

2015

CARNEGIE ELECTIVE COMMUNITY ENGAGEMENT CLASSIFICATION



BALL STATE UNIVERSITY



EDUCATION REDEFINED

Carnegie Elective Community Engagement First-Time Classification

**PREPARED BY BALL STATE UNIVERSITY
FOR THE CARNEGIE FOUNDATION FOR THE ADVANCEMENT OF TEACHING**

Submitted April 9, 2014

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Carnegie Foundation's Definition of Community Engagement

“Community engagement describes the collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity.

The purpose of community engagement is the partnership of college and university knowledge and resources with those of the public and private sectors to enrich scholarship, research, and creative activity; enhance curriculum, teaching and learning; prepare educated, engaged citizens; strengthen democratic values and civic responsibility; address critical societal issues; and contribute to the public good.”

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Introduction

“My career path has been forever transformed through community engagement...”

The words of Eva Zygmunt, Associate Professor of Elementary Education, eloquently capture the impact of Ball State’s commitment to outreach and engagement:

“My career path has been forever transformed and enriched through my participation in community engagement within the context of higher education. This work has afforded opportunity for the development of relationships through which teaching, research, and service can be interwoven, exponentially increasing the extent of the impact. Such opportunities enable me to efficiently fulfill the responsibilities of my position in a fashion that most effectively leads to impact. I publish, present, promote, and breathe this work among local, regional, state, national, and international venues.

Our work has been nationally recognized as innovative in teacher education. Without the support of the University, the conception of this work might be strong, but unrealized. The resources of the University have been instrumental in allowing us to pilot and refine our efforts, leading to exemplary programs that others seek to duplicate.

This work has allowed me to meld my skill set and personal and professional passions for education and social justice into meaningful work alongside similarly dedicated students, faculty, and community members. Our collective roles of agents of change in the Muncie community inform my commitment to continue this work locally, while working to advance our practice as a unique and replicable paradigm for teacher education at other institutions throughout the country.”

Through its emphasis on applied-research, hands-on learning, and community involvement at the local level, Ball State claims a unique and valuable niche for faculty, students, communities and businesses throughout the state of Indiana and beyond.

I. Foundational Indicators

INSTITUTIONAL IDENTITY AND CULTURE

A.1. Does the institution indicate that community engagement is a priority in its mission statement (or vision)?

☐ No ☒ Yes

► **Vision:** Ball State seeks to become recognized for providing bright and curious students a holistic learning experience that occurs both in and out of the classroom; for being relentlessly focused on learning outcomes; for embracing and solving today's greatest educational challenges; and for bringing fresh and pragmatic thinking to the problems facing communities, businesses, and governments in Indiana and beyond.

► **Mission:** As a public research university, we focus on students and high-quality, relevant educational outcomes. Disciplinary knowledge is integrated with application. We do this in a manner that fundamentally changes students, researchers, and our external partners who look to the university for guidance. We transform information into knowledge, knowledge into judgment, and judgment into action that addresses complex problems.

A distinctive hallmark of a Ball State education and the most visible example of Ball State's dedication to community engagement is the priority placed on immersive learning, in which interdisciplinary student teams are guided by expert faculty to connect disciplinary knowledge with application in the creation of real-world solutions. Immersive learning Immersive learning projects must:

- carry academic credit
- engage participants in an active learning process that is student-driven but guided by a faculty mentor
- include community partners and create an impact on the larger community as well as on the student participants
- produce a tangible outcome or product, such as a business plan, policy recommendation, book, play, or DVD
- involve at least one team of students, often working on a project that is interdisciplinary in nature
- focus on student learning outcomes
- help students define a career path or make connections to a profession or industry

A.2. Does the institution formally recognize community engagement through campus-wide awards and celebrations? ☐ No ☒ Yes

► **Awards for Faculty:** In 2013, the university presented its first annual immersive learning project awards at a special faculty reception. Five projects were honored in 2013; another five were honored in January 2014. Faculty mentor recipients each received a \$2,500 honorarium and a glass award. Each corresponding academic department received up to \$2,500.

► **Awards for Students:** Since 1997, two awards are sponsored annually for students involved in community work. The Senior Distinguished Service Award (SDSA), co-sponsored by the Office of Student Affairs and Student Voluntary Services, recognizes one student of senior standing for their exceptional commitment to service as a volunteer during their undergraduate career. All applications are reviewed by a committee comprised of faculty, community, and professional staff members and the top candidates are then asked to participate in an interview. The recipient is recognized at the Senior Recognition Banquet with a \$250 award and his/her name on the SDSA perpetual plaque.

The Community Impact Award (CIA), sponsored by Student Voluntary Services, recognizes a registered student organization that has excelled in engaging their members in direct service to others over the course of the academic year. All applications are screened and reviewed by a committee comprised of faculty, professional staff, and graduate students who then also choose the recipient. The winning organization is recognized at the Voluntary Services' Annual Recognition Celebration and its name is added to the CIA perpetual plaque.

A.3.a. Does the institution have mechanisms for systematic assessment of community perceptions of the institution's engagement with community? ☐ No ☒ Yes

While assessments have existed in individual departments for a number of years, Ball State has made a concerted effort to develop institution-wide processes to assess our outreach with the community. In 2013, the university's Office of Institutional Effectiveness (OIE) launched the Community Engagement Partner Impact Survey, following best practices in community engagement literature (including the Carnegie Foundation) and in consultation with community partners and university administrators/faculty in areas of immersive learning, service engagement and outreach.

Faculty members provide the OIE with email addresses for their community partner contacts; these contacts receive a survey email. Respondents are asked if their feedback may be shared with specific faculty and/or staff as well as included in a summary report. The first round of surveys was distributed in December 2013 with a focus on 2012-2013 projects. Surveys will be distributed annually.

In Summer 2012, the department of Student Voluntary Services launched an annual Community Impact Assessment among all non-profit community agencies who worked with SVS during the previous academic year. The assessment tool evaluates the impact of SVS student volunteers on the agency in the areas of capacity (i.e. increase in number of clients served/ number of services) economic impact (increased services/organizational resources/projects completed) and satisfaction. SVS is committed to conducting the assessment each summer in conjunction with the university's Office of Institutional Effectiveness.

Ball State's Building Better Communities (BBC) department serves as the university's primary portal for outreach and engagement with community partners. As such, it is responsible for reporting on all institutional outreach and engagement activities and feedback from community partners. Since fiscal year 2007-2008, BBC has collected data from faculty and university units to create an Outreach Activity Report. This annual report is valuable for its detailed information and community-related perspectives.

Every year, the Career Center surveys local and regional recruiters to learn about their interactions with Ball State and our students. This information is used to make data-based decisions about programs and services.

Many university faculty and staff are active throughout Indiana in local community, county and statewide governance structures and groups. Meetings of these bodies involve sharing perspectives about the university's outreach and engagement efforts. Feedback is routinely shared with department chairs, colleagues and Building Better Communities staff members.

The university maintains strong relationships with key "aggregator" organizations throughout Indiana. These organizations are typically statewide in scope and serve an advocacy mission for a particular sector or sub-sector of the economy. In many cases, the university is represented on the boards of these organizations and/or provides a service. Examples include TechPoint, the aggregator for the information technology sector; Conexus, the advocacy organization for the logistics industry; and the Indiana Association of Cities and Towns, the aggregator for municipal governmental jurisdictions. The university is particularly interested in working with aggregators because of their influence within an entire sector. These organizations are influential throughout the state and their leaders are key communicators and thought leaders.

A.3.b. Does the institution aggregate and use all of its assessment data related to community engagement?

☐ No ☒ Yes

► **Community Engagement Partner Impact Surveys:** A total of 42 responses from community partners were received from the first round of surveys in December 2013. The vast majority of respondents indicated that they were satisfied or very satisfied with several aspects of the partnership relationship, such as timeliness and quality of the work performed, timeliness and quality of communication, customer service, professionalism, price, and responsiveness. A summary report was produced and shared with the President's Engagement Council. Individual faculty/staff members received feedback if the respondent gave permission. This information will be used on an ongoing basis to evaluate the effectiveness of community engagement projects and to identify future project needs.

► **Community Impact Assessment:** Student Voluntary Services (SVS) staff analyzes the results of the Community Impact Assessment and compiles a final report for upper-level university administration. The results are then used to re-analyze SVS policies and procedures relating to Ball State student volunteers and community partners. If areas of concern are brought to light, SVS staff work with community partners to develop strategies for addressing them.

► **Outreach Activity Summary Report:** Data from this annual report by the Building Better Communities department is used to understand the quantitative and qualitative facets of projects and services. It is shared with the university President and Provost annually and reviewed in debriefing sessions to seek patterns and directions that could inform university policy and procedures. The data is also used in aggregated form in presentations to internal bodies and groups, such as the President's Cabinet, President's Engagement Council, Council of Deans and the Board of Trustees.

In the future, as such data and information becomes more readily available in the form of an accessible and searchable database, the data will be shared more widely on campus. In addition, the information will be shared more regularly in aggregated form to portray the impact of outreach and engagement to internal and external audiences.

► **Career Center Recruiter Surveys:** Career Center staff members analyze the results of these recruiter surveys to assess current programs and services. Feedback influences changes to career coaching sessions, job fair preparation, presentations to academic classes, marketing and production of additional resources for students.

► **Service on Boards, Committees, Task Forces, Etc.:** Service on external governance bodies generates valuable qualitative and anecdotal feedback from audiences outside of the university. This type of feedback is typically shared via conversations and email among the leaders of subunits and, when it has particular illustrative value, shared in staff meetings.

► **Meetings with Aggregator Organizations:** Information received from aggregator organizations is accorded a high level of importance and is used to gauge program and service value and probe additional opportunities. Solid information from aggregators is shared via email and staff meetings as a basis for understanding the sector they represent and exploring/planning additional activities.

A.4. Is community engagement emphasized in the marketing materials (website, brochures, etc.) of the institution? ☐ No ☒ Yes

Ball State promotes community engagement in many ways on its website. The homepage features a “Business Partners” link through which community members can access websites of various university centers, institutes and knowledge units that are involved in outreach and engagement. These units also produce their own brochures, fliers and other promotional materials with descriptions of their services and contact information.

The home page also prominently highlights first-person student stories of immersive learning – unique educational experiences that pair interdisciplinary student teams and faculty mentors with community partners to develop tangible results and create an impact on the larger community. The large banner images link to webpages with text, video and photos chronicling the student’s immersive learning experience. These same stories are featured in TV spots that run most of the academic year in Indianapolis, Fort Wayne, and South Bend.

The university maintains a dedicated “immersive learning” webpage (Under “About”). This page includes examples of successful projects, testimonials from students, and tips for community partners, faculty and students on planning and executing an immersive learning project.

In addition, several special interest features are located throughout the website; many of these 300-word profiles highlight faculty and students who have completed successful immersive learning projects.

Immersive learning is highlighted in most (if not all) student recruitment and admissions marketing materials. In addition, the Ball State admissions office and recruiters discuss immersive learning as a part of all of their programs, including high school visits, college fairs, and on- and off-campus programs. It is a highlight of the keynote presentation for all on-campus visits, and during preview days Ball State offers a specific immersive learning session during which two projects are discussed by faculty and students.

A.5. Does the executive leadership of the institution (President, Provost, Chancellor, Trustees, etc.) explicitly promote community engagement as a priority? ☐ No ☒ Yes

President Jo Ann Gora, her Cabinet, and the Board of Trustees promote community engagement in many ways, but primarily through immersive learning, the cornerstone of a Ball State education. In immersive learning, an interdisciplinary team of students, mentored by one or more faculty, work for at least one semester and often longer to provide a real-world solution to a real-world project for an external partner—a business, nonprofit organization, or community.

