Division of Student Affairs

2014-2015 Annual Report
Message from the Vice President

Dear Colleague,

It is with great pride to share the annual report for the Division of Student Affairs. The following pages provide highlights and examples of innovative programs and services offered to our students by a talented and dedicated team. The high touch and high quality service are a source of pride for us and are highly valued by students and their families.

As we reflect on the previous year, let’s celebrate what students learned from engaging with our programs and services, but also what students taught us in the process. The Beneficence Dialogue event is one example that illuminates how we can learn from students if we are open and listen to their concerns.

We extend appreciation to our partners and collaborators across campus and in the community for helping us provide extraordinary learning experiences to our students. We are very grateful to our donors whose support provided student scholarships, emergency aid, and positive social programming. These private gifts are invaluable to our students.

We look forward to many more successes as we continue our work together to provide engaging and transformative experiences for students.

Respectfully,

Kay Bales
Vice President for Student Affairs
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Learning Outcome #1: Students will demonstrate competence in life skills (i.e., time management, communication, and problem solving) gained through participation in programs such as living/learning communities, career exploration opportunities, student employment, student organizations, and other co-curricular experiences, which support academic excellence.

Learning Outcome #2: Students will demonstrate multicultural competence and active citizenship through participation in multicultural organizations, community service project, campus diversity programs, and civic engagement opportunities.

Learning Outcome #3: Students will demonstrate leadership competence through involvement in residence halls, Greek letter organizations, student organizations, and other co-curricular experiences that promote engagement with the university.

Learning Outcome #4: Students will demonstrate behaviors consistent with institutional values including academic integrity, civility, personal wellness, and respect for others and their property.
Associate Dean of Students/Title IX Coordinator

In 2014-15, a total of 89 complaints of sexual harassment, sexual misconduct, dating/domestic violence, or stalking were addressed through the Office of the Associate Dean of Students/Title IX Coordinator. The number of reports filed for sexual harassment, dating/domestic violence or stalking has increased over the last few years. This increase can be attributed to additional education and awareness programs on campus.

Programs

The Red Zone. The Red Zone takes place in the first six weeks of the fall semester, which is marked by an especially high incidence of sexual assaults on college campuses. The Office of Health, Alcohol, and Drug Education and the Office of Victim Services present this program to residence halls, student organizations, and classrooms. Topics include sexual assault prevention, partying smart, and how to communicate consent. Student participation: 1,767

RAD. University Police continued to offer the Rape Aggression Defense System (RAD) course, a free class focused on awareness, prevention, risk reduction, and avoidance, as well as the basics of hands-on defense training for women. Student participation: 182

Step In. Speak Up. This campaign kicked off in October 2014 with more than 4,000 students signing a pledge to end sexual violence. The Step In. Speak Up. Mobile App was created in spring 2015. Since the initial launch, 1,127 students have downloaded the App.

Total Complaints Reported to Title IX Office AY 2014-15
Withdrawals

Staff members in the Office of the Associate Dean of Students/Title IX Coordinator meet with students withdrawing from all classes to ensure their concerns are identified and addressed. As a retention follow up, the office sends a letter to withdrawing students who indicate an interest or plan to return in a subsequent semester. In 2014-15, letters were sent to 198 students; there were 188 student letters sent in 2013-14. Some withdrawing students do return to the university. Of the students who withdrew in 2013-14 (350), 75 (21.4%) returned in the next academic year.

The number of withdrawing students in 2014-15 was 348, compared to 350 who withdrew in 2013-14. The 2014-15 total continues a multi-year trend in which there has been a decline in the number of students who withdraw.

The most common reason for student withdrawal was “Medical,” which accounted for almost one-third (29%) of all withdrawals. The next most common reasons given were “Family” (16%) and “Other” (16%). Students who cited “Other” as the reason often commented they had experienced an adjustment issue or had changed their mind about their college plans or a particular academic choice. Expressions of this type were also frequently associated with students who chose “Dissatisfied” as the reason for their withdrawal. A breakdown of other reasons reported included financial (12.9%), academic (10.9%), employment/military (8%), and dissatisfied (6%).
Student Affairs and Bailey
It was by chance that I was asked to co-lead the Step In. Speak Up. program. As time went on I truly became immersed in the possibilities of Step In. Speak Up. My involvement and passion is driven by the people who have shared their stories with me. I feel my involvement in Step In. Speak Up. can help decrease the number of stories I hear.

The most rewarding experience this organization has brought me was when a friend reached out to me after the Consent Inside the Four Walls’ event. She had confided in me that when she was in high school she was assaulted, and then told me that Step In. Speak Up. events were making a difference. She told me it was making her feel as though there is hope for a change on this campus.

