaching strategies in a variety of ways: (1) participate in the Midterm Feedback Service, which gives students an opportunity to share their suggestions for the instructor, and reflect on how they can improve their own learning to achieve the learning objectives, (2) join a Peer Review of Teaching cohort and gain feedback from fellow educators, and (3) take advantage of highly personalized consultation time dedicated to active learning and engagement at large. Courses that pass Ball State's rigorous, internal QM review receive a digital Ball State QM badge to display in their online course. An internal review is a planned, ongoing, and collaborative process to inform improvement of online course design.

In 2021, the [Provost's Task Force on Faculty Evaluation and Accountability](#) provided recommendations for best practices in faculty evaluations and accountability. The [recommendations made by the taskforce](#) were shared with leadership at all levels of the institution. Also in 2021, the [Teaching Evaluation Committee](#) reviewed the existing evaluation process. The [recommendations made by the committee](#) were shared with institutional leadership as well.

### 3.C.5

To ensure that instructors remain current in their discipline and in instructional pedagogies, professional development opportunities are provided through the Office of the Vice Provost for Academic Affairs (VPAA), Division of Online and Strategic Learning (DOSL), University

Technology Services (UTS), University Libraries, and additional resources. These initiatives support *Strategic Imperative 5.B: Faculty and staff are empowered through ongoing professional development, leadership programs, career advancement opportunities, and other resources that enhance employee and personal wellbeing.*

#### *Office of the Vice Provost for Academic Affairs (VPAA)*

The VPAA Office is dedicated to faculty professional development from recruitment to retirement. The VPAA Office hosts [New Faculty Orientation](#), the [Faculty Excellence Center](#), and [professional development offerings](#). To support department chairs, new academic administrators, and leaders undergoing their 5-year unit reviews, the VPAA Office hosts monthly information meetings throughout the academic year for each of these three cohorts.

Faculty have access to professional development funds, short courses, and workshops such as: [immersive learning faculty grants](#), [New Faculty Academy](#), [Non-Tenure Line Faculty Academy \(NTL-FA\)](#), [Innovation in Teaching](#), [syllabus resources](#), [classroom management tools](#), [faculty writing challenges](#), [Skills Infusion training](#), [Faculty Breakfast Club](#), [Faculty Learning Communities \(FLCs\)](#), [Faculty Lunch & Learn Series](#), [high impact practice teaching](#), [creative teaching](#), and [Faculty Bootcamps](#).

#### *Division of Online and Strategic Learning (DOSL)*

Within DOSL, the Faculty Development Team promotes the advancement of pedagogical methods through informed reflective practices and feedback. The Instructional Consultation team promotes the improvement of learner experiences through innovative and meaningful usage of the campus learning management software and additional technologies, offering programming and resources that span faculty members' needs and interests. Technology coaching, individual course development consultations, and remote teaching support are available, as are [Faculty Learning Communities \(FLCs\)](#) and [Canvas LMS support](#).

A comprehensive [3-year pipeline process](#) is in place to support the launch of new online programs. The process outlines course development steps, according to best practices in online teaching and engagement. [Ball State Online](#) courses are prepared and taught by Ball State faculty members with assistance from instructional designers in DOSL, using the [Quality Matters](#) rubric for guidance. Ball State's participation in the National Council for State Authorization Reciprocity Agreements (NC-SARA) is managed by ICHE and the [Office of State Authorizations](#).

Meaningful, actionable content is shared through DOSL's channels such as the [Teaching Innovation Blog](#) and the Continuity of Instruction Canvas Community. DOSL's annual [Teaching and Technology Summit](#) offers state-of-the-art approaches to teaching.

During the pandemic, when all courses pivoted to distance education, DOSL was instrumental to learners' and faculty members' ability to continue in their courses. DOSL ensured that technologies were available for continuation of courses. Faculty development opportunities and instructional designers were available throughout each term to maintain high quality learning

experiences. The [Academic Planning Group](#) prepared recommendations to the Provost on topics such as course delivery during the pandemic.

#### *University Technology Services*

The Office of Information Technology (IT) supports technology, communication, information, and collaborative services crucial to teaching and learning. These enterprise services include Canvas Learning Management System (LMS), project support for the innovative technological delivery of instruction (including electronic field trips), the Digital Corps, a student employee-focused design studio, a Digital Technologies group providing innovative and creative services, apps and other emerging technologies. Unified Technology Support and Media Services assist faculty and students with resolving technology-related issues and providing video production services to enhance the classroom or online learning experiences. The Office of Information Security maintains the security, confidentiality, and integrity of all information assets from the individual to the enterprise level. University Technology Services offers resources to enable faculty to [keep teaching and working](#) during unanticipated emergencies.

#### *University Libraries*

A central pillar to academic support, University Libraries contribute to faculty success through workshops, resources and programs online and in four brick-and-mortar facilities, including the recent addition of a Foundational Sciences Library. Together, University Libraries hold over 1 million volumes, over 350,000 e-books, 150,000 e-journals, 300 digital collections, and access to nearly 300 research databases.

#### *Additional Resources*

Faculty and staff participate in professional conferences in their discipline, covered by departmental funds, professional development funds, research grants, or other means. All members of the Ball State community have access to professional development through [Udemy](#) and [Academic Impressions](#). [Open Houses](#) are held to showcase the professional development opportunities available through Academic Impressions.

### 3.C.6

Course instructors are expected to be available to meet with students beyond actual class time. This is a fundamental expectation of all instructors. Accessibility to faculty often starts even before students are enrolled at Ball State. Department chairs, program coordinators, and other faculty regularly meet with prospective students, answer questions, and provide information. This is conducted both formally through events such as [Preview Days](#) and [Admitted Student Days](#) as well as informally online and in person.

Immersive learning courses are among the hallmarks of Ball State. These courses, along with other high impact practices, require significant levels of faculty-student interaction. In AY 2022-

23, faculty offered 163 sections of immersive learning courses to approximately 2,500 students, almost a thousand more students than in AY 2021-22.

Student and alumni satisfaction with their level of interaction with faculty is measured through course evaluations and surveys. Recent data from the National Survey of Student Engagement (NSSE), indicated Ball State [senior students' average rating of student-faculty interaction](#) was similar to other Indiana public institutions and other institutions of similar size. Details are available in the [Student-Faculty Interactions and Effective Teaching Practices](#), [Quality of Interactions and Supportive Environment](#), and summary of [Engagement Indicators](#). Annual alumni survey data [related to interaction with faculty](#), including [disaggregated data](#), indicate that overall, alumni are satisfied with the teaching, instructor feedback, and faculty advising they received while at Ball State.

### 3.C.7

Staff members across campus are appropriately qualified for their positions, as demonstrated by [examples of job postings for staff positions in student support services](#). Ball State is committed to comprehensive onboarding and professional development of its staff, many of whom are responsible for student support. Onboarding is the responsibility of the Office of Human Resources (HR) and the new employee's unit. Orientation materials in HR include [Employee Onboarding](#) and [Confidentiality and Information Access Agreement](#).

Upon their hire and annually thereafter, employees with access to student records and systems that contain student data (Banner, Navigate, Slate, Argos, etc.) are required to take the Family Educational Rights and Privacy Act (FERPA) training. As a service to the entire campus, the Registrar's Office provides onsite or virtual FERPA training to university departments and classes, modifying presentations to address to specific roles in the institution.

The following additional examples demonstrate Ball State's commitment to professional development for staff members who provide student support services:

- Academic advisors are expected to attend Wednesday morning staff meetings, which serve as professional development sessions and cover updates on topics such as majors/minors, upcoming curricular changes, technology, and outreach projects. Advisors participated in the Disability Services Faculty Mentorship Program as well as Mental Health First Aid Training. All advisors attend periodic webinars hosted by the National Academic Advising Association (NACADA) arranged by advising leadership, and advisors can request travel funds to attend NACADA conferences. Advisors are master's-prepared and well-equipped to assist students. In addition to NACADA, membership in the following national organizations provides professional development and adherence to ethical standards and principles applicable to the organization:
  - Financial Aid: [NASFAA Statement of Ethical Principles and a Code of Conduct](#)
  - Admissions: [NACAC Guide to Ethical Practice in College Admission](#)

- Registrar: [AACRAO Principles of Professional Ethics and Practice](#)
- Athletic Recruitment: [NCAA Recruiting Rules](#)
- Housing and Residence Life: [ACUHO-I Standards and Ethical Principles](#)
- Student Affairs: [NASPA Standards of Professional Practice](#)
- Staff who work in Admissions and Orientation are trained following the [Employee Handbook for Staff in Admissions and Orientation](#).
- Employees in Admissions and Financial Aid complete annual training in Data Security/Malware, Data Security/Mobile Security and Third-Party Websites, Data Security/Phishing, and Red Flags/Preventing Identity Theft. Employees who work in Financial Aid and Scholarships (and all employees who have responsibilities related to education loans or other forms of student financial aid) abide by the standards in the [Conflict of Interest Policy and Code of Conduct](#).
- Librarians in public service roles in [University Libraries](#) must hold a master's degree from an American Library Association (ALA) accredited library program. Ongoing professional development is supported with funding to participate in conferences, workshops, and committee work in professional library organizations at national and international levels. This enables librarians to keep abreast of emerging trends in the field and contribute to discussions around the practice of librarianship.
- Unified Technology Support (UTS) senior staff members hold master's degrees, and other professional staff hold bachelor's degrees. The professional staff supervises a number of graduate and undergraduate students who provide frontline support for routine inquiries and requests. UTS student staff receive three phases of on-the-job training involving scenarios and role-play exercises with benchmarked pass rates.
- [Residential Area Coordinators and Residential Learning Coordinators](#) participate in extensive professional development through their professional organization, ACUHO-I, and recently assisted students in hosting the [2023 NACURH Student Conference](#).
- [Support for online students](#) is provided by highly qualified staff members who meet with first-year students at least once each semester while also reaching out to students regularly via email communication and newsletters.
- [Student Success Coaches](#) hold coaching certifications recognized by national and international coaching boards.
- [Learning Center](#) professional staff are provided travel and registration funding to attend regional and national conferences and specialized training. They also participate in in-service training in DEI, collaborative learning, growth mindset, and other topics to develop a student-centered, interactive tutoring practice.
- Staff have opportunities to engage in campus-wide discussions and conferences such as the [Enrollment Planning and Management Symposium](#), [Clifton Strengths Sessions](#), [financial aid presentation](#), and [Entrepreneurial Leadership Institute](#).
- Ball State hosts the [Leadership Excellence and Development \(LEAD\) Academy](#), a comprehensive leadership development program to introduce aspiring and current leaders to four aspects of leadership. Woven throughout the program are opportunities to apply learning to one's current position and create a final business improvement project presentation.
- Professional development is offered through [HR Learning and development sessions](#), including a membership with [Academic Impressions](#) and [Shafer Leadership Academy](#).

## 3.D - Core Component 3.D

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The institution provides support for student learning and resources for 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 offerings 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 and museum collections, as appropriate to the institution's offerings).

## Argument

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### [List of Acronyms](#)

#### 3.D.1

Ball State is committed to providing support services suited to the needs of all students, from pre-enrollment through post-graduation. Student support services begin long before classes start.

*Support Services for Prospective and Pre-enrolled Students:* Services and programs for prospective and pre-enrolled students help them learn about the University, meet faculty and staff, apply for admission and financial aid, and confirm their enrollment once they are admitted. The [Undergraduate Admissions Office](#) guides the applicant through the admissions process by providing paths for all students: high school, transfer, international, non-degree, re-enrolling, etc. [Special visits events](#) include Preview Days (for all prospective students), Experience BSU Day (for rising high school seniors), Explore Ball State Day (for high school students from diverse/underrepresented backgrounds), Ivy Tech ASAP Visit Day (for Ivy Tech ASAP students), and Transfer Visits Days (for prospective transfer students).

Campus visits begin at the Welcome Center and include an information session presented by the Office of Undergraduate Admissions, a student-guided walking tour of campus, and an appointment with the academic department of interest. Prospective students can also access [audio tours](#). Ball State's website provides an informative introduction to Ball State's degrees, immersive learning opportunities, faculty, student support, campus life, arts and cultures, and clubs. [Residence hall video tours](#) are also available.

The [Graduate Admissions Office](#) provides opportunities for virtual visits and info sessions for specific programs, and the [International Graduate Admissions Office](#) provides clear instructions for navigating the international application process.

*Support Services for Dual Credit Students:* Dual credit students can take advantage of services such as University Libraries research literacy instruction for students, research literacy course-related instruction for area high schools, research literacy partnerships with selected Muncie Community Schools high school classes, and the Research 101 summer program.

*Support Services for Newly Admitted Undergraduate Students:* Events such as Admitted Student Day and Honors Preview Day (for qualified admitted students) offer tours, information sessions, and [resources for families](#). At Admitted Student Day on April 14, 2023, more than 4,400 prospective students and their families were in attendance, which was the largest number to date. Events like Admitted Student Day are important; prospective students are 40% more likely to enroll at Ball State if they visit the campus to meet faculty and staff in person.

The [Transfer Center](#) provides information about academic programs and admission requirements, individual guidance on transfer credits, and specialized support resources, including transfer credit tools and transfer flight paths.

[New Student Orientation](#) offers students the opportunity to meet with academic advising, Student Financial Services, Learning Center, Dining Services, Counseling Center, Health Center, Unified Technology Support, and Career Center. Orientation is an important way freshmen and their families transition to the Ball State experience. Between June 5 and July 14, 2023, more than 3,700 freshmen and almost 5,400 family members attended orientation. Specialized orientation meetings are available for first-year commuters, transfer students, and 21st Century Scholars. Social media platforms include Instagram @ballstatebound.

*Support Services for Newly Admitted Graduate Students:* Resources are available to graduate students through [orientation sessions](#), which cover topics such as acclimating to Ball State, research ethics, IRB, and professional goal setting. Campus tours and social events are also part of the orientation program for new graduate students. [Graduate student advisors](#) are available to meet with newly admitted graduate students and answer questions about navigating their program. The [Graduate Student Wellness Initiative](#) creates a culture of health and wellness through [wellness communities](#) and other initiatives for online and on-campus graduate students. Student research support is provided through the [Graduate School](#), [Research Design Studio](#), [University Libraries](#), and [Sponsored Projects Administration \(SPA\)](#).

*Student Financial Services:* To ensure that prospective and current students have complete information and resources necessary to make informed financial decisions, professional financial aid advisors are available to provide comprehensive information about costs, and to help students understand their debt and its consequences in language attainable to them. Over the past several years, approximately one-third of respondents to Ball State's Senior Survey indicated they will owe nothing (zero) in student loans upon graduation:

- 2023: 36.9%
- 2022: 37.0%
- 2021: 35.5%
- 2020: 32.5%

For the other two-thirds of Ball State students who do take out loans, the Office of Financial Services provides comprehensive services for students and their families, in person, via a toll-free number, or via email. [One-on-one appointments](#) with professional financial aid advisors are available year-round, and extensive resources are available online.

