

Criterion Four—Teaching and Learning: Evaluation and Improvement

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

Core Component 4.B.

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

Ball State University recognizes assessment as a strategy for measuring, understanding, and improving student learning, having as its goal a higher-quality education. Academic departments devote considerable effort to gathering evidence of student learning. Without exception, all colleges, departments, and schools at Ball State engage in programmatic assessment of student learning and consider it an essential way to identify areas for growth and improvement. Academic departments and schools identify the knowledge, skills, and abilities their programs are designed to instill in students, determine assessment measures, and collect and examine assessment data.

Each year, every department reports its assessment results to its college dean, and numerous examples demonstrate that departments take effective action on the results. The following information elaborates on this evidence and cites some exemplary efforts to address this criterion.

Subcomponent 4.B.1.

The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.

Subcomponent 4.B.2.

The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.

Ball State's *Strategic Plan 2012–2017* states the university is "relentlessly focused on learning outcomes." All academic departments have specific, clearly stated goals for student learning that are included in course syllabi and accessible online. For example, the Miller College of Business not only articulates specific learning goals for individual programs and courses, but it also displays a core set of five broader learning goals for undergraduate programs (C-KITE: Communication, Knowledge, Integration, Teamwork, and Ethics) throughout the college on posters, class syllabi, and a frequently used website.

The assessment program of every academic unit at Ball State includes at least one direct measure of student learning that demonstrates explicitly how well students have acquired knowledge, work-related skills, or abilities targeted by the department or a specific learning experience. Direct measures include:

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- comprehensive written and oral examinations
- standardized tests (e.g., Educational Testing Service Major Field Exam)
- licensing examinations
- faculty evaluation of student portfolios
- faculty juries (e.g., School of Music)
- performance artifacts
- business plans
- evaluations of students by practicum and internship supervisors, outside professionals, and community partners

In addition, indirect measures of learning ask students to reflect on what they have learned and experienced. These include student ratings of program quality and student self-assessment, focus groups, questionnaires, and interviews. Not all units use all of these direct and indirect measures.

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

Major Field Exams

Learning outcomes have been assessed for many years at Ball State. For up to 20 years, senior majors in many departments have taken the appropriate major field exam sponsored by the Educational Testing Service (ETS). A current list of these departments is available for review. By way of illustration, the Miller College of Business uses this exam to ensure business graduates have relevant content knowledge in all areas of business. Data are collected each spring in the capstone classes that all business majors take, and these data are used to evaluate individual majors and the college as a whole. The average ETS score of Ball State business majors has improved the past three years:

- 2010—70th percentile among students taking the test at 618 schools
- 2011—75th percentile among students taking the test at 259 schools
- 2012—79th percentile among students taking the test at 438 schools

In 2010, an emphasis on “continuous improvement” led Miller College faculty to examine the ETS data broken down by major and to observe that cross-major knowledge (e.g., marketing knowledge among finance majors, finance knowledge among management majors) needed improvement. Faculty identified and disseminated ways to integrate cross-functional knowledge into upper-division courses. Performance in cross-major knowledge will also be a special focus in 2012–13 when Miller College scrutinizes its ETS results again.

Professional Abilities

In departments that emphasize performance-based assessment, direct outcomes include external demonstrations of students’ professional abilities. Several examples illustrate these outcomes:

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- Undergraduate students in a philosophy and religious studies course produce and edit *Stance: An International Undergraduate Philosophy Journal*, the only undergraduate journal of sufficient quality to be listed in *The Philosopher's Index*. Members of this class have performed especially well on the student learning outcomes of transferable career skills, integrating disciplinary knowledge, and professional ethics. *Stance* received the 2010 Prize for Excellence and Innovation in Philosophy Programs from the American Philosophical Association/Philosophy Documentation Center.
- Each year, undergraduate immersive learning students in English produce *The Broken Plate*, a literary magazine that won a 2011 award as the best student literary magazine in Indiana.
- Many student media organizations within the Department of Journalism (e.g., *The Ball State Daily News*, *Ball Bearings*, Cardinal Communications, and the American Advertising Federation) receive national, regional, state, and local awards each year.
- Telecommunications programs and projects have been recognized by the Academy of Motion Picture Arts and Sciences (two gold Student Academy Awards), Academy of Television Arts and Sciences (39 regional Emmy Awards), Indiana Association of School Broadcasters, Indiana Broadcasters Association, Sports Video Group, and Fox College Sports.
- The School of Music's jury system is a useful example of "value-added" assessment. At the end of each semester, all music majors complete a juried performance to evaluate their progress in studio classes. This performance also provides feedback as students work toward the "gateway" assessment of junior standing. Typically students complete a minimum of four juries before attempting the junior-standing assessment. Students decide to seek junior standing in consultation with their studio teachers. As students progress through the undergraduate program, repeated evaluation of their performances provides a clear basis for assessing what they have learned at Ball State. The School of Music is also considering collecting data from students' admission auditions to provide a baseline for later comparisons.