The most surprising thing I have learned through Step In. Speak Up. is the openness I have experienced with the administration here at Ball State. They are open about the fact that sexual assault is a real problem and that it needs to be fixed. The administration is willing to hear concerns students may have and help them find the right path. That shocked me most after hearing so many times how “college administrators don’t care.” It was nice to know that Ball State administrators do care.

Bailey Loughlin
The fall to fall retention for students who engaged in KEY Careers was 88.16% for the 2013-14 cohort and the University retention rate was 81.71% for this cohort.

There were 3,392 students in the KEY Careers Program who completed the first career clarity measurement. Of those students, 661 completed both the pre and post career clarity measurement; and 330 (50%) of those students increased a career clarity category, which is consistent with last year.

Additionally, 932 of the 3,392 students completed the entire online experience (Blackboard Modules) and responded to the career clarity questions which yielded 83.69% (N 780) students who indicated they felt better about their career choice. Consequently, 16.31% (N 152) of students were uncertain about their career clarity and the Career Center staff engaged these students to schedule appointments with a Career Coach.

In the Practice Interview Program, students engage with 50 top executives, hiring managers and seasoned professionals from throughout Indiana. This program has experienced tremendous growth since its implementation in 2014 when initially 215 students participated.

During the 2014-15 academic year, 729 students participated in the Practice Interview Program and received valuable feedback as part of this professional development training. There were 364 corporate volunteer hours for the academic year contributed by 50 volunteers.
Programs
The following programs were added or enhanced with support from the Lilly Endowment:

**Intern-Ready**
The Intern-Ready program was implemented in the 2014-15 academic year. The goals of the program are to raise awareness of internships and to help students become more competitive internship candidates. Approximately 287 students were enrolled in Intern-Ready and 136 students completed the program.

**Career-Ready**
The Career-Ready program is an extension of the Intern-Ready program. This program is designed to help students develop skills employers say are critical for the workplace. This program was implemented in 2014-15 and takes at least two full years to complete. To date, 64 students have enrolled in the program and four students have completed the program early.

**Cardinal Connect Employer Symposium**
The 2014 Cardinal Connect Employer Symposium hosted more than 74 individuals from a cross-section of industry and academia to engage in meaningful and intentional dialogue regarding themes related to current skills needed for student success. We also engaged in dialogue about ways to continue building collaborative partnerships. The symposium delivered training and provided strategic discussions between employers, faculty, staff, students and alumni.
Counseling Center

Usage

The 2014-15 fiscal year represented the highest student demand for Counseling Center services in the history of the center. Reporting on comparative statistics from the past three years, there were increases in student requests for many service types.

Regular and crisis/emergency intakes increased by 24% during 2014-15 or 1,626, compared with 1,312 in 2013-14, and 1,307 in 2012-13. Sophomores and graduate students as groups saw the largest increase.

The number of students seen for crisis/emergency intakes and consultations increased from 239 (2012-13), 290 (2013-14) to 399 (2014-15). This represents a 38% increase over the previous year, and a 67% increase from 2012-13. Approximately 192 additional students were seen in group therapy during 2014-15 as opposed to individual therapy. This year 6,676 individual counseling sessions were provided to students.

Psychiatric evaluation and consultation appointments increased slightly from 844, (2012-13) and 843, (2013-14), to 888 for 2014-15, an increase of 5% from the previous two years.

Since suicide is nationally the second leading cause of death for college-age students, Counseling Center staff members closely monitored 273 students during 2014-15 who posed a significant risk of self-harm. This represents a 59% increase from 2012-13, and a 25% increase from 2013-14.
A newly structured group, Life Skills, was organized to help students improve their coping skills. The addition of this group also proved helpful in teaching students to be more resilient with ways to manage stress.

During 2014-15, the staff offered 832 educational programs.

Of the students who participated in these programs, 97% rated their experiences as good/excellent in helping them to reach their goals. In addition to the outreach activities, the staff also provided 33 faculty/staff consultations, 75 training activities for students, 11 panel discussions, and participated in 14 resource fairs events.

With a commitment to social justice, the Counseling Center Diversity Team members helping both students and members of the Muncie community understand, accept, and appreciate diversity in their community. The team offered 124 different programs throughout the year that included SafeZone trainings, transgender discussion, International Conversation Hour, and programming dealing with “Being a Visible Minority.”

During 2014-15, the Counseling Center began tracking the numbers of students who participated in electronic screenings for depression, anxiety, alcohol abuse, trauma, etc. Of their own initiative, 1,047 took part in online screenings that helped them assess potentially problematic behaviors.

