BALL STATE UNIVERSITY

STATE BUDGET REQUEST

2013–2015 BIENNIUM

BALL STATE UNIVERSITY

EDUCATION REDEFINED®

Prepared by Ball State University's Office of Governmental Relations
in collaboration with academic and administrative units
September 2012

REACHING HIGHER, ACHIEVING MORE

Retention and **completion**. Performance and **productivity**. Efficiency and **quality**.

Achieving these important outcomes as a public institution of higher education in Indiana requires an **innovative, creative, entrepreneurial** vision—especially amid today's challenging financial climate. Ball State University is uniquely positioned to deliver on all of these priorities, which are asserted in the state's *Reaching Higher, Achieving More* plan. The **distinctive, immersive, transformative** educational experience we provide not only prepares Indiana's best and brightest students for success in the global marketplace but also reaps **long-term economic benefits** for the Hoosier state.

Ball State's investment in *Education Redefined: Strategic Plan 2007–2012* has produced amazing returns as the university recruits and retains **high-ability students**—nearly 90 percent of whom are from Indiana—and provides accessible **world-class faculty**, real-world **immersive learning** experiences, the latest **digital technology**, and a **vibrant and supportive** campus.

Our new *Strategic Plan 2012–2017* sets the stage for greater success in providing a **holistic learning experience** for bright and curious students while bringing pragmatic thinking to **problems facing the state** and its communities and businesses.

Implementing these plans requires **fiscally sound planning** geared to a **sustainable long-term approach** to financial management, making the most efficient use of resources, facilities, and personnel. Because this approach has been integral to Ball State's operation for decades, the university is poised to achieve its ambitious goals and objectives.

By investing in Ball State's development as an innovative, excellent, and affordable higher education option, the State of Indiana will retain more of its **best and brightest students** and reap the benefits of a **savvy, entrepreneurial workforce** ready for knowledge-based careers, new business development, and community leadership. Our applied research and immersive learning activities also cultivate **intellectual capital**, spark **economic growth**, and help students **connect with employers** so they might stay in Indiana after graduation.

This request for biennial operating, line item, and capital improvement budget allocations supports our objectives to recruit better-prepared students, provide a better curriculum and educational experience, and deliver better outcomes for **academic excellence** and **economic improvement**.

Jo Ann M. Gora, PhD
President
Ball State University

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EXECUTIVE SUMMARY

BALL STATE UNIVERSITY STATE BUDGET REQUEST *2013–2015 BIENNIUM*

EDUCATION + IMPACT

REACHING HIGHER, ACHIEVING MORE

A SUCCESS AGENDA FOR HIGHER EDUCATION IN INDIANA

INDIANA COMMISSION *for* HIGHER EDUCATION

COMPLETION

PRODUCTIVITY

QUALITY

Introduction

Through its ***Reaching Higher, Achieving More*** strategic plan, the Indiana Commission for Higher Education has set goals in the areas of **completion, productivity,** and **quality**. Ball State University's institutional priorities align with each of these goals. Our initiatives and programs ensure **student success, institutional efficiency,** and a **dynamic return on investment** benefiting Indiana's students, economy, and communities.

Ball State's request for operating, line item, and capital appropriations for the 2013–2015 biennium reflects the university's commitment to **advancing higher education in Indiana** and providing an innovative, academically excellent, and affordable education that focuses on high-quality undergraduate experiences offering **relevant learning outcomes** for high-ability students in the state and beyond.

This request is framed by the **challenges** of Ball State's new five-year strategic plan, the **achievements** of its recently completed strategic plan, and the tradition of **quality, entrepreneurship, innovation, and efficiency** that has defined the institution for nearly a century.

REACHING HIGHER + EDUCATION REDEFINED

On the heels of Ball State's successful *Education Redefined: Strategic Plan 2007–2012*, the university's ambitious work to enhance its distinctiveness will **continue seamlessly** into our **next five-year strategic plan**. The goals and objectives of this new plan are **aligned with** the State of Indiana's focus on **completion, productivity,** and **quality,** as the table on pages 4–5 illustrates.

In developing this plan, we remained focused on the following priorities:

- undergraduate education
- selective admissions
- four-year graduation
- immersive learning
- diversity
- online learning
- economic development
- national recognition
- research awards

Strategic Plan 2012–2017 lays out the following vision, mission, values, strategy, and goals for Ball State going forward.

VISION

We seek 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.

VALUES

We are committed to the traditional values of the academy: freedom of inquiry, imparting knowledge, and advancing the frontiers of knowledge, all for the purpose of bettering society and individuals. As a creatively pragmatic institution, we seek to articulate our distinctive place in an increasingly diverse and interconnected world while holding these values dear.

External forces will continue to shape the role of higher education. We seek to lead rather than follow, with the following aspirations as our guide.

We challenge:

- the current educational paradigm
- our students to question assumptions and extend boundaries
- disciplinary constraints
- ourselves to be strategic with limited resources

We advance:

- critical thinking and creative problem solving
- scholarship and creative activity
- coherent, integrated student experiences
- innovative built spaces and campus infrastructure

We embrace:

- accountability, adaptability, and agility
- engagement with communities across Indiana
- diversity and inclusion
- a high-quality working and learning environment

STRATEGY

Ball State will continue its efforts to differentiate itself from other public universities by enhancing the quality of the academic experiences offered to all students, by attracting students of even higher quality, by supporting strong faculty and academic programs, by enhancing a vibrant university community, and by providing a distinctive impact on the economic well-being of the state of Indiana.

GOALS

Ball State will accomplish this strategy by focusing on four key goals:

1. Provide distinctive, high-quality educational experiences

Ball State will provide a distinctive educational experience, from undergraduate to graduate, traditional to online, where theory and knowledge

COMPARATIVE ANALYSIS OF STRATEGIC DIRECTIONS

BALL STATE UNIVERSITY *STRATEGIC PLAN 2012–2017* **Goals and Objectives**	**INDIANA COMMISSION FOR HIGHER EDUCATION** 2012 *REACHING HIGHER, ACHIEVING MORE* PLAN **Corresponding Areas of Alignment**
GOAL 1: Provide distinctive, high-quality educational experiences	Quality, productivity, completion
Objective 1: Continue to strengthen the academic profile of the student body.	Preparation
Objective 2: Focus clearly on student success.	Productivity
Objective 3: Be strategic in our graduate and undergraduate offerings.	Continuous efficiency
Objective 4: Foster student-faculty collaboration at the graduate and undergraduate level.	Quality
Objective 5: Use external funding in support of distinctive and innovative educational experiences throughout the university.	Continuous efficiency
Objective 6: Successfully implement a cohesive, holistic core curriculum at the undergraduate level.	Learning outcomes
Objective 7: Be a university that attracts a diverse student body, faculty, and staff.	Smarter pathways
Objective 8: Place immersive learning at the center of a Ball State education.	Innovative models
GOAL 2: Become a recognized leader for educational and disciplinary innovation	Quality, productivity, completion
Objective 1: Increase the number and range of academic programs and faculty members that are nationally ranked and/or recognized. Place particular emphasis on innovating pedagogy and curricula, synthesizing learning with scholarship, and leveraging built environments, technology, and media.	Learning outcomes, continuous efficiency
Objective 2: Be recognized for scholarship of teaching and learning.	Learning outcomes
Objective 3: Adapt policies and procedures to remove impediments to student success.	Smarter pathways
Objective 4: Create innovative online and blended programs informed by research and scholarship.	Innovative models, smarter pathways
Objective 5: Be recognized for scholarly activity of our faculty members; particularly in targeted areas of strength.	Quality

COMPARATIVE ANALYSIS OF STRATEGIC DIRECTIONS

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GOAL 3: Invest in an increasingly vibrant and integrated university community	Quality, productivity, completion
Objective 1: Ensure the Ball State educational and student life experience is distinctive, consistent, and integrated.	Learning outcomes, smarter pathways
Objective 2: Foster an environment where the university and community seamlessly work together to achieve common aspirations and goals.	Continuous efficiency, completion
Objective 3: Continue to position the university as a steward of the environment by building on the university's expertise and success in sustainability.	Continuous efficiency
Objective 4: Provide a high-quality work-life environment that encourages faculty, staff, and student achievement and positions the university to attract and retain talent on a national scale.	Productivity
GOAL 4: Advance Indiana through student engagement and faculty expertise	Quality, productivity, completion
Objective 1: Ensure statewide engagement efforts are cohesive, well coordinated, and broadly recognized.	Return on investment
Objective 2: Connect academic programs with employers in the state to create more synergy between educational offerings and the needs of a knowledge-based economy.	Return on investment, continuous efficiency
Objective 3: Leverage university expertise to increase the competitiveness of Indiana's communities and businesses.	Return on investment, continuous efficiency
Objective 4: Be a leader in the advancement of education reform in Indiana.	Return on investment, productivity
Objective 5: Enhance commercialization with new opportunities and strategies.	Return on investment, continuous efficiency
Objective 6: Provide a strategic array of in-person, online, and hybrid educational offerings that meet the increasingly diverse needs of the state of Indiana.	Innovative models, smarter pathways

While the new strategic plan is just getting started, Ball State's ***Education Redefined: Strategic Plan 2007–2012*** concluded with significant progress made or full completion achieved on more than **93 percent of its objectives**. Details of these results are on pages 125–128.

are tested through practical application. Immersive learning opportunities bring talented and focused students together with engaged faculty to create unique, high-impact learning experiences.

2. Become a recognized leader for educational and disciplinary innovation

Ball State will become a recognized leader in innovative pedagogy and curricula, successfully synthesizing learning and scholarship. Our leadership will be evidenced though national rankings and recognitions.

3. Invest in an increasingly vibrant and integrated university community

Students will benefit from a collegiate experience that is a holistic learning opportunity, facilitated by faculty and staff in a high-quality work environment. Professors and students remain at the center of teaching and learning while technology facilities as well as cocurricular activities (speakers, social and cultural offerings, civic engagement and outreach, fitness activities, and living-learning communities) are integrated into student learning goals. The university community will reflect the diverse and interconnected world in which we live.

4. Advance Indiana through student engagement and faculty expertise

Ball State will continue to emphasize learning and scholarship that synthesize disciplinary knowledge with application to today's most complex challenges. Students and faculty will turn knowledge into judgment and judgment into action through projects and programs that benefit business, community, and government partners across the state.


BALL STATE
BOLD

DEFINING QUALITY: BALL STATE 1918–2012

Quality, innovation, entrepreneurship, and efficiency have been a tradition at Ball State since the institution was founded nearly 100 years ago. Long before anyone heard of immersive learning, emerging media, sustainability, and even Ball State, local visionaries began planning for a new institution of higher education that would prepare bright students for **productive careers** while **making an impact** on the community and the state. As this modest school grew into a nationally recognized university, the **entrepreneurial spirit** of its founders has continued to thrive.

NORMAL TO NATIONAL

More than a century ago, Muncie business leaders envisioned a local college to help boost the city's development. After the community's efforts to sustain a teachers school failed, **Frank C. Ball and his brothers**—young New York industrialists of canning jar fame—purchased the land and buildings of the defunct institution for less than a 10th of their estimated value and donated them to the state. As a result, the **Indiana State Normal School Eastern Division** opened in 1918 to meet Indiana's need for more and better teachers. The school was renamed **Ball Teachers College** a few years later.

By the 1960s, the regional teachers college had begun to attract faculty from outside the Midwest, enrollment and funding surged with national trends, and new facilities and degree offerings were added. In 1965, the Indiana General Assembly renamed the college **Ball State University**, acknowledging its phenomenal growth in enrollment and facilities, the variety and quality of its educational programs and services, and the anticipation of the broader role it would play in the state's future.

Ball State's **entrepreneurial culture** began to shine through expansions and additions of market-responsive degree offerings, cutting-edge technological resources, and state-of-the-art facilities. These investments have prepared students to take advantage of current and emerging **job opportunities** and serve the **communities** in which they will live and work.

STRATEGIC PLANNING 1.0

As the 21st century loomed on the horizon, Ball State's leadership recognized that thriving as an **entrepreneurial university** committed to **excellence and access** would require even greater foresight and sustained effort toward common goals. A 25-member task force was appointed to develop the university's **first-ever comprehensive strategic plan**, which would guide and shape the institution's direction, priorities, and identity through 2006.

Crafted with widespread public participation, ***Strategic Plan 2001–2006*** defined excellence in education through its vision, mission, and six major goals:

- outstanding undergraduate and graduate learning
- cultural diversity and environmental sustainability
- high-quality faculty and staff
- optimal enrollment
- innovative technology
- relationships beyond the campus

The plan envisioned a **learner-centered** and **socially responsible** academic community connected to major patterns of change, with **intellectual vitality** and **integrated, enhanced learning experiences**—a national model in higher education where knowledge is discovered and then applied through civic and professional leadership.

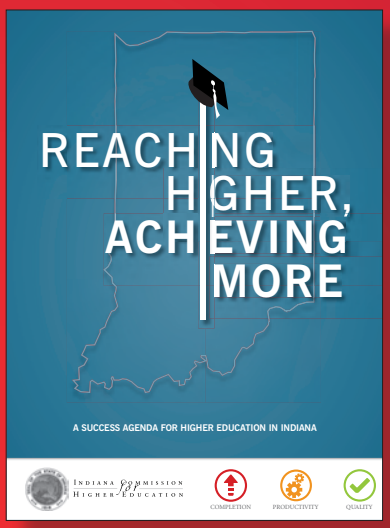
EDUCATION REDEFINED

Like Ball State's first strategic planning effort, ***Education Redefined: Strategic Plan 2007–2012*** was developed by a campuswide task force with extensive input and feedback from faculty and

staff. President Jo Ann Gora initiated the strategic planning process in December 2004 to build on the achievements of the 2001–2006 plan. The charge to the committee involved building a plan with broad goals, specific objectives, and targeted strategies that included **outcome measurements** with appropriate forms of **assessment** to effectively evaluate progress.

Ball State's second strategic plan called for enhancing the university's entrepreneurial approach to learning, scholarship, and civic engagement. The goal: **redefining education** and providing a **nationally distinctive, academically innovative** higher education alternative in Indiana. Each academic and administrative unit on campus developed prioritized, measurable objectives and resource strategies to support the plan's goals.

After five years of implementation, Ball State's strategic efforts have produced **tangible results** in the form of more high-ability students, an increase in nationally ranked programs and faculty, an even more vibrant campus, and flourishing immersive learning opportunities. Detailed results are on pages 125–128. This momentum is carrying the university forward into its new ***Strategic Plan 2012–2017***.



Completion

Students and the state are not well served by an empty promise of college access without completion.

Completion

A Prepared, Persistent Student Body

Indiana's strategies to increase degree **completion** include better **preparation** of K–12 students, smarter **pathways** to on-time graduation, and improved **persistence** among new students. To this end, Ball State is recruiting and admitting **high-ability students** who are ready for a rigorous, learner-centered academic challenge. The university also remains committed to helping students **prepare for college** and providing **individualized support** for student achievement.

PREPARATION

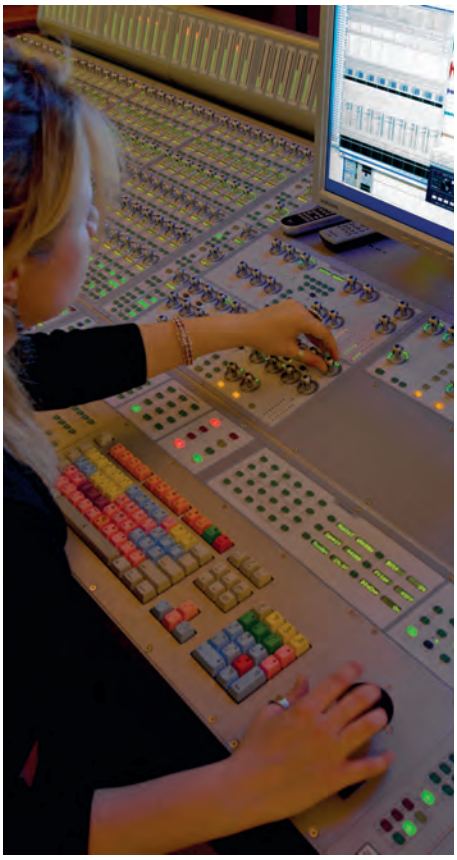
As rising admission standards boost the university's academic profile, Ball State is enrolling its **brightest and most prepared** freshman classes as evidenced by the following 2011 indicators:

- **Honors Diplomas**—Nearly two-thirds, **62.1 percent**, of incoming freshmen completed the Indiana Academic Honors Diploma or an equivalent advanced college preparatory curriculum in another state, up from 46.8 percent in 2006 (see chart below). This is particularly notable given that only **31.3 percent** of all Indiana high school graduates earned the state's honors diploma in 2011.
- **SAT Scores**—Incoming freshmen averaged a combined three-part SAT score of **1,582**, up 43 points from 1,539 in 2006.
- **High School GPA**—The average high school grade point average of new freshmen was **3.329** (on a 4.0 scale), versus 3.196 in 2006.
- **High School Rank**—Nearly half of all new freshmen were ranked in the **top 25 percent** of their high school class, and about one in six were ranked in the **top 10 percent**, up from 2006.
- **Honors College Eligible**—Nearly **12 percent** of freshmen received honors entry to Ball State, rising steadily from 7.5 percent in 2006 (see chart below). Our **Honors College** is enrolling its largest freshman classes in recent memory.