Graduate Programs

Academic departments at Ball State are also required to have assessment plans in place for graduate programs. Some departments, such as educational psychology, may conduct assessment as part of a student's doctoral defense, but all departments are required to conduct an evaluation of doctoral students at the end of their second year, before reaching candidacy. Assessment at the master's level may also be accomplished through master's-level comprehensive examinations, public presentation requirements, and thesis/creative project defenses.

Special Impact Programs

Ball State's emphasis on assessment extends to programs that have a special impact on students. For example, the Rinker Center for International Programs established learning outcomes for all study-abroad experiences that encompass:

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

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The Rinker Center first measured the extent to which students achieve these goals as a result of study-abroad experiences in 2012 and will collect and compare predeparture and returnee surveys annually. The center will also implement programmatic changes to introduce new learning content and activities to assist students in their achievement of these outcomes, which will be revisited in 2014.

Ball State's Honors College has also established student learning objectives, such as critical analysis of human artifacts and effective written and oral communication. Faculty who teach in the Honors College meet annually to review assessment data from the previous year and chart changes or adjustments to the curriculum as appropriate.

University Core Curriculum

At the university-wide level, academic assessment begins with the common core curriculum required of all undergraduate students at Ball State. A new version of the University Core Curriculum was implemented, starting with the fall 2010 freshman class. Enough students have progressed through this curriculum for the university to begin the core curriculum assessment process, as mandated by *Strategic Plan 2012–2017* (Goal 1, Objective 6, Performance Indicator 25) in fall 2012. The curriculum's framework includes 12 goals and objectives, such as written composition and critical thinking, and each of these elements will be assessed. The overall assessment plan involves a four-year cycle, with three elements to be assessed each year.

Blackboard Outcomes will be used to collect student samples needed for the assessments. This program will randomly select approximately 100 examples of student work—usually documents from the junior or senior year—representing each element. A team of faculty will be trained to use a rubric developed to evaluate a specific element, such as critical thinking, and will then review each document and determine how well each student met the criteria for that element. This faculty team will complete the work during the summer, and its members are expected to receive stipends. Each student sample will be evaluated by two faculty members. If their evaluations disagree, a third faculty member will evaluate the work. Information gained from the assessment and evaluation process will then be used to make decisions about possible changes in the core curriculum and within each major.

The initial UCC-21 assessment project focuses on written composition. Academic departments have been asked to identify a course in every major that provides a mature writing sample. Artifacts from these courses will be placed into Blackboard Outcomes and a random sample taken. A group of faculty will be trained to apply a rubric for evaluating writing samples and will participate in the process outlined above. The full UCC-21 assessment process is expected to begin in summer 2014.

Student Affairs

Assessment also extends to Ball State's Division of Student Affairs and its co-curricular outcome goals that all students demonstrate life skills, multicultural competence, active citizenship, leadership, and behaviors consistent with institutional values. This division developed a comprehensive assessment program for all of its units. In an effort to be more transparent and to identify performance improvements, each unit implements at least one assessment project each academic year, with at least one study conducted in each of the outcome areas. Studies used direct measures such as academic status changes (e.g., withdrawals) and indirect measures such as satisfaction surveys, use of program

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services, and lifestyle and leadership assessments.