Both the university's *Education Redefined Strategic Plan*, implemented from 2007 to 2012, and its current plan, *Education Redefined 2.0: Advancing Indiana*, encourage immersive learning as the primary method of providing distinctive, high-quality academic experiences for students; supporting and rewarding student and faculty scholarship; and advancing communities around the state through student engagement and faculty expertise. President Gora often has spoken about immersive learning not only as a form of community engagement but also as a “win-win” learning pedagogy. Students demonstrate their innovation and collaboration as they deliver a meaningful product for the community partner—something that provides value long after the project ends—while increasing their marketability as future employees.

Immersive learning metrics prove it has been embraced as the institution's point of distinction. In 2006-07, 1,680 students participated in just under 100 immersive learning projects with faculty mentors from 26 academic departments. Those numbers have gone up every year. In 2012-13, 4,414 students participated in at least one of 240 immersive learning projects with faculty mentors from 39 academic departments.

President Gora and executive leadership have provided frequent updates about both strategic plans. A progress report is published annually, both in print and web formats, promoting immersive learning and its benefits. It features a letter from the president, the latest metrics on more than 100 strategic plan performance indicators, and examples of immersive learning projects. In 2013, the president gave 41 major speeches; in the vast majority—30—she discussed immersive learning.

President Gora promotes immersive learning to numerous off-campus groups, including alumni, parents, legislators, journalists, and business leaders, but she also does so to faculty and students in on-campus remarks. In the span of five days each August, she provides examples in her annual address to new faculty and staff and in her remarks to incoming students. She also has made immersive learning a focus of her annual fall convocation. In 2013, for instance, she said, “Immersive learning is at the center of what we do. It is a transformative learning experience and a rigorous learning pedagogy for both students and faculty. It makes our students more attractive to employers and stems our state's brain drain. And it is recognized by the members of the state higher education commission, the legislators, and the governor as what makes a Ball State University education distinctive.”

Finally, Ball State's executive leadership has embraced immersive learning as the university's marketing message. First-person student stories of immersive learning success are featured on multiple platforms, including television, print and online advertisements, and web videos called *The Chronicles*, prominently placed on the university's homepage.

INSTITUTIONAL COMMITMENT

- B.1. Does the institution have a campus-wide coordinating infrastructure (center, office, etc.) to support and advance community engagement?** ☐ No ☒ Yes

The university's 2012-2017 strategic plan, *Education Redefined 2.0: Advancing Indiana*, strongly prioritizes programs, services and activities that benefit Indiana beyond campus at the local and state level. Progress toward plan goals by university Trustees, officers, administration, faculty, staff and students is tracked carefully at regular intervals.

In 2013, the President's Engagement Council was established to serve as the consultative body for issues related to outreach and engagement and make recommendations to ensure that activities are cohesive, well-coordinated and broadly recognized. The Council is comprised of academic deans, knowledge unit and university center directors (4), faculty members at-large (3), and representatives from relevant areas such as contracts and grants, business affairs, and enrollment, marketing and management. The Associate Vice President of Economic Development and Community Engagement serves as the Council's chairperson.

Within the larger institutional context, the department of Building Better Communities (BBC) is charged with aligning all Ball State outreach and engagement, facilitating the development of new engagement opportunities and orchestrating logistics within and beyond the university. Among the most important facets of this work is creating internal synergies and developing creative ways to leverage the university's unique resources. The unit of 30 staff members regularly engages faculty, staff and administrators in planning and policy sessions to continue to expand the university's reach and impact. The university's Associate Vice President of Economic Development and Community Engagement serves as the head of BBC and is a regular member of the Council of Deans, the Associate Provost's Group and the Academic Leadership Group.

BBC has partnered with the Office of Institutional Effectiveness, the Student Voluntary Services organization and the associate provost (representing immersive learning) to develop institution-wide reporting processes for outreach and engagement activities across campus. These include the adoption of Digital Measures – Activity Insight, an online database to collect information about faculty outreach and engagement activities and the launch of the Community Engagement Partner Impact Surveys (see 3.a. above). Sparked by the need for more coordinated, efficient approaches and the desire to participate in the Carnegie application process, these units continue to work together to strengthen communication and collaboration.

See Section III.1 for more information about the Office of Institutional Effectiveness and Student Voluntary Services.

B.2.a. Are internal budgetary allocations dedicated to supporting institutional engagement with community?

☐ No ☒ Yes

In fiscal year 2012-2013, more than \$3.9 million was dedicated to support institutional outreach and engagement. These monies were devoted to maintaining salaries, benefits, supplies, travel expenses and facilities for units involved in outreach and engagement initiatives, including Building Better Communities and Student Voluntary Services. Faculty salaries for teaching service learning and/or immersive learning courses are not included in the total.

Permanent funding sources include university general fund, interest from endowments established from the Ball State Bold Campaign and student activity fees (to fund Student Voluntary Services). Other substantial private donations are received on a regular basis.

In the last university capital campaign (2008-2011), more than \$17 million was donated for immersive learning. Each semester around \$200,000 is available to fund immersive learning projects (above and beyond standard faculty salaries for teaching service-learning courses.) This is distributed to projects that are selected by the Immersive Learning Advisory Committee, under the direction of the Director of the Virginia Ball Center for Creative Inquiry.

In addition, during the period 2009-2013, the university contributed \$750,000 toward immersive learning projects with an emphasis on emerging media.

B.2.b Is external funding dedicated to supporting institutional engagement with community? ☐ No ☒ Yes

In the last university capital campaign (2008-2011), support for immersive learning was one of the featured objectives. The campaign raised more than \$17 million in endowed and expendable private gifts to support immersive learning projects.

In 2004, the Lilly Endowment in Indiana awarded \$1.5 million to Ball State to establish the Building Better Communities Fellows program, an immersive learning program in which faculty and students find real-world solutions for Indiana businesses, organizations and communities. An additional \$750,000 was awarded in 2009 to continue the grant through 2013. The university is now supporting the program.

In addition, during fiscal year 2012-2013, Ball State received a total of \$1,147,665 in external awards to support institutional engagement with the community. Examples of the 32 funded proposals include:

- Indiana Campus Compact, \$2,250: Funding the departments of *Physical Education*, *Sport & Exercise Science* and *Architecture* for community health and youth programming through “Project R.E.A.C.H.”
- A Better Way, \$3,000: Funding the department of *Educational Psychology* for program evaluation of community learning centers.
- East 10th Street Civic Association, \$3,950: Funding the department of *Architecture* for a community workshop to create a neighborhood development strategy.
- Muncie Symphony Orchestra, \$8,000: Funding the department of *Music* for a Graduate Assistant to provide administrative support.
- Delaware-Muncie Metropolitan Commission, \$8,500: Funding the department of *Urban Planning* for a Graduate Assistant to provide administrative and programmatic support
- The Youth Opportunity Center, \$8,800: Funding the *Fisher Institute for Wellness* for Graduate Assistant to provide administrative/programmatic support.
- Keep Indianapolis Beautiful, \$10,000: Funding the department of *Architecture* for administrative and programmatic support for the “Reconnecting to our Waterways” initiative.
- City of Erlanger, \$11,950: Funding the department of *Urban Planning* for community development planning and workshops.
- Ball Brothers Foundation, \$21,000: Funding the department of *Natural Resources* for the redevelopment of a local brownfield site.
- Warsaw Community Schools, \$37,149: Funding the department of *Mathematical Sciences* to support programming for K-12 teacher development.
- ecoREHAB of Muncie & the Ball Brothers Foundation, \$57,201: Funding the department of *Architecture* to improve urban housing development through the creation of “netzero” energy homes.
- Indianapolis Department of Parks & Recreation, \$100,000: Funding the departments of *Landscape Architecture* and *Natural Resources and Environmental Management* for a number of educational programs related to local community gardens.
- Indiana Department of Education, \$230,467: Funding the department of *Elementary Education* for development of a program connecting school children to community-based organizations in Muncie.
- Ball State University Foundation (donor support), \$514,248: Funding the department of *Special Education* for development of teacher training materials and parent support for local autistic children, as well as a camp for those children.

B.2.c. Is fundraising directed to community engagement? ☐ No ☒ Yes

During the *Ball State Bold* capital campaign (2008-2011), more than \$17 million of the \$210.8 million raised was dedicated to support immersive learning projects, in which interdisciplinary student teams, guided by expert faculty, work with community and business partners to create real-world solutions.

A goal of Ball State University's strategic plan for 2012-2017, *Education Redefined 2.0: Advancing Indiana*, is to provide opportunities for 5% of the Ball State student population to be engaged in an immersive learning project. As this is a university strategic plan goal, the Office of University Development provides fundraising support and focus on attracting private gifts that will encourage investment in immersive learning experiences for Ball State students.

B.2.d. Does the institution invest its financial resources in the community for purposes of community engagement and community development? ☐ No ☒ Yes

One of the most visible financial investments in the community is the Emens College-Community Auditorium, celebrating its 50th anniversary this year. This venue, with legendary acoustics and state-of-the-art sound capabilities, was possible because of combined financial contributions of Ball State and Muncie businesses, organizations and individuals. Since 1964, many world-renowned artists and performers have graced the stage, making it the cultural epicenter of the Muncie community.

Ball State continues to financially invest in Muncie and the surrounding areas. In 2002, the university partnered with the City of Muncie and Indiana University Health Ball Memorial Hospital to launch the Innovation Connector, a full-service incubator which supports and accelerates the creation of technology-based and emerging companies to improve the economy of Muncie and East Central Indiana. Ball State initially invested more than \$200,000 to renovate and operate the Innovation Connector's first location. The center, now relocated to a larger facility, is home to a number of start-up initiatives.

Ball State has pledged to provide \$250,000 of in-kind support for the Muncie-Delaware County Vision 2016 Economic Development Plan. Examples of activities provided under this pledge include support for a comprehensive early childhood development initiative called "Muncie Before 5" and the creation of a campaign to position Muncie/Delaware County as an advanced community in areas of education, recreation, manufacturing, and workforce.

Ball State's "Building Better Neighborhoods Initiative," funded in part by the Ball Brothers Foundation, is focused on working closely with neighborhood organizations to strengthen the Muncie community. Ball State is providing a cash match of more than \$84,000 and an additional \$150,000 to fund immersive learning projects under this initiative.

The university's Sponsored Programs Office maintains a specific fund for matching external grants as necessary. This fund is utilized to help offset direct costs requested by community sponsors and meet matches required by some sponsors. This money is often used to help cover faculty benefits, supplies, and/or travel costs associated with external programs, including those for community engagement and development.

The Graduate School often provides a tuition waiver for non-profit sponsors who are funding graduate students to assist with administrative and programmatic aspects of engagement and development projects. This waiver covers the full cost of university tuition.

B.3.a. Does the institution maintain systematic campus-wide tracking or documentation mechanisms to record and/or track engagement with the community? ☐ No ☒ Yes

Ball State has emerged as a leader in using “Digital Measures – Activity Insight” to record and report outreach and engagement activities. Digital Measures – Activity Insight is a secure, easy-to-use online database for collecting information about faculty achievements such as teaching, research, service and engagement. During 2012-2013, the university’s online database of faculty activities was revised to include information on community engagement activities. As faculty members report their activities, such as credit and non-credit instruction, publications, presentations, creative activities, grants and contracts, consulting, and service activities, they are asked if each entry represents “outreach and engagement,” defined as times “when university resources are applied for the benefit of external constituents, creating mutually beneficial relationships and outcomes, which contribute to the public good.”