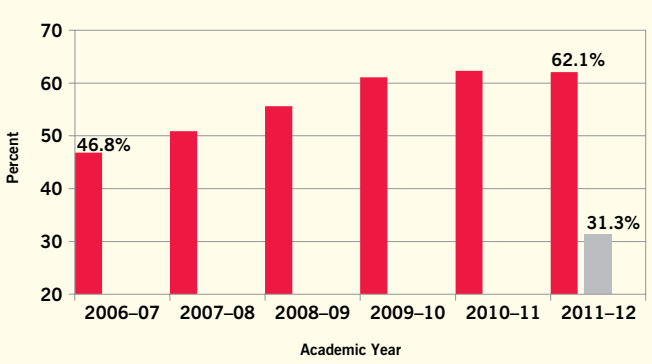
From **dual credits** to **charter schools**, Ball State provides a number of opportunities and programs that help high school students **prepare for college** and get an **early start** on their degrees.

Advanced Credit

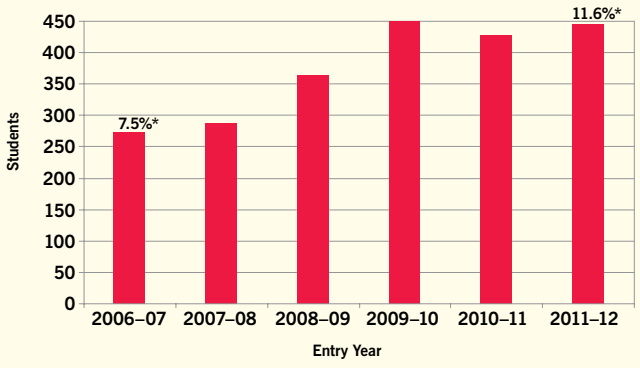
Nearly half of Ball State's incoming freshmen—45 percent—brought **advanced placement and/or previous college credits** with them in 2011, compared with less than 30 percent in 2006 (see chart on page 10). Ball State



INCOMING STUDENTS EARNING ACADEMIC HONORS DIPLOMA



HONORS COLLEGE ELIGIBLE FRESHMEN



* As a percentage of all freshmen.

accepts credits from the College Board's Advanced Placement (AP) program, the International Baccalaureate (IB) diploma, College Level Examination Program (CLEP) tests, foreign language and other subject area exams, English credit through the SAT or ACT writing tests, military service credits, and college courses taken while in high school.

Dual Credit

Nearly 500 Indiana high school students take classes through Ball State's **College Transition Program (CTP)**, which allows Indiana students to experience challenging college curriculum firsthand while earning **dual college/high school credit**. By taking low-cost college courses online or at their schools, participants get a jump start on their freshman year of college, demonstrate their ability to complete college work, gain confidence to succeed in college-level study, and ease the transition to higher education.

K–15 Online

Ball State's concept for delivering dual credit and Advanced Placement (AP) programs via **new media** would allow Indiana students to progress from kindergarten to a bachelor's degree in **16 years or less (K–15)** through online course work. By earning more college credit during high school, students could complete a degree in just three years, receiving substantial financial benefits and an early start on graduate study or a career. The university's strengths in secondary education and digital media make Ball State **uniquely positioned** to address students' preferences for an asynchronous, portable, personalized, and socially integrated learning experience.

Skill Building

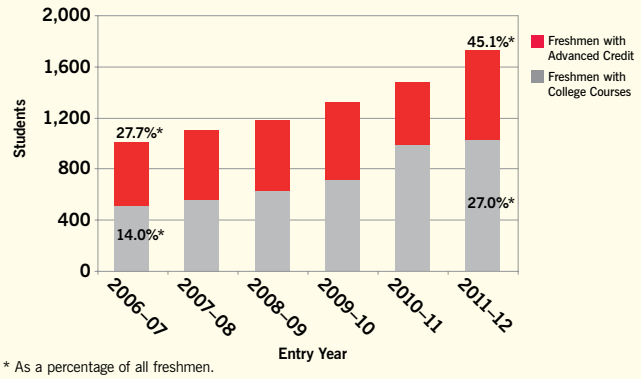
Ball State provides an array of services to the state's **21st Century Scholars** that reinforce skills necessary for college admission. One program, the **Hurley and Fredine Goodall 21st Century Scholars Freshman Book Award**, provides local Muncie high school graduates with $1,000 to assist them with the important transition from high school to college. In addition, our **College Awareness Day** introduces minority students across the state to higher education, college admissions, and career opportunities. The **Summer Scholars** residential program brings Indiana minority students in grades 8–10 to campus for classes in English, mathematics, science, study skills, and success-in-life seminars.

Special Schools

Innovative public charter and gifted schools sponsored by Ball State help Indiana students by providing special programming and resources. In 2011–12, the university authorized **37 charter schools** enrolling more than **15,400 students** in communities throughout the state. Ball State also operates two schools on campus. **Burris Laboratory School**, open to K–12 students, provides a valuable teaching and learning experience for Teachers

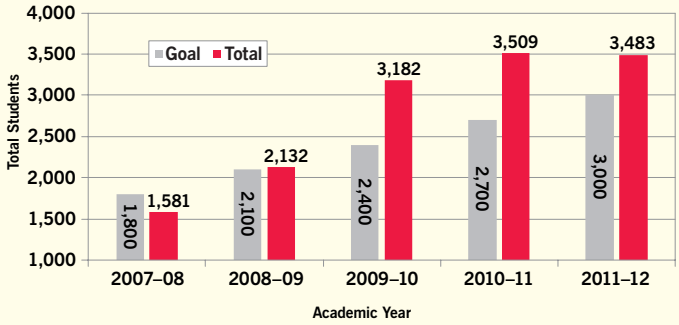
College students while steadfastly guiding each K–12 learner toward realization of his or her potential. Burris has been recognized by *U.S. News & World Report* and *Newsweek* as one of the nation's best high schools. The **Indiana Academy for Science, Mathematics, and Humanities,** the state's only public two-year residential school for gifted and talented high school juniors and seniors, was also named among America's best high schools by *Newsweek* for 2012, ranking second in Indiana. Both schools have ranked among Indiana's top five high schools in **Advanced Placement test participation**.

NEW FRESHMEN WITH ADVANCED CREDITS



* As a percentage of all freshmen.

STUDENTS PARTICIPATING IN LIVING-LEARNING COMMUNITIES



School Support

Ball State's nationally recognized **Teachers College** provides ongoing programs, services, and resources to help Indiana schools and teachers prepare students for academic success and advanced education. These initiatives include university-sponsored **Public School Study Councils**, which help about 70 member school districts throughout the state improve educational practices and student achievement. The **Professional Development Schools Network** creates planning partnerships with local schools to improve teacher development and training. Ball State is also a partner in the **Woodrow Wilson Indiana Teaching Fellowship**, which is helping to overhaul teacher education and encouraging exceptional teacher candidates to seek long-term careers in high-need classrooms.

ISTEM Tutoring

For the past four years, Ball State's Learning Center has participated in the **Indiana Science Technology Engineering Mathematics (ISTEM)** grant program, a statewide initiative that helps Hoosier students excel in science and mathematics and inspires them to pursue careers in these areas. Ball State hires, trains, and evaluates student mathematics tutors who are placed in Algebra I classrooms in the **Muncie Community Schools**. They work one-on-one with high school freshmen who did not score well on the math portion of ISTEP. The tutors also talk about their college experiences and try to inspire the students to go to college.

PATHWAYS

Once well-prepared students are admitted to Ball State, the university's nationally recognized **first-year programs** integrate freshman and transfer students into our learning community and help them make a successful transition to and through their initial year on campus. New students are required to live in **campus housing**, which statistics show boosts their grades, friendships, and college experience. Other programs and resources assist students with **on-time degree completion** and **career preparation**.

Freshman Connections

Lauded for the past eight years by *U.S. News & World Report*, Ball State's first-year transition programs revolve around **Freshman Connections**, which provides common learning experiences that connect new students to one another and to university faculty and staff. Annual programs include the **Freshman Common Reader**, a required, thought-provoking book given to **all new students** at summer orientation. The required reader is used in a common writing assignment, discussion groups, classes, and other first-semester activities, including a campus visit by the author.

Living-Learning Communities

In Ball State's residence halls, new students are given the chance to live and learn in unique communities where they can spend time outside of class with peers **pursuing the same major or interests**. Students in each community share some core courses and work with some of the same faculty, academic advisors, residence hall staff, and student mentors. They explore their interests together through special activities, projects, and trips. Twelve living-learning communities group students majoring in fields such as **business, communication, design, teaching, nursing,** and **social sciences**. Others focus on **emerging media, international studies,** and **healthy lifestyles**. One community helps students explore and choose academic majors and minors. The popularity of these communities has surpassed our strategic plan goals (see chart on page 10).

Advising and Support

From day one, the university's **Academic Advising Centers** provide professional, personalized support to help new students with major and course selection, academic performance, and development of a **four-year plan of study**. The nationally certified Learning Center—recipient of the 2010 National College Learning Center Association/Frank L.

DEGREE IN 3 MAJORS

- Accounting
- Anthropology (General, Applied Cultural Anthropology, Archaeology)
- Business Administration
- Communication Studies (Interpersonal, Organizational, Public)
- Criminal Justice and Criminology
- Economics (Business and Financial Analyst options)
- Entrepreneurial Management
- Finance
- History
- Human Resource Management
- Information Systems
- International Business
- Marketing
- Nursing
- Operations Management
- Philosophy
- Political Science (Economics, International Studies, Political Science)
- Pre-Dental Preparation
- Pre-Medical Preparation
- Psychological Science
- Religious Studies
- Risk Management and Insurance
- Social Work
- Sociology
- Women's and Gender Studies

Christ Outstanding Learning Center Award for a four-year university—offers free tutoring at all levels, guidance on study skills and strategies, writing assistance, workshops on test preparation, and study sessions for various core curriculum classes. **More than a third** of all Ball State freshmen used the Learning Center's services in 2010–11, the largest number since 2004.

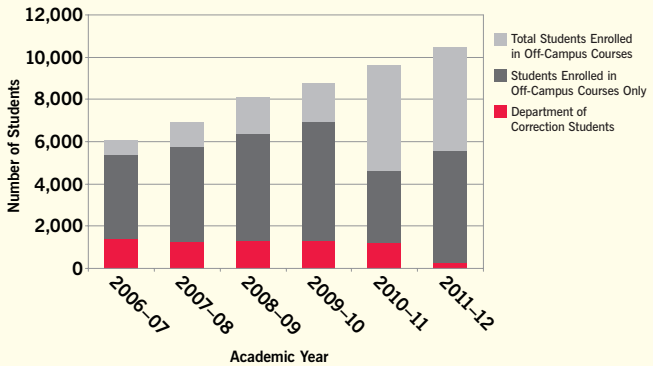
Career Guidance

During orientation before their first semester, **all freshmen** complete the **KEY (Knowledge+Experience+You) Careers assessment**, which helps them make **more informed decisions earlier** about their career choice and path of study, reduce the risk of multiple major changes and extended time in college, and increase the likelihood of finding meaningful employment and career satisfaction. Ball State's **Career Center** also offers career exploration resources, personal career advising, online assessments, real-time career seminars, job fairs, internship and job postings, and job skill workshops for all students.

Credit Reduction

In 2012, Ball State reduced the minimum number of credits required for an undergraduate degree to 120 in an effort to maximize the number of degrees that can be completed in **eight 15-credit-hour semesters**. About **85 percent** of our students are in programs that will require only 120 credit hours. This change will enable most students to graduate in four years or less and will save a typical student about **$2,000**. Previously, the

STUDENTS ENROLLED IN ONLINE OR OFF-CAMPUS COURSES



university's curricula required a minimum of 126 credits, causing overloaded semesters or an extra half semester of summer instruction.

Three-Year Degree

Through Ball State's **Degree in 3** program, students in **more than 30 majors** (see list on page 12) can earn a bachelor's degree in just three years by taking classes during the summers, thereby getting a break with tuition by taking advantage of summer discounts (see page 23), saving a year of college living expenses, starting their career or graduate studies a year early.

Transfer Credits

Ball State is a leader in the ease of student transfer and articulation agreements for more than **24,000 courses nationally**. Within Indiana, articulation agreements exist for more than **7,500 courses** from Vincennes University and all Ivy Tech Community College sites as well as **all four-year institutions**. With these articulation agreements, students can easily transfer credit from two-year institutions to Ball State **without losing time** in completing the four-year degree.

Online/Distance Education

Enrollment in Ball State's online and distance education programs has risen steadily since 2003 (see chart on page 12). Today our **online programs alone** include 77 degrees and certificates at all levels, and **more than 10,000 students** enroll in online or off-campus courses each year. These offerings extend access to the university's high-quality academic programs and supportive resources to **students throughout Indiana**. Many classes and programs are offered online and in formats blending online and on-site instruction, enabling adults to earn college credit and degrees at or close to their homes or employment. On-campus students can also **expedite degree completion** by taking some classes online in order to configure a **hybrid schedule** that accommodates academic schedule conflicts and their work-life responsibilities.

CAREER CREDENTIALS

Ball State offers other distinctive credentials in the following:

APPLIED BEHAVIOR ANALYSIS
Graduates of this master's program can take the exam to become board certified behavior analysts (BCBA), who are in high demand from schools, hospitals, and residential facilities.

BUSINESS
One of today's most popular business credentials—**Six Sigma Black Belt certification**—can be earned through Ball State's process improvement minor.

CHEMISTRY
Graduates are certified with the **American Chemical Society (ACS)**, helping them land jobs in industrial and government labs. Ball State is one of the largest producers of ACS-accredited chemistry majors in Indiana and among the top 10 percent nationally in the number of graduating ACS-accredited chemistry majors.

PUBLIC HEALTH EDUCATION
Offered completely online, this graduate-level certificate prepares students to take the **certified health education specialist (CHES)** and **master certified health education specialist (MCHES)** exams. This program is designed for working professionals with backgrounds or interest in public health, community health, workplace health, or public health education—a profession poised for tremendous growth, according to the U.S. Bureau of Labor Statistics.

PUBLIC MANAGEMENT
The Bowen Center for Public Affairs at Ball State is the only organization in Indiana authorized to offer the **certified public manager (CPM)** program, which provides government employees with the skills to face the challenges of public service and management.

RESIDENTIAL PROPERTY MANAGEMENT
Ball State is the only university offering students—typically sophomores and juniors—the opportunity to earn the **national apartment leasing professional (NALP)** designation. Students can also earn the **certified apartment manager (CAM)** designation.

RISK MANAGEMENT AND INSURANCE
Students can pass at least two of the eight exams required for the **chartered property casualty underwriter (CPCU)** designation right in class. This program also was ranked third nationally in 2009 for total university associate certified risk managers (UACRM), an early certification program that introduces students to the internationally recognized **certified risk manager (CRM)** professional designation.

Workforce Credentials

From teacher licensing to technology certifications, Ball State helps both current and future professionals obtain important credentials for **employment, advancement, and specialization** in their fields. Degree programs in nursing, teaching, school administration, accounting, architecture, residential property management, and athletic training prepare students to pass **industry licensing and certification exams**. Ball State graduates achieve nearly 100 percent pass rates on several of these.

In addition, the university also offers about **30 certificate programs** that can add value and specialized skills to a bachelor's or master's degree, or they can serve as a starting point toward a master's degree. These certificates are geared toward working professionals who

want to enhance their credentials. Most of the programs are available online and require only **12–18 credit hours**. Certificates range from business essentials, professional sales management, and real estate development to biotechnology, digital design and fabrication, and emerging media journalism. Students and professionals can also acquire **valuable software certifications** in the latest Apple and Adobe applications through classes at Ball State, which is the only Apple authorized training center in Indiana.

PERSISTENCE

Ball State's efforts to foster, admit, and support well-prepared students and provide effective pathways to success are boosting **student persistence** and **degree completion**. The university's **retention and graduation rates** are on the rise again.

Freshman Retention

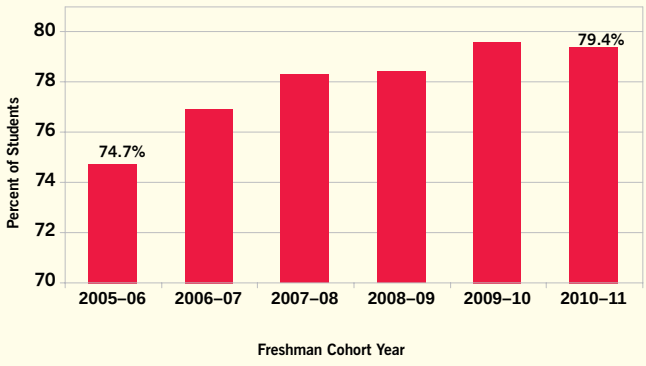
An early indicator that new students are prepared, competent, motivated, and likely to complete their degrees at Ball State, the university's freshman retention rates have **risen steadily** since 2006 (see chart below). Ball State's most recent freshman cohorts have **topped 79 percent**—a level that rivals very selective public universities and private colleges. Retention rates are expected to continue increasing.

Graduation Rates

For much of the past two decades, Ball State's graduation rates have also reflected **sustained growth**, including a dramatic increase from the 1996 to 2002 freshman cohorts that was **unmatched in Indiana** and regarded as one of the best in the country. *The Chronicle of Higher Education* recently ranked Ball State **sixth in the nation** for improvement in graduation rates among public research institutions between 2001 and 2008.