Life Skills

A newly structured group, Life Skills, was organized to help students improve their coping skills. The addition of this group also proved helpful in teaching students to be more resilient with ways to manage stress.
Disability Services provided accommodations to 687 students during the 2014-15 academic year. This is an increase of 34 students from the previous year. This is a much larger increase than we’ve seen in recent years.

Services

- Nearly 470 students received more than 3,000 letters of accommodation for academic instructors.
- Approximately 68 students used notetakers for 303 classes.
- Five students used sign language interpreting and/or real time captioning for classes.
- More than 80 captioning projects were completed for students with hearing impairments.
- The Adaptive Computer Technology Lab converted 240 books into accessible formats.
- More than 100 students received temporary services for a medical condition, such as disability parking and access to the disability shuttle.

Student Demographics AY 2014-15

- Learning Disabilities/ADHD
- Chronic Health Conditions
- Psychological Disabilities
- Mobility/Orthopedic Impairments
- Autism Spectrum
- Deaf/Hard of Hearing
- Visual Impairments
- 359
- 85
- 85
- 99
- 25
- 25
- 51

11 Disability Services
Eighty percent of the 60 freshmen who disclosed a disability were retained for the fall 2014 semester. This is an increase from the previous year when 76% of 79 freshmen were retained.

Disability Services staff members made 54 presentations to student groups, classes, or departmental meetings regarding disability issues on campus. Approximately 1,550 people were in attendance at these events. During the 2013-14 academic year, 49 presentations were given with 1,400 in attendance.

Disability Services administers four scholarship programs for students with disabilities. Through these four scholarship funds (Laura Kraska, Myrna Jean Bush, Adrienne Paige Gilbert, and Walter LeMonde), 24 students with disabilities received $13,995 in assistance for the 2014-15 academic year.

Disability Services has partnered with the Bowen Center’s Disability Project and employers in Indianapolis such as Eskenazi Health, the City of Indianapolis, and Emmis Communications to create internships for students with physical disabilities. The partnership with Eskenazi is especially noteworthy. Last summer Eskenazi hired four Ball State students who are wheelchair users for full-time, paid internships in areas commensurate with the students’ majors. The Eskenazi staff was so pleased with the work of the interns that they have hired each of them to return for summer 2015, and have offered positions to two additional Ball State students with disabilities.

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Faculty Mentorship Program

Students with disabilities who participated in the Faculty Mentorship Program were retained for year two at a rate higher than students who chose not to participate.

More than 80% of Faculty Mentorship Program participants were retained as opposed to 79% of non-participants.

Faculty Mentorship Program participants graduated in four years at a rate higher than students who chose not to participate.

Nearly 60% of Faculty Mentorship Program participants graduated in four years as opposed to 49% of non-participants.

Faculty Mentorship Program participants graduated in six years at a rate higher than students who chose not to participate.

Almost 70% of Faculty Mentorship Program participants graduated in six years as opposed to 62% of non-participants.

Graduation Rates for Students with Disabilities
More than 200 programs were presented to Ball State University students by the Office of Health, Alcohol, and Drug Education (OHADE) in the 2014-15 academic year. This represents a 9.5% increase from 2013-14 when 191 programs were presented. The total number of students reached through outreach programs in 2014-15 also increased to 12,121, a 15% increase from the 10,564 students reached in 2013-14.

Evaluations of OHADE programs remained highly positive in 2014-15. On average, 87.9% of participants reported leaving a program knowing more about the topic. In addition, 85.7% of participants felt more prepared to manage issues related to the presentation topic. Moreover, 92% of participants reported their overall evaluation of an OHADE program as “excellent” or “good.”

The Office of Health, Alcohol and Drug Education continued to partner with Heartland Community Services Foundation in the 2014-15 academic year to provide free HIV screening to a total of 238 Ball State University students. This represents a 43% increase from the 166 students screened in 2013-14.
Alcohol Assessment

Students in the EdHi seminar class, under the direction of Alan Hargrave, Ed.D., conducted a review of issues related to the use of alcohol on the Ball State University campus. Various documents and studies were reviewed. These included results from the College Student Health Assessment, results from the Think About It program, disciplinary statistics from the past three years, a qualitative survey on students who had been found to be in violation of an alcohol policy, as well as educational programs at other colleges and universities. Among the findings:

- **9%** fewer alcohol violations occurred among new students this year after the Think About It program was implemented.
- **78%** of alcohol violations committed by freshmen occurred off campus, while 9% occurred at tailgating.
- **17%** of violators indicated a lack of knowledge about the alcohol policy prior to being documented. A wide majority of violators believed their sanctions to be effective in deterring future violations. The primary deterrents were the time and expense of the sanctions.
Health Center

Usage
The Health Center provides health, wellness and disease specific patient education for students and serves employees through The Quick Clinic and work-related inquiries. In 2014-15, the Health Center provided:

- **23,229** Annual visits.
- **17,189** Prescriptions filled.
- **7,282** Lab tests and x-rays.
- **4,682** Physical therapy treatments.

