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Criterion Three—Teaching and Learning: Quality, Resources, and Support The institution provides high quality education, wherever and however its offerings are delivered.

Core Component 3.D.

The institution provides support for student learning and effective teaching.

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

Subcomponent 3.D.1.

The institution provides student support services suited to the needs of its student populations.

Pre-enrollment Support

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

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

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

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

Preview Days are an opportunity for prospective high school sophomores, juniors, and seniors
to learn about and further explore Ball State's academic programs, immersive learning
opportunities, and student organizations and resources; interact with faculty and current

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- students; and take a student-guided walking tour of campus. More than 65 percent of prospective high school senior students who attended Preview Days in spring 2011 enrolled at Ball State in fall 2011.
- Honors College Preview Days applaud the academic achievements of all prospective high school seniors who are eligible for admission to the university's Honors College program. Course curricula, international study programs, immersive learning opportunities, and previous research projects unique to the Honors College are discussed at this event. Participating students are able to meet with the associate dean of the Honors College, the director of the Virginia B. Ball Center for Creative Inquiry, current Honors College students, and admissions staff. More than 78 percent of prospective students who attended Honors College Preview Day in fall 2010 enrolled at Ball State in fall 2011.
- Transfer Preview Days target prospective transfer students, allowing them to further explore
 academic areas of interest, discover how the Learning Center enhances student academic
 success, and learn how the Transfer Indiana website assists in the transfer process. Prospective
 transfer students also meet with representatives from the Office of Academic Advising,
 admissions staff, and current transfer students. More than 75 percent of prospective students
 who attended Transfer Preview Day in spring 2011 enrolled at Ball State in fall 2011.

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

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

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Transfer Student Advising—In early 2012, Ball State's Office of Admissions created a new transfer coordinator position, which is responsible for offering a number of services for prospective transfer students, including counsel concerning the transfer process and admission criteria, reviewing and explaining transferability of college credit, responding to student inquiries, and serving as a liaison between transfer students and the Office of Academic Advising throughout the application process.

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

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

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

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

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

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First-Year Support

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

Orientation Programs—Ball State's orientation programs for new undergraduate students are scheduled throughout the year and assist in the students' transition to Ball State. More than 45 different orientation sessions were offered during 2010—11. The university conducts 18 two-day programs for incoming freshmen during June and July. Attendance at one of these programs is required for all new students who are pursuing a degree, and family members are strongly encouraged to participate. Diverse presentations facilitated by various campus offices are offered at each of the two-day programs. Topics include academic requirements, advising, financial matters, campus involvement, and residential or commuter life. Students meet with an academic advisor to register for classes, participate in assessment and placement testing, and engage with other new students through various activities.

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

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

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

Accelerate has been sponsored by the Office of Housing and Residence Life since fall 2008. This
one-week program is offered to matriculating students the week before the beginning of the fall
semester. It pairs freshmen with Accelerate counselors who serve as mentors and guides,
helping students to become more familiar and comfortable with their new living and learning

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environment. The goal is for new students to make a successful transition from high school to college life. Of the 178 students who participated in fall 2010, 95 percent returned for the spring 2011 semester.

- Cardinal Leadership and Service Seminar, sponsored by Student Organizations and Activities
 and the Office of Leadership and Service Learning, is a three-day institute offered to 100 degreeseeking students the week before the fall semester begins. This program focuses on leadership
 concepts and community service needs, providing students with early leadership and service
 experiences. A teambuilding course, seminars on leadership, a community service day, and small
 mentor groups help students build awareness and become comfortable with their new
 environment.
- Excel Summer Mentor Program, sponsored by the Multicultural Center since 1996, is for new matriculating underrepresented minority students. The program pairs first-time freshmen with sophomore, junior, or senior student mentors, giving them an opportunity to interact and build relationships with other students, become familiar with the university, and explore other aspects of campus life. This effort helps new students make a successful transition from high school to college life and be better prepared to engage and persist through the first year of their college career. Key resources highlighted during the program were used by 80 percent of the participants during the academic year, and the students indicated they had a stronger precollege comfort level knowing an upper-level mentor was available for advice and counsel.
- Outdoor Pursuits, sponsored by the Office of Outdoor Pursuits in the Student Recreation and Wellness Center, includes different adventure trips for new students. One option takes students to North Carolina for camping in the Great Smoky Mountains National Park, hiking a portion of the Appalachian Trail, and whitewater rafting on the Nantahala River. Another trip features whitewater rafting along the Lower New River in West Virginia, a canopy tour through the New River Gorge, and a spring-fed water park with 40-foot water slides, water trampolines, and a zip line. These adventures provide an opportunity for students to challenge themselves and build confidence, teamwork skills, and friendships with other new students.