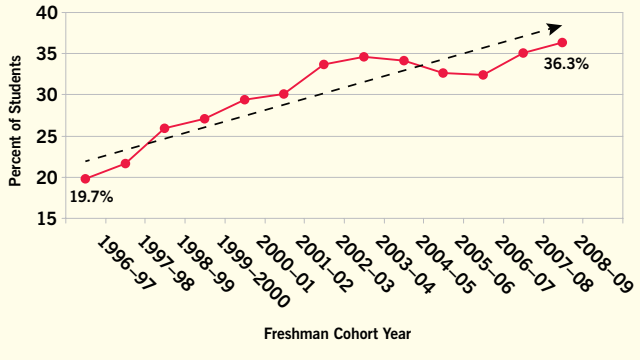
Although graduation rates dipped slightly for three classes admitted before *Education Redefined: 2007–2012 Strategic Plan*, subsequent cohorts are showing **renewed growth** driven by the plan's initiatives. Our four-year graduation rate rebounded to **36.3 percent** with the 2008 freshman cohort—one of the first classes enrolled under higher admission standards and with enhanced transition, retention, and support initiatives. This rate **surpassed the university's peak** four-year graduation rate of 34.6 percent for the 2003 cohort. We are seeing similar improvements in our five- and six-year graduation rates. Strong retention rates among recent freshman cohorts suggest **continued growth** in graduation rates in the years ahead.

FRESHMAN RETENTION RATE 2001–2011



FOUR-YEAR GRADUATION RATES

Graduation rates have improved more than 84 percent over 12 years.



INDIANA GOALS + BALL STATE ACTIONS

Below is a **sampling of completion goals** outlined in the Indiana Commission for Higher Education's *Reaching Higher, Achieving More* strategic plan, along with examples of **Ball State initiatives** that meet those goals. More goals and corresponding initiatives are described on the preceding pages.

Completion

Students and the state are not well served by an empty promise of college access without completion.

✓ ICHE: Expand opportunities to earn one-year certifications

- Ball State: Offering 45 certificates (six new)

✓ ICHE: Promote on-time degree maps

- Ball State: All students provided a four-year degree map
- Ball State: Developing productivity apps to keep students on track

✓ ICHE: Limit total credit requirements

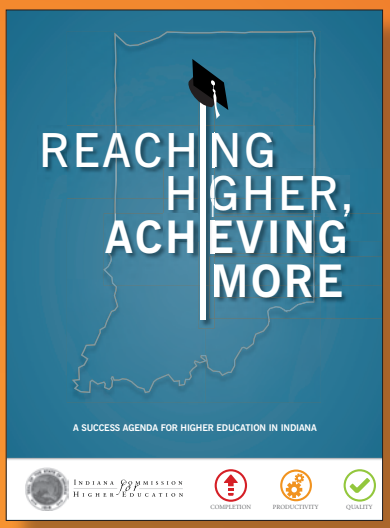
- Ball State: Most programs reduced credit hours from 126 to 120 (benefiting about 85 percent of students)

✓ ICHE: Ensure availability and capacity of required courses

- Ball State: Maps used to ensure courses are available
- Ball State: Online and summer courses increased offerings

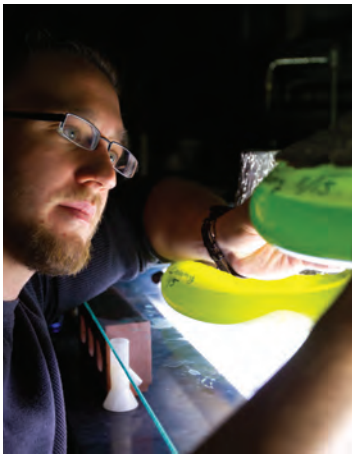
✓ ICHE: Institute early and ongoing career advising

- Ball State: Advising starts at freshman summer orientation
- Ball State: Fall workshop helps undecided students



Productivity

A more productive higher education system will increase student success and safeguard college affordability.



Productivity

A Leaner, Greener Institution

Indiana's strategies to increase educational **productivity** include **performance** funding formulas, continuous institutional **efficiency**, and student **incentives** for on-time completion. To this end, Ball State is awarding **more degrees**, achieving more with less revenue through **strategic budgeting**, reducing expenditures through **efficient and sustainable** operations, and providing generous **financial aid** and attractive **completion incentives** to students.

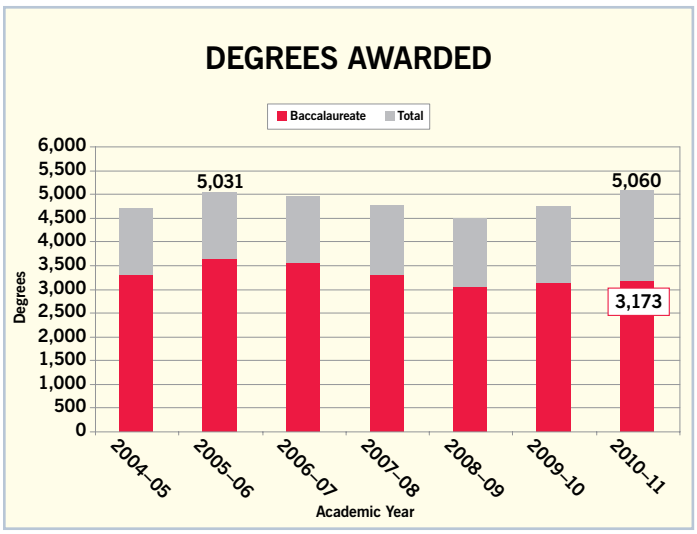
PERFORMANCE

Degree completion is one of the key productivity measures reflected in the State of Indiana's **performance funding formulas** for higher education institutions. As Ball State's retention and graduation rates have risen with the enrollment of higher-quality students, the university's total number of **degrees awarded** is also reaching new levels (see chart below). In 2010–11, Ball State conferred 5,060 degrees. This represents a **12 percent increase** from 2008–09. Nearly three-fourths of them were **bachelor's and associate** degrees, reflecting our emphasis on undergraduate education.

The state's performance-based funding formulas also allow colleges and universities to define their own productivity metric to be considered for base budget adjustments. Ball State has chosen an **efficiency performance metric** that reflects the university's success in making the most of its revenues while controlling growth in expenditures. This success is the result of **strategic budgeting processes** and rigorous initiatives to enhance the **efficiency and effectiveness** of the institution.

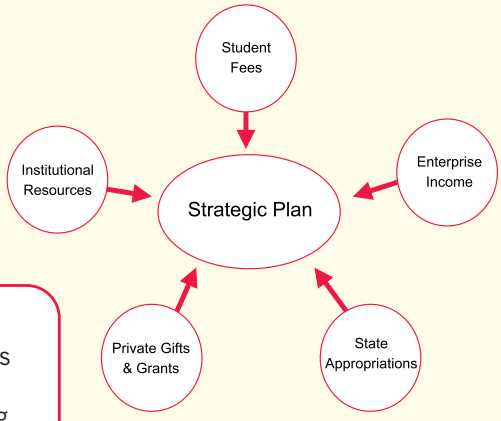
Strategic Budgeting

Ball State's annual budget uses all institutional resources—including funds from state appropriations, tuition and fees to provide unique and relevant learning experiences, auxiliary enterprises to create a vibrant community, grants, and gifts—to achieve the goals and objectives of the university's **strategic plan**. Because revenues are limited, expenses are evaluated regularly to uncover opportunities for **reallocation and reduction**. The primary goal of this process is to maintain low tuition and fees, broaden student access, and sustain educational quality. Ball State



MULTIFACETED APPROACH TO BUDGETING

- Scrub expenses
  - Fund the strategic plan
  - Consider reallocations and savings initiatives
- Consider all revenues
- Be mindful of links between fees and expenses



THE GOAL

Strive to keep **TUITION** and fees at the lowest levels to maintain student **ACCESS** while providing a **QUALITY** educational experience

strikes a balance between preserving the institution's **distinctiveness**, advancing its **strategic directions**, and keeping college **affordable** for Hoosier families.

Revenue Trends

For two decades, the share of Ball State's operating funds derived from **state appropriations** has steadily declined as the struggling economy has limited Indiana's revenue pool. This has compelled the university to rely more on **tuition, fees, and other funding sources** to cover rising costs for health care and insurance, fuel and utilities, technology, and supplies while improving the educational quality (see chart below).

Over the past 10 years, state allocations to Ball State have averaged an increase of **less than 1 percent** per year, while the university's enrollment has steadily grown (see page 32). We are doing **more with less**.

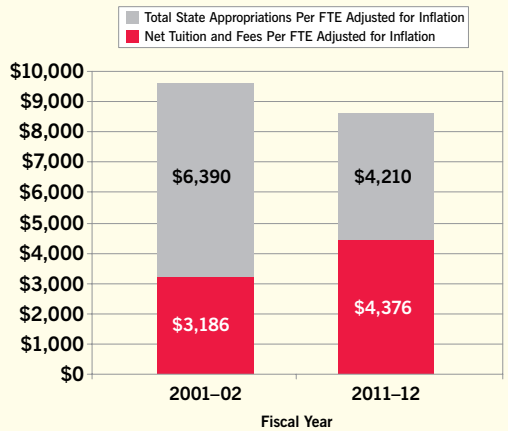
Even so, Ball State's tuition, fees, and expenses have increased **less than national averages** as measured by the Consumer Price Index (CPI) for College Tuition and the Higher Education Price Index (HEPI).

Ball State continues to explore ways to keep tuition and fees as low as possible for its students (see chart below). The university offsets larger tuition increases through the creation of **efficient budgets**, **reallocation of existing funds**, use of better **business practices**, and most importantly, significant new investments of both private and institutional resources in **financial aid**.

EFFICIENCY

In this time of constrained resources, the **efficiency and effectiveness** of Indiana's public higher education institutions and the **affordability** of a college degree have become major issues for Hoosiers and policymakers. Amid declining state support, these efficiencies are even more critical as they allow schools to **mitigate the national trend** of students bearing a higher share of the overall cost of public higher education.

TRENDS IN REVENUE



HOW DOES BALL STATE COMPARE?

TUITION AND FEE CHARGES 2012–13

University	Amount
Miami University	$13,547
Northern Illinois University	11,496
Central Michigan University	10,950
Bowling Green State University	10,537
Ohio University	10,216
Indiana University (Bloomington)	10,034
Western Michigan University	9,982
Purdue University	9,900
University of Akron	9,862
Kent State University	9,672
University of Toledo	9,054
Eastern Michigan University	9,026
Ball State University	**8,980**
IUPUI	8,605
Indiana State University	8,098

Ball State has long recognized the importance of balancing quality and effectiveness, and the university is steadfast in its commitment to be a **responsible steward** of its assets and resources. As a result, we have intensified our efforts to **improve efficiencies** through process redesign, restructured operations, utilization of technology, and strategic reallocation.

Three key areas of efficiency represent some of Ball State's largest annual expenditures: **administrative staffing**, **employee health care**, and **energy/utility expenses**. Together, they constitute about a quarter of the university's general fund budget and have a significant impact on cost and tuition savings.

Administrative Staffing

Employee salaries and wages account for about 70 percent of Ball State's annual budget. In particular, compensation for **administrative personnel**—including executive, managerial, and other professional employees—represents about 15 percent of the total budget. Efficient management of administrative staffing **frees up resources** to either enhance the university's academic programs or keep college affordable for students and taxpayers. Data indicate Ball State's number of **full-time equivalent (FTE) administrators** per 100 FTE students is lower than the combined average for similar-sized peer universities (see chart below).

Employee Health Care

As the second highest expenditure in Ball State's budget, employee health care benefits require active management to find ways to **reduce rising costs** without impacting the university's ability to **recruit and retain quality faculty and employees**. Changes made to employee health care plans since 2010 have yielded significant structural savings. Ball State's **average employer contribution** to health care benefits is now notably lower than the State of Indiana's (see chart below). Recent changes included:

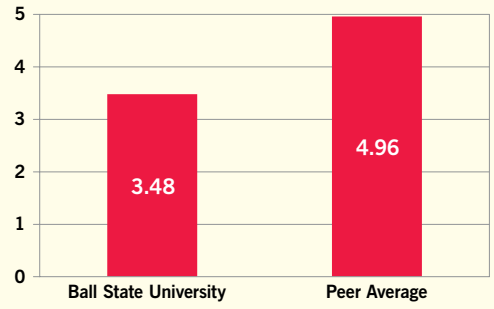
- eliminating the traditional **Preferred Provider Organization (PPO)** plan
- negotiating **new contracts** with network providers that lower the cost of health care delivery
- promoting **consumer-driven plans** partially through a university contribution to a **health savings account**
- reducing **employer contributions** to more expensive health care plans
- implementing substantial **wellness initiatives** to encourage healthy behavior

Energy and Utilities

Expenditures to **heat, cool, and power campus facilities and equipment** are the fourth largest line item in Ball State's

ADMINISTRATIVE STAFFING

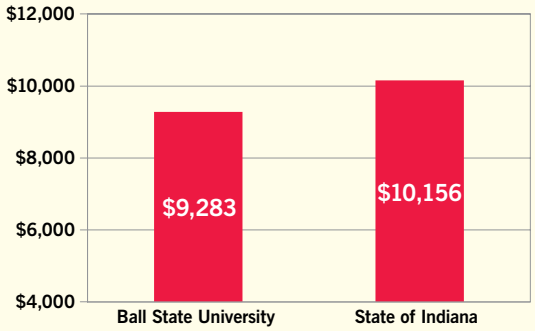
Administrators Per 100 Full-Time Equivalent (FTE) Students
Three-Year Average, 2009–10 to 2011–12



Ball State's administrative staffing is **29.84 percent lower** than the average of peer universities.

EMPLOYEE HEALTH CARE COSTS

Weighted Average Employer Contribution
to Health Care Per Employee
Three-Year Average, 2009–10 to 2011–12



Ball State's weighted average health care costs are **8.59 percent lower** than the state's costs.

budget. The university purchases electricity, coal, natural gas, and heating oil and operates a plant where these are converted to steam. Ball State also pays for water and sewer service. Costs and amounts of these utilities vary according to weather patterns and market factors. Through numerous conservation measures and programs, the university has kept its **energy expenditures per square foot of physical space** well below the national average (see chart below).

Ball State's new **geothermal energy system**—the largest of its kind in the nation—will produce an additional $2 million in annual savings when it becomes fully operational (see page 21).

Savings for Students

Ball State's efficiencies in administrative staffing, employee health care, and energy/utility expenses alone have **saved Hoosier students** a combined **$32 million annually** from the national cost averages cited in the respective charts. That represents about **$1,924 per FTE student** and a **tuition reduction of 23 percent**. These types of savings have allowed Ball State to keep its total expenditures **below inflation** and even below the growth in **Indiana per capita income** (see chart on page 42). Today the university's **cost per degree**, adjusted for inflation, is lower than 10 years ago.

Responsive Reductions

In 2010, Ball State implemented a number of measures to **cut institutional expenditures** by $15.2 million in accordance with a state directive prompted by revenue shortfalls. With input and participation from across the campus, the initiatives included the following changes to **employee health care benefits**:

- incentives to use a large but established network of hospitals that, through negotiated rates, offer more favorable costs
- increases in deductibles and maximum out-of-pocket expenses
- adjustments in the percentage of premiums paid by the university
- slight increases in the plan members' share of the cost at purchase and the maximum out-of-pocket expense for prescription drugs
- restructured benefits so employees who retire before age 62 share more of the extra cost associated with retiring early
- new tier for employee plus child(ren) with a price point below the family plan

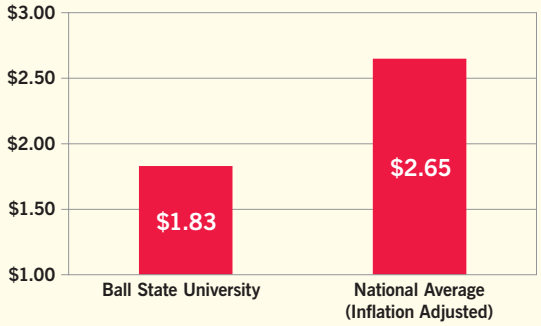
Future university contributions to some **pension plans** were modified for new employees, and a **hiring slowdown** begun in 2009 was extended. Other savings came from more efficient use of **campus facilities and technology**, development of **alternative course delivery** methods, increased **summer campus usage**, efficient **print management** strategies, reductions in the **athletics budget**, and early savings from the **wellness program**. Our **creative management** of existing resources will ensure students continue to receive the high-quality education they

E-TEXTBOOK PILOT

An e-textbook pilot program tested by Ball State is exploring a new way to **reduce the cost** of attending college and **increase learning efficiency**. E-textbooks can cost up to 60 percent less than printed textbooks. Through an agreement with content publisher Flat World Knowledge and distributors Courseload and Barnes & Noble, the project will introduce e-textbooks in **select courses across disciplines**, allowing students to access content through readers or computers. At the end of the pilot program, results from surveys of faculty and students will allow the university to select e-textbook providers and readers for classes throughout campus.

ENERGY/UTILITY EXPENSES

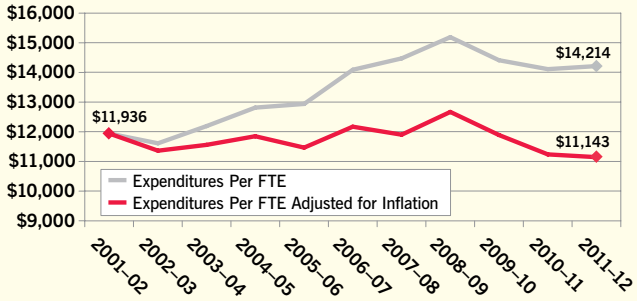
Energy and Utility Cost Per Square Foot of Physical Space
Three-Year Average, 2008–09 to 2010–11



Ball State's energy/utility costs are **30.94 percent lower** than the national average for higher education.