- [Meet with a Financial Aid Advisor](#)
  - [Services and Resources](#)
  - [Ask a Question \(48 hr. turnaround\)](#)
  - [Contact a Financial Aid Advisor](#)
  - [Staff Directory](#)
- [Net Price Calculator - Cost of Attending Ball State](#)
- [Scholarship Calculator](#)
- [Undergraduate Tuition and Fees](#)
- [Graduate Tuition and Fees](#)
- [Online Tuition and Fees: Undergraduate Costs, Graduate Costs, Program and Course Fees](#)
- [Financial Aid Process](#)
  - [Steps to Apply for Financial Aid](#)
  - [FAFSA, Forms, Due Dates, FAQs](#)
  - [Tips for Success](#)
  - [Steps to Pay a Bill, Refunds and Withdrawal Dates](#)

*Support Services for First-Year Undergraduate Students:* As new students prepare for and begin their first year at Ball State, an array of programs, resources, and services are available to help them make a successful transition. Examples include:

- [Summer Bridge programs](#) support and engage incoming first-year students as they transition to campus each August.
- Housing and Residence Life provides support to students residing on campus, including specific descriptions for each hall on campus, [various plans for move-in day](#), and [Living-Learning Communities \(LLC\)](#), where academics and residence life converge.
- [Weeks of Welcome](#) provides a week-long series of events that immerse students into the Cardinal lifestyle while prepping them for their first day of classes.
- Through a multifaceted first-year experience, faculty and staff help students succeed both academically and personally. The [First-Year Experience](#) website offers students a transition to-do list, including information about financial aid and scholarships, housing and dining, move to campus, how to shop for textbooks, and other [resources](#).
- The Career Center administers the [KEY \(Knowledge, Experience, and You\)](#) program to assist students in finding their college major and future career.
- The [Meet Your Major Fair](#) provides first year students with comprehensive information about their major, potential double majors, and potential minors.

- Undergraduate students may access resources if they are interested in pursuing an accelerated path to a master's degree through the [Accelerated Master's Program \(AMP\)](#).

*Support Services for Continuing Undergraduate Students:* EAB Navigate, a platform that combines predictive analytics and communication tools for academic advising and student support services, gives students, faculty, and staff tools to provide greater levels of support and success. Students use Navigate to get step-by-step guidance, make connections to the right people and resources on campus, and connect to the support needed faster. Through Navigate, students can connect with their advisors and professors, schedule advising sessions, retrieve advising notes, and connect with campus resources. The goals, as noted in the May 2023 [Student Success updates presented to the BoT](#), are to improve retention and graduation rates by identifying areas of additional support needed for students to complete their degrees, and suggest roadmaps to a degree based on their academic strengths and past successes. Student usage of Navigate increased by 8.7% from Fall 2022 (13,075) to Spring 2023 (14,911). Return users increased from 65.3% in Fall 2022 to 74.1% in Spring 2023.

In addition to EAB Navigate, students are supported through [courses and workshops](#), [career tools and resources](#), and [Student Success Coaches](#) who offer workshops in time management, goal setting, organization and study habits, and stress management. Between June 2022 and April 2023, 1,248 students completed appointments with student success coaches.

- 96% of students indicated they achieved their goal in coaching sessions (4% maybe; 0% no)
- 97% of students indicated they are extremely or somewhat likely to refer coaching to a friend (3% said neither likely nor unlikely)

The [University College Success Scholars](#) program is Ball State's academic recovery program for students on probation (PR) and students with successful academic disqualification (DQ) appeals. Data in the May 2023 presentation to the BoT [illustrate positive outcomes](#) from this program.

[The Learning Center](#) offers online and in-person support for all students, including supplemental instruction, tutoring, and testing accommodations for students with disabilities. In spring of 2023, 12% (1,490) of enrolled undergraduate students utilized Learning Center services. Among the 1,490 students, 66% sought supplemental instruction, 29% sought tutoring, and 5% sought testing accommodations. As a result of the Learning Center's outreach efforts, [which were part of the student success initiatives](#), the percentage of undergraduate students using Learning Center services in [Spring 2023 increased over Spring 2022](#).

|                            | Week 12 of Spring 2023 | Week 12 of Spring 2022 |
|----------------------------|------------------------|------------------------|
| Supplemental Instruction   | 51%                    | 33%                    |
| Appointment-based Tutoring | 27%                    | 8%                     |
| Overall Visits             | 42%                    | 23%                    |

In Fall 2023, the Learning Center added embedded tutoring to its established programming. Embedded tutoring is a well-researched, highly effective model of academic support in which a tutor who has taken a course and earned an A attends the course again, collaborating closely with the instructor to provide in-class and out-of-class support to students. Tutors are trained to use differentiated, active, engaged tutoring strategies during group and individual tutoring sessions.

Beyond academics, the Ball State experience includes a supportive campus with resources for students' social, recreational, and personal needs, including housing and dining services, nearly 400 student organizations, as well as cultural, entertainment, and social events. Examples include:

- [The Pathways Mentoring Program](#) matches students from marginalized backgrounds with mentors dedicated to helping them achieve their academic and career goals.
- [The Multicultural Center](#) offers programs and events that educate the Ball State community, support students, and celebrate faculty, staff, and students' achievements. Visitors have access to a new rooftop terrace, ideal for hosting outdoor events.
- [The Office of Disability Services](#) supports students through various programs and services, which are described in these reports: [2018-19](#), [2019-20](#), [2021-22](#), [2022-23](#).
- [The Compass Advantage](#) is an integrated approach to helping humanities majors navigate from college to career.
- [The Counseling Center](#) provides short-term treatment, a resource and relaxation room, Well-Track (a free app for students with support/techniques for stress, anxiety, depression, and resilience), self-help skills training, workshops, support groups, individual therapy sessions, therapy groups, [self-care challenges](#), and crisis/emergency services. Utilization of services are summarized in these reports: [2018-19](#), [2019-20](#), [2020-21](#) and [2021-22](#).
- [The Health Center](#) is comprised of a main clinic for common illnesses and minor injuries, and a physical therapy unit.
- [Dining Services](#) offers support for individual dietary needs, various menu options, and nutrition information.
- [The Office of Health Promotion and Advocacy \(HPA\)](#) provides inclusive health and well-being education.
- [The Center for Survivor Support](#) provides inclusive, survivor-centered support through confidential advocacy, responds to the impact of interpersonal violence, and strives to create a community free from violence through education.
- [The Student Recreation and Wellness Center](#) supports the physical fitness of students through a fitness room, suspended track, five-court gymnasium, three multipurpose rooms, indoor turf building, a rock-climbing wall, and an outdoor pursuits rental center, pool, tennis courts and more.
- Free transportation is provided to BSU students by the [Muncie Indiana Transit System](#) (MITS). It covers 14 city routes connecting Ball State students to the mall, hospital, community college, downtown restaurants, stores, and more. The MITS-Plus service provides door-to-door service for students with disabilities.
- [The Office of Student Conduct](#) administers the student code of conduct, responds to allegations of misconduct, and assists students in navigating University policies and procedures.

- [Student Legal Services](#) provides confidential conferencing with an attorney in various areas of civil and criminal law, and assists students in contract preparation and review.
- [Student Athlete Support Services \(SASS\)](#) supports student athletes' intellectual, personal, and social development.
- [The Guardian Scholars Program](#) supports students who experienced foster care.
- [The Basic Needs Hub](#) connects students with resources if they experience basic needs insecurity.
- [The University Police Department](#) (CALEA-certified) promotes safety and responsibility through education, training, interaction, and when necessary, enforcement of the law. A [geospatial analysis of police responses to calls for service](#) was completed as part of a recent summer assessment grant.
- [Cardinals Care](#) provided extensive services and information to support students during the pandemic.
- [Cardinal Kitchen](#) is a free food pantry available to all undergraduate and graduate students.

### 3.D.2

Student placement at Ball State begins with [completion of required high school courses](#). The university also strongly recommends studying another language. During the admission and orientation process, students are encouraged to take placement exams in areas such as mathematics and world languages. These [mathematics placement exams](#) and [world language placement exams](#) ensure entering students are placed in the proper courses. For example, the [ALEKS Placement Preparation and Learning \(PPL\)](#) online math assessment covers material from basic math through pre-calculus. Ball State covers the cost of ALEKS PPL and results are available immediately.

During the New Student Orientation program, academic advisors present a session on *Academic Planning* to new freshmen and their families. Advisors review the University Core Curriculum (UCC), and distribute the [Advising Handbook](#), an important resource for students. Advisors also meet one-on-one with each student to review their choice of major, answer questions, and register for fall courses. In addition, students attend academic breakout sessions conducted by academic departments/schools to learn more about their majors. Students with undeclared majors attend a session conducted by advisors to learn about exploration of interests and majors.

Additional learning support and preparatory instruction to address students' academic needs are outlined in the links below and in 3.D.1.

- [Writing Center](#)
- [Cardinal Central \(Office of Retention and Graduation\)](#)
- [Office of Disability Services](#)
- [NEST: Navigating the Enrolled Student Transition](#)
- [Living-Learning Communities](#)
- [Learning Center](#)

## 3.D.3

The First Year Advising Center houses full-time professional advisors who offer year-round, proactive, personalized, one-on-one support in areas such as transitioning to Ball State, course selection, assessment of interests, exploration of majors, discussion of alternative plans, University Core Curriculum (UCC), monitoring academic progress, creating a four-year academic plan, and referrals to campus resources. This supports *Strategic Imperative 1.B: Our academic advisors, along with faculty and other staff, guide first-year students to discover their strengths, interests, passions, and purpose.* A comprehensive [Advising Handbook](#) is published annually and distributed to new students through the orientation program and academic advising meetings.

|            |        | Total Student Visits | Unique Student Visits | Percent of Students Assigned to the First Year Advising Center |
|------------|--------|----------------------|-----------------------|--|
| AY 2020-21 | Fall   | 5,451                | 3,999                 | 87.9%  |
|            | Spring | 5,232                | 2,557                 | 85.5%  |
| AY 2021-22 | Fall   | 5,162                | 3,098                 | 90.0%  |
|            | Spring | *7,800               | 3,400                 | 88.3%  |

\*In Spring 2022, Ball State transitioned from AdvisorTrac to EAB Navigate, resulting in an increase in the number of total student interactions.

| First Year Student Survey: Satisfaction with Advising |   |   |
|---|---|---|
|   | Percent of first year students who would recommend their freshman academic advisor to future students | Percent of first year students who were satisfied with their freshman advising experience |
| Spring 2020   | 88.7%   | 91.4%   |
| Spring 2021   | 91.9%   | 93.4%   |
| Spring 2022   | 91.2%   | 93.9%   |

Upon completing 30 or more credits (sophomore status) and one academic year, students are assigned to an [Upper Division Advisor](#) in their major who can assist with managing their four-year academic plan, understanding major requirements, relating the content of the major to their personal and professional goals, preparing long-range plans for the completion of degree requirements, and planning for graduate school and/or careers.

[Honors student advising](#) is provided for students admitted to the Honors College. Full-time professional advisors specialize in the required curriculum for honors students. First year Honors College students begin by taking HONR 100 seminar, which is supported by [Honors College peer mentors](#).

[Transfer Student Advising](#) and [Student-Athlete Advising](#) are also available. [Graduate Student Advising](#) is primarily conducted by departmental faculty. The [Rinker Center for Global Affairs](#) provides services and advising to ensure a smooth and successful experience for international students.

[Ball State Online](#) employs student success specialists on its learner experience team who serve as professional advisors for online learners in undergraduate and graduate programs. A robust technological infrastructure and comprehensive resources are available to support online student learning.

The [Career Center](#) provides guidance to help students explore early career decisions, develop their resume, network with professionals, and transition from the classroom to the professional world.

#### 3.D.4

Ball State has in place the necessary infrastructure and resources needed for effective teaching and learning, in alignment with *Strategic Imperative 5.H: Our people, processes, technology, policies, and infrastructure are strategically aligned to support academic excellence and enable operational efficiency and effectiveness.*

As described in 3.C.5, DOSL serves students, faculty and staff by implementing best practices in teaching, learning, and student support services. DOSL accomplishes this through an adaptive culture of rigorous assessment and evaluation of techniques and approaches that benefit students, whether online or on campus. Each semester, DOSL conducts a [Student Survey](#) through Canvas (LMS) and shares [reflections and recommendations](#) with academic leaders. The data are disaggregated by online students, main campus students, undergraduate students, and graduate students to better understand learner preferences and needs.

The Office of Information Technology (IT) supports technology, communication, information, and collaborative services for student learning such as Canvas (LMS), academic project support for the innovative technological delivery of instruction (including electronic field trips), the Digital Corps, a student employee-focused design studio, a Digital Technologies group providing innovative and creative services, apps and other emerging technologies. The Unified Technology Support and Media Services assist students with resolving technology-related issues and provide video production services to enhance the classroom or online learning experiences. [Student Technology Suites](#) are available to support learning. The Office of Information Security maintains the security, confidentiality, and integrity of all information assets from the individual to the enterprise level.

Scientific labs, centers, institutes and offices that support creative endeavors include the Unified Media Lab, Applied Anthropology Lab, Research Design Studio, Digital Fabrication Lab, Simulation Lab, among many others listed in Core Component 3.B. The [Broadcast Education Association Recognition](#) and [Solar Decathlon Build Challenge Recognition](#) provide examples of the infrastructure in place to support student learning.

University Libraries support [Textbook Affordability at Ball State \(TABS\)](#), the [Copyright and Scholarly Communications Office](#), [Office of Digital Research and Publishing](#), [online research and related library services](#) and [resources for new students](#). University Libraries also provide [Education, Music and Media](#), a wide mix of collections and services such as DVDs, CDs, digital equipment, music scores and books, educational games, and cultural objects. Additional services are captured in the [University Libraries Annual Report](#).

Museum collections and performance space to support student learning include the [CAVE theatre productions](#), [other theatre productions](#), the [Student Art Gallery](#) and the [David Owsley Museum of Art](#). During AY 2021-22, more than 11,000 people visited the David Owsley Museum of Art, including 45 groups of children from 22 schools across the region.

Clinical sites are provided to enable students in health-related programs to complete their necessary practice experiences. Evidence includes the [Simulation and Skills Laboratories](#), [Audiology Clinic](#) and [Psychoeducational Diagnostic Intervention Clinic](#), [College of Health Clinics](#), [Healthy Lifestyles Center](#), and, during the pandemic, [COVID 19 Vaccination Clinic](#). This supports *Strategic Imperative 3.D: We collaborate with external partners to implement a regional plan to improve population health and wellbeing*.

- During AY 2022-23, approximately 300 students delivered care to more than 4,000 community members in the [Interprofessional Community Clinics](#). In partnership with the Healthy Lifestyle Center (HLC), the clinics hosted 90 outreach events, delivering health education and screenings to approximately 2,000 people.
- During AY 2021-22, the College of Health helped combat the pandemic by administering more than 3,700 COVID vaccinations, and graduate students provided services to more than 2,000 patients who visited the [Interprofessional Community Clinics](#).