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

Housing and Residence Life—The university's housing office provides students with a supportive living environment that fosters learning and personal growth as soon as they move to campus. This office has played an important role in the development and continuation of Ball State's Freshman Connections program. Staff work closely with faculty, academic advisors, and student mentors to provide meaningful learning opportunities within the students' living environment. Living-learning communities within the residence halls create and extend student learning opportunities outside the classroom, heightening students' intellectual and individual growth. These communities foster resident and faculty interaction through the integration of curricular and co-curricular experiences.

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

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

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

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

International Student Services—Staff from the Rinker Center for International Programs provide advising services to new international students on issues such as compliance with Immigration and Custom Enforcement, Internal Revenue Service, and Social Security Administration regulations. Students may choose to be matched with a local family through the Friendship Family Program, which offers a personal contact in the community. International students are also encouraged to share their academic expertise and their personal and cultural perspectives through programs such as a speakers bureau, weekly cultural exchange, monthly coffee hours hosted by various community groups, and an annual international festival that includes a talent and fashion show, nation exhibits, and food tasting.

Intensive English Institute—Established more than 25 years ago, this institute provides seven-week intensive English instruction for non-native speakers who have a secondary school degree. This program offers students an innovative project-based curriculum, immersion into American culture, opportunities to interact and communicate with Ball State students, and customized sponsored-group programs, including English teacher training, academic and cultural orientation, and academic and business English. These programs also offer special services such as cultural enrichment activities; visits to local schools, businesses, and community groups; housing arrangements and transportation; counseling services; and a contact person and advisor for each group.

Educational Support

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

Learning Center—This center offers free peer tutoring, supplemental instruction, and workshops covering a variety of academic issues. It also provides a scholarly preprofessional experience for

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undergraduate and graduate student employees and strives to impact the extended university community through faculty development efforts, learning technologies, and outreach programs at other sites. An extensive list of the center's goals and objectives can be found on its website.

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

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

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

The Learning Center has also received the following national recognitions:

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

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

Nearly 6,300 students attended Career Center presentations during the 2010–11 academic year, and approximately 300 employers recruited on campus, including Cisco, Zimmer, Hershey, and Disney. In addition, internship opportunities posted on Cardinal Career Link increased by more than 30 percent,

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making 2010 the second academic year of double-digit growth.

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

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

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

Excellence in Leadership Program—This two-year development program prepares students to assume leadership and service roles within the university and society. The program offers nearly 60 workshops each year plus community service projects and mentor groups for participants. Students may choose to earn 1 academic credit for each semester of participation through the Department of Educational Studies in the Teachers College. The program has continued to gain popularity among students since its establishment in 1992, when 32 students participated in it. During the 2010–11 academic year, EIL had a record 218 participants and a record high overall attendance of more than 5,700 students.

Student Voluntary Services—SVS improves and sustains the quality of life of Ball State students and the surrounding community through community service, service learning, and social awareness. Each year, SVS collaborates with about 100 local service agencies and schools to offer opportunities to engage in activities and events in the Muncie and Delaware County communities.

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

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facilitates the Excel Summer Mentor program for American-born multicultural students.

Multicultural Center staff collaborated with academic offices, administrative departments, and student organizations on 27 of its 53 programs in the 2010–11 academic year. The total programs represent an increase of seven from 2009–10. Likewise, the number of students, faculty, and staff members attending these programs increased to 5,570 in 2010–11, compared with 5,053 in 2009–10 and 3,004 in 2008–09.