EXPENDITURES IN CONTEXT

GENERAL FUND EXPENDITURES
PER FULL-TIME EQUIVALENT (FTE) STUDENT



have come to expect from Ball State. The university has embraced this opportunity to dramatically improve the **productivity** of the educational system. These measures demonstrate our appreciation for the need to **fundamentally rethink** the way education is delivered.

Enterprise Resource Planning

New campuswide administrative efficiencies are now online as Ball State's Enterprise Resource Planning (ERP) system begins to **manage core processes** in finance, human resources, student services, and financial aid. Implementing this system allows the university to **integrate and share data** across divisional lines in order to provide better **service and improved experiences** for students, prospective students, faculty and staff, parents, alumni, donors, and other constituents. More than 400 faculty and staff provided input during the rigorous product selection process.

SUSTAINABLE CAMPUS

Recognized as one of the nation's **most environmentally responsible colleges** by The Princeton Review and other organizations, Ball State is generating cost savings and resource efficiencies through various sustainability practices and processes, including **energy conservation** initiatives, **recycling and composting** programs, **hybrid-electric** shuttle buses, and **biodiesel** fleet cars. New buildings are designed to meet **national LEED certification standards**, and the nation's largest **geothermal energy system** of its kind is nearing completion on campus.

GREEN RECOGNITIONS

Ball State's sustainability efforts were featured again in The Princeton Review's *Guide to 322 Green Colleges: 2012 Edition*. Recognized for the third year, Ball State is the **first public institution in Indiana** to be listed among the **most environmentally responsible** colleges and universities in the U.S. and Canada. Other recent honors include:

- Excellence in Integration Award, **International Sustainable Campus Network** (2012)
- Silver STARS Rating, **Association for the Advancement of Sustainability in Higher Education** (2011)
- Outstanding Commitment to Sustainability Award, **Great Lakes Association of College and University Housing Officers** (2011)
- **Second Nature** Climate Leadership Award (2010)
- Technology Innovator of the Year, **Hoosier Environmental Council** (2010)
- ***Sierra* magazine's** "Cool Schools" edition (2009)
- ***Kiwi* magazine's** Green College Report of 75 institutions of higher learning that are protecting the planet (2008)
- Campus Environment Report Card, **National Wildlife Federation** (2008)
- Lugar Energy Patriot Award (2007)

Energy Conservation

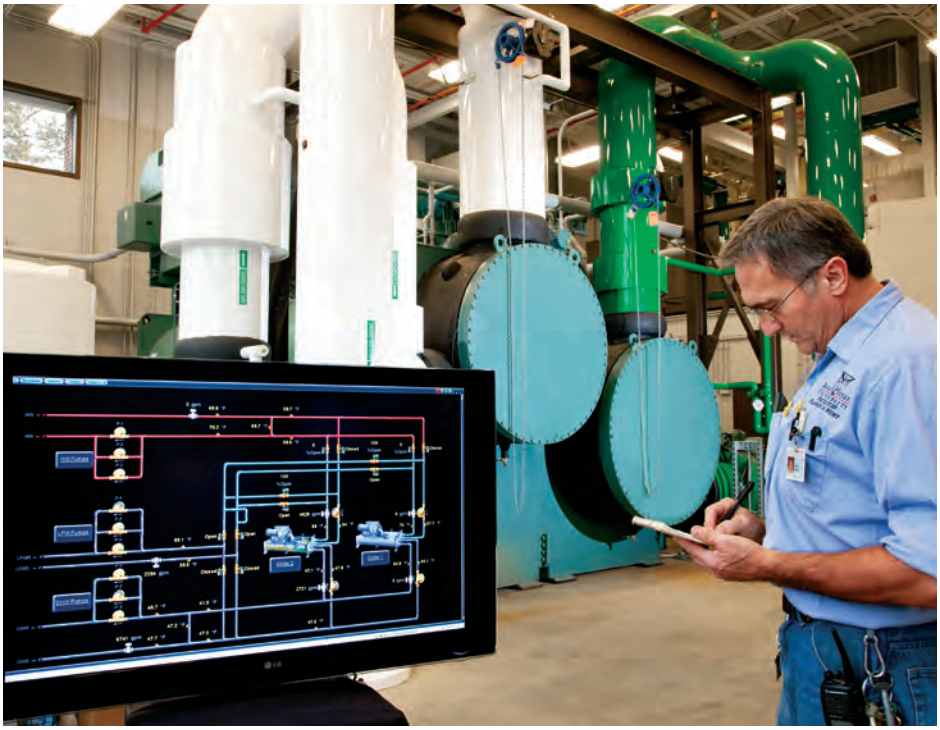
From high-efficiency motors and low-flow plumbing fixtures to infrared heating systems and window replacements, Ball State is benefiting from a variety of **cost-efficient energy reduction** strategies and programs undertaken during the past decade. Students are reinforcing the university's efforts. The student-led **Ball State Energy Action Team (BEAT)** raises awareness of energy use on campus and creates energy reduction initiatives. Ball State's **Eco-Reps** educate other students about environmental stewardship and sustainability. In the annual **Residence Hall Energy Challenge**, students living on campus compete to see who can reduce electricity consumption by the largest amount. BEAT students also attended the **2010 Lugar Collegiate Energy Summit** at the Indianapolis Museum of Art, where they spoke with other student organizations and professionals.

Geothermal System

Perhaps the crowning achievement of Ball State's sustainability efforts is the construction of the **nation's largest** ground-source, closed-loop district geothermal energy system. It will use water heated by the Earth to efficiently heat and cool 47 campus buildings. When completed, the innovative system will replace four aging coal-fired boilers, saving Ball State **$2 million in operating costs** annually and cutting the university's **carbon footprint roughly in half**. The project will also **spur jobs** throughout Indiana and the nation. Phase 1 went online in spring 2012. Funding support for Phase 2 is part of our **Capital Improvement Budget Request**.

LEED Certified Facilities

Education Redefined: Strategic Plan 2007–2012 called for all new campus buildings at Ball State to be designed to meet national **Leadership in Energy and Environmental Design (LEED)** certification guidelines, and LEED standards would be explored for renovation projects. LEED certification verifies that a building was designed and constructed using strategies that address such standards as sustainable site



selection, energy and water efficiency, materials selection, and indoor environmental quality. Ball State's **David Letterman Communication and Media Building**, **Student Recreation and Wellness Center**, **Park Hall**, and **DeHority Complex**—all completed in recent years—were designed in accordance with LEED standards and have been certified by the U.S. Green Building Council. Certification is pending for **Kinghorn Hall**. These facilities were built in part with recycled and regionally produced materials, feature energy-efficient HVAC and lighting systems, and include light-filled atriums where students gather and healthy learning environments.

ADDITIONAL REVENUES

Since 2007, the Indiana General Assembly has funded a **special budget initiative line item** called *The Entrepreneurial University*. This program supports Ball State's strategic commitment to recruit **well-prepared students**, provide a **distinctive curriculum and academic experience**, and deliver measurable outcomes to ensure **academic excellence and economic improvement** for Indiana. It enhances the university's platform of raising admission standards, offering transformative immersive learning experiences, and providing pervasive, cutting-edge technology.

Ball State Bold Campaign

Despite the weak economy, Ball State's most ambitious capital campaign ever surpassed its goal in 2011 with more than **$210.8 million** in private gifts from more than **65,000 contributors**. About 29,000 benefactors—44 percent of the total—were **first-time donors** to the university. The campaign led to more than **200 new scholarship funds**, including several awards for high-achieving honors, minority, emerging media, and music education students. Other gifts are supporting immersive learning experiences, nationally recognized faculty and programs, and new campus facilities.

Foundation Support

From 2001 to 2011, the Ball State University Foundation provided more than **$180 million** in private support to the institution. About $15 million in fiscal year 2011 helped fund **student financial aid**, **academic programs**, and other needs. In recent years, the foundation has also provided resources for **high-profile construction projects** such as the Student Recreation and Wellness Center.

BOLD INVESTMENTS

Recent gifts to Ball State support:

- A. Umit Taftali Center for Capital Markets and Investing
- Ball State Planetarium expansion
- Bowen Center for Public Affairs
- Burberry Emerging Media Scholars
- Campus wellness initiatives
- David Letterman Distinguished Professional Lecture and Workshop Series
- David Owsley Museum of Art expansion
- Digital Exchange institutes
- Dr. Joe and Alice Rinard Greenhouse
- Edmund F. and Virginia B. Ball Honors House renovation
- Emerging Media Initiative
- Endowed chairs and professorships
- Helen B. and Martin D. Schwartz Special Collections and Digital Complex
- Honors College enhancements
- Immersive learning opportunities
- Marilyn K. Glick Center for Glass
- Randy Pond Emerging Media Scholars
- Residential property management program expansion
- Scheumann Stadium renovation
- Scholarships for high-ability and minority students
- Six Sigma center of excellence
- Student Recreation and Wellness Center
- Unified Media Lab for emerging media journalism

Applied Research

Ball State is now classified as a **research university, high research activity (RU/H)** by the Carnegie Foundation for the Advancement of Teaching, placing us in the company of Boston College, Clemson University, and the College of William and Mary, among others. Faculty across the campus often pursue external funding for **real-world, applied research** that they engage in with students. Under *Education Redefined: Strategic Plan 2007–2012*, the number of **competitive proposals** submitted to funding agencies increased by **45 percent**. The university is implementing **new incentive and support programs** to foster even more proposals

from faculty and professional personnel. As part of the strategic plan's objectives, **promotion and tenure guidelines** in each academic unit were revised to recognize scholarship of discovery, integration, application, and teaching.

INCENTIVES

New financial incentives encouraging **on-time degree completion** will enhance Ball State's productivity and efficiency while minimizing students' costs and debt. These initiatives include **special scholarships**, **hybrid course scheduling**, and **summer tuition savings**. In addition, most undergraduate degrees now require only 120 credit hours (see page 12). Together, these opportunities can save a student nearly **$10,000 over four years**, or more than **$5.5 million annually** for Indiana students as a whole. Ball State also offers generous **financial aid and scholarships** to reduce college costs.

Completion Scholarships

Indiana students who are on track to complete a baccalaureate degree at Ball State **within four calendar years** will receive a **$500 tuition credit** in their final semester before graduation. Eligible students must submit an application to their advising coordinator after registering for their final semester courses but before that semester's course withdrawal deadline. Recipients must have entered Ball State as a freshman. This award will be given for the first time to students graduating in fall 2012. The university anticipates awarding about 1,000 of these scholarships this year.

Hybrid Course Scheduling

A rapidly growing number of Ball State students are using **hybrid class schedules** to take both **on-campus and online courses**, which will enable them to complete their degrees sooner at substantial savings. Spring semester 2012 saw a 150 percent increase in hybrid schedules over the past five-year average, and nearly 17 percent of on-campus students will use hybrid class schedules this fall. A typical hybrid schedule with one online course per year would save a student more than **$750 a semester**, or about **$3,000 total**. With this option, a main-campus student who might have taken 12 credit hours can now add up to 6 more credits online or on campus at no extra charge. Students can configure additional classes in a way that is convenient for them.

Lower Summer Tuition

Ball State's **reduced summer tuition rates** allow students to pick up courses at a discount during the summer sessions, helping them save money and graduate on time. Taking summer classes is a key part of the university's **Degree in 3** early completion program (see page 13). An increasing number of students are expected to take advantage of the new rates. Summer tuition for main-campus classes has been reduced by an average of **18 percent**, which will save students more than **$400 each summer** they attend, based on past enrollment patterns. Additional summer enrollment will also help boost **year-round usage** of Ball State's educational facilities.

Excess Credits Fee

To further encourage on-time completion, Ball State has adopted a new fee that makes it costlier for Indiana undergraduate students to take **significantly more credit hours** than needed for a degree. Those who have been enrolled at Ball State for more than four years and have not attained a degree are assessed an additional **$150 per credit hour** for any course work they take beyond 144 total Ball State credits.

Housing Options

Other initiatives help students reduce **room and board costs**. Ball State's **Premium Plan** allows students to sign a two-year housing contract that freezes

NET PRICE CALCULATOR

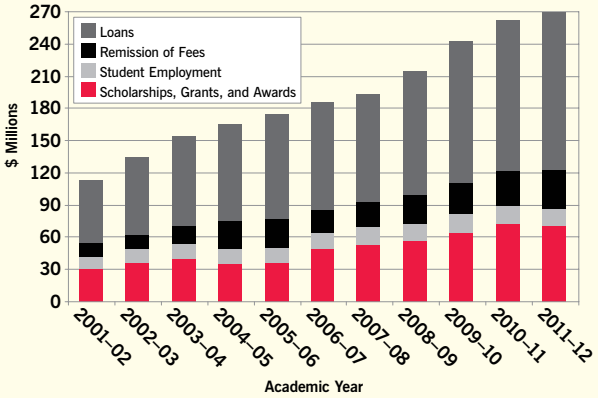
Ball State offers a **Net Price Calculator** on its website to assist prospective students and their families in **early financial planning for college**. This calculator provides a **preliminary, nonbinding estimate** of federal, state, and institutional aid eligibility based on federal methodology. It was created to help families gauge what financial aid the student may be awarded and to make arrangements to cover the cost of college attendance.

their room rate for both years, avoiding the inflationary increases that normally occur in the second year. As an added incentive, the Premium Plan includes privileges such as more money in students' dining accounts, priority room signup, and free parking. A variety of residence halls, living arrangements, and dining plans offer **variable cost options**. In addition, our **Supplemental Room and Board Scholarships** provide up to $3,000 annually to qualified students to help defray housing and dining costs not covered by many need-based external scholarships, such as the 21st Century Scholars program.

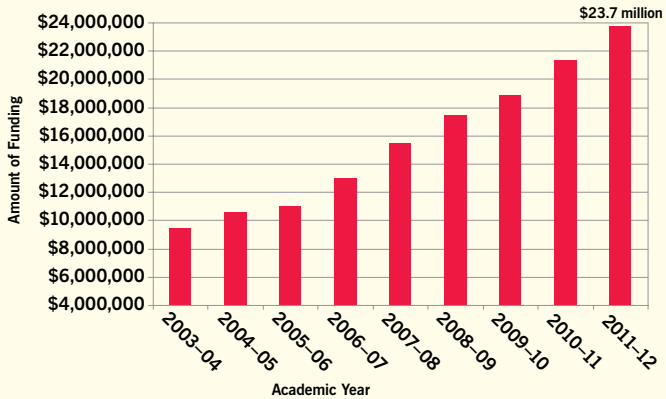
Financial Aid

Ball State awarded **$269.4 million** in financial aid to help students cover their college costs in 2011–12, an increase of **26 percent** from 2008–09 and nearly **40 percent** from 2007–08 (see charts below). About **four of every five students** receive some kind of need- or merit-based aid, including scholarships, grants, loans, work-study, and tuition remission programs. The average award package for full-time freshmen is about **$15,000**, and several multiyear scholarships are available for new students. To help **limit student debt**, Ball State has consistently increased the amount of scholarships, grants, awards, and remitted fees provided each year. The combined total of this aid—which excludes loans and student employment—has **increased by more than 20 percent** since 2008–09.

STUDENT FINANCIAL ASSISTANCE 2001–2011



MERIT-BASED FINANCIAL AID 2003–2012



INDIANA GOALS + BALL STATE ACTIONS

Below is a **sampling of productivity** goals outlined in the Indiana Commission for Higher Education's *Reaching Higher, Achieving More* strategic plan, along with examples of **Ball State initiatives** that meet those goals. More goals and corresponding initiatives are described on the preceding pages.

Productivity

A more productive higher education system will increase student success and safeguard college affordability.

✓ ICHE: Promote on-time completion

- Ball State: $500 Completion Scholarship
- Ball State: Reduced cost/free online courses
- Ball State: Reduced summer tuition
- Ball State: Penalty for excessive credits

✓ ICHE: Ensure optimal efficiency and effectiveness in employee health care

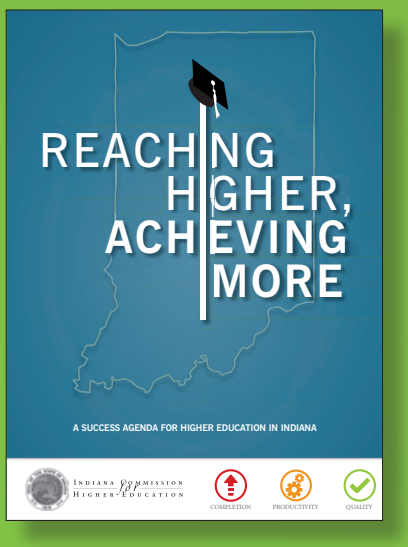
- Ball State: Spending almost 9 percent less than the state per employee

✓ ICHE: Establish annual targets for savings and facilities optimization

- Ball State: Administrative staffing almost 30 percent less than peers
- Ball State: Utility costs almost 31 percent less than industry average

✓ ICHE: Reduce the cost per degree

- Ball State: Spending less now per student than 10 years ago (inflation adjusted)



Quality

Increasing college completion and productivity need not come at the expense of academic quality.