[Graduate assistantships](#) are available to support students. The Graduate School reviewed its graduate assistantship (GA) stipends (Fall 2017) and tuition remission (Fall 2020), and compared them to peer institutions. Significant changes were made to the tuition remission and fee policy starting in AY 2021-22. These changes provide 30 credit hours of tuition remission, and reduced university fees (lowered by \$800 - \$1100 per year) for full-time GAs. Studies by the Graduate School indicate Ball State's GA program is competitive with those of peer institutions.

All non-resident undergraduate and graduate students from states that participate in the [Midwest Student Exchange Program \(MSEP\)](#) are eligible for the resident tuition rate. Undergraduate on-campus students from three neighboring states are eligible to apply for [Midwest Regional Scholarships](#).

The [Campus Master Plan](#) was updated in 2021 to ensure Ball State's infrastructure emphasizes the student experience, creates flexible learning spaces, and serves the community. Modular, adaptable learning spaces foster collaborative, immersive experiences, and promote lifelong learning. They support a unique sense of community in campus life by evaluating pedestrian flow, convenient access to student services, community connections, and housing opportunities. Ball State funds new construction and major renovation projects through various sources such as philanthropy, internal cash reserves, appropriations from the state, and bond proceeds. The [university projects since 2015](#) have totaled \$549.1M.

## 3.S - Criterion 3 - Summary

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

### Summary

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Ball State's assurance of academic quality and rigor, regardless of modality, occur through specialized accreditation, unit reviews, program and course approval processes in Curriculum Strategy, assessment reporting, and external advisory boards. Online courses also follow Quality Matters standards.

Academic requirements are publicly posted on the website, and in undergraduate and graduate catalogs. Assessment of learning outcomes is demonstrated in annual assessment reports.

The University Core Curriculum 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.

Infrastructure to support teaching and learning, scholarly and creative activities, and service are evident through Sponsored Projects Administration, Living-Learning Communities, Immersive Learning and High Impact Practices, Multicultural Center, University Libraries, Writing Center, Career Center, Division of Online and Strategic Learning, and Information Technology.

Faculty and staff qualifications, professional development, and employee evaluations are monitored through the HR Office, VPAA Office, and Division of Online and Strategic Learning.

## 4 - Teaching and Learning: Evaluation and Improvement

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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

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The institution ensures the quality of its educational offerings.

1. The institution maintains a practice of regular program reviews and acts upon the findings.
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 ensure 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 ensures 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 ensures that the credentials 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.

### Argument

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#### [List of Acronyms](#)

#### 4.A.1

Ball State engages in a multi-pronged approach to program review. The approach includes focused program assessment within units, specialized accreditation (for some), and 5-year unit reviews with external reviews every 10 years.

*Program Assessment:* As outlined in [Section 77.1 of the FPPH](#), each college has an established curriculum committee representative of its areas. College curriculum committees review new programs, as well as changes to existing programs. Following review by the college curriculum

committee, the next step is review and approval by the [Undergraduate Education Committee \(UEC\)](#), [Graduate Education Committee \(GEC\)](#), and if applicable, [Professional Education Committee \(PEC\)](#). After all approvals are obtained within the institution, new or substantively changed programs are submitted to the [Indiana Commission for Higher Education \(ICHE\)](#) and Higher Learning Commission (HLC) for review and approval.

Assessment of student learning is an essential means of identifying areas for growth and improvement. While ongoing assessment is expected in all programs, departments/schools determine which program(s) to include in their focused assessment reports submitted to the VPAA Office. Programs in each college should be included in assessment reports at least once every five years. [Resources on the VPAA website](#) include recommendations for writing measurable outcomes, optional reporting templates, video tutorials, and curriculum map templates. These resources are not intended to be prescriptive; they are intended to guide the assessment process. The Director of Assessment and Accreditation often meets one-on-one with faculty members as they gather data and write their assessment reports. Examples of program assessment reports are available in 4.B.

*Specialized Accreditations:* Many of Ball State's academic programs are accredited in their discipline through [specialized accreditation](#), which affirms that programs meet the rigor and learning outcomes expected of professionals within the disciplines. As noted in the [letters documenting specialized accreditation](#), Ball State programs have achieved the maximum allowable time for accreditation. Additional information on specialized accreditations can be found in 4.A.5.

*Academic Unit Reviews:* Unit reviews demonstrate Ball State's commitment to educational achievement and improvement through ongoing evaluation. The goals of the 5-year unit review are to gather evidence about the quality and effectiveness of the unit and its programs, articulate potential modifications to enhance programs, and provide relevant action plans for success and improvement. Actions that result from unit review findings are triangulated with resource/budgetary needs and strategic planning, as evidenced by this sample of action plans: [Chemistry](#), [Marketing](#), [Communication Studies](#), [Educational Leadership](#), [Kinesiology](#), [Finance and Insurance](#), [Honors College](#), [Intensive English Institute](#), and [Elementary Education](#).

[Academic Unit Review Guidelines](#) outline the expectations, framework, preparation, self-study, external review, and feedback process. The outline for the self-study includes unit level objectives; programs, majors, minors, certificates; outcomes assessment; trends in enrollment, retention, and completion; student satisfaction with advising and other services; faculty composition, student:faculty ratios, teaching, research, service, and professional development; budget; staff; unit leadership; alumni data; and alignment with the institution's strategic plan. Additional information about the unit review process [is available here](#) and examples of unit review reports, action plans, and 3-year follow-up meetings are available in 4.B. As part of each unit review, the Provost meets with unit leadership to discuss the self-study and action plan. The action plan ensures that units act upon their findings from the review. A 3-year follow-up meeting is held to update the Provost on progress toward priorities in the action plan.

The following examples demonstrate ways in which Ball State acts upon the findings from program assessment and unit reviews:

- In the Miller College of Business, external peer reviewers for the Department of Marketing unit review suggested that the department might be offering more elective courses than necessary. As a result, the department carefully reviewed the number and frequency of electives offered to determine where opportunities for efficiency exist.
- The [external review](#) for the University Libraries unit review indicated that an increase to the materials budget was key to the continued growth and development of University Libraries. This recommendation was taken into consideration by the administration, and University Libraries received the increase in their budget.
- Enrollment trends in the Department of Construction Management and Interior Design were discussed during the unit review debriefing meeting with the Provost. The department expanded student opportunities for field experiences, capstone projects and other high impact practices as a result of substantial enrollment growth over the past five years.
- In response to infrastructure needs in the College of Health programs, state support was secured for a new [Health Professions Building](#). The \$62.5M building opened in 2019.
- Acting upon student input in the College of Sciences and Humanities, the Department of Anthropology addressed upper division student advising, which had been in a state of flux. During the unit review debriefing meeting with the Provost, improvements were discussed, including a long-term structure put in place to stabilize advising.
- Acting upon feedback from stakeholders and the [external reviewer](#), faculty in the M.S. in Information and Communication Science program moved ICS 642 from a requirement to an elective course, as noted in their [action plan](#) from the unit review process.

Additional examples of ways in which units act upon their program reviews to make improvements are described in 4.B.2.

#### 4.A.2

As outlined in [Section 88 of the FPPH](#), the definition of a credit hour at Ball State is consistent with the [Carnegie Unit](#), which assigns one hour of undergraduate credit to a class for each 2,250 minutes of student attendance and out-of-class work. Responsibilities for determining course credit hours [resides with the academic unit and college involved](#). Guidance is provided on the websites of the [Office of the Registrar](#), [Academic Advising](#) and [VPAA Office](#).

Ball State [accepts transfer credits](#) from non-remedial, college-level courses taken at regionally accredited institutions in which a student has received a final grade of a straight C or better. Course credit may also be granted by departmental or national examination. National-level exam options include [Advanced Placement](#), [College level Examination Program \(CLEP\)](#), and DANTES Subject Standardized Tests (DSST)/military transcript of courses.

The [study abroad programs](#) in the [Rinker Center for Global Affairs](#) follow specific guidelines for students to earn credit, using grade conversion tables created in part with the World Education Services (WES) International Grade Conversion Guide for Higher Education. Courses come in as [transfer credit](#) and are accepted only if the study abroad program proposal is accepted by peer faculty review and the student earns the equivalent of a “C” or better grade. Courses are evaluated and added to student transcripts but are not assigned a grade and do not count toward the student’s GPA.

Staff in the Transfer Office meet with prospective transfer students in person or virtually to help them understand their credit transferability. The [Transfer Equivalency Self-Service \(TESS\) Tool](#) provides prospective students with an unofficial view of how their credits earned elsewhere will articulate to their chosen degree at Ball State. Equivalency of a Ball State course does not guarantee that the course will apply as credit to toward the student's intended major. DegreeWorks, an academic planning and degree progress tool, helps students continually see, at a glance, their academic progress toward program completion.

#### 4.A.3

The [Undergraduate Transfer Credit Policy](#) states that students may transfer course credits once they are admitted. Ball State accepts transfer credits from any non-remedial, college-level courses taken at regionally accredited institutions in which a student has earned a final grade of a straight C or better. The official transcript from the institution the student previously attended is reviewed by the student’s academic advisor. All admitted transfer students meet with an academic advisor before their initial enrollment.

Official course equivalents are established by the academic advisor in consultation with faculty members in the appropriate academic department for the major. Department chairs, or their designees, approve courses transferred to a program that are not covered by a [Transfer Single Articulation Pathway \(TSAP\)](#) from Indiana's two community colleges. Examples of transfer pathways are [Accounting TSAP](#), [Social Work TSAP](#), [Chemistry TSAP](#), and [Computer Science TSAP](#).

Ball State participates in the [Indiana Core Transfer Library](#) to evaluate credits for transfer of General Education courses. Credits associated with the Indiana Core Transfer Library are automatically accepted without departmental approval if a C or better is earned. Core Transfer Library Faculty Review Committees oversee requirements regarding rigor (e.g., testing conditions and the minimum percentage of course points that need to come from final exams).

Dual Credit courses are evaluated with the assistance of the [Dual Credit Office](#), which continuously monitors the qualifications of high school teachers, matches curriculum in high school courses to Ball State standards, and works with departments/schools to review courses following NACEP standards.

The [BSU - Ivy Tech Honors Program Partnership](#) offers students in the Honors Program at Ivy Tech the opportunity to transfer into the Honors Program at Ball State.

At the graduate level, the Graduate School personnel review potential transfer hours for graduate transfer students and consult with the relevant department/school when transfer hours can be used toward a degree. Academic program faculty have discretion to allow transfer courses to count toward program requirements or electives. The transfer policy for graduate students specifies limits on the number of graduate-level credit hours that can be applied toward degree programs at each level.

For international students, the [Rinker Center for Global Affairs](#) provides initial screening and recommends transferable credits, but individual departments determine which courses are accepted in their programs.

Ball State's [NC-SARA renewal](#) makes it easier for students to access distance education programs across state lines, provides valuable oversight of distance education programs, and shares out-of-state learning experience data such as clinical hours and student teaching. Ball State worked closely with the Indiana Commission for Higher Education (ICHE) on its 2-year NC-SARA renewal.

#### 4.A.4

As outlined in [Section 10.7.3 of the FPPH](#), the Faculty Council (comprised of over 50 faculty members) has the responsibility:

- to consider and develop policies and procedures on matters regarding all academic policies and programs; academic freedom and ethics; the appointment, promotion, tenure, and dismissal of faculty members and tenured professional personnel acting in a faculty capacity; salaries; benefit programs; and other conditions of employment affecting faculty
- to consider and develop policies, procedures, and programs regarding scholarly activities; leaves of absence; and other opportunities for professional development
- to solicit and survey opinions of the faculty on matters concerning their interests and welfare and to recommend appropriate action
- to act in an advisory capacity to those who administer the various programs related to the status, remuneration, and well-being of faculty and emeriti faculty
- to approve all appointments to the standing committees on the Council

*Curriculum Governance Committees* - Curriculum proposals and revisions originate in the academic unit involved. These proposals then route to the college curriculum committee, and then to the appropriate governance committees for review and approval, as outlined in the [FPPH](#). The handbook outlines the charge of each committee, the process for election of officers, and the policies pertaining to each governance committee, including the [Undergraduate Education Committee \(UEC\)](#), [Graduate Education Committee \(GEC\)](#), and where applicable, [Professional](#)

[Education Committee \(PEC\)](#). In addition, the following committees are involved in curricular issues, expectations for student learning, and faculty qualifications: Teaching Evaluation Committee, Creative Teaching Committee, Academic Technology Committee, University Grade Appeals Committee, and University Promotion and Tenure Committee.

*Curriculum Management* - The [process for new program development](#) and [procedures for making changes to existing courses and programs](#) offer guidelines to faculty as they develop new programs or alter existing programs. Alterations to existing programs can include a change in delivery mode, credit hours, program name, CIP code, or program content, as well as suspension, elimination or reinstatement of a program. The [steps in the curriculum change process](#) include review by the unit, college dean, faculty governance committee (UEC, GEC, PCC), Provost, ICHE and HLC. Curriculum review and approval are reflected in meeting minutes (e.g. [UEC](#), [UEC](#), [GEC](#), [GEC](#), [PEC](#), [PEC](#)).

To track the review and approval of new programs/courses or substantive changes to existing programs/courses, documents must route through [Curriculum Strategy](#). In addition to review by the faculty governance committees, the Office of the Registrar reviews all submissions in Curriculum Strategy. Following all approvals, Curriculum Strategy submissions are [posted institutionally for 10 days](#) so all faculty and staff have an opportunity to review the curriculum changes. If there are no demurrers during this period, the Registrar's Office forwards the information to the Office of the Provost for approval. Documentation of the routing and approvals are archived in Curriculum Strategy and maintained in the Registrar's Office as appropriate.

The VPAA website has a sortable [Academic Program Inventory](#) (API) containing the title, degree level, department, college, Classification of Instructional Programs (CIP) code, and delivery method for all programs. The VPAA Office is responsible for submitting forms to change ICHE's API, the official inventory of programs offered by public higher education institutions in Indiana. Each summer, the VPAA Office and Registrar's Office review the ICHE API and the BSU API to ensure alignment.

At the course level, review and approval of new courses or substantive changes to existing courses, are the responsibility of the department/school, and the College Curriculum Committee. For new course development, resources for [syllabus construction](#) and writing measurable learning outcomes using [Bloom's Taxonomy](#) are available on the VPAA website. [Proposals for new UCC courses or changes to existing UCC courses](#) route to the UCC Committee for review of the syllabus and UCC cognitive skills assessment plan.

*Faculty Qualifications* - As outlined in 3.C.3, Ball State ensures that its instructional faculty possess the academic preparation, training, and experience to teach in an academic setting, meet or exceed the minimum requirements of accrediting bodies, and accomplish the mission of the institution. The process and oversight for [Teaching Faculty Qualifications Policy and Procedures](#) are described on the VPAA Office website. Qualifications for Graduate Faculty status are outlined in the [Policy to Obtain Graduate Faculty Status](#) and in the [Graduate Faculty Status Levels](#), which differentiate between assistant, associate and full Graduate Faculty status. The Graduate Office maintains CVs of all Graduate Faculty.