For activities identified as “outreach and engagement,” additional fields appear that ask about client contact information, localities affected, university internal partners, and funding information. This data is stored in a central, campus-wide database accessible by all colleges and departments involved in outreach and engagement.

Prior to the implementation of Digital Measures – Activity Insight, information on outreach and engagement activities conducted by faculty, staff and students was collected on an annual basis by Building Better Communities (BBC), Student Voluntary Services (SVS) and the Associate Provost. Data collected by BBC was contained in an Access database. Created in 2008, the database includes information on more than 2,700 outreach and engagement activities. SVS’s campus-wide service engagement audit was launched in 2007 and sent annually to student organizations and department chairs to report the number of service projects and service hours completed.

With the revision of Digital Measures – Activity Insight, these annual audits are combined into one comprehensive database.

B.3.b. If yes, does the institution use the data from those mechanisms? ☐ No ☒ Yes

The revisions to Ball State's Digital Measures – Activity Insight database went live in April 2013, replacing the annual audits by Building Better Communities (since 2008) and Student Voluntary Services (since 2007). The information in the database is accessible for query and reporting by all colleges and departments involved in outreach and engagement.

Information stored in Digital Measure – Activity Insight and the BBC Outreach Activities Database is used regularly to demonstrate the depth, breadth and value of the community engagement activities taking place across campus. This data is used to monitor progress toward the university's strategic plan performance goals, including "fostering an environment where the university and community seamlessly work together to achieve common aspirations and goals," "leveraging University expertise to increase the competitiveness of Indiana's communities and businesses," and "becoming a leader in the advancement of educational reform in Indiana."

Recently, Ball State's President Jo Ann M. Gora used the data in presentations to each college to highlight their impact in the local community. The legislative relations team uses collective and individual project data to highlight the impact of the university's engagement efforts on the state of Indiana. College deans use the data to work with department chairs to look for additional opportunities for immersive learning projects.

B.4.a. Are there systematic campus-wide assessment mechanisms to measure the impact of institutional engagement? ☐ No ☒ Yes

B.4.b. If yes, indicate the focus of these systematic campus-wide assessment mechanisms and describe one key finding for Impact on Students:

In fall 2013, Ball State developed a “Community Engagement Student Impact Survey” following a review of community engagement literature and consultation with University administrators and faculty involved in immersive learning, outreach and engagement activities. The survey collects information about the impact of community engagement activities upon factors such as students’ communication and critical thinking skills, appreciation of diversity, sense of civic responsibility and connection to the community, and preparation for future careers. Starting in January 2014, the survey will be distributed to students annually by the Office of Institutional Effectiveness.

A total of 165 responses were received from the first round of surveys in January 2014. Results included the following:

- More than 90% of respondents became more aware of social issues, the importance of accountability and their responsibility to help others.
- More than 90% of respondents improved their communication skills, human relations, helping and leadership skills.
- Nearly 90% of respondents reported that their experience enriched their college experience and helped them to develop greater compassion, appreciation of diversity and a stronger connection to the community.
- Nearly 90% of respondents gained a deeper knowledge of their majors, improved critical thinking skills, increased their motivation to succeed in college and felt better prepared for their careers.

A summary report is shared each semester with the President’s Engagement Council and the Council of Deans. Although use of the survey is new, the information will be used as part of our ongoing evaluation of the effectiveness of community engagement efforts.

Students who volunteer through the department of Student Voluntary Services (SVS) complete a pre- and post-assessment to determine growth in eight learning outcomes:

“Students will:

- Accept, appreciate, and respect diversity in all forms.
- Develop a knowledge and awareness of the social issues Muncie/Delaware County is facing.
- Develop a stronger commitment to serving others.
- Grow in their leadership competence through problem solving, interpersonal skills, and communication.
- Increase their level of self-confidence and develop an improved sense of self and their ability to create change.
- See an improvement in their academic learning in conjunction with the service they perform.
- Create new and improve existing relationships with students, community residents, and non-profit agencies.
- Come to understand and appreciate the inner-workings of non-profit agencies and the challenges they face.”

Students are able to report what they *expect* to receive from their service experience and what they *actually* received. To date, seven rounds pre- and post-assessments have been completed, analyzed and used to determine improvements in the services that SVS provides.

Past results have indicated a need for more proactive reflection with the volunteers and more training and development for community partners. SVS has responded by asking reflective questions of the volunteers throughout the semester and sponsoring an ongoing training and development workshop series for community agencies. The workshops are focused on helping agency representatives work more effectively with Ball State student volunteers.

B.4.c. If yes, indicate the focus of these systematic campus-wide assessment mechanisms and describe one key finding for Impact on Faculty:

In fall 2013, Ball State developed a “Community Engagement Faculty Impact Survey” following a review of community engagement literature and consultation with University administrators and faculty involved in immersive learning, outreach and engagement activities. The survey collects information about the impact of community engagement activities upon factors such as faculty members’ teaching and research, collaboration with community and campus colleagues, and ability to enrich the quality of life in the community. Starting in 2014, the survey will be distributed to faculty members who directed community engagement projects annually by the Office of Institutional Effectiveness.

A total of 63 responses were received from faculty members concerning 2012-2013 projects. Results included the following:

- More than 90% of respondents reported a strengthening of their connectedness to the community and sense of professional purpose.
- More than 90% of respondents agreed their projects contributed to curricular innovation and improved the quality of their teaching.
- Nearly 90% said that their projects allowed them to act upon their commitment to social issues, people, or places.
- More than 80% indicated their projects contributed to their research, scholarship, creative, or artistic agendas.
- More than 60% said their community engagement projects provided funding opportunities.

Two examples of comments from faculty members about the impact of their community engagement projects included:

“I have participated in the Schools Within the Context of Community program since 2009 and it has probably been the most impactful experience for me at BSU. My current research focuses on this experience and we are hoping to use this new model of teacher preparation throughout the department.”

“Student feedback has been tremendously positive - several students have reported that this course was the most meaningful and relevant they have taken. Our community partner was also very pleased and grateful. Finally, this course will be the topic of two academic book chapters, with a research article submitted for publication.”

Although use of the survey is new, the information will be used as part of our ongoing evaluation of the effectiveness of community engagement activities.

B.4.d. If yes, indicate the focus of these systematic campus-wide assessment mechanisms and describe one key finding for Impact on Community:

As indicated in items A.3.a. and A.3.b., Ball State University has developed the “Community Engagement Community Partner Impact Survey” which was first administered in December 2013. The survey collects information about community partners’ satisfaction with specific community engagement activities and the impact of those activities, including increases in productivity and competitiveness, increase in clients/customers served, increased quality of products/services offered, decreased costs, improved procedures, networking, and additional jobs created.

A total of 42 responses were received from community partners concerning 2012-2013 projects. Results included the following:

- More than 80% of respondents reported increases in the number of products/services offered and a new understanding of their organization.
- 80% reported an increase in clients/customers and/or the quality of their products/services.
- 74% cited new connections or networking.
- More than 60% noted improved organizational procedures.
- 50% noted an increase in competitiveness.
- 48% percent of respondents said their financial position had improved as a result of their partnership with Ball State.

The use of the survey is new, so we are still in the process of determining how this information will be used as part of our ongoing evaluation of the effectiveness of community engagement activities.

Prior to the Fall 2013, Student Voluntary Services had collected similar information in the form of a Community Impact Assessment. Delivered to SVS community partners during Summer 2012 and Summer 2013, the feedback obtained was valuable in helping SVS understand the financial and programmatic impact the student volunteers were having on the local community. In addition, the community partners were able to state their satisfaction in the following areas: communication with students/faculty, quality of student work, scope/timing of activity, and level of trust with faculty/students. After reviewing the assessment findings, programmatic changes were either reinforced or modified based on the direction of the feedback.

B.4.e. If yes, indicate the focus of these systematic campus-wide assessment mechanisms and describe one key finding for Impact on the Institution:

Ball State's current mechanisms for data collection are described above in 4.b, 4.c., and 4.d. These survey results provide strong evidence of the positive impact of community engagement activities on civic responsibility, career preparedness, scholarship, productivity, customer/client relations and organizational effectiveness. They also reinforce findings from the university's Higher Learning Commission accreditation self-study, completed in October 2013. The study confirmed Ball State's campus-wide commitment to the public good and led to a sharper appreciation of the role of engagement in producing graduates with honed skills in critical thinking, collaboration, analysis and communication.

Through the term "immersive learning," outreach and engagement is repeatedly emphasized in the university's strategic plans, fundraising campaigns and marketing campaigns as one of the university's points of distinction. First-person student stories about immersive learning drive the university's media campaigns and have attracted an increasing number of high-ability students with the creativity and commitment to meet the many academic challenges immersive learning provides.

This has brought measureable successes to the institution in student recruitment and retention. The largest totals for applications for admission have come in the last four years. The 3,600 students entering Ball State in fall 2013 posted an average high school grade point average of 3.42, the highest in the university's history, and their average SAT score of 1607 was about 25 points higher than the previous incoming class and 46 points higher than in 2007. Nearly 70 percent of these new students pursued an academic honors diploma or its equivalent, up from approximately 63 percent in 2012 and 43.5 percent in 2006. The university also has seen a significant gain in its retention rate, in part because incoming students more fully understand the academic rigor involved in immersive learning projects. In fall 2006, 74.7 percent of freshmen returned for studies in their sophomore year. By fall 2013, that figure had increased to 79.4 percent.

Assessment of immersive learning's impact on Ball State has brought widespread public support. Ball State suffered a small loss in operating appropriation for the 2013-15 biennium from the Indiana General Assembly, but earned a \$4.1 million increase for immersive learning efforts in each year of that biennium. Private support also has resulted; the Ball State Bold capital campaign (2008-2011) raised more than \$210.8 million, including 133 newly endowed scholarship funds to attract the bright, curious students who pursue immersive learning projects.

All this enabled the university to increase support of faculty engaged in immersive learning. Eight experienced faculty members now serve two-year terms as President's Faculty Fellows to assist their colleagues in developing immersive learning courses and finding community partners. Four university-wide immersive learning awards are given each January to celebrate some of Ball State's most impactful projects from the previous two years. Promotion and tenure documents have been modified to recognize engagement projects for their educational value.

Finally, a director of immersive learning will be hired at Ball State in coming months. This position will oversee the immersive learning mission, activities, and objectives for the university.

B.4.f. Does the institution use the data from the assessment mechanisms? ☐ No ☒ Yes

The three community engagement impact surveys – for students, faculty and partners – were implemented in fall 2013. Avenues for utilizing the data, such as revising curriculum, allocating resources, recruiting and retaining students, and securing external funding, will be fully explored in the coming months.

Student Voluntary Services' Learning Outcomes Assessment results have been used to analyze their services on an annual basis. Past results have indicated a need for more proactive reflection with the volunteers and more training and development for community partners. SVS has responded by asking reflective questions of the volunteers on a periodic basis throughout the semester and sponsoring an ongoing training and development workshop series for community agencies. The workshops are focused on helping agency representatives work more effectively with Ball State student volunteers. These two initiatives were a result of the SVS learning outcomes assessment and have proven to be effective.

B.5. Is community engagement defined and planned for in the strategic plans of the institution?

☐ No ☒ Yes

Ball State's 2012-2017 Strategic Plan, *Education Redefined 2.0: Advancing Indiana*, prominently features the university's commitment to strengthening the well-being of Indiana. One of the plan's four strategic goals focuses exclusively on "advancing Indiana through student engagement and faculty expertise." Objectives include:

- Ensure statewide engagement efforts are cohesive, well-coordinated, and broadly recognized.
- Connect academic programs with employers in the state to create more synergy between educational offerings and the needs of a knowledge-based economy.
- Leverage university expertise to increase the competitiveness of Indiana's communities and businesses.
- Be a leader in the advancement of education reform in Indiana.