Highlights
A patient satisfaction survey administered in spring semester 2015 found the following:

- **97%** believed they were treated with respect.
- **93%** cited their care as excellent.

Students were most critical of the wait time, however, fewer than 10% of students waited more than 15 minutes to be checked in.
Housing and Residence Life

Involvement

24,419 attended major hall events.

238 students volunteered for Angel Festival and/or 24 Hours of Service for a total of 352 hours of service.

570 students participated in “This Room is H8 Free.”

220 students participated in the Accelerate Summer Bridge program. More than 93% of participants still live in the residence halls at the end of Spring 2015, and 62% of Accelerate students plan to live on campus their sophomore year.

Occupancy

More than 6,100 students resided on campus in 2014-15. Just over 92% of freshmen and 60% of sophomores live on campus.

University Apartments house an additional 500 students, primarily upper-level and graduate students.

Move In

12,933 views of “Welcome to your Hall” videos.

99% of families and 97% of students agreed they had received sufficient, accurate and timely information for hall check-in.

97% of families and 98% of students agreed that Cardinal Curbside check-in was organized and efficient.

99% of families and students had an overall positive impression of hall check-in.
Living-Learning Communities

Living-Learning Communities (LLC) staff planned and hosted 125 events with 2,804 students participating in those events. When asked, “I have appreciated the activities and programs implemented in my LLC,” 94.8% reported “Yes” which has consistently trended up from 88.5% in 2011-12.

Last year 2,258 residents lived in a Living-Learning Community. Thirteen LLCs existed in residence halls during the academic year, including academic and interest based communities. Upper-level students who assist with all LLCs, or Academic Peer Mentors (APM), saw their roles transition from 10 hours per week to 20 hours per week, in order to be more available to assist students. A concurrent increase on the annual Quality of Life Survey from 43.8% to 66.7% of respondents indicated they had an awareness of their APM. The APMs completed 1,357 interactions which included making individualized Academic Success Plans, referral to campus resources, and follow-up contacts with students.

New Buildings and Technology

Housing and Residence Life continues to renovate residence halls. In the fall Botsford/Swinford Hall will reopen after a $37 million renovation during the past two years. The LEED certified facility is home to 600 male and female students. The Communications and Emerging Media Living-Learning Communities will be showcased here. High-tech labs, a recording room with a green screen, lockers with equipment check-out, an emerging media lounge with Mediascape, as well as a fitness room, social lounges, demonstration kitchen, and laundry will make for a tremendous experience.

This new building and our other halls will be cleaned with a new process/product by Lotus Pro. This new unit takes plain tap water and adds a charge to create ozone water. Ozone water is a powerful sanitizing solution that is safe for the environment, employees and students. Ball State is the first school in Indiana to use this type of cleaning technology.
The Multicultural Center sponsored/co-sponsored 64 programs in 2014-15. This also reflects an increase of 3,513 participants (44%) from the previous year (2013-14 - 8,018).

This significant increase in attendance is a result of increased funding for large scale diversity and cultural programs leveraging the arts funded through the Strategic Plan grant for Diversity and Inclusion. The grant included funding for a social media intern position which enhanced the traditional marketing strategies employed by the staff. This also reflects a consistent increase in diversity and cultural engagement over the past two years (8,018 attendees in 2013-14 and 6,759 attendees in 2012-13).

This year, the Multicultural Center staff committed to partnering or collaborating with other offices, academic areas, and student organizations whenever there was an opportunity to do so. One example is the monthly Cultural Lunch series partnership with Rinker Center for International Programs. The Cultural Lunch was a collaboration with the weekly Culture Exchange program which featured lunches unique to a country represented at Ball State University and an accompanying presentation by a student from that country.

The Multicultural Center staff presented training workshops on diversity, multiculturalism, and social justice issues to a wide variety of audiences including the Student Recreation and Wellness Center student staff, the Housing and Residence Life staff, the Pan-African Youth Leadership Program participants, and even the third graders who participate in College Mentors for Kids. In 2014-15, the staff presented 19 trainings or presentations to 948 participants.
Getting the Word Out

In addition to the opportunities for face to face engagement and interaction, the Multicultural Center increased student engagement via social media platforms; Facebook, Twitter, and Instagram with tremendous success. The Facebook page was recreated as a profile page and has 320 likes which increased from 0 because the previous page and friends were all deleted. The Multicultural Center also had a significant increase in Twitter followers from 127 in August 2014 to 351 in April 2015.