Quality

An Immersive, Innovative Investment

Indiana's strategies to increase academic **quality** include better assessment of learning **outcomes**, innovative **models** for degree completion, and a transparent **return** on investment. To this end, Ball State is redefining quality through a **transformative curriculum** that prepares students for professional success, **flexible degree options** on and off campus, and a tangible impact on the state through **tech-savvy graduates** and **economic development initiatives**.

OUTCOMES

With **rigorous and relevant** academic programs, **innovative and transformative** learning experiences, and **amazing** campus facilities and technology, Ball State provides an **excellent and affordable in-state alternative** for top Indiana high school students.

Immersive Learning

Ball State's immersive learning experiences revolutionize the traditional teacher-centered classroom by challenging students through **creative rather than directed inquiry**. They also bring together teams of students from a **variety of disciplines**, sharing diverse skills and perspectives. In highly specialized, **hands-on** projects and courses, these teams collaborate with **faculty mentors and outside partners** to develop practical solutions for **actual communities and businesses** in Indiana and elsewhere. The result is a **tangible product or outcome**—a report, plan, process, performance, computer app, etc.—that addresses real issues for a client. These projects usually carry **academic credit**, facilitating progress toward on-time degree completion.

Mirroring the workplace, immersive learning provides students with **real-world experience** and helps them build **skills valued by employers** in interdisciplinary teamwork, critical and creative thinking, and problem solving. They graduate with **confidence and industry connections**, ready to meet the demands of today's global, knowledge-based economy with experience well beyond their peers.

Since 2007, about **16,400 students** have been involved in more than **1,000 projects**, far exceeding strategic plan goals (see charts below). All seven academic colleges and most academic departments have conducted immersive learning projects throughout Indiana and as far away as Hong Kong, Venice, and Malawi.

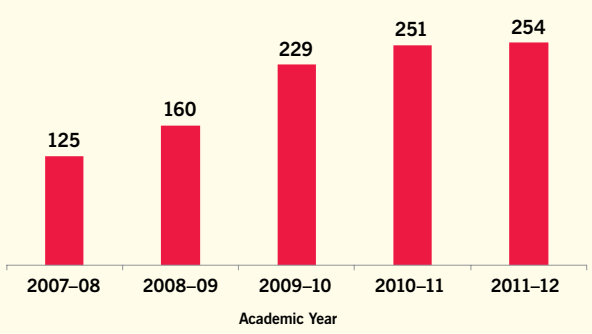
Ball State's vision is to provide **each undergraduate student** the opportunity to participate in an immersive learning

IMMERSIVE OUTCOMES

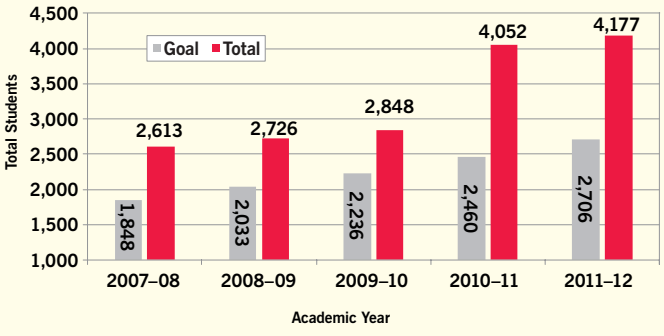
Immersive learning prepares students for **professional careers** and puts them on the **fast track to success** by:

- synthesizing and applying classroom instruction and knowledge
- helping students understand societal issues in global, local, economic, or environmental contexts
- sharpening students' teamwork, leadership, and communication skills
- connecting students with industry professionals
- providing a portfolio of work that gives students a career advantage

NUMBER OF IMMERSIVE LEARNING PROJECTS



STUDENTS PARTICIPATING IN IMMERSIVE LEARNING



IMMERSIVE IMPACT

MILITARY 2 MARKET

A partnership between Ball State's **Entrepreneurship Center** and the **U.S. Naval Surface Warfare Center, Crane Division**, allows students to develop additional commercialization applications for the Navy's patented inventions and integrate them into new business plans. The innovative program was ranked first among **"10 College Classes That Impact the Outside World"** by *U.S. News & World Report* in 2011.

BSU AT THE GAMES

When the world's top athletes competed at the **2012 London Olympics**, about 40 Ball State students from eight fields of study were there to provide **behind-the-scenes stories** for websites, newspapers, and radio and television outlets **across the U.S.** The project marked the first time a large group of American students has covered the Olympics, and it gave them a **real-world, professional experience** few of their peers get.

BALL STATE SPORTS LINK

Through this **Emmy Award-winning** program, students produce sports-related content for multiple platforms such as radio, television, and the web as well as a variety of mobile communications formats. To maintain a focus on **cross-platform promotion**, students repackage the feature stories they create for use at Ball State and send them to **local news stations and outlets** in the hometown of the featured player—on any platform the station may require. The students are reaching a national audience by producing content for **Fox College Sports** and **March Madness on Demand**.

COMMUNITY-BASED PROJECTS

Students and professors in the **College of Architecture and Planning** work alongside local residents to solve **urban planning and design challenges** in cities, towns, and neighborhoods throughout Indiana and in other states. Projects range from downtown revitalization to suburban growth management, zoning, and transportation issues.

THE CIRCUS IN WINTER

Bringing Hoosier author Cathy Day's novel *The Circus in Winter* to life as an **original musical stage production** was no small feat for a team of 14 students led by faculty mentor Beth Turcotte. They researched the time period, met with the author, and even solicited advice from Tony Award-winning Broadway actress **Sutton Foster**. The students were given complete control of the production, from creating the script to crafting the music and lyrics. The show won national awards at the **Kennedy Center American College Theater Festival** and is being presented to theatre industry professionals this fall at the **Festival of New Musicals** in New York City.

project. As we expand the depth and breadth of these experiences, they will become an integral component of **every Ball State degree**. Students who graduate from Ball State are receiving more than just a transcript. They are gaining an impressive resume as a **work-ready** college graduate.

Student Research

Ball State's scientific and applied research activities are not reserved just for faculty members and graduate students. **Undergraduates in various majors** also gain valuable **hands-on research experience**—sometimes as early as their freshman year—giving them an advantage over peers at institutions where early research opportunities are limited. At Ball State, students work side by side with faculty mentors on relevant research projects and become familiar with state-of-the-art equipment used by professionals. They build their skills both in the lab and in the field, engaging in **real-world research projects and excursions** in Indiana, across the United States, and around the world.

Outstanding research by graduate and undergraduate students across the campus is showcased in our annual **Student Symposium**. With a rich portfolio, students graduate **well prepared** for employment or advanced studies in research-oriented disciplines.

Core Curriculum

Revised in 2010, the University Core Curriculum provides **all undergraduate students** at Ball State with a well-rounded education grounded in the liberal arts. This common set of required courses—comprising about a third of the total course work for a bachelor's degree—ensure students graduate with a **broad foundation of knowledge** across disciplines, **strong communication skills**, and the **ability to solve problems** through scientific, critical, and creative thinking.

The core curriculum prepares students to realize their **intellectual potential** and expand their **perspective**. It also exposes freshmen to a variety of disciplines as they decide on a major.

Core curriculum requirements include courses in the following areas:

- written communication
- oral communication
- personal finance
- mathematics
- natural sciences
- social sciences
- history
- humanities
- fine arts and design
- physical fitness/wellness
- senior capstone course/experience

In addition to the core curriculum, all students also complete a set of **WISER+ courses** that integrate **21st-century skills** into their education. These requirements engage students in issues related to:

- writing
- international awareness
- service and civic engagement
- environmental awareness and sustainability
- respect for human liberty and diversity among peoples and cultures
- American institutions and/or history
- technological literacy

Honors College

Ball State's Honors College program—the most comprehensive in Indiana—provides advanced learning experiences for about 1,250 high-ability students. It meets the guidelines of the **National Collegiate Honors Council** for a fully developed honors program. The Honors College engages bright, curious students in a more **discussed-based, student-driven** class format, special **international study** opportunities, **research projects** with faculty, and innovative experiences that foster **self-expression**, **leadership**, and **service**.

Special honors classes fulfill nearly half of the University Core Curriculum requirements, including a three-course humanities sequence, an honors science symposium, two diversity-oriented symposia, and two honors colloquia exploring **complex topics** not normally

ENGAGING CHEMISTRY

A shining example of Ball State's commitment to student research is our **chemistry program**, where about 80 percent of students engage in research projects with faculty.

Each year, about 40 students participate in our **Chemistry Research Immersion Summer Program**, which is one of the nation's largest undergraduate research programs in chemistry. The 10-week program lets even freshmen begin hands-on research work with professors outside the class labs, giving them a head start on nearly three and a half years of research opportunities. Thanks to this experience, about **95 percent** of our chemistry graduates are working in a field directly related to their major.

The summer program is a major partner in the interuniversity **Center for Authentic Science Practice in Education (CASPiE)**, a National Science Foundation-funded initiative to advance undergraduate research in chemistry.

McKINLEY COMMONS

A new immersive learning laboratory in the works at Ball State will enhance the university's growing **hospitality and food management** program. **McKinley Commons** will feature a living-learning community for about 50 students plus real-world laboratory space that will likely include two restaurants, a student-run sales area, large and small meeting rooms, and a lodging facility.

Working directly with **industry professionals**, students will benefit from exposure to and involvement in the management of a full-service hospitality operation, making them more competitive in the job market. The new facility will expand the program's offerings and is anticipated to serve as a **catalyst for private development** in the nearby Village commercial district.

offered or covered in depth in the university's curriculum. Seniors complete a **capstone thesis or creative project** before graduating.

Campus Improvements

Cutting-edge facilities and resources on campus enhance the quality of the Ball State experience by providing students with **industry-standard equipment, labs, and studios** for hands-on learning as well as **vibrant, engaging residential and recreational centers** for connecting with others and staying healthy.

Ball State's **2013–15 Capital Improvement Budget Request** seeks state funding support for the following campus projects:

- Geothermal Energy System, Phase 2
- Applied Technology Building (renovation)
- STEM and Health Professions Facility
- College of Architecture and Planning (renovation)
- Tunnel Utility Systems Expansion

Private funding will be used to build a new **Ball State Planetarium** and construct **McKinley Commons**, a new living-learning community and real-world lab for hospitality and food management students.

Other recent construction and renovation projects include:

- David Letterman Communication and Media Building
- A. Umit Taftali Center for Capital Markets and Investing

NEW PLANETARIUM

Ball State's planetarium will become the **largest and most sophisticated** of its kind in Indiana and one of the **most advanced in the country** with help from Indianapolis entrepreneur Charlie Brown. His nearly $2.2 million gift will support an ambitious project to replace the university's current 45-year-old planetarium by 2014. With a state-of-the-art star projector and integrated full-dome video projection system, the new facility will be one of the **top 10 university planetariums** in the United States and join the ranks of the Hayden Planetarium in New York City and the Adler Planetarium in Chicago.

Ball State's new planetarium will greatly enhance **learning opportunities for science students** on campus and will be a **significant community asset** used by area schools and youth organizations. It will also serve as a resource for scientists everywhere and will be a **destination for tourists** and for the nation's planetarium professionals.

- Marilyn K. Glick Center for Glass
- David Owsley Museum of Art (renovation in progress)
- Edmund F. and Virginia B. Ball Honors House (renovation)
- Teachers College Building (renovation in progress)
- North Quadrangle Building (renovation)
- Student Recreation and Wellness Center
- L.A. Pittenger Student Center (renovation)
- Park and Kinghorn Residence Halls
- DeHority and Studebaker East Residence Complexes (renovation)

LEARNING ASSESSMENT

As Ball State raises the bar for academic excellence and innovation, the university is deeply committed to the **internal and external assessment** of student learning and success, accountability, and institutional effectiveness and improvement. Systematic assessments occur at several levels, ranging from **regional accreditation** reviews to university **program evaluations** and **student surveys**.

Institutional Accreditation

As a university, Ball State's accreditation by the **Higher Learning Commission of the North Central Association of Colleges and Schools** requires a comprehensive self-study and external peer review of the institution's mission, goals, programs, resources, and effectiveness. Ball State last received a **10-year accreditation** in 2004 and is currently completing a self-study for continuing accreditation for 2014 and beyond. The self-study reflects campuswide participation from the Board of Trustees, faculty, staff, and students.

Institutional accreditation is a voluntary initiative that assures students and the public that the university meets **quality standards** established by an independent, nongovernmental organization committed to enhancing higher education. It also gives the university an opportunity to conduct a critical self-assessment driven by five criteria to **ensure accountability** and **plan for improvement**. The accreditation criteria are:

- **Mission**—The institution's mission is clear and articulated publicly; it guides the institution's operations.
- **Integrity: Ethical and Responsible Conduct**—The institution acts with integrity; its conduct is ethical and responsible.
- **Teaching and Learning: Quality, Resources, and Support**—The institution provides high-quality education, wherever and however its offerings are delivered.
- **Teaching and Learning: Evaluation and Improvement**—The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.
- **Resources, Planning, and Institutional Effectiveness**—The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

TRACKING STUDENT SUCCESS

Ball State students participate in activities designed to measure their **knowledge, skills, attitudes, and values** throughout their university experience. Examples include:

MAKING ACHIEVEMENT POSSIBLE SURVEY (MAP-WORKS)
Through this process, given to all freshmen at the beginning of their first semester at Ball State, entering students take placement exams in mathematics and world languages and provide information about their backgrounds, study habits, experiences, and likelihood of dropping out of school. MAP-Works is also used to assess second-year students and new transfer students.

NATIONAL SURVEY OF STUDENT ENGAGEMENT
This tool is used systematically to collect benchmark information on students' involvement in **"high-impact"** practices that will help them learn, graduate, and get the most out of their college experience.

UNIVERSITY CORE CURRICULUM ASSESSMENTS
Students' performance in Ball State's common undergraduate core curriculum is measured through both course-level assessments completed by faculty and holistic assessments of abilities such as writing, critical thinking, and speaking.

MAJOR AREA ASSESSMENTS
Learning and performance assessment within students' majors takes a variety of forms, including standardized exams, portfolios, license and certification tests, and employer and alumni feedback.

SENIOR AND ALUMNI SURVEYS
Information is collected from graduating and recently graduated students about their satisfaction with their Ball State experience and the degree to which they feel they have been prepared for work and further education. An exit survey is also administered among graduating master's, specialist, and doctoral students.

INDIANA WORKFORCE INTELLIGENCE SYSTEM
Ball State is beginning to use this resource to gather information about alumni employment within the state.

RETENTION AND GRADUATION RATES, TIME TO DEGREE
These metrics are tracked overall, by major, and for special populations such as underrepresented ethnic minorities, athletes, and international students.

Program Review

Ball State is in the midst of an **eight-year cycle of academic unit reviews** that began in 2007 under the direction of the Office of the Provost. These program reviews assess the quality and effectiveness of each unit to determine the need for potential modifications and to provide benchmarks for additional planning and assessment. In addition, many academic programs on campus undergo **rigorous external evaluations** as part of a periodic accreditation process through regional or national professional organizations.

MODELS

At Ball State, a quality education begins with **well-prepared** students, **selective enrollment** strategies, and **flexible and accelerated** degree options for four-year and transfer students alike. This award-winning combination ensures **Indiana's best students** receive the best educational experience at the pace and place that best meet their needs.

Optimal Enrollment

Ball State is recruiting and admitting **high-ability, creative students** with the potential and motivation to succeed in a challenging, learner-centered academic community. While applications for admission have **risen significantly** since 2006, total enrollment has been held to **moderate growth** (see charts below). This has been a strategic decision as the university focuses its efforts on increasing the quality of the student body. Nearly **90 percent** of Ball State's students still come from Indiana (see map on page 34), and more than 80 percent attend classes on campus. However, strategic initiatives are diversifying the university's enrollment profile with more **minority students** (see chart on page 33) and more students taking **online courses** (see page 12).

Limiting enrollment growth also allows Ball State to maintain a **distinctive experience** that includes personal attention, small class sizes, extensive interaction with faculty, collaborative immersive learning opportunities, hands-on use of leading technology even by freshmen, and outstanding and accessible resources.

Online Programs

As Ball State's online course and degree options grow in number and popularity (see page 12), they are also gaining **national attention for quality**. Recent recognition for the university's online programs include **four top 20 rankings** from *U.S. News & World Report*—more than any other school in Indiana (see list above).

At the same time, the new **iLearn: Integrated Learning Institute** is ensuring students receive the same innovative, creative, and effective instruction in online courses as they experience in campus classrooms.

