

## **Criterion Five—Resources, Planning, and Institutional Effectiveness**

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

### **Core Component 5.D.**

**The institution works systematically to improve its performance.**

Following the strategic planning process, Ball State University monitors and reviews its progress in accomplishing the institutional goals and objectives it has established. This review is done for both internal and external purposes and ultimately assists the university in fulfilling its mission.

#### **Subcomponent 5.D.1.**

**The institution develops and documents evidence of performance in its operations.**

Within the institution, Ball State's vice presidents are responsible for producing annual reports detailing the accomplishments and status of their divisions. For the most part, these reports are based upon the annual reports of the subunits in each vice presidential area. Consequently, these annual reports are used throughout the university to review and present progress toward meeting institutional goals and objectives.

For example, the provost and vice president for academic affairs asks the deans on campus to provide annual reports for their colleges, and typically the deans ask their departments to do the same. The reports include the status of ongoing initiatives identified by each unit and the development of long-term initiatives. These tangible outcomes are expected to be in line with the strategic plan and mission/vision statements of the university and the respective colleges and departments. Individual faculty members also submit annual reports on their activities. This reporting process facilitates organizational and personnel performance reviews at all levels.

In addition, a number of internal performance assessments are conducted through Ball State's Office of Institutional Effectiveness (OIE). Some of these are described in subcomponent 5.C.2. Externally, accreditation is the primary means for academic performance review. Academic units that do not participate in an external accrediting body are required to undergo a university-level assessment conducted by external reviewers. These unit accreditation and review processes are discussed in detail in Criterion 3, Core Component 3.A.

#### **Subcomponent 5.D.2.**

**The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.**

Ball State uses a variety of means—internal and external, ongoing and ad hoc—to identify ways to improve the performance and productivity of the institution and its component parts.

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One example involves online education, where enrollment growth was a priority in *Strategic Plan 2007–2012*. After review, the emphasis was shifted to enhancing the quality of online instruction in *Strategic Plan 2012–2017*. The university's Future of Higher Education Task Force and Growth in Online Education Task Force participated in this review. Both task forces indicated a need for academic leadership in the online and blended learning initiative in order to ensure academic rigor, high-quality course design, and fully integrated assessment of student learning outcomes.

At the recommendation of the Growth in Online Education Task Force, Ball State became a member of the nationally recognized Quality Matters Program and participates in a national consortium of best practices in online course design. Beginning in fall 2012, all of Ball State's online courses are assessed through a peer-review process using the Quality Matters rubric, the most widely used benchmark of postsecondary online course design in the U.S.

iLearn: Integrated Learning Institute was created to ensure students receive the same innovative, creative, and effective instruction in online courses as they experience in campus classrooms. Through iLearn, skilled instructional designers help translate the content of on-campus courses into rich and active, learner-focused online classes or blended courses (online plus face-to-face instruction). They also provide guidance in developing teaching and learning strategies and specialized applications using instructional technologies. A number of technology specialists provide training with online learning tools and build or support unique web or digital assets for online courses. Online Faculty Fellows assist their colleagues in online and blended teaching techniques, share their expertise and/or research, develop and lead faculty training, discuss ways to improve online teaching and course development, provide one-on-one mentoring, and participate in professional development activities.