Usage

In the 2014-15 academic year, the Multicultural Center was visited by a total of 3,513 students; 1,499 students for reasons other than programs and 2,014 students visited the center to attend organization meetings or programs (compared to 2,669 the previous year). This reflects a 32% (884 people) increase.

EXCEL

The EXCEL program experienced a decline in the number of participants from 46 in summer 2013 to 38 in summer 2014, however it was the second highest number of participants in the 10 years of the programs existence. Of the 38 participants in summer 2014, 92% (35) were retained for spring 2015 with a fall 2014 average GPA of 2.84. Of the 46 participants in summer 2013, 96% (44) were retained for the spring 2014 semester and, 81% (38) were retained for fall 2014. This is comparable to the university’s 79% first year retention rate of the 2013-14 cohort and higher than the non-participating Black/African American cohort retention rate of 74%.
Student Affairs and Gabby
Largely, I attribute my success here to my absolute love for Ball State! I am an all or nothing type of person. When I truly love something, I have to give my all to it. My school has done so much for me, so I cannot help but give back. I never was a true believer of love at first sight until I stepped foot on this campus. It was then when I knew exactly where I belonged.

I remember being at Orientation and seeing all the smiling faces that made me feel more than welcome to be a Cardinal. Everyone was just so nice to me — almost like I was home. Words cannot explain how much that feeling meant to me. This is because, just the day before my Orientation, my grandmother passed away. I was not mentally ready to go to Orientation, let alone start college. As we walked passed the majestic Bell Tower, my Orientation leader stressed how beneficial it would be to join a summer program. She told me it was a great way to meet new friends and become better acquainted with the college lifestyle. I thought this would be the perfect way to ease some of the pain I was feeling.

As soon as the applications were available, I applied to be in the EXCEL program. Also, I made sure that everyone I knew who was going to Ball State were in EXCEL too! With this being said, the most important thing that EXCEL taught me was that the Multicultural Center valued my success. EXCEL showed me that I had a group of people who truly believed in me. They wanted me to find what made me happy and to shine. They wanted me to find what upset me and help me change it.

This is why I became involved with the Multicultural Center and Student Government Association. I wanted to make a difference in the place that I loved. I am honored to say that I have received the Hiatt/Wickham Excellence in Leadership Scholarship, will be an Orientation Leader this summer, and next fall will be a Resident Assistant in DeHority Complex. I could not have done any of this without my personal drive and the support of my friends, family, and the caring faculty and staff of Ball State University.

Gabby Lloyd
Public Safety

Programs

University Police Department (UPD) exceeded its goal of more than doubling the number of community policing events over academic year 2013-14. Within academic year 2014-15, UPD participated in 101 events with 6,670 participants.

A component of the University Police Department’s goal of increasing our community outreach was to establish a presence in the residence halls. The University Police developed a Community Outreach Program (COP) on the afternoon shift.

Programs included:
- Trivia with A Cop at Woodworth
- Game Night with the Police in Studebaker East
- Casino Night
- Murder Mystery Nights
- Police Use of Force
- Waffle Wednesday

The department’s signature community policing program was Lunch with a Cop. This program is uniquely our own, and has been well received by the Ball State community. Lunch with a Cop provides students and police officers the opportunity to have a casual lunch together to develop relationships. The officers enjoyed the opportunity to answer questions, share experiences and increase mutual understanding. UPD launched the program in October 2014. Over the years 129 students participated and a lengthy waiting list grew.
The department responded to 15,252 calls for service during 2014-15. University Police officers attended 2,916.5 hours of training during the 2014-15 academic year. This represents an average of 82 hours per officer. In addition, officers who are certified law enforcement instructors have provided 347 hours of instruction.

**Arrest Charges for AY 2014-15**

- Property Crime: 30
- Crime Against Person: 24
- Drug/Alcohol: 176
- Other: 98

In the residence halls, 700 students responded to a survey administered in spring 2015. Highlights include:

- 83% agree police were visible in halls.
- 85% strongly agreed or agree officers performed in a professional manner.

**Parking Services**

- 13,421 permits sold.
- 20,098 visitor permits.
- 17,179 citations issued.

**Around Campus**

- 13,421 permits sold.
- 20,098 visitor permits.
- 17,179 citations issued.

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- The department responded to 15,252 calls for service during 2014-15. University Police officers attended 2,916.5 hours of training during the 2014-15 academic year. This represents an average of 82 hours per officer. In addition, officers who are certified law enforcement instructors have provided 347 hours of instruction.
Retention and Graduation

Retention Goal Met

Strategic decision-making and laser focus has led to improved first to second year retention and 4-year graduation rates. Retention rate for cohort 2013 was 81.7%, the highest rate found on record for the university.