ONLINE RANKINGS

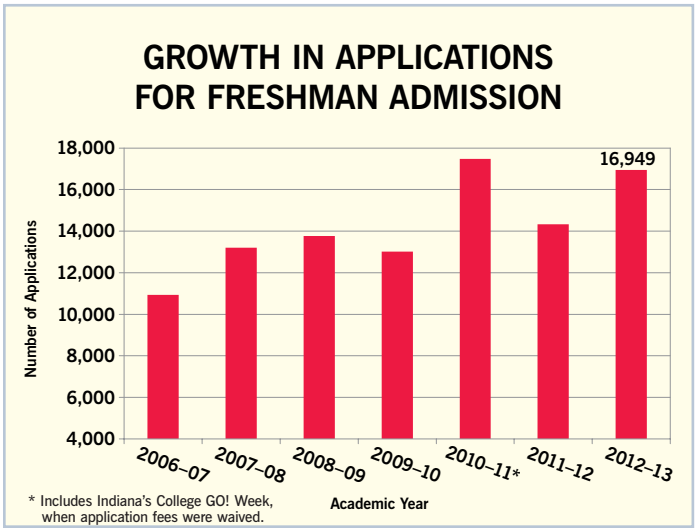
U.S. News & World Report's **2012 Top Online Education Programs** includes four Ball State rankings:

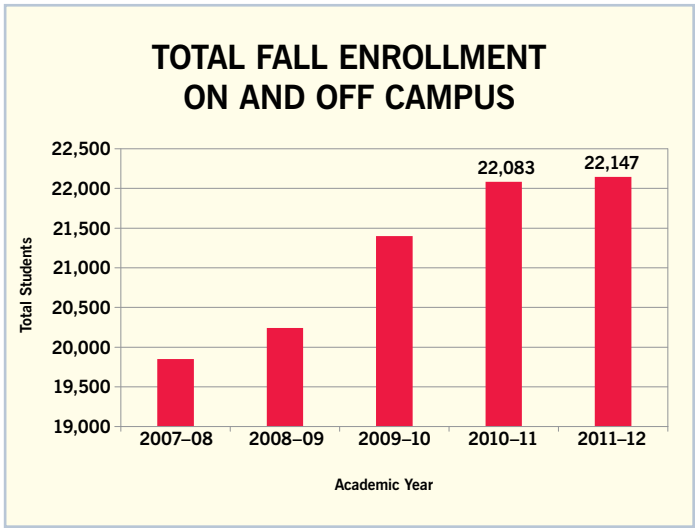
- Seventh in student services and technology, **bachelor's** programs
- Eighth in faculty credentials and training, **business** graduate programs
- 13th in admission selectivity, **nursing** graduate programs
- 17th in student services and technology, **education** graduate programs

Other national rankings include:

- 11th among online, AACSB-accredited **MBA** programs, GetEducated.com
- 17th among **educational leadership** programs, *Leadership Excellence*

Through iLearn, skilled instructional designers help translate the content of on-campus courses into **rich and active, learner-focused** online classes or blended courses (online plus face-to-face instruction). They also provide guidance in developing **teaching and learning strategies** and specialized applications using **instructional technologies**. A number of technology specialists provide training with online learning tools and build or support unique web or digital assets for online courses. **Online Faculty Fellows** assist their colleagues in online and blended teaching techniques, share their expertise and/or research, develop and lead faculty training, discuss ways to





improve online teaching and course development, provide one-on-one mentoring, and participate in professional development activities.

Indianapolis Outreach

Ball State's outreach centers in **downtown Indianapolis** and the **Saxony development in Fishers** give students and working professionals in the Greater Indianapolis area convenient access to degree and certificate programs, training opportunities, and other educational services. The Indianapolis Center also serves as a home base for College of Architecture and Planning students and faculty engaging in real-world **economic and community development studies** in the capital city.

Courses are offered at these locations for **graduate-level studies and licensing** in various areas of teacher education plus urban design, executive development, political science, gerontology, and other disciplines. Professional development workshops, seminars, and classes help employees keep up on new trends in their field, learn digital media skills, and network with others.

Seamless Transfer

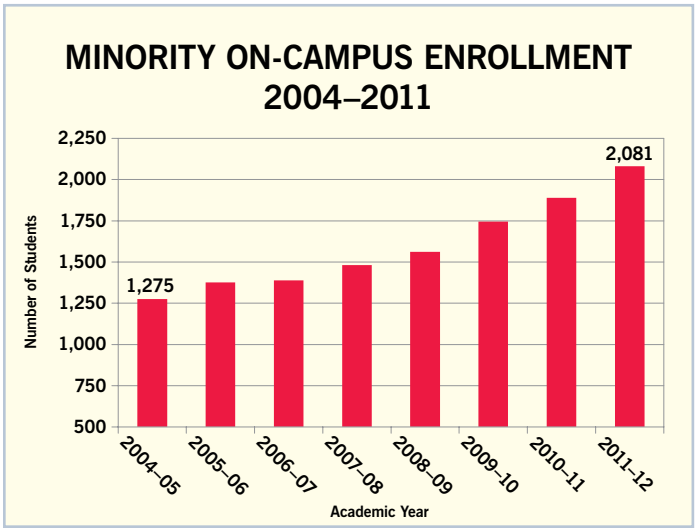
Ball State supports **a seamless process** for students transferring from community colleges. The university's agreements with **Ivy Tech Community College** include 266 course-to-course transfers, 145 course transfers for elective credit, and guaranteed acceptance of courses in

28 different areas such as chemistry and history. Eleven defined **2+2 associate to bachelor's degree paths** are available in business administration, criminal justice, early childhood education, family and consumer sciences, elementary education, industry and technology (from three different degrees), legal assistance studies, nursing, and social work.

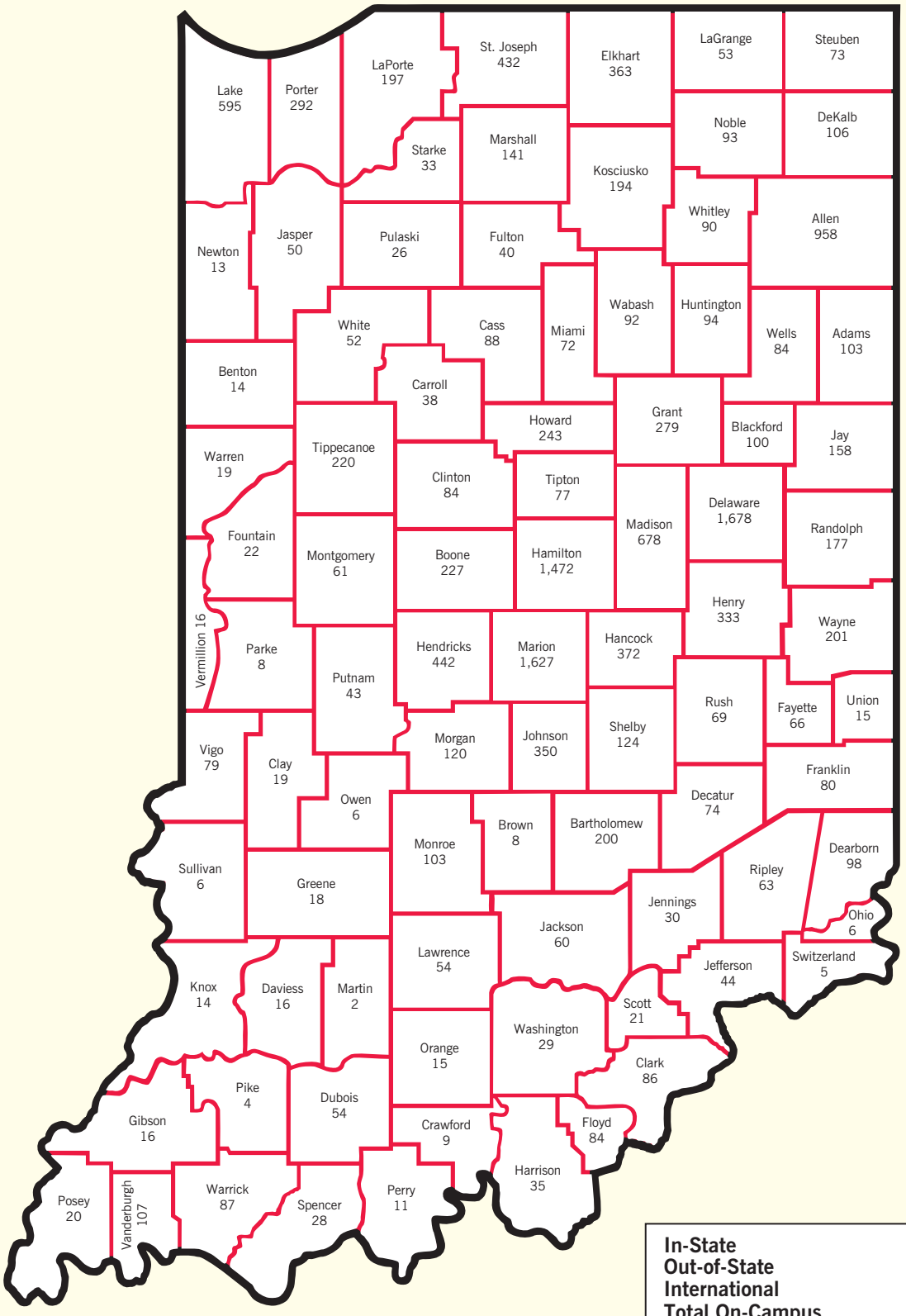
We are also enhancing the **experience and success** of transfer students through new recruitment, enrollment, retention, and graduation initiatives. Prospective transfer students and applicants now receive assistance from a **transfer coordinator** in the Office of Admissions. A **targeted scholarship program** will also help attract and support new transfer students. After admission, a **revamped orientation program** will assist them with the transition to Ball State, and successful current transfer students will serve as **Transfer Ambassadors**. In addition, a **retention and graduation specialist** is helping at-risk transfer students succeed and graduate.

Degree in 3

Through Ball State's Degree in 3 program, students can complete a bachelor's degree in **three years** by taking classes during the summers in addition to the fall and spring semesters. This option is available in **more than 30 majors** (see page 13), including nursing, pre-medical and pre-dental preparation, and several business and social science areas of study. Professional advisors monitor students' progress and help them avoid scheduling pitfalls. Overall, this program can save students **several thousand dollars** as they take advantage of Ball State's lower summer tuition (see page 23) and eliminate a year of college living expenses. Students also increase their **lifetime earnings** by starting their career or graduate studies a year early.



ON-CAMPUS ENROLLMENT BY COUNTY
FALL 2011



In-State	15,258
Out-of-State	2,368
International	615
Total On-Campus	**18,241**

RETURN

Ball State gives students the **skills, experience, and confidence to excel** in today's knowledge-based industries after graduation. Immersive learning projects help them **develop connections** with businesses and organizations throughout Indiana, making them more likely to **pursue employment in the state**. At the same time, the university leverages its resources and expertise to strengthen Indiana's **economy and communities** and support **new business development**. All of these outcomes provide **a direct, tangible return on investment** for both the state and the students.

Degree Completion

By admitting high-ability, motivated students with solid academic preparation and the commitment and savvy to excel in their studies, Ball State has set the stage for **continued growth in retention and graduation rates**. In addition to their degrees, a number of Ball State students are achieving prestigious awards and recognition. In 2010–11 alone, 16 undergraduate students and recent alumni earned **national scholarships** for advanced graduate study, including one Truman, two Goldwater, and four Fulbright recipients. Three students have been **Rhodes Scholarship finalists** in the past two years.

Strategic initiatives to further improve degree completion are continuing under *Strategic Plan 2012–2017*. Rigorous course work, real-world learning experiences, personalized academic support, and effective completion initiatives will ensure that our students not only **graduate on time or ahead of schedule** but also step into the professional marketplace as **innovative, creative, and driven leaders and problem solvers** ready to meet the needs of industries and communities throughout Indiana.

Job Placement

Institutional research indicates a large portion of Ball State's undergraduate students land **full-time jobs in Indiana** soon after graduation, while many others go on to pursue **graduate or professional degrees**. Most young alumni working full-time are employed **in or near their academic major** and are **satisfied with their jobs**.

When students graduate from Ball State, employers want them. For example, our **actuarial science** program boasts a 100 percent placement record for its graduates. The **accounting** program's strong connections with the nation's biggest and best firms and employers translate into a placement rate as high as 95 percent for graduate students. Thanks to extensive research experience, about 95 percent of our **chemistry** graduates are working in a field directly related to their major. And **information and communication sciences** graduate students have achieved more than a 95 percent placement rate in the field, with starting salaries typically exceeding $50,000 and reaching as high as $80,000. Approximately 40 percent of our **entrepreneurship** graduates are running their own businesses.

WORKING GRADUATES

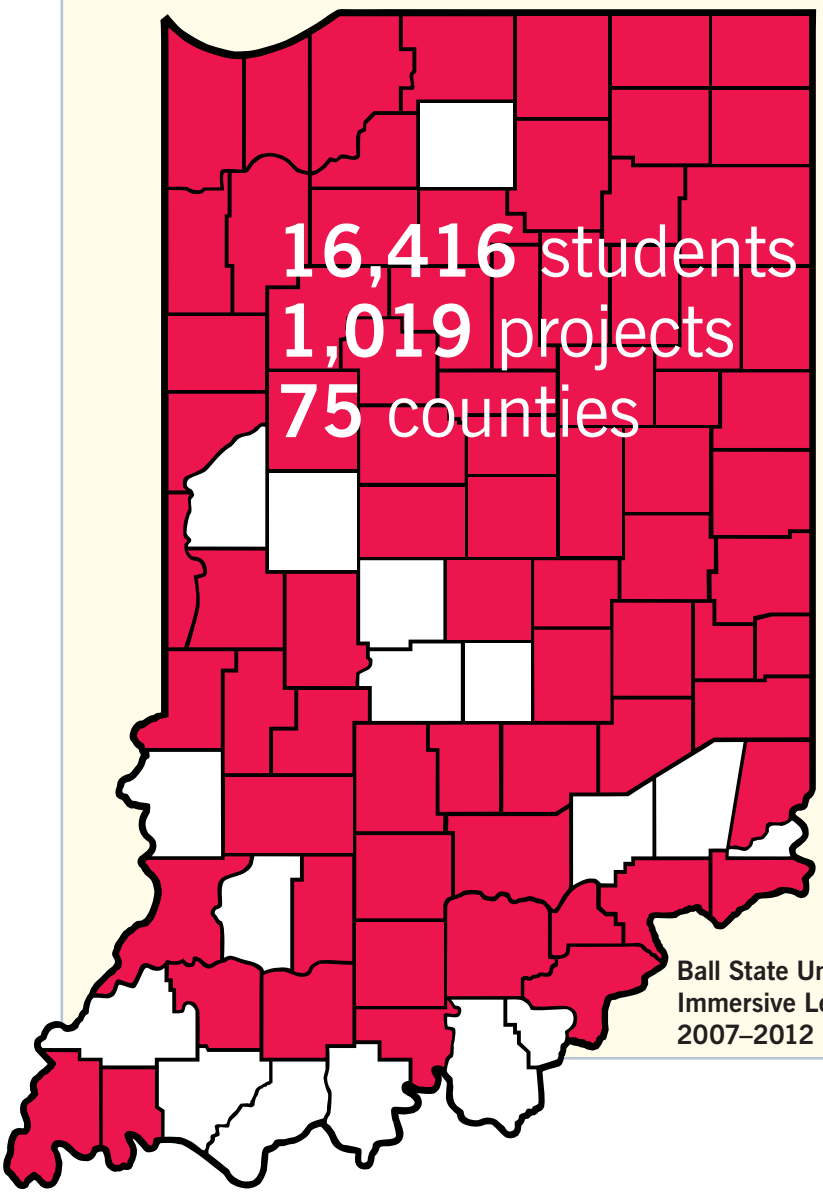
In Ball State's **2010 Alumni Survey** of 2008–09 graduates, about 60 percent of respondents said they were **employed full-time**. Another 16 percent were working part-time, and nearly 27 percent were pursuing **graduate or professional degrees**. Among the alumni with full-time jobs:

- 70 percent were employed in **Indiana**
- 79 percent were working in **their major or a related field**
- 86 percent were **satisfied or very satisfied** with their employment
- 70 percent earned **$30,000 or more** annually
- 60 percent found full-time jobs either before graduation or **within three months** after graduation
- 78 percent found full-time jobs **within six months** after graduation
- 23 percent were working in **education**

Building Better Communities

This university-wide **economic development initiative** continues to make a positive impact across Indiana. More than 1,500 projects and programs were completed in 91 counties from 2007 through 2012. These customized partnerships involving Ball State faculty, staff, students, and community clients range from business development research and strategic marketing plans to urban planning, historic preservation, and community education efforts. One component of this initiative, **Building Better Communities Fellows**—launched with grants from **Lilly Endowment Inc.**—brings together students, faculty mentors,

IMMERSIVE INDIANA



Ball State University Immersive Learning 2007–2012

ECONOMIC RESEARCH

Ball State's award-winning **Center for Business and Economic Research** provides **economic research, analysis, and forecasting** to Indiana communities and businesses. Its research encompasses health care, public finance, regional economics, tourism, transportation, manufacturing, and energy. The center offers data and commentary on **key economic indicators** and performs **customized studies** for state and local government, federal agencies, local and regional economic developers, businesses, and business associations. It also presents regional and industry-specific **economic forecasts** and assists organizations with surveys and visual displays of data and research findings.

and individual businesses and organizations to solve problems, improve services, become more productive and competitive, enter new markets, develop new job opportunities, and enhance quality.

Entrepreneurship Center

Ball State's nationally recognized **Entrepreneurship Center** in the Miller College of Business doesn't just prepare today's students to become tomorrow's business developers—it also helps Indiana's **current entrepreneurs** and **maturing businesses** address real-world challenges and opportunities. Through the **Entrepreneurial Consulting** course, students work alongside classmates, faculty, and business leaders to provide market research and analysis, process assistance, and supply chain solutions to actual entrepreneurs. In the **New Venture Creation** "senior sweat" capstone course, students develop and present a business plan to a panel of experts just days before graduating.

The center's tradition of excellence is reflected in winning business plan competitions, starting new businesses, and helping existing businesses grow and remain relevant in today's global marketplace. Its **undergraduate program** has been ranked among the nation's top 15 by *U.S. News & World Report* since 1999. And the center's **Military 2 Market** partnership with the Department of Defense and the Naval Surface Warfare Center, Crane Division, has resulted in a patent license, a cooperative research and development agreement, and **four new technology-based start-up companies**.