Student Center Programs—Ball State's L.A. Pittenger Student Center provides a variety of social and cultural events for students through the University Program Board (UPB) and the popular Late Nite program, which was started in 2001 to provide, support, and maintain a safe and entertaining environment for students. In 2010–11, various programs throughout the year attracted a total attendance of nearly 60,000, including 25,800 for 72 UPB events and 34,000 for 30 weekly Late Nite programs.

Health and Safety Support

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

Student Recreation and Wellness Center—This award-winning, \$40 million facility opened in 2010 with 400,000 square feet of space for students to exercise and participate in a wide variety of recreation events, including an area for outdoor pursuits.

Health Center— Ambulatory medical services and patient education are available for current Ball State students at the Amelia T. Wood Health Center on campus. Health care providers at the center are employed by IU Health Ball Memorial Hospital in Muncie. Clinical services are provided through four units that work together to support the physical and mental health of students: Urgent Care Clinic, Women's Center, Pharmacy, and Physical Therapy. These units recorded 23,154 visits with students during the 2010–11 academic year.

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

Counseling Center—This resource provides individual therapy, group therapy, and numerous outreach programs. Since the 2007–08 academic year, Counseling Center staff have provided, on average, more than 800 outreach programs per year. In 2011, 30,362 contacts were made through these programs. The university's Suicide Prevention and Tracking Protocol intervened with 128 individuals during the 2010–11 academic year.

Victim Services—This office provides outreach and violence prevention initiatives to improve students' education and awareness. This office focuses on three national awareness campaigns: Sexual Assault Awareness Month in April, Domestic Violence Awareness Month in October, and Stalking Awareness

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Month in January. A total of 70 events were conducted during these months with a combined attendance of 3,600 individuals. This office also provides individual service and referrals to victims of crime.

Public Safety—Ball State's Department of Public Safety is accredited by the Commission on Accreditation for Law Enforcement Agencies, the first law enforcement department on a college or university campus in Indiana to receive such accreditation. The department was reaccredited in March 2011. The University Police Department, which serves the campus and the surrounding community, responded to 16,800 calls for services in 2010–11. University police also completed 3,864 hours of training in 2010–11, which represents an average of 110.4 training hours per officer. Ball State surpasses the Law Enforcement Training Board mandate of 24 hours of in-service training per year for police officers.

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

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

Other Ongoing Support

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

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

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

Student Legal Services—SLS provides legal services to currently enrolled students and recognized student organizations through counseling, referrals, preventative education, and reference materials.

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During the 2010–11 academic year, SLS served 799 students, 54 more than the previous academic year. This increase is due in part to more students seeking power of attorney as a result of academic departments sponsoring international travel. More students are also seeking assistance with landlord/tenant issues due to a close working relationship with our Residential Property Management Association. Overall, students are satisfied with the services. For example, 82 percent of students who completed the assessment survey following their appointment with an attorney indicated they believed SLS services made it easier to pursue their education at Ball State.

Disabled Student Development—This office assists with accommodations and auxiliary services to make Ball State physically, academically, and technologically accessible to students with disabilities. DSD staff serve as a liaison with Indiana Vocational Rehabilitation Services and Ball State faculty and staff. The office provides auxiliary services such as life-equipped shuttle and adapted recreation programs, academic accommodations ranging from readers/scanners to taped and electronic books and note takers, and technical accommodations such as voice recognition, Braille, and tactile graphics. In the 2010–11 academic year, 597 students received at least one accommodation through DSD. The number of wheelchair users on campus was 42, more than any other school in Indiana or the Mid-American Conference.

An innovative initiative focused on the academic and social success of students with disabilities is the Faculty Mentorship Program, which provides individualized assistance in adjusting to the complexities of university life. In 2010–11, the freshman-to-sophomore retention rate for students with disabilities was 78 percent. The university also helps students persist to graduation by providing financial resources. Through the Myrna Jean Bush, Adrienne Paige Gilbert, and Walter LeMonde funds, DSD awarded \$14,780 in scholarships to 23 students with disabilities during the 2010–11 academic year.