First Year Retention Rates

Intentional effort has led to improved performance among several subpopulations.

ICHE Recognition

The Indiana Commission for Higher Education (ICHE) released two reports this year highlighting BSU’s success. First, a January 2015 report from the Indiana Commission for Higher Education showed Ball State is leading the way in terms of 21st Century Scholars enrolled for 30+ credit hours per year and among the top institutions for successful completion of credit hours.

The second report issued in June 2015 by the Indiana Commission of Higher Education, cited the significant growth in our four-year graduation rates (32.6 percent in 2009 to 44.7 percent in 2014), a 12% increase. This represents the largest gain among all public Indiana institutions.
BSU Achievements App

The BSU Achievements App, a mobile application designed for the purpose of engaging students in activities that are positively associated with student success, was launched in fall 2014. Targeting freshmen Pell Grant recipients, 361 (32%) of eligible students used the App. We found at the conclusion of the first year that users of the App earned more credit hours and higher grade point average than non-users.

The university received national attention for the App. Campus Technology recognized this work with an Innovators Award in the category of Student Services. Other press coverage appeared in the Chronicle of Higher Education and the American Association of State Colleges and Universities.

Student Outreach

Retention is a personal business. Direct outreach to students is a valuable tool and students respond to those who demonstrate care. Over this past year the number of student contacts increased among targeted populations (freshmen, sophomores and transfers). In total, 6,307 contacts were made compared to 3,794 the previous year.

This extensive outreach is possible because of the mentor and ambassador programs serving 21st Century Scholars, transfer students, freshmen commuters, and sophomores. Special programs were offered to engage more students in campus life. For example: the 21st Century Scholars Symposium was attended by 533 students; and 51 students and 17 departments participated in the first Sophomore Resource Fair.

Student Engagement Initiative

The division received a Strategic Plan Implementation Grant to improve persistence of sophomore students. The $139,000 three-year grant supports Sophomore Peer Coaches, personal outreach efforts, e-newsletters and a Sophomore Resource Fair. Early data indicates that the persistence rate of sophomores will be up this coming year.

Persistence to the junior year has increased slightly: 69.8% of students from cohort 2011 returned and cohort 2012 increased to 71.12%.
Late Nite at Ball State provided 30 entertaining events for 33,182 students this year. Each featured a unique theme and activity, but reflected a decrease of 335 in total attendance from the previous year.

Late Nite Carnival had its highest attendance in history this spring hosting 9,048 students, staff, and faculty members. This attendance is up by 419 from last year and above the nine year average of 6,549. Late Nite offered 16 carnival rides, 10 food vendors, six main stage acts, and free snacks for all to enjoy during their carnival experience and hopes to grow this event next year.

In addition, Late Nite partnered with 32 other student organizations, which is up from 23 the previous year, to co-sponsor their events.

University Program Board (UPB) hosted 70 events throughout campus this year with total attendance of 21,142, which is slightly down from last year’s total of 22,865. The decrease is due largely to weather issues requiring relocation and disruption of some of the annual events like Thursday Night Welcome Week and Fall Fest.

University Program Board (UPB) also co-sponsored their events with 18 different student organizations to help with marketing efforts and event management.

Traffic into the Student Center facility increased again this year to 1,367,587, an increase of 93,586 (+7%).

The Ball State University Hotel, operated from within the Student Center building, hosted 6,149 guests which is an increase.
Cardinal Lanes had a total of 96,120 people participate in activities this year, compared to 80,783 last year.

Cardinal Lanes successfully opened a concession stand this spring. This stand serves students many different snack items to enjoy while bowling in the center. To date, this stand has generated revenue of $2,468.28 for the center.

Reservations Office

The reservations office scheduled a total of 10,885 events during 2014-15; an increase of 1,224 events (+13%) from a year ago.

Improving Sustainability

The Student Center is dedicated to the initiative of becoming a model university for sustainability. In the last year, steps have been implemented to reduce water and electrical consumption. In December 2014, all hotel shower heads (25) were replaced to reduce water consumption from 2.0 gallons per minutes to 1.5 gallons per minute. Track lighting in the art gallery is being replaced with LED lights and other opportunities for utilization of LED lighting are being reviewed.

Keeping Clean

Increased revenue and decreased benefit costs allowed the department to increase custodial staff to levels recommended by an external consultant by a minimum of 1.0 FTE to maintain an acceptable level of cleanliness within the facility. The custodial staff was increased by 1.5 FTE by adding a full-time custodian to first shift, changing a third shift custodian from seasonal to full-time, and adjusting the part-time staff.
Continue working with the Student Center Committee to review campus needs for programming space.