Ball State Innovation Corporation

The not-for-profit Ball State Innovation Corporation (BSIC) assists with the **commercialization of innovations and creative works** developed by Ball State students, faculty, and staff through university technology and resources. From the preliminary research of ideas to the eventual launch of a marketable product or service, the corporation **guides innovators** through the commercialization process, helping them analyze feasibility, create a business plan/model, identify needed resources and partners, license patents and copyrights for commercial use, and distribute profits and royalties.

BSIC strives to create **new, high-value jobs** and **economic and social benefits** for the university and the economy. It is

a public-private partnership involving Ball State, local and state governments, regional economic development agencies, and business communities.

Innovation Connector

This **high-tech business incubator**—a partnership between Ball State, Cardinal Health System, and the City of Muncie—assists entrepreneurs and new businesses with expertise in **business development, training, and marketing** with shared services and high broadband. The incubator provides networking, advisory boards, mentoring opportunities, and direction for financing capital and works closely with Ball State in the **commercialization of technology transfer**.

Currently **nine business clients** are located in the incubator, and additional growth is expected. Six of these businesses have a **Ball State connection**, either originating from the ideas of students, alumni, or faculty members or employing Ball State graduates. Examples include:

- **Afterimage GIS**—This Ball State spinoff helps wireless communications providers map potential areas of service with definitive demographics.
- **Educational Informatics**—Founded by an education professor, this Ball State technology-transfer company develops products and services for educators such as rGrade and CapturedMatter.
- **Digital Bridge Communications**—This company is testing WiMAX broadband services and has hired more than 15 Ball State graduates.

Emerging Media Initiative

Ball State has one of the nation's **most technologically advanced** digital educational environments. With it, the university is driving emerging media education, research, content, and business initiatives in Indiana, producing **technology-savvy graduates** and **potential economic benefits** for the state.

Our $20 million Emerging Media Initiative (EMI) gives students and faculty access to **innovative and entrepreneurial** opportunities across the curriculum while also providing the **technology transfer** and **commercialization support** faculty need to bring new ideas to market.

We are also working to stimulate the growth of **emerging media business clusters in Indiana** that use Internet-based media and other advanced communications technologies to engage and interact with audiences in new ways. Ball State is already doing research with **major networks** and is **forging applications** in teaching, business, and communications with partners such as Apple, Adobe, Cisco Systems, Google, and Microsoft.

TechPoint Honors

Ball State's contributions to **technology innovation in Indiana** have been recognized several times over the years by **TechPoint**, a statewide organization promoting technology-based enterprise and economic development in Indiana. President Jo Ann Gora was named the 2009 Mira Awards Trailblazer. TechPoint has also honored the university's Center for Media Design, computer science professor Wayne Zage, and the Electronic Field Trips program.

DIGITAL IMPACT

Student opportunities in digital media include:

DIGITAL EXCHANGE

Three Ball State institutes created with a $20 million grant from Lilly Endowment Inc. provide **immersive learning experiences** for students in digital technology while also producing **high-tech business opportunities**:

- **Institute for Digital Intermedia Arts** provides high-end production facilities that support intermedia art and 3-D animation.
- **Institute for Digital Entertainment and Education** is a production house that connects filmmakers with film students.
- **Institute for Digital Fabrication** provides students with the technology to turn computer-generated designs into finished products faster.

Through these unique institutes, tech-savvy students **step out of the classroom** and into **cutting-edge studios and labs** to gain hands-on, real-world experience in digital design and production. They collaborate with each other, with faculty experts, and with **industry partners** to not just envision potential applications for innovative technology but to actually **experiment with and execute** them.

DIGITAL CORPS

Our Digital Corps program transforms students into **professionally certified media software experts** through a guild model of apprentices, specialists, and masters. Mentored by university staff, Digital Corps members advance up the ranks as they earn certifications in industry-standard digital media software. They work on cutting-edge **creative projects** for Ball State and outside clients, including mobile apps, interactive websites, promotional videos, and content management systems. Digital Corps also hosts **annual summer camps** for middle school and high school students.

INDIANA GOALS + BALL STATE ACTIONS

Below is a **sampling of quality goals** outlined in the Indiana Commission for Higher Education's *Reaching Higher, Achieving More* strategic plan, along with examples of **Ball State initiatives** that meet those goals. More goals and corresponding initiatives are described on the preceding pages.

Quality

Increasing college completion and productivity need not come at the expense of academic quality.

✓ ICHE: Define student learning outcomes

- Ball State: Aligned with and accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools

✓ ICHE: Increase opportunities for flexible and accelerated learning

- Ball State: Degree in 3 program for early graduation
- Ball State: Growing quality online options: 502 courses, 32 degrees, 45 certificates (four top 20 rankings for online programs in *U.S. News & World Report*, more than any other school in Indiana)

✓ ICHE: Promote research-based instruction practices

- Ball State: Redesigning courses with high D/F/W rates to promote student achievement

✓ ICHE: Support a seamless transfer from community colleges

- Ball State: Many Ivy Tech articulation agreements, including 11 defined 2+2 paths for AS/AAS to BS, 266 course-to-course articulations, and 145 course articulations for elective credit
- Ball State: Guaranteed acceptance of Ivy Tech courses in 28 different areas
- Ball State: New transfer student initiatives in recruitment, enrollment, transition, retention, and graduation

OPERATING REQUEST

BALL STATE UNIVERSITY
STATE BUDGET REQUEST
2013–2015 BIENNIUM

EFFICIENT + EFFECTIVE


BALL STATE UNIVERSITY
RN

Operating Request

In accordance with the budget instructions issued jointly by the **Indiana Commission for Higher Education (ICHE)** and the **State Budget Agency**, institutional funding decisions will be made in five areas that are discussed in subsequent sections:

- operating appropriations (with changes based on performance funding formulas)
- line item funding
- fee replacement (for approved debt service)
- repair and rehabilitation
- capital requests

Ball State University's **request for state appropriations** for the 2013–2015 biennium is aligned with the **strategic goals and directions** of both the university and the state and includes funds for the following:

- operating appropriations according to **performance-based funding formulas**
- support for ***The Entrepreneurial University*** initiative
- support for the **Indiana Academy for Science, Mathematics, and Humanities**
- capital improvement appropriations for **repair and rehabilitation** projects

REQUEST SUMMARY

Ball State's **annual operating budget**—built on the goals and objectives of the university's **strategic plan**—provides the foundation for this request for operating funds. Our strategic budgeting process and our measures to maximize the **efficiency and effectiveness** of the institution's operations with an eye to **affordability** and **responsible stewardship** are described in the Executive Summary.

BASE BUDGET ADJUSTMENTS

This request includes base adjustments derived from **formulas for productivity** as specified in the ICHE and State Budget Agency instructions. These adjustments reflect the university's performance in the following categories:

- overall degree completion
- at-risk student degree completion
- high-impact degree completion
- student persistence
- on-time graduation rate
- institution-defined metric

All of these performance measures are based on metrics that serve as proxies for outcomes ICHE has identified in its ***Reaching Higher, Achieving More*** strategic plan. We support these performance outcomes and believe the university's strategic plan is in **alignment** with these goals.

Degree Completion

By their very nature, base adjustment formulas that reward institutions for productivity in **degree completion** measure cohorts that started college at least four years ago. In Ball State's case, these formulas reflect data from some freshman classes that **predated our enhanced admission, retention, and completion initiatives** resulting from *Education Redefined: Strategic Plan 2007–2012*.

As recent cohorts reflect, the **long-term trend** in Ball State's graduation and retention rates is **showing improvement** in these performance categories. We will continue to implement policies that ensure progress in on-time degree completion through *Strategic Plan 2012–2017*. However, our strategy of differentiation focuses on **quality** rather than **quantity**, and we think this is **equally important** to the state of Indiana.

STRATEGIC ALIGNMENT

Developing the biennial budget request provides Ball State an opportunity to reflect upon the mission, strengths, accomplishments, and needs of the institution. This request is an expression of that review. It reflects the achievements of Ball State's ***Education Redefined: Strategic Plan 2007–2012*** (see pages 125–128) and supports the implementation of the new ***Strategic Plan 2012–2017*** (see pages 3–5). This request also advances the State of Indiana's broad strategic directions for higher education as articulated in ***Reaching Higher, Achieving More: A Success Agenda for Higher Education in Indiana***.

The Executive Summary on the preceding pages details the university's successes in developing a prepared, persistent student body focused on **completion**; a leaner, greener institution focused on **productivity**; and an immersive, innovative investment focused on **quality**.

EFFICIENCY METRIC

In response to ICHE's proposal that schools choose one metric to be used in the **performance funding formula** for the 2013–2015 biennium, Ball State proposes a performance funding metric focused on **institutional efficiencies**.

In most organizations, including higher education, efficiencies are a direct result of institutions controlling the costs of various **inputs** without negatively impacting an **output**. Conversely, they could also represent ways to increase outputs without negatively impacting the cost of inputs. The latter case includes most of the metrics already identified by ICHE—for example, increasing the number of graduates or the number of graduates who complete their degrees on time. Therefore, Ball State chooses a metric that looks at how well the institution can **control the cost of its inputs** compared to others.

We believe this metric fits with the reforms within the university as we focus our efforts to **optimize the core mission** and **sustain the future viability of the institution**. We also believe this metric will show that Ball State's track record demonstrates the institution is **doing more with less** while **improving quality**.

Selected Cost Inputs

Ball State has identified **three specific inputs** for the efficiency performance funding metric: **administrative staffing**, **employee health care costs**, and **energy/utility expenses**. These items are some of the largest line-item expenditures in the university's budget. Together they represent approximately one-quarter of Ball State's general fund budget and therefore have a **significant impact on cost and tuition savings** (see pages 19–20).

Proposed Funding Formula

When converted to a **single weighted efficiency index**, based on their relative expenditures in the university budget, Ball State's combined expenditures in these three critical areas in 2010–11 were nearly **21 percent less** than the average of our peer institutions. This index could form the basis for various funding amounts available for this metric. Ball State proposes the following formula:

- Maximum funding—index of -15 percent or less
- Moderate funding—index between -7.5 percent and -15 percent
- Minimum funding—index between 0 percent and -7.5 percent
- No funding—index greater than 0 percent

By focusing on good business efficiency and managing the key cost inputs, Ball State will maintain the appropriate balance between **keeping tuition low** and saving parents, students, and taxpayers money while **increasing opportunity** and **improving outcomes** for students.

INDIANA COMMISSION FOR HIGHER EDUCATION

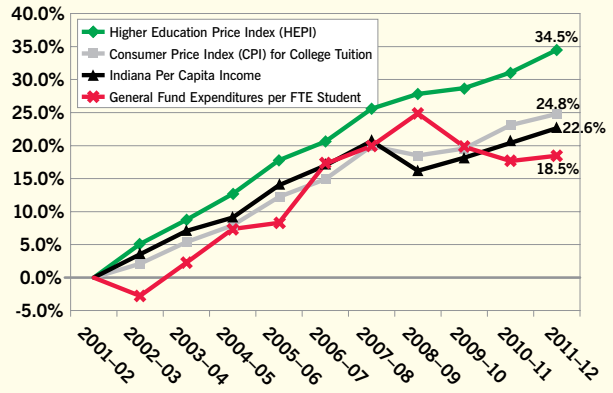
RECOMMENDATIONS PASSED 2/9/11*

	Two-Year Sector		Four-Year Sector						
	Ivy Tech	Vincennes	Indiana	Purdue	IUPUI	Ball State	IU/PU Regional	Southern Indiana	Indiana State
On-Time Graduation	■	■	■	■	■	■	■	■	■
Self-Chosen Productivity Metric	■	■	■	■	■	■	■	■	■
Change in Number of Bachelor's Degrees		■	■	■	■	■	■	■	■
Change in Number of Graduate Degrees			■	■	■	■			
Change in Number of Associate Degrees	■	■							
Certificates	■	■							
Change in Number of At-Risk Bachelor's Degrees		■	■	■	■	■	■	■	■
At-Risk Certificates	■	■							
Change in Number of At-Risk Associate Degrees	■	■							
STEM Degrees/High Impact Degrees			■	■	■	■			
Persistence at 15 Hours	■	■							
Persistence at 30 Hours	■	■							
Persistence at 45 Hours	■	■							
Persistence at 30 Hours							■	■	■
Persistence at 60 Hours							■	■	■
Remedial Success	■	■							
Number of Ways to Earn Funding	10	11	6	6	6	6	6	6	6

* Based on CHE Performance Funding Formulas recommendation in December 2011 agenda

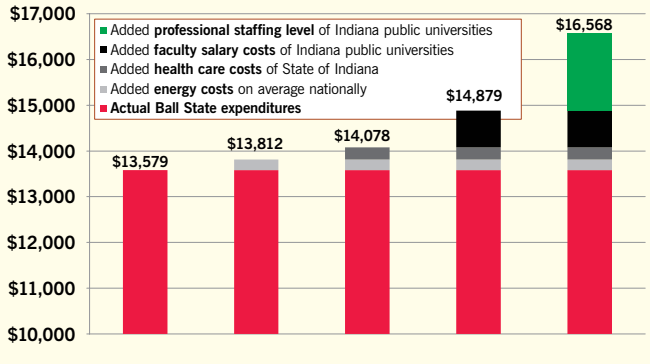
CUMULATIVE GROWTH IN EXPENDITURES

COMPARISON TO PRICE AND INCOME GROWTH



SAVINGS ASSOCIATED WITH EFFICIENCIES

EXPENDITURES PER FULL-TIME EQUIVALENT (FTE) STUDENT



LINE ITEM REQUEST: THE ENTREPRENEURIAL UNIVERSITY

BALL STATE UNIVERSITY
STATE BUDGET REQUEST
2013–2015 BIENNIUM

PEOPLE + IDEAS

The Entrepreneurial University

Continued **line item funding** for Ball State University's initiative ***The Entrepreneurial University*** will ensure the strategic outcomes achieved during the past five years will be extended and enhanced through *Strategic Plan 2012–2017*.

Partially funded by the state since 2007, *The Entrepreneurial University* is redefining how higher education is delivered and measured. The initiative facilitates Ball State's vision to provide a **holistic, outcome-focused learning experience** for bright, curious students while solving today's greatest educational challenges and addressing problems facing **Indiana's communities, businesses, and governments**.

This line item appropriation will help Ball State distinguish itself from other public universities through **innovative, high-impact** educational programs; **high-quality** students and faculty; a **vibrant and integrated** campus community; and projects benefiting the state's **economic well-being**.

ENTREPRENEURIAL INVESTMENT

The Entrepreneurial University defines Ball State's commitment to:

- recruit students who are **better prepared** academically
- provide an **improved, distinctive, and immersive** curriculum and academic experience
- deliver **measurable outcomes** to ensure academic excellence and economic improvement

BETTER PREPARATION

Since launching *Education Redefined: Strategic Plan 2007–2012*, Ball State is attracting and retaining **better-prepared students** who exhibit high ability, motivation, and intellectual curiosity. The university seeks to admit students who have completed a **rigorous high school curriculum** that prepares them for the academic challenges they will encounter both inside and outside the classroom.

Students who demonstrate dedication, a commitment to excellence, and an aptitude to be leaders, innovators, and even entrepreneurs are ready to take creative risks, experiment, and meet the **high standards** set for them by our faculty. They are more likely to see their education **through to completion**—to graduation and beyond—and enter the job market with ambition and drive that will spark **innovation and entrepreneurship**, essential ingredients for rejuvenating Indiana's economy.

This line item/quality improvement initiative challenges the university to raise the bar even higher so bright, energetic, creative, and success-oriented students can be catalysts for **excellent academic programs** at Ball State and for **economic growth** for Indiana.

BETTER CURRICULUM

Ball State's distinctive academic approach integrates relevant, intense, **immersive learning experiences** that extend and apply knowledge from the classroom to tangible, real-world solutions for actual community partners. These creative, collaborative courses are available in every academic college and in special centers on campus, but the opportunities must be expanded to meet our objective of having **every qualified student** participate in at least one of these experiences.

Students who engage in these activities graduate with more than a transcript:

they leave with a **portfolio of experiences** that make them better prepared to succeed and contribute positively in the current and future economy. Through these activities, students build **important skills** needed for today's global, knowledge-based, and technology-driven economy and gain a **critical advantage** in the job market.

ENTREPRENEURSHIP: MILITARY 2 MARKET

Entrepreneurship students at Ball State have the opportunity to work with U.S. Navy researchers to develop **commercial applications for military projects** through a technology transfer initiative. Military 2 Market (M2M) is the result of an educational partnership between Ball State's nationally recognized **Entrepreneurship Center**, the U.S. Department of Defense, and the Naval Surface Warfare Center, Crane Division, which operates a research-centered facility in southern Indiana.

Under the guidance of faculty and staff, students in the program are given access to **government patents and intellectual property** and challenged to find commercial opportunities for the technology. The students get their hands dirty in the laboratory while forming business plans to commercialize these military innovations along the way. Notable projects include a **high-quality simulated skin** that simulates real skin, which will be a practice tool for doctors and nurses, and a **laser that cuts through steel**, which will help free people from car wrecks.

BETTER OUTCOMES

Ball State's focus on academic excellence will lead to **student and faculty success and productivity** as demonstrated through higher graduation and retention rates, recent graduates' annual incomes and new business development, the number of nationally ranked and recognized academic programs, and the generation of **intellectual capital** necessary for the state's economy. By gaining field experience and making connections to Indiana employers and communities, bright and talented students who participate in immersive learning experiences are more likely to **remain in the state** after graduation.