*Dual Credit* - The rigor, expectations for student learning, access to learning resources, and faculty qualifications for [Dual Credit courses](#) abide by [NACEP accreditation](#) standards. Ball State faculty liaisons write, sign, and submit a Statement of Equivalency, following the [NACEP Statement of Equivalency Guidelines](#).

#### 4.A.5

Ball State maintains [specialized accreditation](#) in programs spanning all seven colleges. Specialized accreditations are searchable by program and by college on the Ball State website. Specialized accreditation in the discipline affirms that programs meet the academic rigor expected of professionals in their fields, involve faculty and staff in comprehensive evaluation and planning, and create opportunities for improvement. While letters from specialized accreditors provide areas for improvement, Ball State's programs have the maximum allowable terms for accreditation. Letters confirming specialized accreditation are [catalogued here by college](#) with samples listed below:

- [Business - AACSB](#)
- [Architecture - NAAB](#)
- [School Psychology - APA](#)
- [Nursing - CCNE](#)
- [Health Education and Promotion - CEPH](#)
- [Respiratory Therapy - CoARC](#)

Some Ball State's teacher preparation programs are reviewed by specialized professional associations (SPAs) for national recognition, as part of the CAEP accreditation process (e.g. [EdS in School Psychology](#), [EdS in Educational Leadership](#) and [MAE in Educational Leadership](#)).

#### 4.A.6

Multiple strategies are used to track and evaluate the success of Ball State graduates. They include employment outcome data, licensure pass rates, college advisory board input and feedback, awards, scholarships and recognitions.

Through collaboration of the [Career Center](#), [Institutional Research and Decision Support \(IRDS\)](#), and [University Foundation](#), the First Destination Survey has been conducted at Ball State since 2015. Each fall, this survey is distributed digitally to all baccalaureate graduates from the prior commencement, with follow-up efforts to contact non-respondents through a call center outreach. This collaborative, centralized approach to examining graduate "exit survey" responses promotes a greater degree of consistency across programs and majors, and generates higher response rates. The Career Center maintains employment outcome data through the First Destination Survey and other means. Recent Career Center data indicated a 91% placement rate of spring 2021 graduates and a [94% job placement rate of spring 2022 graduates](#).

Licensure pass rates, or links to pass rates, are [posted on the IRDS website](#) and/or on program websites (e.g. [2020 Annual Report in Nursing, Education, Speech Pathology and Audiology, Radiography](#), and [National Council of Architectural Registration Boards](#)).

Advisory boards, such as the ones in the [College of Architecture](#), [College of Communication, Information, and Media](#), [School of Art](#), [College of Health](#), [College of Sciences and Humanities](#) and [Miller College of Business](#) can provide perspectives from the field regarding job postings and expectations for employment.

In Teachers College, employer evaluations are conducted through [educator performance reports for graduates of teacher preparation programs](#). They examine the performance ratings by school administrators for Ball State graduates, compared to newly hired teachers from other universities. These analyses have demonstrated BSU graduates perform as well or better than their peers trained in other universities. The State of Indiana requires all programs to submit SPA (Specialized Professional Association) reports, if SPA exists. If a SPA does not exist, institutions are required to submit an Indiana Program Report. The cycle is every seven years, or three years prior to the CAEP onsite visit.

National database analyses, including the [Common Data Set](#) provided by IRDS, document placement of graduates. Success of Ball State graduates is captured through prestigious [post-graduate scholarships](#), [Fulbright Scholarships](#) and [national and international recognitions](#). For example, in April of 2023, a Ball State senior student in the musical theater program was named the winner of the Irene Ryan Award at the Kennedy Center American College Theater Festival. This award is given to the best collegiate actor in the country. Annual [G.O.L.D. \(Graduates of the Last Decade\) Awards](#) and other awards are acknowledged in annual [Convocations](#) and archived on the website.

## 4.B - Core Component 4.B

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The institution engages in ongoing assessment of student learning as part of its commitment to the educational outcomes of its students.

1. The institution has effective processes for assessment of student learning and for achievement of learning goals in academic and cocurricular offerings.
2. The institution uses the information gained from assessment to improve student learning.
3. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty, instructional and other relevant staff members.

### Argument

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#### [List of Acronyms](#)

#### 4.B.1

Ball State's assessment practices are systematic and multi-dimensional. The assessment activities outlined in [Section 83 of the FPPH](#) support *Strategic Imperative 5.G: We regularly assess and modify our academic program portfolio for quality and relevance, invest in distinctive programs, and create agile and responsive curricular approval processes that support academic innovation.*

The VPAA Office and DOSL offer resources and one-on-one support for assessment activities. Some units also hire their own assessment specialists (e.g. Senior Manager of Assessment, Planning and Outreach in University Libraries, and Accreditation and Assessment Coordinator in Teachers College). Assessment occurs at multiple levels in (1) courses, (2) programs, (3) general education, (4) units, and (5) co-curricular offerings.

*(1) Course-level Assessment* - Assessment of learning outcomes at the course level is comprised of both direct measures (i.e. exams, performance, artifacts, evaluations by internship supervisors) and indirect measures (i.e. surveys, [course evaluations](#)). Assessment of course [student learning outcomes \(SLOs\)](#) provide opportunities to make continuous course adjustments and improvements as needed.

*(2) Program-level Assessment* - Assessment of learning outcomes at the program level is informed by student performance in required activities across the curriculum. As noted in 4.A, administrators work with faculty in their units to determine which of their program(s) will be included in program assessment reports, with the expectation that all programs are included in assessment reports at least once every five years. These focused assessment reports are available in OneDrive for review by the University Assessment Committee (UAC) and the Director of

Assessment and Accreditation. Resources, such as video tutorials and reporting templates, are available [on the VPAA website](#). The templates include opportunities to map the curriculum and depict which courses (through activities/assignments) address the program learning outcomes.

[Analysis of feedback given to faculty](#) regarding program assessment reports suggests that some faculty would benefit from additional training in curriculum mapping, but overall, program assessment reports are meeting expectations. Faculty are acting upon their findings to make improvements. Given that levels of assessment experience and expertise vary among faculty, the UAC feedback is intended to offer constructive and supportive feedback. The program assessment reports from faculty, along with supportive feedback from UAC members, help Ball State on its continuous journey of improvement. Samples of program assessment reports are provided below.

2022-23

- Reports for AY 2022-23 will be submitted in the Fall of 2023.

2021-2022

- [Geology](#)
- [Communication](#)
- [Business](#)
- [Educational Studies](#)
- [Chemistry](#)

2020-2021

- [Construction Management](#)
- [Kinesiology](#)
- [Journalism](#)
- [Computer Science](#)
- [Radiography](#)

2019-2020

- [Geography and Meteorology](#)
- [Mathematical Sciences](#)
- [Sociology](#)
- [Physics and Astronomy](#)
- [Philosophy](#)

(3) *General Education Assessment* - The General Education program is a required component of each undergraduate major, and Ball State has 26 learning outcomes, referred to as UCC cognitive skills. When Ball State changed its LMS from Blackboard to Canvas in 2018, faculty determined that it would be an appropriate time to evaluate the UCC assessment procedures. In 2019, all UCC instructors were invited to participate in workshops to review existing assessment practices

and generate recommendations for future assessment practices. From these workshops, in which 65 UCC instructors participated, [a revised plan was developed](#) that (1) reaffirmed UCC course alignment with 3-5 cognitive skills appropriate for the tier transformation, (2) revised the UCC course proposal form to align with assessment responsibilities, (3) developed rubrics and templates for assessment and reporting, and (4) ascribed course-level assessment to faculty who have stewardship of teaching and learning. The revised UCC process replaced centralized assessment with decentralized assessment in which faculty were responsible for measuring, reporting, and improving attainment of cognitive skills. Revised guidelines resulted from the workshops and were communicated through trainings, presentations and a [campus-wide memo](#). Although the pandemic delayed implementation of the revised UCC assessment plan, it is now underway and serving Ball State well. The UCC Sub-Committee members and the Director of Assessment and Accreditation are available to provide faculty support for UCC assessment (e.g. [instructions](#), [templates](#), [rubrics](#), [videos](#), and [assessment workshops](#)).

The UCC program is comprised of courses at the beginning (Foundations/Tier 1), middle (Tier 2) and end (Tier 3) of students' educational journey. The UCC cognitive skills are assessed using direct and indirect measures.

- *Direct Measure of UCC Learning Outcomes:* Assessment is reported by UCC course instructors, based on students' performance on assignments, exams or other artifacts. Attainment of general education learning outcomes is reported as the percentage of students, or sample of students, who achieve levels of competence in the UCC cognitive skills. Assessment reports from faculty are encouraged annually to help ensure that courses continue to contribute to the goals and outcomes of the UCC program, and to look for opportunities to make improvements. In AY 2022-23, specific UCC assessment items were added to the 5-year unit review template to augment what was already being addressed in unit review self-studies.

[Summarized data at the institutional level](#) illustrates how well the UCC program is meeting the transformational goals. These data are shared on the website and in UCC Sub-committee meetings, and a plan is in place to continue this process each year. The primary purpose of UCC assessment is improvement, and improvements extracted from UCC assessment reports are summarized and shared in UCC Sub-Committee meetings and on the website by tier: [Foundations](#), [Tier 1](#), [Tier 2](#), and [Tier 3](#).

Assessment reports either cover UCC courses for the entire unit, such as with [Modern Languages and Classics](#) and [Honors College](#), or they cover individual courses, such as the examples below:

| Foundations / Tier 1  | Tier 2   | Tier 3                          |
|---|--|---------------------------------|
| <a href="#">Information Systems and Operations Management</a> | <a href="#">Criminal Justice and Criminology</a> | <a href="#">Math</a>            |
| <a href="#">Telecommunications</a>                            | <a href="#">Music</a>                            | <a href="#">Journalism</a>      |
| <a href="#">American Sign Language</a>                        | <a href="#">Economics</a>                        | <a href="#">Interior Design</a> |

|  |  |   |
|--|--|---|
| <a href="#"><u>Physics</u></a>               | <a href="#"><u>Natural Resources and Environmental Mgmt.</u></a> | <a href="#"><u>Speech Pathology and Audiology</u></a> |
| <a href="#"><u>Finance</u></a>               | <a href="#"><u>Early Childhood, Youth and Family</u></a>         | <a href="#"><u>Sport Administration</u></a>           |
| <a href="#"><u>Communication Studies</u></a> | <a href="#"><u>Health Science</u></a>                            | <a href="#"><u>Construction Management</u></a>        |
| <a href="#"><u>Calculus</u></a>              | <a href="#"><u>Computer Science</u></a>                          | <a href="#"><u>Modern Languages and Classics</u></a>  |
| <a href="#"><u>Geological Sciences</u></a>   | <a href="#"><u>Theatre</u></a>                                   | <a href="#"><u>Architecture</u></a>                   |

- *Indirect Measures of UCC Learning Outcomes:* A portion of the Senior Survey, administered each spring by IRDS, asks graduating students to indicate their growth in [written communication, oral communication, problem solving, critical thinking, judgment, and other areas](#) aligned with general education outcomes. These institutional results are available on the website.

Beyond direct and indirect measures of learning outcomes, Ball State reviews UCC course syllabi each time a new UCC course is proposed, or an existing UCC course is substantively revised. These syllabi route through [Curriculum Strategy](#), a tool to ensure proper review and approval by the unit, the College Curriculum Committee, and the UCC Subcommittee. The [UCC Course Proposal and Revision Cover Sheet](#) and [UCC Course Instructions](#) help ensure courses support the General Education goals. Section 2.C (pgs. 3-4) of the UCC Course Instructions delineates the expectations for assessment.

Ball State regularly evaluates the UCC program in its entirety to determine its strengths and opportunities for improvement.

- In 2019 and 2020, the structure of the UCC program underwent a thorough evaluation. Input was gathered through [forums and discussions](#). Following this inclusive, in-depth evaluation of the existing structure and the proposed revised structure, the faculty voted to retain the existing structure. The consensus was that the merits of the existing structure exceeded the proposed revisions.
- During the fall of 2022, the Provost charged the UCC Committee with reviewing the total number of UCC credit hours to determine whether the 36-credit requirement was still appropriate, or whether the credits should be reduced to 30 to align with some of the other institutions in the state. From September and December of 2022, the UCC Committee discussed this topic at their weekly meetings. At the conclusion of the semester, the UCC Committee [released a statement](#) indicating that further time and broader representation was needed to review the issue.
- In the summer of 2023, the Provost formed a taskforce representing the VPAA Office and colleges across campus to provide an opportunity to review and potentially reimagine General Education at Ball State. The taskforce met in the Summer of 2023, and will continue its work throughout AY 2023-24, as outlined in the [UCC Taskforce Presentation to the BoT](#).

The UCC assessment framework has broad faculty participation and institutional support. Through direct and indirect measures that are intended to be meaningful and manageable, the focus is on improvement. UCC assessment occurs across the curriculum, with transformation assessment in Foundations, Tier 1, and Tier 2 courses, and summative assessment in Tier 3 capstone experiences and Senior Surveys upon graduation.

(4) *Unit-level Assessment* - Assessment at the unit level is informed by the health, quality, viability, and effectiveness of its programs across the unit. As outlined in 4.A.1, [unit reviews](#) are conducted every five years, and they build on information from annual program assessment reports and specialized accreditation reports. External peer reviews are required as part of the process at least once every 10 years. The comprehensive [self-study](#) informs ongoing planning and resource prioritization, as outlined in the action plans. Unit reviews are evaluative, forward-looking, transparent, and action-oriented.

The VPAA Office hosts monthly meetings for the cohort of administrators working on their unit review. These cohort meetings serve as an opportunity to touch base, provide support, answer questions, discuss any data needs. Following completion of the self-study, external review if applicable, and action plan, the Provost meets with unit leadership to discuss findings from the self-study, enrollment trends, retention and graduation rates, assessment, job placement rates, faculty scholarly activity, and other data. The required [action plan](#) ensures that each unit acts upon its findings from the self-study and external review, if applicable. Examples of unit reviews include:

#### 2022-23

- Unit reviews (self-studies, external reviews, action plans, debriefing meetings with the Provost) for AY 2022-23 will be finalized in Fall 2023.

#### 2021-22

- Communication Studies
  - [Self-Study](#), [External Review](#), [Action Plan](#), [Debriefing with Provost](#)
- Honors College
  - [Self-Study](#), [External Review](#), [Action Plan](#), [Debriefing with Provost](#)
- Graduate School
  - [Self-Study](#), [External Review](#), [Action Plan](#), [Debriefing with Provost](#)

#### 2020-21

- Finance and Insurance
  - [Self-Study](#), [Action Plan](#), [External Review](#), [Debriefing with Provost](#)
- Intensive English Institute
  - [Self-Study](#), [Action Plan](#), [Debriefing with Provost](#)
- History
  - [Self-Study](#), [Action Plan](#), [Debriefing with Provost](#)

2019-20

- Kinesiology
  - [Self-Study](#), [Action Plan](#), [Debriefing with Provost](#)
- Biology
  - [Self-Study](#), [Action Plan](#), [Debriefing with Provost](#)
- Marketing
  - [Self-Study](#), [Action Plan](#), [Debriefing with Provost](#)

Through unit reviews, administrators ask important questions, reflect on programmatic goals, use results in decision-making, and use action plans to link the process to planning and budgeting. A 3-year follow-up meeting with the Provost is held to discuss progress toward the priorities in the action plan (e.g. [Center for Information and Communication Sciences](#), [Construction Management and Interior Design](#), and [Kinesiology](#)).