To take one example, the Career Center investigated whether online career assessment would effectively engage freshmen to use additional career programs and services early in their college careers. The study compared three groups of freshmen:

- students who were given results of an online personality measure plus matching career interest information
- students who received additional access to on-site Career Center assistance plus one career development program
- students who received neither intervention

Students who used the online career assessment later made better use of the Career Center's programs and services (e.g., selecting a major) than did the other groups, indicating that online options effectively engage freshmen with the career development process. As a result, messages are being developed for the orientation program to motivate freshmen to participate in the online career assessment.

Building on these and other efforts, the Office of Institutional Effectiveness (OIE) facilitated a workshop for 30 staff members within the Division of Student Affairs in summer 2012. This workshop helped the group to fine-tune existing learning outcomes and projects, collaborate across departments on future assessments, and identify campus resources that support current efforts, including the OIE-sponsored student surveys.

Indirect Evidence of Assessment

Virtually all of Ball State's academic departments provide direct evidence of their efforts to promote and assess specific student learning objectives, such as knowledge, skills, and effective writing. Indirect evidence that such assessment is relatively broad-based at Ball State comes from students who recognize and reflect on the gains they have made and the effectiveness of the education they received. The National Survey of Student Engagement (NSSE) is administered by Indiana University to measure the extent to which students engage in practices that are empirically shown to promote learning and success. NSSE was administered to Ball State's first-year students and seniors in the spring semesters of 2004, 2007, 2008, and 2012.

Eight NSSE items provide indirect evidence of the university's effectiveness in helping students achieve several broad learning goals. Responses of Ball State seniors in 2008 and 2012 were compared with responses of NSSE's 2008 and 2012 national samples of seniors from institutions in Ball State's Carnegie classification, Research University/High Research Activity, or RU/H. These items ask about the extent to which the university contributed to students' knowledge, skills, and personal development. The results are summarized in Table 1 on the following page.

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Table 1: 2008/2012 Ball State–NSSE Comparison (Seniors)

<i>To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas? (Percent very much or quite a bit)</i>	Ball State University 2008	Other RU/H Institutions 2008	Ball State University 2012	Other RU/H Institutions 2012
Acquiring a broad general education	86 percent	84 percent	82 percent	81 percent
Acquiring job or work-related knowledge and skills	80 percent	72 percent	77 percent	74 percent
Writing clearly and effectively	73 percent	73 percent	73 percent	74 percent
Speaking clearly and effectively	71 percent	69 percent	73 percent	70 percent
Thinking critically and analytically	85 percent	86 percent	84 percent	87 percent
Analyzing quantitative problems	72 percent	76 percent	68 percent	78 percent
Using computing and information technology	85 percent	81 percent	79 percent	79 percent
Working effectively with others	81 percent	77 percent	80 percent	77 percent

In 2008, seniors reporting that their experiences at Ball State contributed “very much” or “quite a bit” to achieving each goal was within plus-or-minus 2 percent of the national percentage on four of the eight items, below the national percentage (72 percent vs. 76 percent) on the item “analyzing quantitative problems,” and at least 4 percent above the national sample on “acquiring job or work-related knowledge and skills” (80 percent vs. 72 percent), “using computing and information technology” (85 percent vs. 81 percent), and “working effectively with others” (81 percent vs. 77 percent).

In 2012, the percentage of seniors reporting that their experiences contributed “very much” or “quite a bit” to achieving each goal was within plus-or-minus 3 percent of the national percentage on seven of eight items and below the national percentage (68 percent vs. 78 percent) on the item “analyzing quantitative problems.” Thus, in both recent administrations of NSSE, Ball State seniors were comparable to seniors from other RU/H institutions in the national sample with respect to several broadly stated student learning objectives, with the exception of analyzing quantitative problems. With respect to the last item, however, more than two-thirds of seniors reported that their Ball State education contributed “very much” or “quite a bit” to their skill in analyzing quantitative problems.

Other indirect evidence comes from recent Office of Institutional Effectiveness (OIE) surveys of Ball State graduates, one of 2008–09 graduates conducted in 2010 and another of 2007 graduates conducted in 2012. Findings of these surveys included:

- More than 94 percent of all respondents indicated their experiences at Ball State prepared them very well or satisfactorily in the areas of intellectual and personal growth, speaking, listening, problem solving, analysis and evaluation of ideas, critical thinking, and lifelong learning.
- More than 85 percent reported they were very well or satisfactorily prepared for a career and further education.