Student Affairs and Aubrey
I am so incredibly fortunate to have been given the opportunity to work for the Student Center. Being the Marketing Assistant has provided me with many things that I often take for granted. This job has not only allowed me to grow as a person and designer, it has allowed me to put a roof over my head, food in my stomach, and the means to truly go out and experience college the way I’ve always dreamed.

The Student Center became my second home and family. The staff provided me with the opportunities and challenges necessary for my growth. Tough on me as my boss, but comforting as a friend, they truly care and it shows. The Student Center family has been incredibly comforting.

What’s better than being greeted by smiles every day while walking into work? Just thinking of working elsewhere excites and scares me, as I will always compare it to my experience here at Ball State!

As graduation nears, I just want to share that my experiences here at the Student Center have truly, impacted my life in a positive way.

Thank you so much for showing what a fun, challenging, and caring work environment feels like!

Aubrey Coquillard
Approximately 725 students received legal services through Student Legal Services (SLS) which was a 7% increase over the previous year.

Each student/client was provided with a survey instrument at the conclusion of the services provided by SLS to evaluate the quality of the service received and to assess if certain learning objectives were met.

Key Findings

98.6% reported that they had a better understanding of the legal system and how the law applied to their specific issue.

98.8% reported that they had a better understanding of the various options available to address their specific issue.

98.3% indicated that they understood how to address and/or avoid similar situations in the future.

92% reported that the services provided by SLS made it easier to pursue their education at Ball State.
Student Affairs and Turki
Last fall bought a used Honda Accord from a local car dealer. Shortly after purchasing the car I heard a sound coming from the engine. I tried many times to contact the dealer who sold me the car because the car came with a 30 day guarantee, but the dealer would not answer my calls. A friend advised me to go to Student Legal Services.

I went there and met Mr. Connor, and shared my story with him. He contacted the dealership and told me I had two choices to fix the car - I could take the car to the local Honda dealer, or I could take the car back to dealer where I purchased it to have it repaired. I chose the local Honda dealer in Muncie because it was close to home. They fixed the car and I took the bills to Mr. Connor. He told me he would send the bills to original dealer and once he received the money he would contact me.

A few weeks later Mr. Connor called me and said, “Congratulations, Turki! I got your check.” The check for $862 reimbursed me for the repairs. I went to his office and thanked him for what he did.

Turki Alqudayri
**Student Life**

Students engaged in co-curricular experiences are more likely to persist and graduate in four years compared to others. Retention data for cohort 2013:

- Excellence in Leadership - 91%
- Greek Life - 89%
- SVS - 89%
- Summer Bridge Programs - 83%

**Cardinal Kitchen**

The pantry was established in spring 2015 by students concerned about food security among their peers. The pantry served 186 students.

**Dance Marathon**

This past year Dance Marathon not only exceeded their goal of over $500,000 raised, they also had a room named after them in the Stem Cell Unit of Riley Children’s Hospital. Since 2003, Dance Marathon has raised a total of over $1.2 million dollars. This year alone, over 1,800 Ball State students came together for 12 hours for “Do It For the Kids.”

**Excellence in Leadership**

The Excellence in Leadership program offered 44 workshops with 4,449 students attending. Additionally, more than 4,440 attended the four lectures featuring Laverne Cox, Sheryl Wu Dunn, Joseph “Rev. Run” Simmons, and Rainn Wilson.

Participant feedback showed 90.74% of students agree or strongly agree that Excellence in Leadership positively improved their involvement at Ball State.
Greek Life

The Greek Strategic Plan adopted in 2007 and updated in 2012 outlined goals for increased membership, improved grade point averages and higher levels of philanthropy and community service. We are very pleased with the progress made by the community as outlined in the Table below. Spring 2015 marked the 21st semester that the All-Greek Grade Point Average was higher than the All-Campus average. Also noteworthy is the record breaking year in community service hours and philanthropic dollars raised.

Greek Life Participation AY 2014-15

<table>
<thead>
<tr>
<th>Membership</th>
<th>1.163 (7.3% student body)</th>
<th>2.178 (14.2% student body)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Achievement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>All Greek GPA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Community Service</td>
<td></td>
<td></td>
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<tr>
<td>(Hours Served)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Philanthropy</td>
<td></td>
<td></td>
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<tr>
<td>(Dollars Raised)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2.8</td>
<td>3.12</td>
</tr>
<tr>
<td></td>
<td>7,184</td>
<td>31,815.27</td>
</tr>
<tr>
<td></td>
<td>$41,902</td>
<td>$171,123.00</td>
</tr>
</tbody>
</table>

MOSAIC

Launched in spring 2014, this social justice peer education program was served by six peer advocacy leaders. During 2014-15, Mosaic engaged 836 students through various workshops.