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

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

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

Table 3.4: Financial Aid Provided to Ball State Students

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

Subcomponent 3.D.2.

The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.

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

Learning and Study Strategies Inventory

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

Early Start Program

Ball State recognizes the value of summer bridge programs as a way to provide opportunities for academic support and adjustment to college before the start of fall classes in the freshman year. The Early Start Program (ESP) is a three-day, 1-credit seminar sponsored by the University College. ESP gives

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incoming students a taste of both academic and social life on campus. Students move to campus a few days early in August and participate in a three-day workshop of their choosing. Many workshops are related to certain majors, but many are designed to be very general, appealing to a wide range of students. Students earn credit by actively participating in and completing work assigned. Program credit is assigned during the fall semester under the course designation ID 101.

ID 101 Courses

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

ID 101: A Freshman Seminar for Undecided Students—This seven-week course is arranged by the University College's major/minor coordinator for new students who are undecided about their major. Typically, two sections (with a cap of 30 students) are offered each fall semester to undecided students identified through academic advisors. Students earn a letter grade at the end of the course. Through individual assessment, instruction in decision making, and exposure to university and community resources, undecided students establish their preferences, explore majors and career options, and prepare a major/career exploration portfolio with the goal of deciding on a college major by the end of the first semester.

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

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

Living-Learning Communities

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

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

Specialized Support

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

- Student-Athletes—Admission decisions for student-athletes are made by Ball State's Office of
 Admissions. Special exceptions may be granted for student-athletes who do not meet the
 university's admissions standards. Such decisions are reached by the admissions office based on
 the applicant's talents and ability to succeed academically. The university's Academic Support
 Services for Student-Athletes programs address the unique needs of these students through
 workshops, study tables, supervised study sessions, tutoring, review of academic work, and
 grade monitoring.
- Students with Disabilities—Ball State's Office of Disabled Student Development (DSD)
 coordinates services and accommodations for students with disabilities, which students may
 disclose at any point in their enrollment. After a verification process, students become eligible
 for specialized services such as testing accommodations, classroom adaptations, labs devoted
 solely to adapted computer technology, access to print in alternative formats, class note takers,
 priority class scheduling, sign language interpreters, faculty mentors, accessible parking and
 transportation, adapted/accessible campus housing, and adapted physical education and
 recreation programs.

Student Placement

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

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

English—Freshman placement in English writing courses is determined by the English Placement Criteria adopted in October 2006. Entering students are placed in the introductory course English 103: English Composition 1 unless their scores on standardized admission tests and their high school GPA fall in a

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range that places them in a lower introductory course, English 101: Fundamentals of English Composition. Students with strong scores are placed in advanced introductory courses, English 104: English Composition 2 or English 114: Honors English Composition. Students in the highest score range are exempt from taking any writing courses.

Mathematics—Most freshmen take a computer-based mathematics placement test during their orientation program. Students may be exempt from the exam if they have earned an SAT score of 750 or higher or an ACT score of 32 or higher, or if their intended major requires only MATHS 125 Mathematics and Its Applications. For math placement testing, Ball State uses the COMPASS System by ACT Inc., which assesses a student's aptitude and recommends placement into specific Ball State math courses. Students who have taken calculus or statistics in high school may be able to earn college credit by passing a department-specific exam (credit by exam) in those areas or submitting Advanced Placement test scores. Changes in mathematics placement test standards are detailed in a report.

Modern Languages—Freshmen are placed in foreign language courses mainly by examination. Students may earn credit for previous language study through either national Advanced Placement tests or departmentally administered placement tests. Students with prior foreign language study who wish to continue studying their language at Ball State may take departmentally administered placement tests during the summer orientation program or at any time during the academic year. These tests help determine the appropriate class placement. Students who have completed more than two years of a foreign language in high school may not normally enroll for credit in the 100-level course of that language except in Chinese, German, and Japanese or with permission of the department chair. Students placed in any higher-level language course will receive credit for the courses they test out of if they earn grades of C or higher in the advanced course. To receive placement credit, students must have taken the placement test and have a record of their score on file. International students who have completed high school studies in their native countries are not eligible for credit in the first- or second-year levels of their native languages.