A number of engagement-related performance indicators are embedded throughout the plan, including increasing the number of experiential and service learning participants by 10%; requiring all undergraduate departments to offer immersive learning opportunities each year; increasing by 10% annually the number of communities served and increasing the number of counties actively engaged with the university to 70.

B.6. Does the institution provide professional development support for faculty and/or staff who engage with community? ☐ No ☒ Yes

Ball State's Office of Educational Excellence (OEE) offers a range of professional development services and resources to promote advancement of teaching – curriculum development, course design, pedagogy, assessment, and research - among Ball State faculty.

Several of these services have supported faculty in their engagement endeavors:

- Pam Harwood (Architecture) participated in OEE's "Interactive Learning Space Initiative" with her immersive learning courses, *Nature Play: Responsible Design for Environmental Learning* and *Nature Play: Into the Woods with Design Thinking* (Community partner: Head Start of Muncie.)
- Ruth Jones (Special Education) participated in OEE's "Scholarship of Teaching and Learning" fellowship program to complete a research project based on her immersive learning course, *High Riding Art, Science, Sports and Equestrian Camp* (Community partner: Blackford County, Indiana.)
- Gary Pavlechko (Honors) participated in OEE's "Interactive Learning Space Initiative" with his Honors course, *Inquiries in Contemporary American Civilization*. Students designed a *Financial Literacy Simulation for Youth, grades 7-12* (Community Partner: Muncie Community Schools.)

In addition to faculty development programs, OEE establishes connections between Ball State faculty and community groups. Examples include:

- Angela Cox (Nursing) established a home residence assessment program for members of the Whitely Community in Muncie, Indiana.
- Jon Clausen (Educational Studies) implemented a university student-to-teacher professional development program with Taylor Middle School in Kokomo, Indiana.

In 2014-2015, OEE plans to assemble a "Faculty Learning Community" (FLC) around the topic of community engagement. The FLC will engage faculty and staff from multiple disciplines in an active, collaborative and self-guided exploration of the topic. FLCs result in a more in-depth understanding of the issue; a modification of teaching and student learning, based on the faculty member's investigation; and a dissemination and promotion of the understanding of teaching and learning across the university and higher education community.

Guiding the core university immersive learning initiative, the Immersive Learning Advisory Committee helps faculty members find projects that blend their interests and educational foci with societal needs. Various grants, including the Provost Immersive Learning Grant, are available to fuel these endeavors. Information sessions are conducted prior to the Provost Immersive Learning Grant deadlines to assist faculty with their applications.

The university's new Immersive Learning Faculty Fellows are working with their colleges to assist faculty members in the creation and implementation of immersive learning projects. Faculty members are also able to work with the Student Voluntary Services advisor for help with integrating service into their curriculum.

For faculty mentors for our Building Better Communities Fellows program, a special faculty mentor orientation session is provided each semester to advise mentors on leading interdisciplinary teams and allow past mentors to share best practices and lessons learned.

B.7. Does the community have a “voice” or role for input into institutional or departmental planning for community engagement? ☐ No ☒ Yes

There is no better way to illustrate community influence on Ball State than our recent experiences with the community of Muncie, Indiana. For many years, the university has conducted an extensive array of outreach and engagement activities in the Muncie community. A great many of these activities were focused on university priorities and were conducted in ways that were convenient for the institution.

But in 2013, primarily as the result of direct connections to key community groups and organizations, the university voluntarily shifted its outreach and engagement priorities to focus on two areas identified as high-level priorities in Muncie’s strategic and economic development plans – early childhood development and neighborhood development. While Ball State continues to work in other areas of outreach and engagement, this shift ensures a higher degree of attention, commitment and integration between the university and Muncie’s primary development efforts.

These areas are championed by two top-level administrators within the university. Thomas Kinghorn, Special Assistant to the President and former Vice President for Business Affairs, leads “Muncie Before 5,” a new nonprofit organization to oversee Muncie’s early childhood development initiative. As an influential member of the Muncie/Delaware County Chamber of Commerce and committee chair for the development of the Muncie Action Plan, Mr. Kinghorn has been instrumental in ensuring that early childhood development is a top priority in Muncie’s strategic and economic development plans. He has overseen the mobilization of businesses, nonprofit organizations, university experts and other civic and political leaders to launch early childhood programs in Muncie and Delaware County.

John Fallon, Associate Vice President of Economic Development and Community Engagement, is active in several organizations, including the Board of Directors of the Muncie Downtown Development Partnership and the Economic Development Board of the Muncie/Delaware County Chamber of Commerce. He was recently appointed by the Mayor to the Neighborhood Investment Committee, where he is involved in a major neighborhood revitalization initiative. Dr. Fallon authored the “Building Better Neighborhoods” proposal that was funded by the Ball Brothers Foundation for \$200,000 over three years.

Kinghorn and Fallon both are well-known and regularly engaged with local leadership in education, business, government and nonprofit sectors. No less important, they are in daily communication with top-level leadership of the university. Over the last eight months, the university has worked closely with the Muncie community to raise more than one million dollars for these two initiatives. This level of support between the university and the broader community is unprecedented in our history.

Since 2011, Student Voluntary Services (SVS) has sponsored the “Community Engagement Education Initiative,” an ongoing training and development workshop series for the program’s community partners. The series was designed to help community representatives work more effectively with Ball State student volunteers. During this last year, community partners were given the opportunity to determine what topics would be covered in this series. SVS hopes that increased input and involvement by community partners will create greater participation and value.

- B.8. Does the institution have search/recruitment policies or practices designed specifically to encourage the hiring of faculty with expertise in and commitment to community engagement?** ☒ No ☐ Yes

At Ball State, individual colleges and departments include community engagement expertise in their faculty searches at their own discretion. Academic units determine their need for academic and/or engagement expertise on a case-by-case basis; this allows the unit to ensure that all elements of its mission are fulfilled.

While there are no university-wide search/recruitment strategies related to community engagement, individual colleges and departments do consider community engagement experience when deciding among job candidates. For example, Ball State's Teachers College includes information about their professional development and school partnerships in their job postings. The Miller College of Business looks for candidates who have experiential/active/immersive learning references. Telecommunications candidates are asked about how they interact with their local communities. The College of Architecture and Planning's studio faculty must be able to interact with the community regarding studio projects. The Department of Physiology and Health Science integrates discussions about immersive learning and community engagement in all candidates' on-campus visits.

- B.9. Are there institutional level policies for promotion (and tenure at tenure-granting campuses) that specifically reward faculty scholarly work that uses community-engaged approaches and methods?**

☐ No ☒ Yes

In 2013, the University Senate approved a revision to the university promotion and tenure document indicating that faculty members are to receive credit for engagement-type projects, including immersive learning projects. This strengthens a previous revision in 2008 that called for recognition of all of the Boyer models of scholarship, including engagement.

Please see the response to question 10.a. for details about Ball State's promotion and tenure guidelines.

B.10.a. Is community engagement rewarded as one form of teaching and learning? ☐ No ☒ Yes

Guidelines for Promotion and Tenure: “Experiential learning in all its forms (internships, field trips, practica, student teaching, study abroad, immersive learning projects, etc.) is and has been a hallmark of a Ball State University education. Faculty who lead these types of activities should receive consideration for their involvement as they contribute to the established standards for Teaching, Scholarship and Service” (*Ball State Faculty and Professional Personnel Handbook*, Sec. I, pg. 75.)

Immersive learning can be considered in the evaluation of teaching and scholarship if presentations and publications result in service to the community.

B.10.b. Is community engagement rewarded as one form of scholarship? ☐ No ☒ Yes

“Scholarship is the process of attaining new knowledge, creating a new work, or recreating/interpreting existing works, and disseminating the results. Generally this takes the form of appropriate peer reviewed publications, presentations or exhibits, performances, other creative endeavors and grant proposals.

“Scholarship can occur in four areas: discovery, integration, application, and teaching.

- The scholarship of discovery is traditional research and creative endeavors that pursue and contribute to new knowledge for its own sake.
- The scholarship of integration makes connections across disciplines bringing together isolated knowledge from two or more disciplines or fields to create new insights and understanding.
- The scholarship of application applies knowledge to address significant societal issues.
- The scholarship of teaching studies the development of knowledge, skill, mind, character, and/or ability of others.”

(*Ball State Faculty and Professional Personnel Handbook*, Sec. I & II, pg. 74-75.)

All Ball State colleges and departments must include language within their promotion and tenure documents that community engagement is acceptable as a form of scholarship. A single community project which 1) emanates from a course, 2) provides a service to the community and 3) results in presentations and/or publications can provide evidence of contributions to the three main faculty responsibilities of teaching, scholarship and service.

Immersive learning can be considered in the evaluation of teaching and scholarship if presentations and publications result in service to the community.

B.10.c. Is community engagement rewarded as one form of service? ☐ No ☒ Yes

Guidelines for Promotion and Tenure: “Experiential learning in all its forms (internships, field trips, practica, student teaching, study abroad, immersive learning projects, etc.) is and has been a hallmark of a Ball State University education. Faculty who lead these types of activities should receive consideration for their involvement as they contribute to the established standards for Teaching, Scholarship and Service” (*Ball State Faculty and Professional Personnel Handbook*, Sec. I, pg. 75.)

B.11. Are there college/school and/or department level policies for promotion (and tenure at tenure-granting campuses) that specifically reward faculty scholarly work that uses community-engaged approaches and methods? ☐ No ☒ Yes

Which colleges/school and/or departments? List Colleges or Departments: **All**

What percent of total colleges/school and/or departments is represented by the list above?: **100%**

For 2014-2015, all Ball State colleges and department promotion and tenure documents must include language that community engagement is acceptable as a form of scholarship. The approval process for all revised documents is currently underway.

B.12. If current policies do not specifically reward community engagement, is there work in progress to revise promotion and tenure guidelines to reward faculty scholarly work that uses community-engaged approaches and methods? ☐ No ☒ Yes

For 2014-2015, all Ball State colleges and department promotion and tenure documents must include language that community engagement is acceptable as a form of scholarship. The approval process for all revised documents is currently underway.

SUPPLEMENTAL DOCUMENTATION

C.1. Is community engagement noted on student transcripts? ☒ No ☐ Yes

Student Voluntary Services provides an unofficial service transcript for the students. It includes number of hours, date, and agency. Initial conversations are being conducted to include a student activity transcript in the student degree audit.

C.2. Is community engagement connected with diversity and inclusion work (for students and faculty) on your campus? ☐ No ☒ Yes

Community engagement is a central philosophical tenet of Ball State's Office of Institutional Diversity (OID). Several examples of on-going community engagement include the following:

► **Annual Martin Luther King celebration:** The planning committee includes members of the university community, the mayor's office on community outreach, members of the coalition of concerned clergy, and youth organizations in the Muncie community. The day includes a community breakfast, awards for outstanding high school students, a community job fair, youth and adult empowerment events, a Ball State student-led unity march across campus, and an evening community interfaith service and celebration.

► **Dream Makers Day:** Started in 2011, this annual program brings 10-15 students of color from Muncie Community High Schools to visit Ball State for a day. Several faculty and staff members serve as mentors to the students, who have the opportunity to tour the university and have lunch with the president.