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- About 93 percent reported their Ball State experiences prepared them very well (50 percent) or satisfactorily (43 percent) in the area of writing skills.
- Math was the lowest-rated academic skill, with 21 percent of 2008–09 graduates and 16 percent of 2007 graduates reporting poor preparation in this area.

Subcomponent 4.B.3.

The institution uses the information gained from assessment to improve student learning.

Among the nearly 50 academic departments and co-curricular programs at Ball State, some are “closing the assessment loop,” meaning they not only use assessment data to modify goals and programs but also obtain the necessary follow-up evidence on whether these changes were effective. Other units use assessment data in making program changes but do not always collect and evaluate follow-up evidence. Still others assess and evaluate learning objectives when considering program changes but may not base all changes directly on established evidence.

All units at Ball State at least recognize that the purpose of assessment is improved student learning and have developed procedures for reviewing and acting on assessment data. Examples from three different colleges illustrate how departments use assessment information to improve student learning:

Psychological Science—Every bachelor’s graduate in Ball State’s Department of Psychological Science has completed the Educational Testing Service (ETS) Major Field Exam in Psychology since 2003. From the beginning, ETS mean scores of Ball State psychology majors have been compared with mean scores from two relevant groups of institutions: those similar to Ball State in Carnegie classification and located in the Midwest, and the entire national population of colleges and universities using the ETS Major Field Exam in Psychology. From 2003 to 2010, Ball State psychology majors consistently matched or outperformed both of the comparison groups on mean total score and almost all subscores and assessment indicators provided by ETS. The exception came in the neuroscience areas (physiology, sensation, and perception), where students at more than 50 percent of the comparison institutions scored higher than Ball State students.

From 2003 through 2011, no courses covering neuroscience topics were required of psychology majors (i.e., such courses were only electives) despite rapid growth in the importance of this area to the field of psychology. In response to this situation, the Department of Psychological Science hired a tenure-line faculty member in 2009 to immediately take all responsibility for teaching the neuroscience-related courses. In the 2011 administrations of the ETS exam, Ball State’s psychology seniors for the first time received higher mean scores in all areas—including the neuroscience subscale and assessment indicator—than students at comparison schools. As of fall 2012, all new psychology majors are now required to take a course in the biological basis of behavior.

Nursing—Ball State’s School of Nursing has used assessment evidence to modify its curriculum and improve its four-year graduation rate. After observing that 10–15 percent of nursing students repeated one of the clinical courses regardless of how these courses were taught, the school overhauled its curriculum by converting two 6 credit hour courses to three 4 hour courses, reorganizing other content into two new courses, and moving material of special interest to many nursing students (psychiatry/mental health and pediatrics) earlier in the course sequence.

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After making these curriculum changes in 2010–11, the School of Nursing predicted that students admitted to the program would be more motivated to pursue nursing as a career and show more commitment to succeeding in the rigorous curriculum. The retention rate among nursing majors increased from 92 percent in 2010 to 98 percent in 2012. The four-year graduation rate for this cohort will also be monitored as further evidence of the effectiveness of the curricular changes.

Business—In the assessment loop used by the Miller College of Business (*see Figure 1*), data are collected for half of the college-level goals each year, while evidence for the other half is reviewed in preparation for closing the loop. For this latter process, quarterly brainstorming sessions examine how the data collected the previous year can be used to improve teaching and learning. The schedule is maintained on the home page of the college’s Assurance of Learning (AOL) website, and minutes of these meetings are accessible to all faculty. In addition, faculty members who use evidence gained from assessment to make improvements in their classes (typically 20–35 percent) report back to the AOL committee.

As an example of this process, business faculty recently used several years of evidence and experience to modify the entrepreneurship curriculum to better address changes in the field, the industry’s criticism of academic practice, and the importance of continued learning after graduation. Specifically, the introductory course now comes earlier to expose more students to entrepreneurship and give them more lead time to enter the major or minor based on their experiences in the course. Subsequent entrepreneurship courses focus on the creativity and opportunity recognition process, application of engineering and design principles to an entrepreneurial opportunity, production of a business model and plan that a student defends before an outside panel of business professionals, and a consulting course that teaches long-term entrepreneurial decision making through research.