In addition to 5-year academic unit reviews, administrators who report directly to the Provost submit [annual effectiveness reports](#) each June. These effectiveness reports consist of the mission and vision, organizational chart, strategic alignment plan and priority for action items, and accomplishments and outcomes related to each of the five goals in the BSU strategic plan. The opportunities, challenges and priorities for the coming year are also included. The Provost schedules a meeting with each unit administrator to discuss actions based on the effectiveness report. Examples are:

| Annual Effectiveness Reports                              |  |
|---|--|
| Examples from 2021-22                                     | Examples from 2022-23  |
| <a href="#">College of Health</a>                         | <a href="#">College of Communication Information and Media</a> |
| <a href="#">College of Sciences and Humanities</a>        | <a href="#">College of Fine Arts</a>                           |
| <a href="#">Division of Online and Strategic Learning</a> | <a href="#">Estopinal College of Architecture and Planning</a> |
| <a href="#">Graduate School</a>                           | <a href="#">Honors College</a>                                 |
| <a href="#">Teachers College</a>                          | <a href="#">Miller College of Business</a>                     |
| <a href="#">University Libraries</a>                      | <a href="#">University College</a>                             |
| <a href="#">VP Academic Affairs</a>                       | <a href="#">VP Research</a>                                    |

(5) *Co-Curricular Assessment* - Ball State's co-curricular experiences reinforce its mission and values as an extension of formal curricular experiences. Some co-curricular experiences are embedded in academic programs, while others are offered outside academic programs. Co-curricular outcomes are defined by the unit, based on the experience.

Ball State's co-curricular evaluative framework links assessment to quality assurance and student success (i.e. GPA, retention, completion). Assessment measures align with the purpose, intended efforts, and resources of the co-curricular experience. The process by which co-curricular outcomes are measured is uniquely tailored to the experience itself, with the aim of continually improving the (1) quality of the experiences, (2) impact on student learning, development, and success, and (3) efficiency and effectiveness of resources invested in the experiences.

Co-curricular outcomes data are reported and discussed in unit-level meetings, and in some cases, in administrative meetings such as the Academic Leadership Group. Data regarding outcomes and outputs are used in planning and resource allocation for future programming. The following co-curricular experiences align with Ball State's [strategic imperatives](#):

1. [Immersive Learning, Undergraduate Research, Study Abroad/Study Away](#)

*Strategic Imperative 1.E. Every student completes at least one course that includes one of the following high-impact practices: undergraduate research; immersive learning; study abroad or study away; or a course that focuses on a societal issue or global challenge and that engages students with people across diverse disciplines, cultures, and thought.*

- [Outcomes](#)
- [Assessment Process: 2021, 2022, 2023](#)
- [Disaggregated Enrollment Data - 2021 and 2022](#)

2. [Living Learning Communities \(LLCs\)](#)

*Strategic Imperative 1.C. The first-year experience engages all students in the learning and discovery process and includes an opportunity to participate in an intentionally structured living-learning community.*

- [Outcomes](#)
- [Assessment: 2017-18, 2018-19, 2021-22, 2022-23 A](#)
- [Quality of Life Assessment: 2018-19, 2021-22](#)
- [Assessment of Volunteerism and Civic Engagement](#)

3. [Career Services Programming: KEY Careers and Skills Infusion](#)

*Strategic Imperative 1.G. Our alumni and partners engage with and provide opportunities for students in a variety of ways and settings that enrich the undergraduate experience.*

- [Outcomes](#)
- [Assessment: Outcomes Data - Senior Survey, 2018-19, 2019-20, 2020-21, 2021-22, 2022-23 A, 2022-23 B](#)

#### 4. [Community Engagement Experiences and Student Voluntary Services \(SVS\)](#)

*Strategic Imperative 1.G. Our alumni and partners engage with and provide opportunities for students in a variety of ways and settings that enrich the undergraduate experience.*

- [Outcomes](#)
- Assessment: [Outcomes Data - Senior Survey, 2018-19, 2019-20, 2020-21, 2023 SVS Presentation](#)

In addition to the co-curricular experiences aligned with the [strategic imperatives](#), the following examples represent additional ways in which Ball State assesses its co-curricular outcomes.

- [University Libraries Programming](#) - [Outcomes](#), [Assessment](#), [Improvement](#)
- [Student Legal Services and Programs](#) - [Outcomes](#), [2018-19](#), [2019-20](#), [2020-21](#), [2022-23](#)
- [Student Media](#) - [Outcomes](#), [Assessment](#)
- [Intercollegiate Athletic Experiences](#) - [Outcomes](#), [2020-21](#), [2021-22](#)
- [Fraternity and Sorority Life \(FSL\)](#) - [Outcomes](#), [SP '19](#), [SP '20](#), [SP '21](#), [SP '22](#), [SP '23](#)
- [Speech Team](#) and [Debate Team](#) - [Outcomes](#), [Assessment](#)

As part of Ball State's continuous evaluation of its assessment practices, the Student Affairs division engaged two external consultants in the review of current learning outcomes and assessment practices. Throughout AY 2022-23, the Student Affairs division developed [Cardinal Curriculum](#), which strengthens the curricular approach to the work of the division. Cardinal Curriculum learning goals and outcomes inform the experiences (activities, events, programs, services, engagement) in Student Affairs. Through assessment of these intentional experiences, the Student Affairs division will be able to further demonstrate its contributions to student learning outside the classroom. The first phase of Cardinal Curriculum is in place for AY 2023-24.

#### 4.B.2

At Ball State, the focus of assessment is improvement. The following examples illustrate ways in which units across campus have used assessment information to improve student learning.

- In 2021 and 2022, the Department of Theatre and Dance reviewed its curriculum through the lens of equity and inclusion, collaboration, and cross-disciplinary opportunities for students. As a result of this extensive curricular review, faculty implemented a series of integrated foundational courses required of students in every major in the department. The series of three courses are: (1) a course focused on storytelling, collaboration, and art in the community, (2) a historical course that addresses a previously marginalized community, and (3) a skill-building course that better prepares students for post-graduation work in and around the arts. In addition, the Department of Theatre and Dance developed a new, more robust and efficient process for peer feedback of teaching that is more meaningful to instructors.

- A BSU summer assessment grant awarded to the College of Health's Sport Administration faculty enabled them to review all internship sites from the last 5 years to look at trends in sport level, locations, position requirements, and student performance. They also created a comprehensive survey for practice partners to assess a variety of market trends and industry needs, preferences, recommendations, etc. The concepts considered most important were: dependability, reliability, humility, accountability, interpersonal abilities, and working toward the greater good of the organization. This information enabled faculty to tailor courses and learning outcomes to prepare students for the dedication, interpersonal communication, and unique demands of the sport industry.
- Acting upon feedback from faculty and community partners, the University administration extended its Immersive Learning grants from one year to three years, allowing faculty and students to connect with community partners in more sustained and meaningful ways. Additionally, review of student demographic data of participants in Immersive Learning experiences are used by the Director of Immersive Learning and High Impact Practices and shared with the Provost's Office to further improve outreach efforts for all students.
- In the fall of 2019, Teachers College piloted new Educator Preparation Program (EPP) rubrics in Planning, Instruction, and Assessment at Stage 1 and Stage 2. Changes were made to ensure all faculty assessed their students using these rubrics. Rubrics at Stage 1 were simplified with the idea that certain concepts would be introduced at Stage 1. Results from the first administration were compared to results from the second administration (after the changes were made), and the analysis was used to inform faculty of the impact.
- In response to needs identified by the Honors College Diversity Project, involving both students and faculty, and in response to external reviewers' suggestion to diversify the Honors curriculum, the Honors College and the College of Sciences and Humanities launched inclusive excellence initiatives that included an Honors pathway to the African American Studies minor.

Additional examples of how data are used to make improvements are described in these links and in 4.A.1.

- [College of Sciences and Humanities - Assessment and Improvement](#)
- [Division of Online and Strategic Learning - Assessment and Improvement](#)
- [Miller College of Business - Assessment and Improvement](#)
- [College of Architecture and Planning - Assessment and Improvement](#)

#### 4.B.3

Ball State's commitment to assessment is a critical component of the continuous improvement process and an essential means of identifying areas for growth. The focus of assessment is improvement in academic programs, ancillary services, co-curricular experiences, and institutional operations.

From a learning model, assessment at Ball State is often approached through backward design in which outcomes are identified, and then strategies to assess ongoing progress toward the outcomes are developed. For example, to ensure appropriate selection and assessment of the course-specific SLOs, the Department of Educational Psychology uses “content specialists” to manage the SLOs and course assessment expectations for all courses. This programmatic oversight involves assigning one central faculty member to each course (with attention to multi-section courses). This process was the outcome of a Summer Assessment Grant supported by the VPAA Office. The model was shared at the annual [Assurance of Learning Day](#) for other units to replicate.

In performance- or production-focused disciplines (e.g., architecture, fine arts), faculty panels and juries assess student performance. For example, in the College of Architecture, conceptual and design development processes are applied to student-defined studio projects. In the College of Fine Arts, the typical capstone for acting majors is a one-person show performed live. Spring 2021 held new challenges for the BFA acting students. Just as the students had to adapt to theatre training during the pandemic, so too did the traditional capstone project. Instead of original one-person shows performed live, each actor created a short film under the guidance of a faculty member. The films were streamed on YouTube and a talkback was hosted on the night of the premier.

The University Assessment Committee (UAC) supports assessment efforts across the institution. The UAC is comprised of representatives from each college, the VPAA Office, the IRDS Office, the Office of Immersive Learning and High Impact Practices, the Graduate School, University Libraries, and DOSL. The UAC meets monthly throughout the academic year to promote communication and serve as a venue for sharing innovative practices in assessment. The agendas, minutes, and [accomplishments](#) of the UAC are maintained in the VPAA Office.

From 2014 through 2018, the UAC hosted an annual Assessment Forum. More recently, the UAC has replaced the Assessment Forum with the annual Assurance of Learning Day. Keynote presentations by national assessment experts are followed by breakout sessions facilitated by BSU faculty and staff (see agendas from [2021](#), [2022](#), [2023](#)). The aims of this event include embedding assessment into campus conversations, connecting assessment processes to questions that Ball State faculty care about, sharing conditions under which students learn best, and continually improving assessment activities and reporting.

For the past decade, the Provost has provided grants to support innovative summer assessment projects across campus. Members of the UAC vet the proposals and read the final reports. Select faculty are invited to present their summer assessment projects at monthly UAC meetings and at Assurance of Learning Day. From 2013 to 2023, 271 summer assessment projects have been funded totaling \$388,300. Examples of recent assessment projects include:

2023

- [Developing an Assessment Tool for Cross-Cultural Understanding Skills](#)
- [Using Data to Guide Updates to Ball State's Implementation of ALEKS PPL](#)

2022

- [Evaluation of Full-Scale Implementation of Precalculus Series and Updated Math 125 Course](#)
- [Improving Outcomes for At Risk Students in COMM 210](#)

2021

- [Computer Science Freshmen Retention by Race, Ethnicity and Gender](#)
- [Assurance of Learning Curricular Outcomes Assessment](#)

2020

- [Assessment of the Student Learning Culture](#)
- [Rubric Development for Competencies in Public Administration](#)

2019

- [Drilling Down - Strengthening Student Learning at the Course Level](#)
- [Determination of Predictors of Success in MATH 108 and MATH 111](#)

2018

- [English Dept. Revision of Undergraduate Student Learning Outcomes \(SLOs\)](#)
- [Assessment Process in Construction Mgmt. with Outcomes-Based Standards](#)

Assessment training and development are ongoing, given that new faculty and staff are hired each year, and they arrive with different levels of experience in assessment. The VPAA Office encourages faculty and staff to continue to grow in their assessment knowledge and practices. For this reason, the VPAA resources have been designed to address various levels of expertise, from novice to expert.

The VPAA Office website offers videos, practical tips, action steps, tutorials, templates, rubrics, curriculum mapping tools and other resources for [writing measurable student learning outcomes \(SLOs\)](#), [University Core Curriculum \(UCC\) assessment](#), [program assessment](#), and [unit reviews](#). The Director of Assessment and Accreditation is available year-round to support assessment practices. Information and updates are presented to chairs, deans, faculty and staff.

The Division of Online and Strategic Learning (DOSL) provides additional resources and services to support assessment activities, such as:

- a menu of [professional development services](#)
- support for the establishment of measurable SLOs
- Quality Matters standards of best practices, encouraged for online and blended learning
- 1:1 mentoring conversations
- professional development webinars, retreats, bootcamps, FLCs, and large summits

- a Canvas Community with resources for frequent formative assessments, transparent assignment design, authentic assessments, testing strategies to provide low-tech alternatives to traditional exams, and tools that encourage student accountability and academic integrity

While there is always more work to be done, the assessment framework is in place, and Ball State has the capacity and commitment to continue to strengthen its assessment activities each year. The aim is to demystify the assessment process, provide help and encouragement where needed, broaden involvement and interest in assessment, and continually improve assessment practices.

## 4.C - Core Component 4.C

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The institution pursues educational improvement through goals and strategies that improve 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, 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

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#### [List of Acronyms](#)

#### 4.C.1

The Office of Institutional Research and Decision Support (IRDS) uses standardized methods for regular data collection and analysis, and operates within a data governance system of the [Management Information and Data Analytics Strategy \(MIDAS\)](#) group. The processes and methodologies used by the IRDS office follow IPEDS definitions. Ball State uses enrollment, retention and completion rates as some of its indicators of quality and foci for improvement.

*Enrollment* - Ball State has implemented innovative strategies to enhance student recruitment and enrollment. In 2022, Ball State adopted the Common App along with the traditional Ball State application. As a result, the number of prospective students who applied to Ball State increased from 22,000 in 2021 to 28,000 in 2023; a 25% increase.

Student enrollment is submitted to [IPEDS](#) and the [Common Data Set](#). Through Tableau data dashboards, enrollment is tracked at the institution, college, and program levels.

- In Fall 2022, Ball State enrolled 3,482 first-year students, a 6% increase over Fall 2021. The average high school GPA was 3.56, which was the highest of any incoming freshman class in University history. Approximately one-third of the new first-year students were

first-generation students, and approximately one-fourth were students of color. The incoming class of 2022 included 415 students in the Honors College, a 10% increase over the 2021 incoming class.