► **Nelson Mandela celebration:** In February 2014, Ball State brought together the communities of Muncie and Marion to celebrate the life and legacy of Nelson Mandela through the restoration of Shaffer Chapel, the site where the bodies of Abram Smith and Thomas Shipp, the last men to be lynched in Marion, Indiana in 1930 were brought for burial. Members of the communities of Muncie and Marion, including the mayors of both communities, celebrated this remarkable event along with Ball State doctoral alumni from South Africa.

► **Annual Diversity Celebration:** This day is an opportunity for the Office of Institutional Diversity to recognize faculty members and community organizations who are engaged in diversity-related work.

Ball State also offers a number of programs specifically for youth. Since 1985, the Summer Scholars program has given minority high school students a preview of college life. As a part of this three-week residential program, students have the chance to live on campus, attend classes and participate in a variety of educational curricular activities. Seniors who complete the program and choose to enroll at Ball State are eligible for one college credit. In 2013, 105 students from 49 high schools participated; out of 34 seniors, 22 applied to attend Ball State.

For students of color who choose to attend Ball State, the Excel Summer Program is available to assist them with their transition to college life. Started by the Multicultural Center in 1998, the three-day summer program features workshops to expose high school students to common aspects of daily college life.

In 2011, the program was modified to include a service component to students to become more engaged with the local community. Among those students who participated in the 2012 Excel program, 80.64% returned for the fall 2013 semester.

Ball State also hosts a dynamic summer employment program for local economically-disadvantaged teens called “TeenWorks” (formerly Pro100). This six-week summer employment and college readiness program has three main components: hands-on learning in areas like leadership, resume writing and technology; worksite placements like cultivating an urban farm, rebuilding computers or completing environmental management projects; and volunteer activities in the local community.

C.3. Is community engagement connected to efforts aimed at student retention and success?

☐ No ☒ Yes

To assist incoming freshmen students with their transition to college life, the Division of Student Affairs and the Office of Student Life sponsor a number of “Summer Bridge” programs. Three Summer Bridge programs – Ball State Gives Back, EXCEL and Cardinal Leadership and Service – have a community engagement element in which new student participants complete a community service project to engage with the Muncie community. Students who choose to participate in these Summer Bridge programs are retained at the University at a higher rate (84.77%) than the all University average (just under 80%).

Ball State’s Welcome Week also introduces new students to community engagement as an important part of campus life. Through the Welcome Week Service Project, new students are given the opportunity to engage with a community agency in a service project. Since 2008, an average of 85.75% of first-year students who choose to participate with the Welcome Week Service Project are retained at the University for a second year (a higher rate than the university average of just under 80%).

Because the Summer Bridge programs were created to increase the freshman retention rate, retention rates for these programs have not been tracked passed the freshman to sophomore year.

II. Categories of Community Engagement

CURRICULAR ENGAGEMENT

Curricular Engagement describes the teaching, learning, and scholarship that engages faculty, students, and community in mutually beneficial and respectful collaboration. Their interactions address community identified needs, deepen students' civic and academic learning, enhance community well-being, and enrich the scholarship of the institution.

NOTE: The questions in this section use the term “service learning” to denote academically-based community engaged courses.

A.1.a. Does the institution have a definition, standard components, and a process for identifying service learning courses? ☐ No ☒ Yes

At Ball State, service learning is often referred to as experiential learning, that is, pedagogy that is grounded in experience and includes the intentionality of reflection which is designed to enable learning to occur. All Ball State departments offer some form of experiential learning, whether it be internship opportunities or service projects within courses.

Within the category of experiential learning falls “immersive learning,” which has been positioned as a distinctive hallmark of a Ball State education. Immersive learning projects involve interdisciplinary student teams guided by expert faculty to connect disciplinary knowledge with application in the creation of real-world solutions.

All immersive learning is experiential, but not all experiential learning is immersive. Immersive learning projects must:

- carry academic credit
- engage participants in an active learning process that is student-driven but guided by a faculty mentor
- include community partners and create an impact on the larger community as well as on the student participants
- produce a tangible outcome or product, such as a business plan, policy recommendation, book, play, or DVD
- involve at least one team of students, often working on a project that is interdisciplinary in nature
- focus on student learning outcomes
- help students define a career path or make connections to a profession or industry

A.1.b. If you do have a process for designating service learning courses, how many designated, for-credit service learning courses were offered in the most recent academic year? 342 total courses; 291 immersive learning courses and 51 service learning courses (see distinction in 1.a above.)

► What percentage of total courses offered at the institution? 15.9%

A.1.c. How many departments are represented by those courses? 47 total

► What percentage of total departments at the institution? 100%

A.1.d. How many faculty taught service learning courses in the most recent academic year?

167 total faculty (72 faculty who mentored immersive learning courses; 90 faculty members who taught service-learning courses)

► What percentage of faculty at the institution? 14.6%

A.1.e. How many students participated in service learning courses in the most recent academic year?

7,714 total students (4,414 students in immersive learning courses, 3,300 students in service-learning courses)

► What percentage of students at the institution? 37%

A.1.f. Describe how data provided in 1. b-e above are gathered, by whom, with what frequency, and to what end:

Ball State's Digital Measures– Activity Insight online database is used to collect information on service learning activities that take place as part of a course. As faculty members report their teaching activities, they are asked if each entry represents “outreach and engagement” (definition is provided.) For courses identified as representing outreach and engagement, additional fields appear to collect client contact information, localities affected, university internal partners, and funding information.

Immersive learning project data are gathered three times per year. Each college generates a report based on data entered into Digital Measures and individual faculty reports, which is then combined into a university-wide report on immersive learning. Individual reports are reviewed against the immersive learning criteria before being included in the university-wide report. The total number of immersive learning projects, students, and departments who participate each year are recorded with the strategic plan performance indicator metrics and made available to the public. A similar process is used to report data for all outreach and engagement strategic plan performance indicators.

A.2.a. Are there institutional (campus-wide) learning outcomes for students' curricular engagement with community? ☒ No ☐ Yes

A.2.b. Are institutional (campus-wide) learning outcomes for students' curricular engagement with community systematically assessed? ☒ No ☐ Yes

Student learning outcomes are currently defined and assessed at the department level. However, Ball State is in the process of instituting university-wide assessments.

A.3.a. Are there departmental or disciplinary learning outcomes for students' curricular engagement with community? ☐ No ☒ Yes

► **Student Voluntary Services:** Student Voluntary Services (SVS) has eight individual learning outcomes for students volunteering in the community. Students who register through SVS are 1) part of a service-learning course, 2) completing a student organization requirement and/or 3) want to do something positive with their time.

Regardless of the reason for their service, the same eight learning outcomes apply:

- Student will accept, appreciate, and respect diversity in all forms.
- Students will develop a knowledge and awareness of the social issues Muncie/Delaware County is facing.
- Students will develop a stronger commitment to serving others.
- Students will grow in their leadership competence through problem solving, interpersonal skills, and communication.
- Students will increase their level of self-confidence and develop an improved sense of self and their ability to create change.
- Students will see an improvement in their academic learning in conjunction with the service they perform.
- Students will create new and improve existing relationships with students, community residents, and non-profit agencies.
- Students will come to understand and appreciate the inner-workings of non-profit agencies and the challenges they face.

► **Criminal Justice and Criminology:** "Students are expected to conduct themselves in ways that reflect professional attitudes, values, and beliefs as they interact with peers, criminal justice professionals/educators, family members, and members of the community."

► **Social Work:** "Undergraduate students will be able to engage with individuals, families, groups, organizations, and communities." Students have to achieve a competency standard.

► **Speech Pathology and Audiology:** Undergraduate students: "Students will demonstrate clinical skills working with individuals with disorders and differences in all key clinical populations." Graduate students: "Students will demonstrate effective problem solving and critical thinking related to the clinical process."

► **Computer Science:** Three service learning objectives relate to professional conduct, appropriate communication skills with clients, and teamwork skills with community partners.

► **Elementary Education/Special Education:** "[Teaching] candidates routinely and effectively collaborate with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways and use collaboration to facilitate the successful transitions of individuals across settings and services."

► **Charter School Certificate:** “[Certificate] candidates will recognize how to promote the success of every student by collaborating with faculty and community members, including collecting and analyzing information for purposes of school improvement, responding to diverse community interests and needs, mobilizing community resources, and cultivating productive relationships with families and community partners.”

► **Business Education:** “The student teacher plans instruction based upon knowledge of the subject matter, students and the community and evaluates the impact on student learning.”

► **Family and Consumer Sciences:** “Students of different majors within the department work cooperatively on an immersive community service-learning project, resulting in a tangible product to be used by the community service agency.”

► **Architecture:** “[Students will have] the ability to satisfy client’s programmatic needs.” In some cases, the clients are communities.

A.3.b. Are departmental or disciplinary learning outcomes for students' curricular engagement with community systematically assessed? ☐ No ☒ Yes

Assessment practices related to student learning outcomes for community engagement are the same as are used for the assessment of all student learning outcomes. There is no centralized process for assessment; each department has a unique process for assessment, analysis and programmatic changes.

Below are a few examples.

- ▶ **Student Voluntary Services:** Students who volunteer through Student Voluntary Services complete a pre- and post-assessment to determine their growth along the learning outcomes and make improvements on services provided.
- ▶ **Teachers College:** All departments have developed student learning outcomes for each of its academic programs. These learning outcomes and concomitant program assessments are recorded in rGrade™, a robust assessment system used by the Teachers College. All learning outcomes are aligned to a number of assessment measures that allow program faculty to analyze student performance to each outcome.
- ▶ **Criminal Justice:** Program outcomes are incorporated into learning outcomes for courses in the curriculum. Each course is linked to one or more learning outcome; multiple courses may focus on the same learning outcomes. Faculty use a variety of rubrics. The assessment results are aggregated to provide a basis for an overall program assessment.
- ▶ **Social Work:** In their final practicum experience, all students are expected to fulfill the requirement to engage with the community. Student performance is rated by the field practicum supervisor via the rating scale on the "Evaluation of Student Performance in Field Instruction" form. The scale is completed for each student at the midterm and end of the student's internship.
- ▶ **Speech Pathology and Audiology:** Service learning outcomes are assessed through clinical competency rating forms and grades.
- ▶ **Computer Science:** Service learning outcomes are assessed through course work, capstone course presentations, client partner surveys and major field tests.

A.3.c. If yes, describe how assessment data related to departmental or disciplinary learning outcomes for students' curricular engagement with community are used:

Each department has developed their own procedures for using data from assessment processes. However, institutional curricular change forms do request data and analysis that supports the curricular changes.

Examples of departmental analyses are below:

► **Student Voluntary Services:** Results from the Student Voluntary Services' Learning Outcomes Assessment results are used annually to analyze services and make improvement. Past results have indicated a need for more proactive reflection with the volunteers and training and development for community partners.

► **Teachers College:** As a final step in the assessment life cycle, programs are required to submit annual reports that reflect data captured for all student learning assessments. Faculty are asked to describe observations and conclusions based on the data and identify programmatic improvements that have been made in response to the data. This annual review is recorded and archived in rGrade™.

► **Criminal Justice:** Data from program outcomes are reviewed annually by faculty members, who discuss the outcomes and make suggestions for changes in the content of courses, the means of assessment, and the assessment criteria.

► **Social Work:** In order for the department to consider a learning outcome successfully met, at least 80% of students must achieve ratings of 80% or higher. If this benchmark is not reached, the faculty review the learning outcome and reconsider how to address that particular competency.

► **Speech Pathology and Audiology:** Outcome assessment is used to provide student remediation and/or to adjust the way clients are assigned to students. For example, the department reorganized the order in which students are assigned clients based upon assessment data.