The number of students placed in undergraduate courses in Chinese, French, German, Japanese, Latin, and Spanish is reported by the department for each year from 2008 to 2011.

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

Business Honors—The Miller Scholars and Honors Program is a four-year, cohort-based academic and scholarship program in Ball State's Miller College of Business that provides a differentiated curriculum and developmental programming focused on academic, professional, networking, and social growth. This program, launched in 2008, accepts up to 24 freshmen each year. Through faculty review of a

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comprehensive online application, standardized test scores, and GPAs, approximately 10 students are selected for the Honors Program. Approximately 14 other students are chosen for the Miller Scholars Program using the same review process plus letters of recommendation and an in-person interview. These students also receive a merit-based financial aid package. Miller Scholars and Honors Program students take the same courses as other students in the college, except the pre-business and major core courses are offered as limited-enrollment, differentiated honors sections. These sections regularly subscribe to national norms for honors courses as they are considered either accelerated and/or enhanced. All Miller Scholars and Honors Program students are granted direct admission to the college rather than earning a certain number of credits first.

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

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

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

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

Subcomponent 3.D.3.

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

Ball State offers comprehensive and personal academic advising for all students. This includes unique programs for freshmen, honors students, and student-athletes as well as faculty advising for upper-level

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undergraduates and department-specific advising for graduate students. In particular, academic advising helps transfer, nontraditional, and undecided students navigate various complexities in their unique circumstances.

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

Freshman Advising

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

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

Upper-Level Advising

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

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

Student-Athlete Advising

All freshman student-athletes are assigned to an academic advisor who specializes in working with student-athletes, helping them comply with NCAA and Mid-American Conference (MAC) rules and regulations. Upon completing 30 credit hours, student-athletes are assigned to a faculty advisor in their

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declared major. They meet with their faculty advisor each semester to monitor degree progress and also meet with the coordinator of the Athlete Advising Center for all scheduling needs and to ensure continued compliance with NCAA and MAC guidelines. The Academic Support Services for Student-Athletes program in the University College is committed to the academic success of student-athletes, providing individual monitoring and academic counseling, study table activities, workshops, enrichment study skills, coordination with tutoring, and other services.

Graduate Advising

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

Special Advising

Two student segments at Ball State have special advising considerations:

- Transfer Students—A key resource for transfer students is the Transfer Indiana website, which is a free service for anyone interested in learning about how courses transfer between participating colleges and universities, the degree programs offered, and the transfer process. Transfer students with 30 or more credit hours meet with an advising coordinator for evaluation in the Advising Resource Center.
- **Nontraditional Students**—Ball State defines nontraditional students as those entering college for the first time at age 23 or older. Advising programs and services are tailored to help these students transition to college life.

Additional Services

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

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

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

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

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

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

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

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

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

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

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career planning and increased use of the Career Center.

Advising Summary

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

Subcomponent 3.D.4.

The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution's offerings).

With a campuswide wireless network and robust digital environment, Ball State is home to state-of-the-art resources that provide students with the experience they will need to succeed after graduation. One repository for these resources is University Libraries, which includes Bracken Library in the heart of campus and two branches that specialize in architecture and science-health science. Bracken Library has access to about 2.3 million books, periodicals, microforms, audiovisual materials, software, government publication maps, musical scores, archival records, and other information sources.

Within Bracken Library is the Helen B. and Martin D. Schwartz Special Collections and Digital Complex, which houses a Microsoft Surface computer, digital learning pods with high-powered computers, the digital archives viewing room, and the digital newsstand, enabled to receive television broadcasts from around the world, including networks from Saudi Arabia, China, India, and Korea.