This new curriculum more effectively immerses students in each stage of the entrepreneurial process, allowing them to acquire not just content knowledge but also the critical-thinking, problem-solving, and collaboration skills and experiences necessary to take advantage of future business opportunities.

Subcomponent 4.B.4.

The institution’s processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

At Ball State, assessment is largely the work of the teaching faculty in each academic department and school, since those areas have the greatest influence over the formulation of learning goals, pedagogical practices to attain learning goals, and best ways to assess student learning outcomes. All faculty participate in the assessment of student learning at some point—identifying learning objectives and measures, grading student work and collecting other data, and deciding on proposed program changes as voting members of their departments.

In the Miller College of Business, for example, assessment committees are especially inclusive and broad-based, with more than 30 faculty members (40 percent of the college’s faculty) participating on unit assessment committees or the college’s steering committee. In some other departments on campus, such as those using studio-based learning (e.g., architecture, fine arts), faculty panels or juries assess student performance. Some departments (e.g., biology, chemistry, computer science,

mathematical sciences) require faculty to participate in the assessment of student learning in order to be eligible for merit salary increases.

Unit Assessment Plans

Each academic unit at Ball State has created an assessment plan detailing its student learning objectives and how they are to be assessed, and each has designated a faculty member other than the department chair to serve as the unit's assessment coordinator. This coordinator helps to ensure the quality (e.g., reliability and validity) of assessment data and procedures and their relevance to the department's student learning objectives. The assessment coordinator typically chairs a unit assessment committee made up of other faculty in the department. These committees meet regularly and produce annual assessment reports for their units.

For example, the Department of Psychological Science conducts internal reviews of its academic programs more or less continuously. Assessment data are shared with all faculty members, and any of them can propose a program change to the appropriate departmental committee. These committees—all made up of and elected by teaching faculty—discuss the proposals and recommend changes in the curriculum or assessment procedures for approval by the full department. Once a change is in place, new assessment results are used to evaluate how effective it was in improving student learning, with further input used to start the process again.

In other units at Ball State, outside advisory boards sometimes add further impetus to change, and some departments hold annual retreats to discuss curriculum and learning goals.

Other Effective Practices

A number of other policies and activities also reflect Ball State's effective practice in assessment:

- Both direct and indirect assessment of student learning is used, incorporating both faculty and student perspectives.
- A number of faculty have used their assessment activities and data as the basis for scholarly work, publishing papers or presenting their results at professional conferences.
- Many departments and colleges use results from their assessment programs to maintain national accreditation, which requires good assessment practices.
- Academic colleges collaborate with departments and schools to monitor the assessment activities of their units. This effort includes establishing regular reporting of results, determining the success of the college and its units on the basis of the departmental and school reports, reporting the results of that assessment to the university's provost and vice president for academic affairs, and taking action to benefit student learning.
- Faculty from each college are voting members of the university's Academic Assessment Committee, which is responsible for examining and discussing assessment programs and activities, identifying relevant issues, disseminating information about university-related academic assessment issues and programs, recommending policies for academic assessment, and providing advice to the Office of Institutional Effectiveness (OIE).

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Institutional Support

In a variety of ways, Ball State's Office of Institutional Effectiveness (OIE) assists departments, schools, and colleges with the considerable effort required to create assessment procedures and materials that document student success in attaining learning objectives. For example, this office leads classroom assessment working groups for interested faculty and conducts a variety of assessment workshops, including general interest sessions and specific workshops for faculty interested in particular assessment topics. OIE also helps units develop or revise assessment plans, including choosing goals and assessment techniques and a process for putting results into action. In addition, OIE assists with data analyses related to assessment or institutional projects—designing surveys and other instruments, coding data, entering data, and analyzing data, including qualitative results. If needed, the staff:

- designs, conducts, and interprets the results of focus groups
- conducts, records, transcribes, and summarizes the results of individual interviews
- creates, administers, and interprets the results of standardized tests and assessment surveys
- helps design student portfolios and schemes for evaluating them

OIE regularly surveys freshmen, sophomores, graduating seniors, and alumni and can generate separate reports by program and combine student responses from multiple years to create department-specific reports. This office also maintains historical records on many departmental characteristics, including counts of majors, average class size, and descriptive information about students such as class level distribution, grade point average, retention rates, and graduation rates.