- In Fall of 2023, Ball State enrolled approximately 3,800 new first-year students, exceeding the goal of 3,650 and representing a 9% increase over Fall 2022. Despite the fact that the number of high school graduates in Indiana continues to decline, and the percentage of Indiana high school graduates who go to college continues to decline, and the number of Indiana high school graduates who choose to go to college in states other than Indiana has increased, Ball State's share of Indiana college-going students is now larger than it was before the pandemic. The average high school GPA of the 2023 entering first-year class was 3.55. Approximately 28% were first generation students, and an all-time high of 1,066 students were from underrepresented populations. The Honors College welcomed the largest first-year class in history; 435 students, with an average high school GPA of 4.06.
- In Fall 2023, Ball State's graduate student enrollment increased by 8% over Fall 2022. One way in which Ball State is increasing graduate enrollment is through a new partnership with [Coursera](#). Coursera helps promote Ball State's online graduate programs in computer science and data science, and (similar to other BSU graduate programs), applicants can be admitted to these two programs after earning at least 9 graduate credit hours with a minimum of a 3.0 GPA. This supports *Strategic Imperative 2.A: Our University identifies and offers high-demand degrees and credentials in fields that align with our current and potential expertise.*

*Retention* is focused on students' continued enrollment at Ball State. Retention rates measure the percentage of first-time, first-year undergraduate students who return to Ball State the following fall. These data points, which are used in planning and budgeting, are [reported to IPEDS](#) and [reported to the Common Data Set](#). The Fall 2023 retention rate was 76.5%.

*Persistence* is focused on continued enrollment in a program leading to a degree or credential, whether at Ball State or elsewhere, as defined by IPEDS. Persistence rates in 2017 through 2021 for first-time, full-time, degree-seeking undergraduate students at Ball State or other higher education institution range from 82.2% to 89.9%, as reported here: [IRDS Persistence with National Student Clearinghouse \(NSC\)](#).

*Completion* rates reflect attainment of a bachelor's degree from Ball State. [Student completion rates reported to IPEDS](#) are defined as 150% or 1.5 times the nominal time (six years for bachelor's degree). Ball State compares its graduation rates to those of peer institutions, which are public four-year institutions with similar characteristics to Ball State. As noted in the [2022 IPEDs report](#), Ball State's graduation rate was 68% compared to 55% on average at peer institutions. This is similar to the [2021 IPEDs report](#) in which Ball State's graduation rate was 67% compared to 54% on average at peer institutions.

The Indiana Commission for Higher Education (ICHE) reports college completion at Indiana public institutions. According to the [2022 Indiana College Completion Report](#), Ball State students completed college on time at a higher rate than the state average.

In Spring 2020, Ball State made several changes to assist students impacted by the pandemic to support student enrollment, retention and completion. This included actions such as: (1) offering students the option of completing their courses on a credit/no credit basis, (2) extending probation status for students, and (3) removing university “holds” restricting registration.

Despite the pandemic, Ball State has conferred more than 20,800 degrees between March 2020 and July 2023, which is a testament to the persistence and tenacity of its students, and to the dedication of its faculty and staff during and after the pandemic. A driving force in the University’s enrollment, retention, persistence, and completion efforts continues to be the strategic plan, [Destination 2040: Our Flight Path](#), with ambitious, but attainable, goals for the future.

Ball State's campus-wide Strategic Enrollment Plan fosters long-term enrollment and fiscal health for the institution by developing realistic and quantifiable enrollment goals aligned with the University’s mission, current state, and changing environment. As part of this plan, the new [Division of Enrollment Planning and Management](#) was established in January 2019 and the new Vice President for Enrollment Planning and Management was hired in April 2020. Enrollment strategies include investing in new personnel who will provide academic and other support to students, technology that will make that support more efficient and effective, and financial support for students, which will enable them to persist and graduate. The Strategic Enrollment Plan supports Ball State as it continues to enroll, retain, and graduate highly qualified and diverse students. This aligns with *Strategic Imperative 1.A: Our comprehensive enrollment management strategy engages colleges, academic departments, and the entire campus in the recruitment, retention, and success of all of our students*. Enrollment updates are provided regularly to leadership (e.g. [EPM Presentation April 2021](#) and [EPM Presentation - October 2021](#)).

#### 4.C.2

Data collection and analyses on student enrollment, retention, persistence and completion is conducted by the [IRDS Office](#) following IPEDS definitions, which have built-in reliability and validity checks. The IRDS Office annually collects and analyzes these data to support external agency reporting and internal decision-making.

Ball State invested significant financial, human and technical resources to support the [HLC Quality Initiative](#). One of the aims was to [improve data reporting and effectiveness](#) for internal and external reporting purposes. Information is shared externally with the U.S. Department of Education for IPEDS reports, ICHE for [statewide reports](#), the [Student Achievement Measure \(SAM\) Project](#), and college guidebook surveys (using [Common Data Set](#) methodology).

The IRDS Office disseminates [resources](#), [blogs](#) and data dashboards to help make informed decisions and initiate positive changes in student retention and completion, as noted in the following examples:

- In Spring 2022, an interdisciplinary team of Ball State faculty and staff participated in a Data Analytics Certification Program to engage in action projects that leveraged institutional data dashboards. [These data action projects](#) allowed Ball State to have strategic conversations about how to use data dashboards to inform actions. The primary goal was to increase data literacy and utilization, which was accomplished. In Fall 2023, another cohort from Ball State is completing the Data Analytics Certification Program.
- The IRDS Office shares DFW rates, numbers of probations and suspensions, and credits earned vs. credits attempted, which can be disaggregated for more granular analysis to better understand where and when interventions need to occur.
- The IRDS Office assists the University's strategic planning process by coordinating the collection of institutional data for annual updates to the Board of Trustees on key metrics regarding student enrollment, retention and completion (e.g. [2023](#), [2022](#), [2021](#)).
- As part of the analytics agenda, machine learning models support important university goals. The IRDS Office leverages the data warehouse to develop models that inform faculty and staff of factors that are most likely to predict student attrition between the start of registration and the start of the term. This informs targeted interventions to increase retention. For example, [advisors use this information to proactively reach out](#) to these students to encourage them to register for the next term.
- The IRDS Office provides Tableau views of ongoing student registrations, which are updated daily. They include "*As of Day Student Enrollment*", which compares enrollment as of each day to prior years at the same point in the semester, "*Retention as of Day Percentage*", which shows the percentage of students returning, and "*What If*" analysis to help understand how many students a school/department must retain in order to achieve a user-selected retention goal. These operational reports help college deans and others evaluate ongoing efforts to improve student retention and completion via outreach and other methods.
- Disaggregated data by demographic group, participation in various programs, and participation in various services are used by the [Office of Inclusive Excellence \(OIE\)](#) to track progress toward goals in the [Inclusive Excellence Plan](#).
- The EAB Navigate data are used to [develop and implement proactive advising](#) and other student success initiatives.

The importance of retention and completion rates is demonstrated by the fact that nine of the Top Flight metrics in the Strategic Plan pertain to facets of degree or credential attainment. These metrics include holistic measures of completion, such as the on-time graduation rate for bachelor's students and the overall number of bachelor's degrees conferred. According to the [2023](#), [2022](#), and [2021](#) updates to the BoT, most of these metrics remain on track for their 2024 target. Ball State has made great strides toward its goal to provide excellent undergraduate and graduate education, on campus and online. For example, the number of online degrees conferred has increased every year for the last five years.

#### 4.C.3

University data on student enrollment, retention, and completion are shared in administrative meetings, including the Board of Trustees ([see example](#)), and [Student Success Summits](#). Recent improvements that have been made to increase student retention and completion rates include:

- To help increase retention, Ball State recently invested in [EAB Navigate](#). The tool supports student success and a sense of belonging by fostering interaction between students and their faculty and advisors. In Fall 2023, the retention rate was 76.5%.
- [Cardinal Central](#) was created to eliminate barriers and provide timely information, quick responses, first contact resolution, and appropriate referrals when necessary. Students are able to update class schedules, request transcripts, manage their e-bill, and access financial aid information.
- Funds from a 2.5M Lilly Foundation grant were allocated to enhance students' first year experience. As part of the grant, the Retention and Student Success Taskforce was established in Fall of 2021 with action teams to focus on the following: (1) improve summer orientation, (2) improve Weeks of Welcome, (3) expand the Summer Bridge Programs, (4) develop and implement a First Year Experience seminar, (5) improve and expand living and learning communities, (6) advance proactive/intrusive academic advising and career exploration, (7) expand academic support through the Learning Center, (8) engage faculty in student success, (9) implement a new student success platform, and (10) establish appropriate metrics to measure progress.
- DegreeWorks, Ball State's degree audit system, tracks specific course and degree requirements for all undergraduate majors, alerting students of their degree progress using a web-based, user-friendly format. 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 their advisors where students may have gone "off track" in their progress toward timely graduation.

#### 4.C.4

As noted in 4.C.1, the IRDS Office provides data dashboards, including disaggregated data, on enrollment, retention, persistence, and completion for numerous units, committees, and stakeholders. The data warehouse verifies the validity and integrity of its data, and supports efficient querying and analysis of data, [described in this synopsis](#).

The IRDS Office has continued to expand Tableau data dashboards to offer a detailed look at student admission, enrollment, retention and completion data. These dashboards offer data by program, college, residency status, cohort year, DFW rates, etc. Student success, retention and persistence data are shared broadly, as demonstrated by [data presented to the Academic Leadership Group](#) and [data presented at the 2022 Student Success Summit](#).

Coordinated through the IRDS Office, Ball State also participates in external surveys, which provide the public with enrollment, retention, graduation, and job placement outcomes. Examples of external surveys include the Common Data Set, U.S. News and World Report (statistical survey as well as online education surveys), and Peterson's Data. These surveys are widely disseminated to the public and give parents and prospective applicants additional details about what it is like to study at Ball State. In addition to surveys at the institutional level, surveys at the college level, such as the School of Journalism and Strategic Communication's annual survey of the Association of Schools of Journalism and Mass Communication, provide reports that track graduation rates and success achieved by graduates.

## 4.S - Criterion 4 - Summary

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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

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Student success is addressed in a collectively integrated, intentional, and systematic way. Ball State aligns its processes and measures of success to the students it serves. Aggregated data provides a system view, and disaggregated data examines the success of Ball State's diverse student body.

Ball State has designed assessment methods that align with its capacity to support it. Assessment of courses, programs, UCC, co-curricular activities, and a robust unit review process include defining outcomes, collecting and analyzing evidence, and using the results to plan, budget, and improve.

Assessment is undertaken in an environment that is receptive, supportive, and enabling. The framework helps institute a culture of accountability, learning, and improvement, while accounting for the learning curves of faculty and staff involved with implementation. The VPAA Office, DOSL, and IRDS Office provide resources to support assessment and data-driven efforts.

Shared governance through the Undergraduate Education Committee (UEC) and Graduate Education Committee (GEC) ensure authority over prerequisites for courses, rigor of courses, expectations for student learning, and access to learning resources.

The Division for Online and Strategic Learning (DOSL) Teaching Innovation Team, and the Office of the Vice Provost for Academic Affairs/Faculty Excellence Center, work with all faculty, regardless of their teaching modality, to ensure academic rigor in online, hybrid, on campus, off campus, and dual-credit offerings.

Success of graduates is monitored through the First Destination Surveys, Alumni Surveys, Senior Surveys, specialized accreditation, and rankings/recognitions.

The Transfer Center, advising processes, and Indiana Transfer Core Library ensure proper evaluation of transfer credit.

The University monitors its enrollment, retention, persistence and graduation rates through the Offices of Enrollment Management and Planning (EMP), IRDS, and Retention and Graduation. Student success is provided from before the student enrolls through to graduation through Navigate and other systems. Ball State recognizes the need to balance the power of predictive analytics with the uniqueness of each student experience and the support services needed for student success.

## 5 - Institutional Effectiveness, Resources and Planning

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

### 5.A - Core Component 5.A

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Through its administrative structures and collaborative processes, the institution's leadership demonstrates that it is effective and enables the institution to fulfill its mission.

1. Shared governance at the institution engages its internal constituencies—including its governing board, administration, faculty, staff and students—through planning, policies and procedures.
2. The institution's administration uses data to reach informed decisions in the best interests of the institution and its constituents.
3. The institution's administration ensures that faculty and, when appropriate, staff and students are involved in setting academic requirements, policy and processes through effective collaborative structures.

### Argument

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#### [List of Acronyms](#)

#### 5.A.1

Ball State's shared governance structure engages internal constituents in planning, policies, and procedures. Shared governance processes involving faculty, staff and students, as described in 5.A.3, support *Strategic Imperative 5.E: Our flexible and accountable governance structures improve our responsiveness and ability to make timely decisions.*

The University is governed by a [nine-member Board of Trustees \(BOT\)](#) appointed by Indiana's Governor, including two members recommended by the Ball State Alumni Council, one full-time Ball State student, and six at-large members. With the exception of the student member, all appointments to the BoT are 4-year terms. Trustee biographies, meeting minutes, meeting agendas, and by-laws are available to the public on the website.

As noted in Criterion 2, the BoT provides oversight and governance of the University and its operation, including educational, fiscal, fiduciary, and legal matters. The BoT carries out its work through the following committee structure:

- Academic and Student Affairs
- Audit and Compliance
- Employee Development and Wellbeing
- Finance, Facilities, and Planning

The BoT hires the University's President, to whom it delegates the day-to-day administration of the University. In turn, the President hires a senior management team ([President's Cabinet](#)) consisting of:

- Chief Strategy Officer
- Director of Athletics
- Provost and Executive VP for Academic Affairs
- VP and General Counsel
- VP for Business Affairs and Treasurer
- VP for Enrollment Planning and Management
- VP for Government Relations and Industry Engagement
- VP for Information Technology and Chief Information Officer
- VP for Marketing and Communications
- VP for Student Affairs
- VP for University Advancement and President of the BSU Foundation/Alumni Association

The responsibilities of the President and Vice Presidents are [outlined in the FPPH](#).

As a state-supported educational institution, Ball State maintains active relationships with partners in local, state, and federal government entities, including the Indiana General Assembly, the Indiana Commission for Higher Education (ICHE), and the Indiana Department of Education (IDOE). Ball State joins other institutions of higher education in Indiana in several academic and student success initiatives, including the [State Transfer Articulation Committee](#).

[Internal Audit and Advisory Services](#) provide assurance that Ball State's strategic, operational, financial and compliance objectives are met. Regular reports and presentations from unit leaders to the BoT and University administrators provide past trends and support future projections.

## 5.A.2

Through multiple measures, the administration uses data to reach informed decisions in the best interest of Ball State and its stakeholders, as defined in *Strategic Imperative 5.I: Campus administrators use data analytics and robust management information to provide actionable insight that enhances student success and administrative effectiveness*.

The Strategic Plan metrics provide a longitudinal view of progress, and provide a basis for further actions to advance institutional improvement. Beginning in 2019, and associated with the Strategic Plan adoption, Ball State began redesigning its budget model. The University moved

from a centralized, incremental budget model to a more decentralized, incentive-based budget model. This effort was informed by data and financial modeling, completed by Huron Consulting Group in collaboration with the Business Affairs Office and IRDS Office. This process provided many opportunities for stakeholder engagement and input, including two public forums and other consensus-building activities. A year-long period of parallel operation followed, which allowed for data-informed adjustments to be made to the proposed model. Information about the [Budget Model Planning Steering Committee](#), the new [Budget Model](#), and the [Budget Review and Governance](#) are available on Ball State's website.