► **Computer Science:** Faculty members make changes to their pedagogy to improve student skills and performance.

► **Architecture:** All studio projects are displayed during review week at the end of each semester. At the conclusion of review week, studio faculty meet and address any concerns related to the outcomes of the projects, many of which are community-related projects.


A.4.a. Is community engagement integrated into the following curricular (for-credit) activities?

 **Student Research:** Wolf, H., Menning, C., & Holtzman, M. (2013). "Elemental: Self-defense proven effective through social science." Presented at the Butler Undergraduate Research Conference, Indianapolis.

Elemental is a sexual assault protection program developed by an interdisciplinary team of faculty and students. During the 7 hour seminar, students learn how to recognize sexual threats early, give and get consent, communicate with partners about sex, and use a variety of self-protection techniques that vary in intensity and level of violence. The seminar has been offered at Ball State since 2011, Antioch College in Ohio since 2012, and the team is partnering with a local high school to offer the program to exiting seniors.

 **Student Leadership:** Ball State's "Excellence in Leadership" (EIL) program is part of the leadership studies minor. The EIL program is a two-phase program, each phase being one year in length. During the second year, the EIL students are divided into groups to identify a social need in the community, partner with a community organization and create a service project. This project allows students to engage in the community while putting their leadership skills into practice.

In addition, the leadership studies course, "Becoming a Civically Engaged Leader," requires students to complete 30 hours of community service linked to a social need of the students' choosing.

 **Internships/Co-ops:** A core component of a Ball State education is the practical application of skills. Through the university's Career Center, students complete the "Intern-Ready Program," a series of industry-style training sessions co-developed with employers to better prepare students for their internships. Students can also engage in practice interviews with volunteers from the business community. In spring 2014 alone, more than 110 hours of corporate volunteer time will allow 220 students to practice interviewing with business professionals. The goal is to help students better communicate their strengths, thus helping employers make better hiring decisions.

The majority of academic departments also offer internships or practicum experiences with external organizations.

 **Study Abroad:** The Rinker Center for International Programs provides Ball State students with a myriad of credit-bearing educational opportunities around the world. Many of these programs incorporate community engagement in their pedagogical approach. Most notable is the CapAsia program, which began in 2001 as a semester-long program for undergraduates in the College of Architecture and Planning and has grown into a biennial interdisciplinary program. Students experience south-Asian culture through organized projects carried out collaboratively with local students, local experts, and educators. According to a Fulbright-Hays review in 2004, "The [CapAsia] project provides creative focus that is built on integrating South Asian world views into participant's education; the focus on 'learning from' rather than 'learning about'...is refreshingly honest about where knowledge resides; it also models and reinforces a respectful intercultural attitude and global stance that is sorely needed."

In addition to traditional faculty-led study abroad programs, the Rinker Center offers global internship placements in Argentina, Canada, China, Ireland, Spain, and South Africa.

A.4.b. Has community engagement been integrated with curriculum on an institution-wide level in any of the following structures? Please select all that apply:

- ☐ Graduate Studies
- ☐ Core Courses
- ☐ First Year Sequence
- ☐ In Minors

☒ **Capstone/General Education:** Ball State's general education curriculum (called the Core Curriculum) has a "Foundation Level" and three tiers. Tier 1 courses are characterized by information to knowledge, Tier 2 by knowledge to judgment, and Tier 3 by judgment to action.

All students must participate in a Tier 3 experience, otherwise known as a capstone course. Tier 3 experiences across the university have the same criteria: participating in an action related to their field of study, reflection on the process of moving to action, and a written assignment that allows the student to demonstrate the ability to write at a college level. Each department has identified a capstone course within their major that meets this institution-wide requirement. The Tier 3 capstone course includes a community engagement project the majority of the time.

☒ **In the Majors:** For the past 6 years, all undergraduate departments have been tasked with including "immersive learning" projects as part of at least one course. To date, 20,830 students have participated in 1,259 projects representing all academic departments on campus.

Beyond the immersive learning projects, many majors include experiential learning in the program requirements. For example, students in exercise science may work in cardiac rehab settings or a community fitness center, and construction management majors have the chance to work on actual construction sites. Practica may include tutoring at the Boys and Girls Club as part of a service-learning project. Nursing and other health care areas have clinical experiences, and nursing students often provide workshops, seminars, and speak to various groups – both in schools and in community settings – about various health care issues. Elementary Education majors complete 100 participation hours in civic activities as a way to understand children and various conditions that influence the teaching profession. In the College of Architecture and Planning, students in every major participate in studio projects that benefit the city of Muncie and, increasingly, the city of Indianapolis.

- A.5. Are there examples of faculty scholarship associated with their curricular engagement achievements (research studies, conference presentations, pedagogy workshops, publications, etc.)? ☐ No ☒ Yes

► **Teachers College**

Zygmunt, E., Clark, P., Mucherah, W., & Clausen, J. (in press). Teacher education redefined: Contextual cognizance and the potential for community impact. *Journal of Research on Service Learning and Teacher Education*.

Zygmunt, E., Clark, P., Tancock, S., Mucherah, W., & Clausen, J. (in press). Books like me: Engaging the community in the intentional selection of culturally relevant children's literature. *Childhood Education*.

Kruczek, K., Alexander, C.M., Lee, F. (Under Review - TCP Major Contribution). Implementation of a dating violence primary prevention program with middle and high school students.

► **Institute for Wellness**

Ellery, J. & Ellery, P.J. (2013). Building better communities: Shared leadership and authentic change. *International Public Health Journal*, 5.

► **Natural Resources and Environmental Management**

Eflin, J. & Gregg, A. (2006). Service-learning in watershed-based initiatives: Keys to education for sustainability in geography. *Journal of Geography*, 105. Based upon service-learning project with undergraduate/graduate students. Presentation at the Society for Applied Anthropology and recipient of "Best Article for Teaching at the College/University Level Award" from the NCGE *Journal of Geography* Awards Task Force.

► **Social Work**

Slater, G., Rider, A., Lysek, D., & Pasillas, M. (2009, November). Engaging learners in the development of essential research skills [ELDERS]: Preliminary findings from BEL project year 1. *Presented at the Council on Social Work Education's 55th Annual Program Meeting, San Antonio, TX*.

► **Sociology**

Menning, C. & Holtzman, M. (in press). Processes and patterns in gay, lesbian, and bisexual sexual assault: A multimethodological assessment. *Journal of Interpersonal Violence*.

Holtzman, M. & Menning, C. (resubmitted). Applying sociology to develop a new model for sexual assault protection: Creation and initial testing of Elemental. *Journal of Applied Social Science*.

Menning, C. & Holtzman, M. (2013). Elemental: Using sociology to develop a new model for sexual assault protection. *Presented at the Association for Applied and Clinical Sociology meetings*. Portland, OR.

Menning, C. & Holtzman, M. (2013). Elemental sexual assault protection: A demonstration. *Presented at the Association for Applied and Clinical Sociology meetings*. Portland, OR.

► **Physiology and Health Science**

Denise Seabert served as a consultant on the following grant:

Brown S, Shue C & Daniels L. (2011). "Home for supper: Creating family mealtimes that sustain mind, body, and spirit." Grant funded by the Americans in Motion - Healthy Interventions initiative, Family Medicine Residency Program Childhood Obesity Grant program, American Academy of Family Physicians.

► **Telecommunications and History**

Flook, C., Morris, R.V., Smith, S., Donnelly, A. (2013). Digital preservation: Integrating technology, research, and visual aesthetics in experiential learning curriculum. *Journal of Media Education*, 4.1.

► **Computer Science and History**

Gestwicki, P. V. and Morris, R.V. (2012). Social studies education game development as an undergraduate immersive learning experience. In *Handbook of Research on Serious Games as Educational, Business and Research Tools: Development and Design (Volume 2)*. M. M. Cruz-Cunha (Ed.). Hershey, PA: Information Science Reference.

OUTREACH AND PARTNERSHIPS

Outreach focuses on the application and provision of institutional resources for community use. Partnerships describe collaborative interactions with community and related scholarship for the mutually beneficial exchange, exploration, and application of knowledge, information, and resources (research, capacity building, economic development, etc.). The distinction between these two centers on the concepts of reciprocity and mutual benefit which are explicitly explored and addressed in partnership activities.

B.1. Indicate which outreach programs are developed for community. Please select all that apply:

☐ Extension programs

☒ **Learning Centers and Tutoring:** A large number of Teachers College students provide tutoring assistance for local schools, after-school programs, and community centers. The Ball State Learning Center maintains a "Community Tutor List" of Ball State students who are interested in serving as private tutors for students in the community.

☒ **Non-credit courses:** The E.B. and Bertha C. Ball Center provides stimulating intellectual opportunities for all persons from East Central Indiana communities. Housed in a 107-year-old mansion, these low- and no-cost programs, classes, seminars, and workshops serve as a symbol of the university's commitment to public service and community outreach.

The Community Center for Vital Aging, part of Ball State's The Fisher Institute for Wellness and Gerontology enhances the lives of older adults in the Muncie/Delaware County community through creative, cultural, and intergenerational programs that promote wellness throughout the lifespan.

☒ **Evaluation Support:** Ball State's Social Science Research Center provides support to public and private organizations for the development and completion of externally-funded social science research and service projects. The center also serves as a resource center for program development and evaluation by providing consultation, research support, and professional services in collaboration with local, state, and federal human service communities.

☒ **Training Programs:** Through Ball State's Bowen Center for Public Affairs, Indiana students and citizens hone their skills in political contribution and civic engagement. Participants engage with public officials, members of the media, political analysts and private sector leaders at intensive two-day sessions.

☒ **Professional Development:** Since 1985, more than 1,900 economic development professionals, volunteers and local elected officials have participated in the annual week-long Economic Development course provided by Ball State's Building Better Communities department. This course serves as the prerequisite for the Economic Development Institute.

The university's Gifted Studies and Talent Development Center provides professional development programs for those working with gifted and talented individuals.

☒ **Other:** Ball State's Field Station and Environmental Education Center provides hands-on learning and observation of nature and encourages exploration of natural processes by students of all ages.

External organizations benefit from the creativity and innovation offered through Cardinal Communications, a student-run communications agency housed in the Department of Journalism.

In addition, a variety of clinical and outreach services provided by students are offered through units such as the following:

- Speech-Language Clinic
- Audiology Clinic
- Psycho-educational Diagnostic Intervention Center
- Technological Education and Assessment for Children with Handicaps Lab
- Neuropsychology Laboratory
- Gifted Studies and Talent Development

B.2. Which institutional resources are provided as outreach to the community? Please select all that apply:

☒ **Co-curricular student service.** In addition to resources already mentioned, Ball State provides a wide variety of informational, service, and technology resources to the community. Our student service organizations participate with causes at the national (Habitat for Humanity and Easter Seals) and local (Campus Lost and Adopt-A-Highway) levels. Students can also participate in an Alternative Break, a short-term, intensive service experience; or join the more than 2,000 students each year who get involved with Student Voluntary Services.

☒ **Work/study student placements.** The Ball State Career Center coordinates the Federal Work Study program, which places students into positions with local non-profit organizations. The Job Location and Development program works with community employers to place students in part-time, off-campus employment.

☒ **Cultural offerings.** The David Owsley Museum of Art is free and open to the public year-round. The Museum maintains an extensive Calendar of Events and developed DIDO, Digital Images Delivered Online, to provide high-quality images of the 11,000 artworks in the museum's collection to a broader audience. Through the David Letterman Distinguished Professional Lecture and Workshop Series, Ball State hosts major business, media, and academic figures for important public discussions about the latest issues arising in communication and emerging media. The public is invited to attend a variety of concerts, musical performances, art exhibits, and theatrical productions on campus each year.