Multicultural Organizations

The Multicultural Organizations provided 178 events for the Ball State University campus and Muncie community with a total of 11,059 participants. This marks an increase of 61 events and a 1,033 participant increase from 2013-14.

Student Voluntary Services

The numbers of students participating in on-going service programs grew to 2,423 this year compared to 2,322 in 2013-14. Students provided 49,157 service hours, an increase of 1,617 over the past year.
Student Rights and Community Standards

Student Centered

Nearly 90 students were assisted with emergency loans or grants through Student Rights and Community Standards (SRCS). During 2014-15, $32,764 was disbursed for emergency aid.

Training and Education

Staff reached nearly 1,500 renter- and owner-occupied homes with information about the Lifeline law, Indiana’s new social host law, and other information during the Neighborhood Walk in September. SRCS provided logistical and marketing support to Campus Community Coalition in this effort.

SRCS also partnered with University Police Department to make face-to-face contact with residents at 10 homes involved in noise and other chronic complaints. Five other homes were visited with no face-to-face contact but materials were left.

Staff also conducted two training workshops for the Sexual Misconduct Board, and trained 16 students to serve as University Review Board members.
Last year, there were 252 students who were sanctioned to participate in community service with local social service agencies or Late Nite.

### Campus Discipline

- 473 students were adjudicated.
- 542 violations of the Code of Student Rights and Responsibilities were determined by SRCS staff members through informal or formal procedures.
- 6 students suspended; 1 expelled.
- 95 alcohol education sanctions assigned.
- 71 substance use assessments assigned.
- 104 tailored educational experiences assigned.
Testing Center

There were 2,560 computer-based exams delivered in 2014-15; down from 3,446 in 2013-14. The decrease can likely be attributed to the discontinuation of the Praxis Series examinations in the state of Indiana.

Paper-and-Pencil testing remained consistent with the previous year with 509 exams delivered in 2014-15; down from 528 in 2013-14.

Overall, 4,026 exams and assessments were administered in 2014-15 which is a decrease from 5,359 in 2013-14.

The year 2014-15 indicates the first full-year administration of the Indiana CORE Assessments (replacing the Praxis Series examinations). More than 1,220 exams were administered in 2014-15; this is a significant increase from the 607 exams administered in 2013-14.

Several smaller testing programs continue to be a vital part of our service offerings to both the Ball State campus as well as individuals in the community. In 2014-15, a total of 674 examinations were administered, where in 2013-14, 948 were given.

The Myers-Briggs Type Indicator (MBTI) is administered to classes at the request of faculty members or course instructors as part of the Counseling Center’s outreach program offerings. In 2014-15, 135 students completed the MBTI as part of an outreach program, a decrease from 224 students in 2013-14.

Participation in Testing Center Services AY 2014-15
A total of 68 clients received services from the Office of Victim Services (OVS) the 2014-15 academic year, a 25% increase from the previous academic year (51 clients, 2013-14).

We continue to see the need for further primary prevention of sexual assault, as the number of clients seeking services as a result of sexual assault is nearly three times any other client classification, as shown in the bar graph. Twenty-nine clients who experienced sexual assault, versus 10 clients who experienced stalking sought assistance from OVS.

This is an increase of nearly 50% from 15 sexual assault clients in 2013-14, to 29 in 2014-15.

Freshman students make up the largest grade level to receive services in OVS, up from 10 in 2013-14 to 18 in 2014-15.

For the first time in OVS’ history, our office was able to provide a Graduate Assistantship to one student in the Student Affairs Administration in Higher Education (SAAHE) program. The Graduate Assistant (GA) was responsible for providing crisis intervention with clients suffering trauma, working one-on-one with clients in all aspects of the criminal justice system/campus judicial process, and collaborating with other University departments to provide consistent and comprehensive education program for all students.

During 2014-15, the OVS staff provided 143 outreach programs, up from 136 in 2013-14. The total number of attendees also increased from 5,478 in 2013-14, to 6,708 this academic year.

During the 2014-15 academic year, the staff provided 179 hours of prevention and awareness raising programming.

<table>
<thead>
<tr>
<th>Types of Reports by Students AY 2014-15</th>
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<tbody>
<tr>
<td><strong>Sexual Assault</strong></td>
</tr>
<tr>
<td><strong>Intimate Partner Violence</strong></td>
</tr>
<tr>
<td><strong>Stalking</strong></td>
</tr>
<tr>
<td><strong>Battery</strong></td>
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<tr>
<td><strong>Harassment</strong></td>
</tr>
<tr>
<td><strong>Other</strong></td>
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</tbody>
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