Data governance is managed by the [Management Information and Data Analytics Strategy \(MIDAS\)](#) group. MIDAS is comprised of two committees; the MIDAS Steering Committee and the MIDAS Data Management Committee. It is led by representatives from Academic Affairs, Student Affairs, Information Technology, and the Chief Strategy Officer. MIDAS's charge was to create a robust management information and data analytics environment that enables actionable insight by University decision-makers in support of student success and strategic decision-making. Over the past four years, [significant investments and improvements](#) have been made to data management and reporting as part of the [Quality Initiative](#). Information on [the work of MIDAS](#), including its [data dictionary](#), data governance policies, and unit record data sharing guidelines, are available on the website.

Ball State uses student input to help inform its decisions. Examples include gathering student feedback through course evaluations and surveys, and including students in decision-making processes. Survey research enables Ball State to gather data to inform and evaluate strategic institutional initiatives (i.e. [National Survey of Student Engagement \(NSSE\)](#)). Students participate in decision-making processes through membership on committees and boards such as the [Cardinal Student Leaders Advisory Council](#), [Multicultural Center Student Advisory Board](#), [Immersive Learning Student Advisory Board](#), [Student-Athlete Advisory Committee](#), [University Dining Student Advisory Committee](#), [college student advisory councils](#), and [Student Government Association \(SGA\)](#). The SGA serves as the voice of Ball State students by advocating for student priorities to faculty, administration, and the community, as well as to other students. Within the SGA, the [Student Senate](#) has six standing committees, each of which works toward matters and legislation within its assigned jurisdiction. As noted in 5.A.1, an [appointed student representative](#) serves on the BoT. Additional examples of student engagement in planning and policy are listed in 5.A.3.

### 5.A.3

Ball State's administration ensures that faculty, staff and students are involved in policies and processes through effective collaborative structures. Collaboration is the hallmark of Ball State's [shared governance system](#), and efforts to reform its shared governance approach have yielded additional opportunities to engage in setting academic requirements, policies, and processes. Faculty and professional personnel are governed by [University Senate](#). The duties and responsibilities of the University Senate are outlined in the [FPPH](#).

Faculty, staff and students are actively involved in decision-making through membership in [Faculty Council](#), [Professional Personnel Council](#), [Staff Council](#) and [Student Government Association \(SGA\)](#). Informational sessions such as [Demystifying Governance](#) help ensure that everyone remains informed about the processes in place and opportunities to get involved. Faculty members are elected to lead academic-specific committees (e.g., [Undergraduate Education Committee](#), [Professional Education Committee](#), [Graduate Education Committee](#), [University Core Curriculum Subcommittee](#)). These academic-specific committees ensure shared governance and oversight of curriculum development and changes. [Curriculum Strategy](#) is used to track and maintain committee approvals and changes.

Professional staff are involved in curricular matters through committee participation. For example, professional staff from [Enrollment Planning and Management](#), [Division of Online and Strategic Learning](#), [Registrar's Office](#) and [Marketing and Communications](#) serve on academic-specific committees.

Ball State has additional committee structures in place to carry out functions beyond academics. In Fall 2018, the [President's Advisory Council on Inclusive Excellence \(PACIE\)](#) was created to guide continuing efforts toward a thriving, inclusive campus community. Council members were selected to serve on PACIE based on their proven track record of being student-centered and their commitment to existing efforts toward inclusive excellence. Together, PACIE members represent a wide range of diverse faculty and staff members from multiple departments and divisions.

Ad hoc committees are formed to address specific issues. For example, during the pandemic, the [Taskforce on Recovery and the University's Strategic Transition \(TRUST\)](#) was created to help formulate policies and practices in response to the pandemic. It was comprised of 16 members from across major divisions, and led by the Chief Strategy Officer. Special committees and task forces have also been convened to work on (for example) summer salary standards, the [classroom accountability toolkit](#), student success initiatives, and the development of travel policies.

The [Council on the Environment \(COTE\)](#) makes recommendations and formulates policy to guide the University's [Climate Commitment](#), [Sustainability Statement](#), [Climate Leadership](#) and Action Plan. Faculty, staff, students, and community members participated in piloting the [Sustainability Tracking, Assessment and Rating System](#) (STARS) tool, which is now a national public reporting system. Ball State has ambitious sustainability goals, many [Leadership in Energy and Environmental Design](#) (LEED) projects, and one of the [nation's largest geothermal energy systems](#). Academic units regularly report progress toward sustainability goals and objectives, and as of July 2023, 13% of Ball State's courses had sustainability content. A full-time Chief Sustainability Officer oversees these efforts, which support *Strategic Imperative 5.F: Faculty, staff, and students advance our legacy of environmental stewardship.*

Preparing the assurance argument and evidence for the HLC accreditation process involved collaborative, inclusive structures with [over 80 representatives](#) from units across campus to help meet the established [timeline and milestones](#).

## 5.B - Core Component 5.B

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

1. The institution has qualified and trained operational staff and infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The goals incorporated into the mission and any related statements are realistic in light of the institution's organization, resources and opportunities.
3. The institution has a well-developed process in place for budgeting and for monitoring its finances.
4. The institution's fiscal allocations ensure that its educational purposes are achieved.

### Argument

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#### [List of Acronyms](#)

#### 5.B.1

Ball State's institutional effectiveness is predicated on qualified and trained operational staff and sufficient infrastructure to support its programs. Qualified leadership begins at the top with a Board of Trustees (BoT), made up of professionals who are grounded in public service. The [biographies and positions of current board members](#) are available to the public on the University's website. The University President is hired by the BOT and oversees the day-to-day administration of the institution. The [President's Cabinet](#) consists of the senior management team, with information about each member publicly available on the website.

Significant infrastructure is in place to support the operations of Ball State, much of which is outlined in 3.B. and 3.C. Faculty and staff take part in professional development in their discipline to ensure they are current in their field, adept at teaching, able to meet or exceed credential requirements of accrediting bodies, and aligned with the mission of the institution. DOSL's strategic learning process uses evaluation to help learn quickly from one's work and adapt strategies. It integrates evaluative thinking into strategic decision-making and provides timely data for reflection and use. DOSL provides professional development for teaching and learning, as well as specialized orientation services for online learners, to ensure sufficient infrastructure is in place wherever and however programs are delivered.

Ball State has been recognized around the country for its academic programs and cutting-edge facilities and technology. These are additional affirmations that the necessary infrastructure is in place to offer programs on campus and online. Ball State's [online programs are ranked among the best by US News and World Report](#). Additional recent [rankings and recognitions](#) include:

- #1 in Indiana for Social Mobility (2022)
- #1 in Indiana for First-Year Experience (2022)
- #2 in Indiana for Undergraduate Teaching (2022 and 2023)

Ball State's student-faculty ratio in Fall 2022 was 15:1. [Recent 2022 IPEDs data](#) indicated the amount spent on instructional expenses as a percentage of total core expenses was 51% at BSU, compared to 44% at the peer institutions on average. The amount spent on academic support and student services as a percentage of total core expenses was 20% at BSU, compared to 19% at peer institutions on average. These data are comparable to the [2021 IPEDS data](#).

[Cardinal Central](#) is Ball State's integrated, student-focused service center; a one-stop location for business processes, resources, and information for students and their families. As a part of the campus-wide success and retention plan, Cardinal Central offers a personalized experience by eliminating barriers and providing accurate information, quick responses, and first contact resolution. Students can update class schedules, request transcripts, access financial aid information, manage their e-bill, and access programs/services for 21st Century Scholars and commuter students. As outlined in 3.D., additional student services are offered through Admissions, Orientation, Advising, the Writing Center, the Learning Center, the Career Center, University Libraries, Integrated Technology, DOSL, and numerous other support units.

Ball State has off-campus centers around in Fishers, Fort Wayne, and Indianapolis.

- *Ball State Fishers* serves as a site for workshops, professional development, alumni mentoring and networking events, and customized training. Meeting rooms are available to Ball State groups, program areas, and student organizations. The center also hosts outside events for community partners.
- *Ball State Fort Wayne* is used by students, faculty, and staff for a variety of projects throughout Northeast Indiana. Disciplines in Architecture, Landscape Architecture, Urban Planning, Construction Management, and Interior Design are involved. Ball State at Electric Works is a catalyst of meaningful partnerships between Ball State and local community and industry leaders.
- *Ball State Indianapolis* is home to the Master of Architecture program and the Master of Urban Design program. A recent site visit from HLC confirmed that the infrastructure and necessary resources are in place at this additional location. Future plans call for expansion of program and course offerings (i.e. Social Work and other disciplines) at this location. Since relocating to the Near East Side of Indianapolis in 2019, programs based at the Ball State INDY Center (formerly CAP-Indy) have positively impacted the city while providing students with vital hands-on experiences in an "urban laboratory". [Activities and events hosted at the site](#) demonstrate a significant level of engagement in the local community.

### 5.B.2

All efforts to accomplish Ball State's [Strategic Plan](#) and fulfill its mission are guided by the enduring values of Beneficence:

- Excellence. We commit to excel in all that we do.
- Innovation. We commit to be creative, responsive, and progressive.
- Courage. We commit to set ambitious goals and to take the risks necessary to achieve those goals.
- Integrity. We commit to be honest, ethical, authentic, and accessible.
- Inclusiveness. We commit to respect and embrace equity, inclusion, and diversity in people, ideas, and opinions.
- Social responsibility. We commit to act for the benefit of society at large.
- Gratitude. We commit to express appreciation to others and to demonstrate our gratitude through our actions.

To this end, the Strategic Plan includes goals for 2040 and strategic imperatives to be realized by 2024 as evidence of progress towards these goals. The goals were set based on Ball State's current and projected resources and opportunities. Collaborative development of the mission and strategic plan by students, faculty, staff, alumni, community partners, and benefactors was predicated on [13 guiding principles](#).

Over a 12-month period, by distributing surveys, convening working groups, and holding forums on campus and in our community, Ball State gained knowledge of ideas and dreams for its mission and strategic priorities. The result of this important work is [Destination 2040: Our Flight Path](#). The strategic imperatives in the plan are ambitious, attainable and appropriate, given the University's mission, available resources, and future opportunities.

### 5.B.3

Ball State has a well-developed process in place for budgeting and monitoring its finances. These functions are handled by the Budget and Finance Office and the University Controller's Office, both part of the [Division of Business Affairs](#). Annual financial reports, which include independent auditors' reports, are available on the website:

- [2022 Financial Report](#)
- [2021 Financial Report](#)
- [2020 Financial Report](#)
- [2019 Financial Report](#)
- [2018 Financial Report](#)
- [2017 Financial Report](#)

As noted in 5.A.2, in support of the Strategic Plan, the University developed a more decentralized [incentive-based budget model](#) that shifted the focus from the traditional budgeting process to a strategic process that allows for better planning, resource prioritization, and performance rewards. This decentralized approach to budgeting enables units to have greater accountability over their own revenue and costs, and supports *Strategic Imperative 5.K: Our incentive-based budget model aligns our financial resources with our strategic priorities and encourages innovation and effective resource management*. Units are organized by their ability to influence revenue generation, and they fall into one of two categories:

1. Primary Units - academic units which are meant to cover direct costs with revenue they generate.
2. Support Units - units which do not directly generate revenue; costs for support unit functions are allocated to primary units through identifiable metrics.

Revenue and direct costs are allocated to the areas that generate them. University resources and administrative costs are allocated based on certain activities and identifiable metrics. Units are more involved in the budget process and are more aware of the success metrics used for budget calculation. The new model improves transparency and accountability. It motivates new revenue streams, cost containments, and process improvements.

University Purchasing oversees bid policies that require competitive bids for departmental purchase orders greater than \$15,000 (except for those meeting sole source justification), and bids include a minimum of two vendors from Minority, Women and Veteran Owned Business Enterprises (MWBE/V) when feasible. Competitive bids may be requested for departmental orders below \$15,000. Competitive bidding encourages minority, women, and veteran participation, as well as good stewardship of university resources.

#### 5.B.4

Ball State has adequate financial resources to ensure that it can meet its educational purpose. Like other universities, Ball State faces concerns related to low net tuition revenue growth, growing fixed expenses, a shrinking pool of potential students, and increased competition for those students. Despite these concerns, Ball State's fiscal allocations continue to ensure achievement of its educational mission and purpose.

As a public university, Ball State relies on the State of Indiana for approximately 30% of the total financial resources needed. Ball State maintains government relations staff who regularly meet with members of the Indiana general assembly. The individuals in the [Office of Government Relations](#) advise the President on the assembly deliberations and state budgetary discussions, produce regular [Government Relations Newsletters](#) with statehouse updates during legislative sessions.

Under the terms of the new state budget, approved by the General Assembly April 28, 2023, state supported institutions of higher education received a 4% increase in operating funding in

FY 2024, and an additional 2% increase in FY 2025. For Ball State, this was an increase of \$4,026,110 for FY 2024 and \$6,685,935 for FY 2025. The operating appropriation represents the General Assembly's increased investment in higher education and the Indiana Commission for Higher Education's transition to a new funding methodology that incentivizes and rewards all institutions for achieving the policy objectives established by the General Assembly. Ball State received \$81.6 million for the North Campus Building Renovations Project, which include renovations to the Architecture Building, Hargreaves Music Building, Arts and Communications Building, and other academic infrastructure.

The budget also included funding for Ball State's two line items, the Entrepreneurial University (\$2.5 million in both FY 2024 and FY 2025), and the Indiana Academy for Sciences, Mathematics, and Humanities (\$4,384,956 in both FY 2024 and FY 2025). The Entrepreneurial University line item has been funded by the state since 2007. This initiative focuses on Ball State's entrepreneurial vision of being a national model of excellence for challenging, learner-centered academic communities that advance knowledge while improving Indiana's economic vitality and quality of life. The Indiana Academy for Sciences, Mathematics, and Humanities was founded in 1988 by the Indiana General Assembly to serve as a residential high school for approximately 300 academically gifted and talented juniors and seniors.

Additionally, the General Assembly fully funded the state's repair and rehabilitation formula for academic and administrative buildings and infrastructure, representing an increase of about \$1 million per year for Ball State.

The state's fiscal conditions are strong, and the State of Indiana has a debt rating of AAA from Standard and Poor's, and AAA from Moody's, one of the few states to receive top rankings from both rating agencies. The State of Indiana formerly used a performance funding formula managed by the Indiana Commission for Higher Education to recommend legislative funding appropriations. The State transitioned from their legacy performance funding formula to an outcomes-based performance funding model. In August 2022, S&P Global affirmed Ball State's AA- rating, stating that the rating reflects the University's consistent solid operating performance, healthy financial resources to operations, solid management team, and consistent financial support from Indiana.

The University had operating fund cash and short-term investments valued at \$165 million as of June 30, 2021, and these are expected to provide sufficient liquidity for operations (refer to [2022 Financial Report](#)). Cash and Investments, which are part of Ball State University's Operating Funds, are governed by various state statutes and guided by a detailed Investment Policy Statement.