☒ **Athletic offerings.** The athletics department sponsors several training programs and camps for school-age children each year. Young fans of Ball State sports (ages 13 and under) can join Cardinal Kids Club and enjoy free admission to all athletic events, birthday announcement at game, and exclusive post-game field and court access.

☒ **Library services.** Since 1978, any citizen of the State of Indiana (age 18 or older) can borrow materials from the University Library. Visitors may access the online catalog, free of charge from dedicated workstations. Individuals over the age of 14 may acquire a guest pass for full access to library computers including databases, available software, and Internet connections (for a small fee.)

☒ **Technology.** Graduate students from Ball State's Applied Research Institute conduct technology-related research projects for business and government organizations. Unified Communications provides an unencrypted wireless network for campus guests. WCRD-FM is a student run, FCC-licensed radio station which broadcasts music, student radio shows, Ball State athletic games and various high school sports from around Delaware County. IPR/WBST is a university-owned, award-winning news and classical music National Public Radio (NPR) affiliate. WIPB-TV, a Public Broadcasting Service (PBS) affiliate station, is licensed to the University and serves nearly 664,000 households, covering a 22-county region, in central Indiana and western Ohio. Ball State Sports Link, an Emmy Award-winning immersive learning program, offers student-produced sports-related content for radio, TV, the web and mobile formats.

☒ **Faculty consultation.** Many Ball State faculty and staff lend their time and talents through service on non-profit boards. The staff in Building Better Communities helps connect external organizations with the expertise available on campus.

B.3. Describe representative examples of partnerships (both institutional and departmental) that were in place during the most recent academic year
(maximum=15 partnerships).

Partnership Name	Purpose	Length of Partnership	# of faculty	# of students	Grant funding	Institution Impact	Community Impact
Community and Cultural Planning Consultancies: Vibrant Communities <i>Community Partner(s): Indiana Arts Commission (Indianapolis, IN)</i> <i>Institutional Partner(s): Building Better Communities (BBC) Economic and Community Development</i>	Capacity building to advance cultural life in Indiana communities.	6 Months	1	2	\$15,000	This university-state commission-community collaboration allowed faculty, staff and students to 'give back' by advancing the arts in three Indiana communities. The Indiana Arts Commission asked BBC to again serve as a consulting entity for its Community and Cultural Planning Consultancies: Vibrant Communities planning group in 2013-2014.	Ball State assisted with asset inventories, vision casting, and comprehensive planning and evaluation to help Indiana communities proceed with cultural revitalization projects. These services led to the creation of neighborhood collaborations, corporations to building capacity and ensuring sustainability, and a Marketing Plan for cultural tourism.
Professional Development for Career & Technical Teachers w/ Workplace Specialist I Certification <i>Community Partner(s): Approximately 60 career, community, county and public schools in Indiana</i> <i>Institutional Partner(s): Department of Technology</i>	Teacher training services to complete the Workplace Specialist I Certificate for Career and Technical Education	Academic Year 2012-2013	2	92	\$74,999 (external dollars)	This project brought notoriety to Ball State among teachers and administrators at the sixty educational institutions, making them aware of the wide-array of services offered by the university.	Teachers who participated gained understanding of pedagogy for career and technical education, the ability to develop effective units of instruction, effective classroom management, the ability to assess student learning. Teachers who completed the project were in a position to apply for a Workplace Specialist II license in Indiana, which allowed them to work as educators in public school career and technical education centers statewide.

Partnership Name	Purpose	Length of Partnership	# of faculty	# of students	Grant funding	Institution Impact	Community Impact
John M. Craddock Wetland Nature Preserve (Muncie, IN) <i>Community Partner(s): City of Muncie; Sanitary District of Muncie; Red Tail Land Conservancy (Muncie, IN)</i> <i>Institutional Partner(s): Department of Landscape Architecture</i>	Design and construction of a 30-acre urban nature preserve as a destination on White River greenway trail. Includes wetland restoration; trail loops; nature education/interpretive stations; large-group learning center pavilion.	2003-2004 (phase one) + 2009 thru 2013 (phases two - six) [totaling 6 years]	One full-time + one part-time adjunct faculty	162 over 6 years	Each phase supported with material funds + adjunct professional engineering and construction support at \$22,000/phase (\$132,000 total)	Students work has brought recognition to the university from locals, state and national awards accrued. Student participants were enabled to produce for/with real clients, resulting in the development and acquisition of professional-level skills.	Underserved neighborhoods acquired needed open-space and outdoor education and outdoor recreation facility support. Urban wildlife habitat has been enhanced and elevated. Community wellness programs have gained an additional support facility (trails).
ecoREHAB Design-Build <i>Community Partner(s): ecoREHAB of Muncie, Inc.; City of Muncie Community Development; Path Stone; Muncie Home Ownership and Development Center (Muncie, IN)</i> <i>Institutional Partner(s): Department of Architecture</i>	Acquisition and rehabilitation of abandoned houses in Muncie in an ecologically sustainable way.	Established in 2009; ongoing	1	129	2010 HUD-CDBG Grant (\$85,000) 2010 Community Foundation of Muncie (\$3,500) 2010-11 Ball Brothers Foundation (\$75,000) 2011-12 HUD NSP3 Grant (\$175,000) 2012 HUD HOME Grant (\$75,000) 2013 Ball Brothers Foundation (\$40,000)	EcoREHAB has been identified nationally as one of the academic initiatives leading a shift in university architecture design-build programs. Through this innovative community-focused program, students are playing a new role in planning, designing and building in our most resource-limited parts of the city. Student teams complete the houses and cultivate a program that provides training and outreach programs for individuals, as well as opportunities to collaborate and provide technical assistance for community organizations with similar goals.	To date, four houses have been completed; two sold to community members who meet the appropriate income guidelines, one serves as the model house and one is currently on the market. Technical expertise of the students and faculty mentor has been shared in the community throughout the life of the program. Training programs have been offered in partnership the Muncie Historic Preservation and Rehabilitation Commission, ICAP's energy assistance program, Path Stone (a non-profit community development organization providing services to low-income families and economically depressed communities) and other local organizations. There has been a demand for consulting about ecologically sustainable practices and requests for projects outside of the Muncie area.

Partnership Name	Purpose	Length of Partnership	# of faculty	# of students	Grant funding	Institution Impact	Community Impact
urbaRn; Mobile Learning Laboratories <i>Community Partner(s): The Lazarus Group, LLC, Chris Harrell, Big City Farms, Matthew Jose Indianapolis Smart Growth Initiative Butler University Center for Urban Ecology (Indianapolis, IN)</i> <i>Institutional Partner(s): Department of Architecture</i>	Students worked with community partners to design, fabricate and install outdoor classroom, meeting and lab facilities at two urban farms in Indianapolis; these facilities are used to promote access to healthy foods and raise awareness of sustainable farming practices.	1 year	2	27	In Situ fund grant with matching College funds (\$4,500) Provost Immersive Learning grant (\$7,400) Center for Urban Ecology matching funds (\$1,000)	The project aligns with and reinforces the University's role as a regional leader in the implementation of sustainable practices. This project helps to continue to raise the profile of the university, college and department, particularly in Indianapolis.	The project facilitates growth and distribution of fresh vegetables to underserved populations in the urban core. The facilities are also used as part of tours and educations for grade school children, university students and neighborhood groups through the area.
Nature Play Initiative <i>Community Partner(s): Head Start Muncie; State of Indiana; Child Care Resources and Referral Agency (Muncie, IN)</i> <i>Institutional Partner(s): Building Better Communities Fellows & Department of Landscape Architecture</i>	Develop appropriate nature education program and facilities in order to reconnect children with the natural world	1.5 years	1 faculty; 1 staff	Fall 2012: 18 students Spring 2013: 12 students Fall 2013: 21 students	Ball Brothers Foundation (\$75,000) Community Development Foundation (\$25,000) Sallie Mae (\$5,500) Indiana Campus Compact Community Service Mini-Grant (\$1,500) Provost Immersive Learning Grant (\$14,000) CAP Immersive Learning Mini-Grant (\$2,000)	Through their design, development and construction work, students developed content and thinking strategies, flexible knowledge and collaboration skills.	The nature-based learning environment (still in development) will serve approximately 300 preschoolers enrolled in the Muncie Head Start program. Parents, teachers and staff will also use the area. Access will be offered to other early childhood professionals and teacher-training workshops will be designed to strengthen teachers' understanding of the possibilities for curriculum design.

Partnership Name	Purpose	Length of Partnership	# of faculty	# of students	Grant funding	Institution Impact	Community Impact
David Owsley Museum of Art <i>Community Partner(s): East Central Indiana (ECI) community school districts from Blackford, Delaware, Hancock, Henry, Jay, Madison, Randolph, and Wayne counties; general ECI community</i> <i>Institutional Partner(s): David Owsley Museum of Art</i>	Exhibitions, educational programs and original works of art to cultivate lifelong learning and recreation in the visual arts.	More than 75 years	4 prof.staff and volunteers	Hundreds as docents and office workers	Self-funded	The newly expanded and comprehensive Owsley Museum of Art offers educational programming for East Central Indiana. The museum is a major factor in Ball State's reputation and standing as a cultural resource for the region and the state.	More than 30,000 visitors come to the museum each year. The museum stands as a living testament to both the legacy and vision of the Ball Family and as a major cultural venue for the region and the state.
Saturday Art Classes <i>Community Partner(s): Muncie Community Schools; general east central Indiana community</i> <i>Institutional Partner(s): Department of Art</i>	Low cost and/or free art classes to elementary school students from across the region while providing authentic, hands-on teaching opportunities for art education students.	45 years	1-2	14-16	Occasional grants (e.g., \$20,000 in 2012 to subsidize glass arts modules); mostly self-funded	The art classes provide valuable experiences for art education students, allowing them to develop lesson plans, actualize those plans with young children from the community, and practice and develop their skills in student management, pedagogical development, parental relations, and teamwork and collaboration.	Each year approximately 100 local and regional elementary schools students (grades 1-6) and their families participate using state-of-the-art facilities. Works of art are shown in a community public exhibition. The classes build strong community connections among participants.
Visit Indiana <i>Community Partner(s): Indiana Office of Tourism Development (Indianapolis, IN)</i> <i>Institutional Partner(s): Building Better Communities Fellows & Department of Telecommunications</i>	Production of a series of profile videos, short documentaries, and photos highlighting tourist destinations in the state of Indiana	2010 - 2017	2	20-25/yr (160-200 total)	Client funded (\$40,000 for 2010-13; \$67,000 for 2013-17)	The project has resulted in increased visibility of the department, college, and university as it connects students with local communities around the state. Students have an increased awareness of the importance of economic activity in small communities.	Projects have been used to promote intrastate and regional tourism. Results show an increased awareness of three dozen Indiana communities as vacation destinations.
Innovation Connector <i>Community Partner(s): Innovation Connector (Muncie, IN)</i> <i>Institutional Partner(s): Building Better Communities Fellows & Department of Communication Studies</i>	Program to help small business owners	Academic Year 2012-2013	1	10	No	Students learned about the ups and downs of small business ownership. They engaged in research, public speaking, persuasion, team work, group presentations, marketing, social media, web design, promotions, networking and event planning.	Students developed and implemented a program, L-Inc., to help small business owners connect with each other, learn, and innovate.