Bracken Library also is home to the Tech Center, which offers services such as the Technology HelpDesk and Desktop Support, Hardware Repair, TechTime, the Technology Store, Instructional Classroom Support, and Equipment and Projectionist Services as well as the Concierge Desk and Faculty Apps Café.

Ball State's historic David Owsley Museum of Art—currently undergoing another major renovation and expansion—also serves as a valuable research, learning, and teaching resource for students, instructors, and the community, with more than 11,000 works of art in its well-rounded collection.

Examples of supportive resources are also found in each academic college:

College of Applied Sciences and Technology

The School of Nursing's Simulation and Information Technology Center is a comprehensive learning facility featuring both physical and virtual resources for hands-on student experiences. Located on three floors in the Cooper Science Complex, this 8,100-square-foot center provides state-of-the-art medical equipment, lifelike animated adult and child manikins, and centralized control rooms for running

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simulations. Additional details about this resource are available for review.

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

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

College of Architecture and Planning

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

Several labs in the building support experiential learning in the college. Students design and construct prototypes of building and furniture components in the Digital Fabrication Lab and create interactive stereoscopic 3-D design presentations in the Digital Simulation Lab. The Preservation Lab provides technology and equipment for analyzing and assessing materials from historic buildings. Additional information about the college's resources is available for review.

Miller College of Business

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

Another valuable learning resource in this college is the Networking and Security Lab, in which business

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students learn how to protect corporate networks from security breaches by playing the role of would-be hackers.

College of Communication, Information and Media

A crowning facility on campus, the David Letterman Communication and Media Building provides technologically advanced recording studios, control rooms, and editing suites for telecommunications students to produce innovative content for emerging media. In making award-winning films and video, students work with the latest high-definition cameras on the market and the same kind of equipment found in top production houses and film studios in Hollywood, New York, and London. Students also have access to resources and equipment managed by the University Teleplex, including a production truck, two studio and control rooms, and one of the world's largest and most sophisticated virtual production studios, where digitally generated sets provide realistic environments for live newscasts, performances, and other programs.

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

College of Fine Arts

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

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

College of Sciences and Humanities

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

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

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

The North Quadrangle Building, which houses the Departments of Modern Languages and Classics, Criminal Justice and Criminology, Political Science, Sociology, Psychological Science, and Philosophy and Religious Studies, was renovated in 2011. Improvements to classroom space and accessibility as well as heating and cooling, plumbing, and electrical systems made the environment more conducive to student learning.

Teachers College

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

Teaching majors also receive important technological support through the iCare Corner and iStudio in the Teachers College. iCare is a convenient walk-in service where students can take their laptops to resolve technical issues. iStudio supports research and development of emerging technologies for teaching and learning, produces digital content for and with faculty and students, incorporates emerging technologies into teacher education using a studio pedagogy and outreach technologies for field experiences, and facilitates immersive learning experiences that implement teaching and learning technologies in schools and communities.

This year, the 10-story Teachers College Building is undergoing renovations that will make it more conducive to student learning. Improvements include new lighting and upgrades to heating, cooling, ventilation, plumbing, electrical, and communications systems as well as better life and fire safety systems.

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Subcomponent 3.D.5.

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

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

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

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

Unified Technology Support—UTS provides basic support that enables students to use the technology tools required to access and use information effectively. Students can call the HelpDesk for hardware and software assistance, and TechTime provides hands-on help if required. In addition, an extensive library of how-to instructional video clips is always available on numerous topics through TechClips. For students who want or need more advanced skills and knowledge in technological tools, Emerging Technology Support provides media software training and certification. In addition to several course offerings on specific software, Ball State has partnered with lynda.com to provide training on a variety of software applications.

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

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

Research and Academic Effectiveness—Research design and statistical analysis services are available to students from the Office of Research and Academic Effectiveness, formerly known as Research Design

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

Student Productivity

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

In addition, between 287 and 354 student papers were submitted annually to the Graduate School as part of degree completion requirements from 2004–05 to 2010–11, with 340 papers received in the most recent academic year.