The Ball State University Foundation (BSUF) supports the university by carefully stewarding, prudently investing, and strategically allocating private gifts for scholarships, faculty, and programs. The BSUF distributes an annual [Foundation Impact Report](#), and had net assets valued at \$314 million as of June 30, 2021 (refer to [2022 Financial Report](#)). For the fifth consecutive year, Ball State raised more than \$30 million in new philanthropic gifts and commitments during FY 2023. Approximately \$58.1 million was received in total gifts in FY 2023, up from \$44.9 million in FY 2022, and the highest ever in the history of Ball State. This upward trajectory in

philanthropic gifts is a quantifiable manifestation of the pride and gratitude Ball State alumni have for their alma mater and the passion they have for its mission. The BSUF annual [One Ball State Day](#) continues to be an extremely successful fundraising event, raising over \$1 million in 24 hours, and receiving the prestigious [Circle of Excellence Awards](#) from the Council for Advancement and Support of Education (CASE). Ball State's 10-year [Comprehensive Campaign](#) is currently underway with a working goal of [\\$300 million](#) in alignment with *Strategic Imperative 5.L: We create a campus culture of philanthropy and generate more philanthropic support for our University as a result of a comprehensive capital campaign.*

The [Cardinal Varsity Club \(CVC\)](#) is the official fundraising arm for Ball State Athletics. For over 60 years, Ball State alumni and friends have collectively invested in student-athletes who value excellence, integrity, and service. The impact of the CVC is continuously felt across Ball State's 19 varsity sports and 450 student-athletes.

The University funds new construction and major renovation projects through various sources such as philanthropy, internal cash reserves, appropriations from the state, and bond proceeds. Since 2015, the University has completed [projects totaling \\$549.1M](#). Most recently, Ball State received \$81 million from the state to renovate several academic buildings as part of the North Campus Building Renovations project. As a result of the state's approval of Ball State's principal capital request, the BoT approved the scope and budget for the North Campus Building Renovations project. As mentioned earlier, this project will support improvements to the functional needs of several buildings, and the renovations will contribute to the success and future growth of academic programs housed within these facilities.

In 2020, Ball State spent \$399 million on core expenses which was comparable to the \$388 million spent on average by the 20 institutions in the peer group. This translates to \$20,447 per Full-Time Equivalent (FTE) at Ball State, which was comparable to the \$21,330 per FTE at the peer institutions on average. Importantly, the amount spent toward instruction expenses as a percentage of total core expenses was 51% at Ball State, which was higher than the 44% at the peer institutions on average. Further, the amount spent by Ball State on academic support and student service was 20% of total core expenses which was comparable to the 19% at peer institutions on average. This is comparable to [2021](#) and [2022](#) IPEDS data.

Ball State is doing everything it can to keep costs affordable for students and their families, while delivering a high-quality educational experience. This supports *Strategic Imperative 5.D: We recognize and reward our employees for using their expertise, creativity, and collaborative spirit to improve accountability, productivity, effectiveness, and efficiency.* Modest increases in student housing rates and meal plan rates for AY 2023-24 are the first increases in these services in two years. Modest increases in tuition and fees (1.45% in 2021-22 and 2022-23, and 3% in 2023-24 and 2024-25) are less than the rate increase recommended by the Indiana Commission for Higher Education (ICHE) and significantly less than the rate of inflation over the past few years. Ball State has prudent fiscal management and sustained low tuition increases.

## 5.C - Core Component 5.C

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The institution engages in systematic and integrated planning and improvement.

1. The institution allocates its resources in alignment with its mission and priorities, including, as applicable, its comprehensive research enterprise, associated institutes and affiliated centers.
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, including fluctuations in the institution's sources of revenue and enrollment.
5. Institutional planning anticipates evolving external factors, such as technology advancements, demographic shifts, globalization, the economy and state support.
6. The institution implements its plans to systematically improve its operations and student outcomes.

## Argument

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### [List of Acronyms](#)

#### 5.C.1

Ball State allocates both financial and non-financial resources to align directly with its mission and values outlined in the Strategic Plan -- [Destination 2040: Our Flight Path](#). To successfully implement the Strategic Plan, which launched in January 2019, the [President's Strategic Imperative Fund](#) was created to provide one-time financial support to projects or programs that fulfill the University's mission, values, 2040 goals, and 2024 strategic imperatives. The goal was to award up to \$5 million in support of these proposals; however, due to the pandemic and current budget environment, the full amount was not awarded, but 12 proposals were funded. Recipients of these funds must submit a yearly progress report in August. These grants are funded through 2024.

Ball State is fortunate to have over 70 centers and institutes to support its mission. Examples include the [Center for Business and Economic Research](#), [Center for Energy Research Education Service](#), [Rural Policy and Research Institute](#), [Center for Autism Spectrum Disorder](#), and [Indiana Communities Institute \(ICI\)](#). New centers and institutes may be proposed following [these steps](#).

### 5.C.2

The [Strategic Plan](#) set the course for the future with a mission that is consistent with Ball State's proud past by engaging students with dedicated faculty and staff in teaching, research, and creative activities, to empower graduates to have fulfilling careers and to lead meaningful lives. In April 2020, the University community embarked upon a consultative process to create an updated campus master plan that aligns with the Strategic Plan, transforming Ball State's ambitious goals for the future into physical form. The resulting [2021 Campus Plan Update](#) is a continuation of the previous comprehensive master plan, which was completed in 2015. The 2021 Campus Plan Update ensures that current and future facilities support *Strategic Imperative 5.N: Our updated campus master plan aligns with our mission, goals, strategic imperatives, and enduring commitments to environmental stewardship and inclusive excellence.*

The [incentive-based budget model](#), described in 5.A.2, is designed to promote student success, stimulate strategic growth, encourage innovation and entrepreneurship, and support interdisciplinary and institutional excellence. It is characterized by the [six principles outlined on pg. 4 of this linked presentation](#). The planning, overview, timeline, and implementation are outlined in [presentations made from February through September of 2019](#).

Program outcomes assessment, annual effectiveness reports, academic unit reviews, specialized accreditations, co-curricular assessments, incentive-based budget processes, the Inclusive Excellence Plan, the Athletics Plan, and the Campus Master Plan all support Ball State's Strategic Plan. This [triangulation between assessment, planning and budgeting](#) fosters data-informed decision-making.

### 5.C.3

To build on the University's strong foundation, ensure a focused and integrated approach to strategic planning, and encourage stakeholder ownership, Ball State engaged in a strategic planning process guided by [these 13 principles](#). The aim was to be as inclusive as possible by gaining insights and perspectives from a wide variety of constituents. The Board of Trustees approved the plan, [Destination 2040: Our Flight Path](#), in December 2018. In addition, Ball State launched its [Inclusive Excellence Plan](#) in Fall 2019. This plan recognizes inclusive excellence as an integral endeavor to fulfill the University's mission, strategic goals, and strategic imperatives. This Inclusive Excellence Plan established six key goals that make explicit the strategies to cultivate a campus environment where students, faculty, and staff of every background and experience can thrive.

The [Division of Marketing and Communications team](#) engaged the firm Simpson Scarborough (Alexandria, VA) for comprehensive market research, with the goal of monitoring Ball State's brand strength (awareness, familiarity, preference) across many audiences. Benchmarks included academic quality, positive attributes, messaging and logo identity recall, and competition. The most recent study (April 2021) included comprehensive surveys to the audiences of perspective undergraduate students, the general public (predominately in Indiana), adult learners, and

alumni. Prior research studies (2012, 2017, and 2019) also included current students, graduate students, the local Muncie community, and current faculty and staff.

The development of the [2021 Campus Plan Update](#) was informed by a robust, 12-month planning process that engaged faculty, staff, students, and community partners. Approximately 100 virtual meetings were held, and an online survey was conducted through Ball State's app, MapMyBSU. The information gathered further demonstrates Ball State's commitment to ensuring that the campus meets the needs of everyone who learns, works, and lives at Ball State. The result of this important work was a new comprehensive master plan that prioritizes physical recommendations for the campus into three primary objectives: focusing on student success, enhancing the Cardinal experience, and strengthening our connections with the greater Muncie community. As a living document, the Campus Master Plan provides the flexible framework necessary to help Ball State meet the needs of 21st century learners while preserving the beauty, character, and sustainability of its vibrant campus for generations to come.

#### 5.C.4

Each year the University engages in projecting anticipated enrollments and developing strategic recruitment plans for undergraduate, graduate and transfer student populations. These projections are based on a range of factors, including market position, demographic trends, and uncertainties in the market. The IRDS Office, in collaboration with the Division of Enrollment Planning and Management (EPM), provides [regular enrollment updates](#). The annual budget is constructed in accordance with state revenue and anticipated enrollments. The current budget was based on enrollment projections of 3,650 new first-year undergraduate students in Fall 2023. Approximately 3,800 new first-year undergraduate students matriculated, exceeding projections. The budget also included salary increases (3% in 2023), benefits increases, state appropriations (an increase of \$4M in 2024 and \$6M in 2025), and tuition increases. For 12 years in a row, the rates of Ball State's tuition increases have remained lower than the rates recommended by ICHE.

#### 5.C.5

Over the past two decades, Ball State has engaged in a series of 5-year institutional strategic plans. The most recent one, however, provides a strategic framework with five long-term goals for 2040 and a set of strategic imperatives to be executed by 2024.

Each strategic plan has been the result of a highly [collaborative, inclusive, evidence-based process](#). The most recent draft plan was made available to numerous stakeholders and to the public at large before it was approved by the BoT. Ball State's mission is achieved through the collective efforts of faculty, staff, and administration and through the activities of the University's colleges, programs, and departments.

Ball State anticipates evolving external factors, such as technological advancements, demographic shifts, globalization, the economy, and state support by engaging in planning to address a host of external factors.

The Division of Enrollment Planning and Management stays abreast of demographic shifts by remaining current on state, regional and national trends. [Statewide enrollment trends in higher education](#) are provided by ICHE. These data, discussed in regular ICHE meetings, project an enrollment decline in high school students pursuing a college education. Despite projected declines in the applicant pool, Ball State exceeded its enrollment projection of 3,650, with approximately 3,800 new first-time students enrolling in Fall 2023.

With respect to unanticipated natural disasters or emergencies (e.g., pandemic), Ball State has [Guidelines for Emergency Situations](#) with comprehensive resources. During the pandemic, the institution formed the COVID Academic Planning Group, which prepared recommendations to the Provost on topics including the academic calendar, student registration timeline/process, and course delivery. During this time, DOSL provided support for instructional design to ensure quality and continuation of courses. Ball State provided resources for students, families and employees through the Cardinals Care website.

Activities that support the Strategic Plan are ongoing throughout the year. For example:

- Academic units across campus provide the Provost with [annual effectiveness reports](#) on how they are achieving the goals and strategic imperatives in the Strategic Plan. Following receipt of the Annual Effectiveness Reports, the Provost provides feedback to each unit leader regarding accomplishments, goals, challenges, and opportunities.
- Academic Unit Reviews include action plans aligned with the Strategic Plan, examples of which are in 4.B.
- The President's Cabinet and Provost's Council engage in monthly meetings and annual retreats to review data trends and plan for the future. Additionally, planning events are held at the program department/school level, college/unit level, and campus-wide leadership level.
- Planning retreats ([May 2019](#), [May 2022](#), [May 2023](#)) focus on opportunities and challenges in the next decade. Attendees provide suggestions about how Ball State can accelerate the implementation of its strategic priorities to meet these challenges, including enrollment and student success. As a community-engaged university, Ball State will need to be a catalytic agent for local and regional revitalization as it continues to achieve its mission of empowering students to have fulfilling careers and lead meaningful lives.

#### 5.C.6

Ball State has demonstrated its commitment to quality programs, support services, strategic goals, continuous assessment, necessary infrastructure, and ongoing evaluation to support student learning and student success. The Chief Strategy Officer (CSO) provides University-

wide leadership in the development and implementation of the Strategic Plan. The CSO helps the University community define its mission, determine and implement strategic priorities, monitor progress, make data-informed decisions, manage resources wisely, and improve institutional effectiveness, with a special emphasis on inclusive excellence and community engagement. To integrate these efforts, the CSO oversees the [Office of Institutional Research and Decision Support \(IRDS\)](#), [Office of Inclusive Excellence](#), and [Office of Community Engagement](#). As a member of the President's Cabinet, the CSO works closely and meets regularly with other cabinet members, and assists colleges and units in developing and implementing their own strategic goals aligned with institutional strategic goals.

The implementation, optimization, and monitoring of the 2019-2024 strategic plan is guided by the University's leadership team. Ball State monitors its progress to systematically improve its operations and student outcomes, as noted by strategic plan [annual reports](#) and executive dashboard updates presented to the Board of Trustees in [July 2023](#), [July 2022](#), and [July 2021](#).

Examples of activities and priorities linked to the Strategic Plan are the [annual effectiveness reports](#), [unit review action plans](#), and [Strategic Imperative Fund Request for Proposals](#). Ball State systematically drives improvement of its operations and outcomes through integrated planning efforts guided by its [Mission, Values of Beneficence, and Strategic Plan](#), [Inclusive Excellence Plan](#), [Campus Master Plan](#), [Athletics Strategic Plan](#), [state appropriation requests](#), and [incentive-based budget model](#).

## 5.S - Criterion 5 - Summary

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

### Summary

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Ball State's resource base is sufficient, stable, and supportive of existing priorities, future needs, and potential unexpected circumstances. State higher education funding in Indiana has remained relatively strong. Since 2015, the University has completed major projects totaling \$549.1M, and the Campus Master Plan provides guidance to the physical environment of the campus for the next 15 to 25 years.

Indiana-state supported institutions of higher education received a 4% increase in operating funding in FY 2024, and an additional 2% increase in FY 2025. For Ball State, this means increases of \$4,026,110 for FY 2024 and \$6,685,935 for FY 2025. Ball State also received \$81.6 million for north campus building renovations, which include renovations to the Architecture Building, Hargreaves Music Building, Arts and Communications Building, and other academic infrastructure. The budget also included funding for Ball State's two line items, the Entrepreneurial University (\$2.5 million in both FY 2024 and FY 2025), and the Indiana Academy for Sciences, Mathematics, and Humanities (\$4,384,956 in both FY 2024 and FY 2025). Additionally, the General Assembly fully funded the state's repair and rehabilitation formula for academic and administrative buildings and infrastructure at \$3.9 million in each year of the biennium. This is an increase of about \$1 million per year for Ball State.

Beginning with the 2021 fiscal year, Ball State began operating on an incentive-based budget model, providing a decentralized approach to budgeting in which units are given greater control over their own revenue and costs. University resources and administrative costs are allocated based on certain activities and identifiable metrics.

Faculty and staff members are sufficient in number and qualifications. There are numerous professional development opportunities and onboarding processes.

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 2019-2024 University Strategic Plan and Inclusive Excellence Plan were developed collaboratively with input from a wide variety of stakeholders. The plans state Ball State's mission and goals, guided by the values of Beneficence. Academic, human resources, fiscal, enrollment, facilities, fundraising, and IT planning are integrated with the strategic plan and associated strategic imperatives.