Partnership Name	Purpose	Length of Partnership	# of faculty	# of students	Grant funding	Institution Impact	Community Impact
Pathways Out of Poverty (aka Pathways to Success) <i>Community Partner(s): Motivate Our Minds; Roy C. Buley Community Center; TEAMwork for Quality Living (Muncie, IN)</i> <i>Institutional Partner(s): Provost's Office & Department of Communication Studies</i>	Creation of a 10-week educational program for elementary school children to promote higher education and career paths.	Spring 2012 - Fall 2012	1	8	\$8,475	Students better understand the causes and impacts of poverty. The project advanced several components of the University's Strategic Plan, including community engagement and attracting a diverse student body, faculty and staff.	Students devoted more than 235 hours of service to the community partners. They designed a 10-week educational program that can be used by sponsor organizations to help "plant the seed" among 3rd-5th graders about the importance of pursuing higher education and a career.
Creative Writing in the Community (ENG 409) <i>Community Partner(s): Motivate Our Minds, Storer Elementary School, Boys & Girls Club (Muncie, IN)</i> <i>Institutional Partner(s): Department of English</i>	Creative writing instruction to children associated with the community partners.	14 years	1	15	Not currently; Previous funding from annual grant from community members Marge and Homer Hiner; in process of transitioning to an endowment	Students are able to couple their academic instruction with community service experience. They learned ways to effectively teach creative writing techniques to produce a fully realized, revised imaginative text (poetry, story, or essay).	Provides academically at-risk children instruction in creative writing as an enriching educational experience that fosters creative expression, writing skills, and critical thinking skills. BSU students also often continue to volunteer at the community facilities on their own after the course is finished.
The Arts Place <i>Community Partner(s): The Arts Place (Portland, IN)</i> <i>Institutional Partner(s): Department of Marketing & Management</i>	Market research to identify target audience; create and execute awareness campaign	Aug-Dec 2012	1	17	Client funded (\$700)	Students learned complexities of converting communications plan into execution and evaluated the results. Reinforced basic marketing competencies.	As a result of implementing the integrated marketing communications plan, the client saw an increase in event attendance by younger generations. The Facebook campaign was a resounding success both in response by the younger segment of the concert attendees and in the amount of people "talking about" the posts on their own Facebook pages.

Partnership Name	Purpose	Length of Partnership	# of faculty	# of students	Grant funding	Institution Impact	Community Impact
IS Seniors' Immersive Learning Project w/ Indianapolis International Airport <i>Community Partner(s): Indianapolis International Airport, (Indianapolis, IN)</i> <i>Institutional Partner(s): Department of Information Systems and Operations Management</i>	Unified communication system for Indianapolis International Airport	Academic Year 2012-2013	1	6	No	Students fine-tuned skills in IS systems development lifecycle, consulting, project management, professional oral communication, leadership, team building, critical thinking, time management, professional writing skills, business function integration, technology, and professional acumen.	Students completed a consulting report that included all phases of systems development: lifecycle, physical and conceptual diagrams, implementation instructions, implementation schedule, budgets, training plan, maintenance plan, exit strategy, and post-implementation review procedures.
Schools Within the Context of Community <i>Community Partner(s): Muncie Community Schools; Roy C. Buley Community Center; Huffer Memorial Children's Center; Whitely Community Council (Muncie, IN)</i> <i>Institutional Partner(s): Department of Elementary Education</i>	Elementary and early childhood education majors complete practicum assignments to learn about the important influence of the community on young students.	2009-2013	4	20	\$38,582	Students learn that knowledge about the communities in which children are growing and learning is an essential ingredient to being a good teacher. The Schools Within the Context of Community Program was awarded a prestigious 2012 award for Exemplary Culturally Responsive Teacher Preparation from the American Association of Colleges for Teacher Education and the Southern Poverty Law Center.	Since the inception of the program in 2009, significant community impact has been realized: more than \$100,000 raised to keep the Buley Center open; a 21st Century Community Learning Center Fund grant from the Indiana Department of Education; a grant from the Muncie/Delaware County Community Foundation; a community literacy event that gifted a canon of African American children's literature (selected by community members) to all educational venues throughout the community; a website and lesson plans for the canon; a multicultural book fair; \$50,000 for historic restoration of the Shaffer Chapel in the Whitely community.

B.4.a. Do the institution or departments promote attention to the mutuality and reciprocity of the partnerships?

☐ No ☒ Yes

Ball State has adopted the following definition of “outreach and engagement”: “Outreach and engagement occur when university resources are applied for the benefit of external constituents, creating mutually beneficial relationships and outcomes, which contribute to the public good.” This definition is used in all assessment and reporting of immersive learning, service learning and other community-related activities at the university.

At the end of each semester, faculty members involved in immersive learning projects are required to report the tangible outcomes/products produced as a result of the partnership with the community organization. Student learning outcomes are also assessed, thus demonstrating the benefits to both the community partner and the student team.

In addition, faculty members who complete immersive learning projects through the Building Better Communities Fellows program must submit a project proposal to the community partner before the start of student work. The proposal describes the specific problem or challenge to be addressed; project goals and objectives including a summary of the deliverables and benefits to the partner; a plan for the community partner to provide feedback about the students’ work; and a list of the student learning objectives.

B.4.b. Are there mechanisms to systematically collect and share feedback and assessment findings regarding partnerships, reciprocity and mutual benefit, both from community partners to the institution and from the institution to the community? ☐ No ☒ Yes

Ball State University has developed the “Community Engagement Community Partner Impact Survey” which was first administered in December 2013. The survey collects information about community partners’ satisfaction with specific community engagement activities and the impact of those activities, including increases in productivity and competitiveness, increase in clients/customers served, increased quality of products/services offered, decreased costs, improved procedures, networking, and additional jobs created. Avenues for utilizing the data, such as revising curriculum, allocating resources, recruiting and retaining students, and securing external funding, have not been fully explored at this point.

Prior to the development of the Community Engagement Community Partner Impact Survey, Student Voluntary Services (SVS) created and implemented their “Community Impact Assessment” in the summer of 2012. This assessment allowed community partners to report on the impact the Ball State student volunteers were having not only with their agency but the community as a whole. Agencies were asked to report on overall economic impact, quality/quantity of services provided, changes in number of clients served, and any new initiatives that were created. This survey was distributed in the summers of 2012 and 2013 and the summative results were shared with the community partners who requested them.

Student Voluntary Services annually sponsors a Community Partner Appreciation Breakfast. During this event, the SVS advisor shares the results of the student learning outcomes assessment to demonstrate the impact of each community partner on student volunteers. In addition, it also provides an opportunity for SVS to discuss openly the ways the community partners could improve both the services they provide and the ways in which they engage the Ball State volunteers.

Community partners that participate in the Building Better Communities Fellows program complete a Customer Satisfaction/Impact Assessment at the conclusion of the project. This feedback is used to shape and enhance the faculty mentor orientation session at the beginning of each semester.

B.5. Are there examples of faculty scholarship associated with their outreach and partnerships activities (technical reports, curriculum, research reports, policy reports, publications, etc.)? ☐ No ☒ Yes

► **Psychological Science**

Gaither, G. A. (2012). Creating advocates for people living with HIV: An immersive learning experience. *Presented at the Society for the Scientific Study of Sexuality Eastern and Midwestern Regions Conference, Bloomington, IN.*

Gaither, G. A., Lozier, K., Meredith, K., Palmer, B., Thomas, J., Sherrow, A., Youngs, A. (2011). College students making a difference in the community: Development of an HIV support group and resource guide. *Presented at National LGBTI Health Summit, Bloomington, IN.*

Gaither, G. A., Darmochwal, K., Lay, J., Lozier, K., Mazur, L., Meredith, K., Palmer, B., Sherrow, A., Thomas, J., Youngs, A., Posi(+)ive Empowerment: A project to empower those with HIV through education, resources, and support. *Presented at Step-Up, Inc. Annual Community Action Group Retreat, Step-Up, Inc, Indianapolis, IN.*

► **History**

Articles about Ball State immersive learning class developing apps for the Department of Natural Resources:

- (2013, Aug. 12). Ball State team creates Indiana state parks app. *Louisville Courier-Journal*.
- (2013, Aug. 12). New app to offer tours of state parks. *Indianapolis Star*.

Articles about Ball State immersive learning class developing video game and curriculum about the Underground Railroad:

- (2013, Jan. 10). New video game allows fourth graders to travel along the Underground Railroad. *Financial Post*.
- (2013, Jan. 11). Fourth grade students learn about slavery and freedom from The Underground Railroad in the Ohio River Valley. *Polygon.com*.
- AP story picked up by 110 media and news outlets across the nation.

Additional curriculum developed:

- (2013). *Children of the Sun* [video game and curriculum for the Indiana State Museum]
- (2012). *The World of George Rogers Clark*. [Videos and curriculum]
- (2011). *Morgan's Raid Game* [Video game and curriculum]

► **Modern Languages and Classics**

Honors Course: "*La educación para todos*: Educational Support for Low-Income Hispanic Immigrant Families." This class partners with Muncie Head Start to provide educational support for Hispanic immigrant families and Spanish language/cultural support for employees at the agency. Students provide one-on-one tutoring with Spanish-speaking parents and children, 10-week basic conversational Spanish lessons for Head Start staff members; and bilingual resources for Muncie Head Start.

Immersive Learning course: "Bridging Two Cities." Faculty and students from Modern Languages and Telecommunications worked with citizens of Greensburg, Indiana to prepare and welcome new residents from Japan who would be working at the new Honda automobile plant in the area. Students produced a booklet and DVD with Japanese-English language skits and information about cultural differences. They also worked with local elementary schools and hosted festivals to celebrate Japanese culture.

► **Physiology and Health Science**

Khubchandani, J., Seabert, D. M. (2012). Walking the talk in bullying prevention: A school based youth directed approach. Sponsored by Indiana State Department of Health.

Anderson Community School Corporation. (2012). Health Education Curriculum Map: Grades 6-12. Ball State faculty as consultants/facilitators.

III. Wrap-Up

Use this space to elaborate on any short-answer item(s) for which you need more space. Please specify the corresponding section and item number(s).

I.B.1.

► **Office of Institutional Effectiveness.** This unit's primary purpose is to facilitate the collection, analysis, and interpretation of institutional data and the provision of information to support planning and decision making. In addition to providing official university information such as enrollment, retention rates and instructional cost and productivity, OIE manages the use of Digital Measures Activity Insight software where faculty members report their scholarship and outreach and engagement activities. They also oversee the process of collecting and analyzing information from the Community Engagement Partner Impact Survey, Community Engagement Student Impact Survey, and Community Engagement Faculty Impact Survey.

► **Student Voluntary Services.** This registered student organization within the Office of Student Life has been on the Ball State campus since 1965. On average, SVS places over 2,000 students into the community each academic year where those students complete approximately 30,000 hours of service. SVS receives its funding from the Student Activity Fee and the Office of Student Life, which has allowed SVS to purchase five mini-vans and two cars to provide transportation to and from volunteer sites. Ball State students who register for volunteer programs are asked to make a 12 week/semester-long commitment. SVS also works closely with faculty who are incorporating service-learning into their curriculum.

Request for Permission to use Application for Research:

In order to better understand the institutionalization of community engagement in higher education, we would like to make the responses in the applications available for research purposes for both the Carnegie Foundation and its Administrative Partner for the Community Engagement Classification, the New England Resource Center for Higher Education, and for other higher education researchers as well.

Only applications from campuses that are successful in the classification process will be made available for research purposes. No application information related to campuses that are unsuccessful in the application process will be released.

Please respond:

I consent to having the information provided in the application for the purposes of research. In providing this consent, I also agree that the identity of my campus may be revealed.

☐ No ☒ Yes