Finally, OIE helps fund faculty travel to national or regional conferences focusing on assessment-related issues and conducts a summer grant program that supports full-time academic year faculty so they can carry out assessment projects during the summer. The office consults with deans and departments chairs to identify appropriate projects.

In 2011–12, the OIE staff assisted with more than 150 special projects in various units at Ball State. The office's consultative services were used by 20 academic departments, all colleges and schools, and 25 other campus offices or centers. During the spring semester of 2012, two assessment workshops were offered to 60 faculty and staff members. OIE also awarded a number of summer assessment grants:

- Summer 2011: Grants totaled \$37,500 for 41 faculty members to conduct 25 projects within their respective departments, schools, and colleges.
- Summer 2012: Grants totaled \$40,100 for 48 faculty members in 19 academic units to conduct 23 projects (37 proposals submitted). Funded projects included efforts to integrate Blackboard Outcomes into the Assurance of Learning (AOL) system in the Miller College of Business and to improve the assessment of student learning outcomes in design studios in the College of Architecture and Planning.

Core Component Summary

Evidence demonstrates Ball State is in a transition toward a value-added approach to the assessment of student learning. All academic departments are engaging in assessment, and an increasing number of them are applying the results using good practices with substantial faculty involvement. However, the

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degree of involvement by faculty and administrators in a “culture of assessment” is clearly uneven across the seven colleges and 50 other units that make up the university. If forward momentum is to continue, more departments need to emphasize closing the loop—not just introducing changes based on assessment results but also carefully evaluating those changes using rigorous, evidence-based examinations of their effectiveness and sustainability. Related challenges include:

Performance Gains—One persistent shortcoming is that nearly all assessment describes student performance only at the end point of a course or major experience. A truly value-added approach requires information on before-and-after gains that are directly tied to participation in specific courses and majors throughout the university. Assessment is expensive and time consuming for faculty, students, and administrators. Without strong evidence that this investment pays off in terms of significant gains in student learning, the time and energy devoted to changing the curriculum could sap departmental resources and weaken the impact of faculty teaching on student learning and thus the quality of the students’ education.

Public Transparency—The transparency of Ball State’s assessment results, such as to the general public, remains limited. Recognitions are noted in news releases and other communications, and public presentations by students are increasingly frequent (e.g., poster sessions of student research, public presentations, and other products such as DVDs from immersive learning projects). However, a more comprehensive picture of learning gains across all units would better inform the public about the effectiveness of teaching and learning at Ball State and the importance the university places on student success and on its accountability for documenting that success.

In response, Ball State’s *Strategic Plan 2012–2017* calls for more presentations by students at professional conferences and increased publications and presentations by faculty based on the scholarship of teaching and learning. One way to support this objective is for the institution to fund significant research efforts by departments and to feature these projects at annual poster sessions and in university communications. This strategy would address both the need for stronger evidence from assessment studies and also the limited visibility of Ball State’s accomplishments in this area. A useful place to start is to request proposals for projects that close the assessment loop. The Office of Institutional Effectiveness (OIE) could prepare the way for high-quality proposals by providing workshops on this and other topics.

Academic Rigor—These efforts will acknowledge the importance of academic rigor at Ball State. When conceived as an iterative process rather than a state or condition, academic rigor means defining and measuring specific learning objectives in a way that makes clear the value they add to a student’s education and then assessing them directly using objective measures that provide unambiguous results. These outcomes go beyond course grades to include performance on external tests such as the Educational Testing Service and licensure exams, timely progress in completing graduation requirements, and indicators of postgraduate success. Academic rigor also means that assessment and change are continuous, and each modification made in the learning objectives, assessment measures, or academic program on the basis of assessment results is itself evaluated as to its effectiveness and efficiency. Over time, this rigorous approach to assessment will increase the value of a Ball State education.