Admitting better-prepared students, providing excellent academic programs with immersive learning opportunities, and supporting students with amazing faculty and resources will yield a **savvy, entrepreneurial workforce** that can excel in the global marketplace, boost the state's per capita income, and move Indiana into a more competitive economic position.

BETTER RETURN

Achieving the objectives of *The Entrepreneurial University* is **financially intensive**, from developing the breadth of programs needed to guarantee access to immersive learning experiences to providing exceptional technological tools to attracting and retaining talented faculty.

Ball State's distinctive teaching and learning environment demands a **low student-to-faculty ratio**, with small class sizes and 97 percent of courses **taught by professors** rather than graduate students. Salaried faculty members must be available to individual students and work extensively with small groups of students on **creative and immersive projects** that can last a full semester or a full academic year, all while conducting applied research and public service.

Extensive personnel and **expensive equipment** are required to fully provide and sustain market-responsive programs, state-of-the-art technology applications, personalized student services, nationally competitive research centers, and comprehensive outreach and economic development programs. Students and faculty mentors often **travel off campus**—and around the world—in their collaborative pursuits, and supplies for real-world research and creation of a **lasting product** have real-world prices.

But the **return on the investment** is dynamic. A skilled workforce, new intellectual capital, new business enterprises, better communities, stronger community leadership, and a globally competitive economy are outcomes that support the state's **economic development goals**. Continued commitment to and full investment in this line item/quality improvement initiative will ensure long-term dividends for **Indiana's students and quality of life**.

LINE ITEM REQUEST: THE INDIANA ACADEMY

BALL STATE UNIVERSITY
STATE BUDGET REQUEST
2013–2015 BIENNIUM

GIFTED + TALENTED

The Indiana Academy

Continued line item funding for the **Indiana Academy for Science, Mathematics, and Humanities** will enable the state's only public residential high school to maintain its outstanding record of helping **gifted and talented Hoosiers** reach their potential.

Founded by the Indiana General Assembly in 1988, the Indiana Academy is located on the Ball State University campus and has been nationally recognized as a **premier educational institution** for gifted and talented students. In June, *Newsweek* ranked the academy among "**America's Best High Schools**" and the second top high school in the state.

The Indiana Academy also serves as a statewide outreach center for gifted education. Funding for the school will support **distance learning courses** for students and **professional development opportunities** for faculty throughout Indiana.

GIFTED AND TALENTED EDUCATION

The Indiana Academy hosts about 300 gifted and talented juniors and seniors from across the state each year. The innovative program provides **a physical, intellectual, and social environment** in which students with exceptional academic ability can thrive in an appropriately exceptional learning community.

PHILOSOPHY

The Indiana Academy is operated by Ball State as a school devoted to the education of students who demonstrate **extraordinary intellectual ability** and a **commitment to scholarship**. The academy's philosophy originates from the proposition that a society in which fairness is a prime concern ordinarily tries to provide educational opportunities appropriate to the expressed ability and potential development of as many sorts of citizens as possible.

The academy expects that its graduates will subsequently function as **good citizens**, discharging their public and private responsibilities with distinction. As a consequence of its enabling legislation and basic philosophy, the Indiana Academy is dedicated to inspiring and challenging highly gifted young adults to reach their **full personal potential** within the framework of the common good.

CURRICULUM

The curriculum of the Indiana Academy is designed to enable its students to understand the past, investigate the present, and plan the future. **Traditional liberal arts** and sciences are emphasized in required course work, and **individual inquiry and discovery** are stressed through elective studies, independent study, and research and practical experience. The resulting harmony of **rigor, challenge, and inspiration** in the study of our scientific and cultural heritage, combined with the freedom to explore new horizons of knowledge, produces an intellectual environment in which students learn to **think creatively, communicate clearly,** and **act responsibly** in an increasingly complex global society.

Methods and materials for instruction are selected for the promise they show in both **exciting the imagination** and **disciplining the mind**. Tradition is blended with innovation. Lectures and discussions in both advanced-level Indiana Academy courses and university-level courses are combined with seminars, colloquia, independent study and research, and apprenticeships with researchers and practitioners in various professions.

COMPLETION

More than 2,500 students have **graduated** from the Indiana Academy over the past 21 years, with virtually 100 percent attending four-year colleges and universities across the United States. In 2012, more than $10.7 million in college scholarships were offered to 122 academy graduates, an increase from $6.8 million for 81 graduates in 2007. The academy ranks among the state's top five high schools in terms of **Advanced Placement** (AP) test participation.

OUTREACH

Through various outreach programs, the Indiana Academy strives to **stimulate and enable vitality in educational programs** for academically gifted secondary students and teachers. The academy serves Indiana as a **statewide center for gifted education** so students throughout the state can have access to the programs and resources appropriate to their abilities. The Indiana Academy offers the latest advances in interactive telecommunications technology, the development and dissemination of innovative curricula, applied research in gifted education, and in-service education of teachers.

ACCREDITATION

The Indiana Academy is accredited by the **Indiana Department of Education** and by the **North Central Association of Schools and Colleges** through the University Schools. It is a member of the National Association of College Admission Counseling (NACAC) and complies with the NACAC Statement of Principles of Good Practice.

ACADEMY OUTCOMES

- Preparing students for their increased role in the **global community** in the areas of math, science, and humanities.
- Increasing the level of **technological proficiency** among students and faculty.
- Serving Indiana school corporations with an extensive and expanding **distance education** program.
- Partnering Indiana students and educators with **experts and professionals** in various fields through interactive media.
- Broadening the scope and depth of **research opportunities** for students and faculty across the state through the use of technology.
- Providing the services needed for students to **successfully master content** in each of the courses.
- Enhancing curricula in urban and rural school corporations by offering **Advanced Placement (AP) courses** with interactive labs and foreign languages statewide.
- Improving **instructional effectiveness** of Indiana teachers and instructional programs through web-based resources developed by the academy's Office of Outreach Programs.
- Continuing the development of **multimedia instructional materials** for dissemination to Indiana schools.
- Annually **hosting outstanding educators** for a year of teaching and research at the academy and Ball State.
- Showing continued growth in its series of **workshops for students and teachers** throughout Indiana and across the nation.

CAPITAL REQUEST

BALL STATE UNIVERSITY
STATE BUDGET REQUEST
2013–2015 BIENNIUM

CAMPUS + FACILITIES

GEOTHERMAL RETURN
FIRE PROTECTION
BALL STATE UNIVERSITY

Capital Request

Ball State University's **request for capital appropriations** for the 2013–2015 biennium is driven by the successes of *Education Redefined: Strategic Plan 2007–2012* and the goals of the new *Strategic Plan 2012–2017*. Capital projects approved by the university's Board of Trustees support the institution's long-term goal to achieve **academic excellence** through **well-planned** and **state-of-the-art** buildings, classrooms, laboratories, support spaces, and infrastructure.

New projects and ongoing maintenance of campus facilities are essential to Ball State's teaching, research, and service missions, enabling future generations of students to gain a **transformative education** and providing **valuable resources** for the state of Indiana.

CAPITAL PRIORITY FACTORS

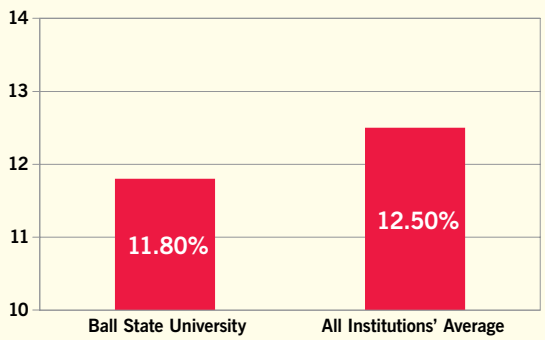
This capital budget request reflects both a need to renovate and upgrade **existing facilities** for today's requirements while also anticipating **future instructional and infrastructure needs**. The following factors contribute to the setting of capital development priorities at Ball State:

- focus on making the best use of **existing facilities**
- link capital projects to long-range **campus development planning**
- relate directly to existing and emerging **instructional requirements** and students' needs
- support academic programs that best serve the **citizens and economic development needs** of Indiana
- maintain **infrastructure** for efficient campus operation, safety, and access

EXISTING FACILITIES

Ball State will make the **best use** of existing facilities through **renovation and rehabilitation**. Upgrading older facilities can be more cost effective than adding new structures, and it maintains the existing sense of campus community. As a result, the university's **ratio of capital debt to operating budget** continues to rank as **one of the lowest** among the public four-year residential campuses in Indiana (see chart below).

CAPITAL DEBT SERVICE 2011–12
(as a percentage of operating appropriations)




Ball State University
CAMPUS SITE DEVELOPMENT PLAN
PREPARED BY
Rundell Ernstberger Associates, LLC
LAND PLANNERS/LANDSCAPE ARCHITECTS
Muncie, Indiana
IN ASSOCIATION WITH
Campus Design Center/Campus Architect
Ball State University
September 2008
North Scale: 1"=200'

CAMPUS MASTER PLANS 1922–2001

LOWRY MASTER PLAN (1922)

The Old Quadrangle

Burkhardt Building	1924
Ball Gymnasium	1925
North Quadrangle Building	1926
Fine Arts Building	1935
Lucina Hall	1939

SCHOLER MASTER PLAN (1946)

The McKinley/Riverside Avenue Corridors

Applied Technology Building	1948
Hargreaves Music Building/Emens Auditorium	1956/1964
Woodworth Residence Hall Complex	1956
Irving Gymnasium/Athletic Facilities	1962
LaFollette Residence Hall Complex	1964
Cooper Science Complex	1965
Teachers College Building	1966

PERKINS AND WILL PLAN (1968)

The New North Academic Quadrangle

Architecture Building I	1970
Pruis Hall	1971
Emens Parking Garage	1971
Bracken Library	1972
Whitinger Business Building	1978
Architecture Building II	1980

RUNDELL ERNSTBERGER PLAN (1982, 1991, 2001)

The Campus

Robert Bell Building	1982
Ball Communication Building	1986
Health and Physical Activity Building/Worthen Arena	1991
Alumni Center	1997
Art and Journalism Building	2001
Shafer Tower	2002
Music Instruction Building	2004
McKinley Avenue Parking Garage	2005
David Letterman Communication and Media Building	2007
Park Residence Hall	2007
Scheumann Stadium/Athletic Facilities Expansion and Renovation	2007
Ball Honors House	2009
Student Recreation and Wellness Center	2010
Kinghorn Residence Hall	2010
Marilyn K. Glick Center for Glass	2010
Neely Avenue Improvements	2010
McKinley Avenue Improvements	2011
Briner Sports Complex	2012
Renovation of Older Academic Buildings and Old Quadrangle	Ongoing
David Owsley Museum of Art Expansion	Ongoing
Geothermal System and Infrastructure Expansion	Ongoing
Renovation of Older Residence Halls	Ongoing
Landscape/Forestation Design	Ongoing
Expanded Surface Parking Facilities	Ongoing
New Ball State Planetarium	In Development
Cooper Science Complex Renovation	In Planning
College of Architecture and Planning Renovation	In Planning
Future East Academic Quadrangle	In Planning

CAMPUS PLANNING

The historical development of the Ball State campus is the successful product of the university's **long-range planning efforts**. In 1922, the **Lowry Master Plan** first defined the development of the Old Quadrangle, which comprises the university's original academic core. The 1946 **Scholer Master Plan** recommended further development to the north for new academic buildings, residence halls, and athletic facilities. The 1968 **Perkins and Will** Plan identified the development of the then New North Academic Quadrangle.

The current master plan was developed and continues to be refined by the university with the help of its consultant, **Rundell Ernstberger** (see page 54). This planning tool called for the completion of the west segment of North Quadrangle and the renovation of several buildings surrounding the Old Quadrangle while forecasting the development of several new buildings, parking facilities, campus landscape and forestation, and the future development of a new East Academic Quadrangle.

INSTRUCTIONAL NEEDS

Ball State's capital projects must focus on meeting the **academic, instructional, and research requirements** of students and faculty. Of primary importance is the quest and demand for **new and emerging technology** systems in classrooms and laboratories. Such technology has greatly changed the delivery of instruction and infrastructure in the past decade. New and complex technology and space-specific instruction for student needs make it necessary to upgrade existing facilities on the Ball State campus.

The modern entrepreneurial university must **adapt to the changing needs** of those it serves. This requires continuous reevaluation for the orderly development of new facilities and the timely rehabilitation of others.

SERVICE TO THE STATE

The **academic, research, and economic development needs of Indiana** can be furthered as part of Ball State's capital requests. The university's capital development should reflect Indiana's emerging needs. Citizens and public officials should expect a **positive return on their investment** in higher education. Ball State has a long history of **sound management** in developing the campus to support academic achievement. The university's impact ranges from **education and service** to research and support of **economic development**.

The expansion of the Ball State campus has been methodical, pragmatic, and well planned. New facility construction has reflected the goal of providing space for **emerging needs** while addressing **institutional priorities**. Renovation of existing space has allowed opportunities for upgrades while providing new efficiencies for academic departments and initiatives. A recent facilities analysis by the **Indiana Commission for Higher Education** reflects this objective.

INFRASTRUCTURE MAINTENANCE

A wide array of **infrastructure systems** must be maintained to support a thriving campus for thousands of students, faculty, staff, and visitors. These systems require constant upgrades and renovation that provide **efficient operation** while **saving taxpayer investments** for replacement. A complex process of analysis and financial commitment can keep **deferred maintenance** to a minimum. However, significant reductions in state repair and rehabilitation (R&R) funding during recent biennia have severely strained resources to maintain campus buildings and infrastructure.

FACILITY STEWARDSHIP AND RENEWAL

According to Ball State's *2011 Financial Report*, the **replacement value** of Ball State's campus facilities is approximately **$1.9 billion**, based on an analysis of existing facilities and current construction cost indices. Building construction and ongoing renewal of university property are financed following methods specific to the types and uses of the facilities involved.

STATE-SUPPORTED BUILDINGS

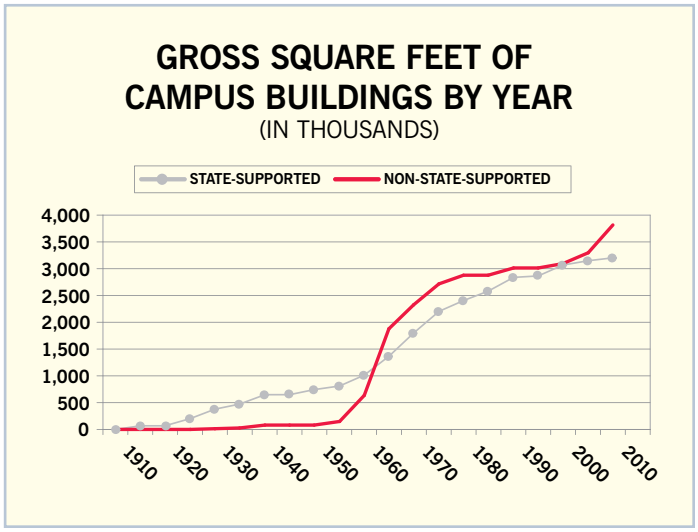
All academic and administrative buildings—which make up about half of Ball State's campus square footage—are funded through **bond financing** and **state-appropriated funds** allocated on a biennial basis by the Indiana General Assembly.

Unfortunately, the decline in state revenues has forced the General Assembly to **underfund** the general repair and rehabilitation (R&R) formula for most of the past two decades. Further deferral of these necessary expenditures will result in the **deterioration of our facilities** and **greater renewal costs** unless remedied in the near future.

NON-STATE-SUPPORTED BUILDINGS

The other half of Ball State's campus square footage consists of buildings that are not state supported. The 1950s and 1960s saw a substantial increase in **gross square footage** of non-state-supported buildings, including dining and residence halls, parking facilities, the L.A. Pittenger Student Center, Emens Auditorium, athletic facilities, and conference venues (see chart below).

According to Ball State's *2011 Financial Report*, the **replacement value** of the university's non-state-supported facilities is about **$800 million**. By 2018, about $157 million (in current dollars) is planned for investment in **renewal projects** on these facilities. As of the



COMPONENT LIFE CYCLE EXAMPLES

Component	Years
Roofs	15–20
Masonry Tuck Pointing	30–40
HVAC Systems	15–25
Foundations	80–100
Windows	40–50
Electrical Systems	15–30
Exterior Door Systems	15–20
Elevators	20–30
Lighting Fixtures	20–30

end of the 2011 fiscal year, about $70.4 million had been allocated from **auxiliary operations revenues** and **student fees** for the stewardship and renewal of these facilities.

Financial Planning Guidelines for Facility Renewal and Adaption—a study sponsored by Lilly Endowment Inc. and conducted by the Society for College and University Planning, the National Association of College and University Business Officers, the Association of Physical Plant Administrators of Universities and Colleges, and Coopers and Lybrand (now Pricewaterhouse-Coopers)—estimates that **between 2 percent and 4 percent of plant replacement cost** needs to be provided, on average, each year in order to adequately fund repairs, renewal, and adapting facilities to changing code requirements and to evolving contemporary needs. Typical life cycles vary for major repair and renewal components (see table above).

Based on studies as well as many years of direct experience in managing complex university facilities, an annual target of 3 percent of current replacement value for **housing, dining, and other non-state-supported buildings** is needed to adequately fund this stewardship responsibility and avoid even higher costs brought about by accumulated deferred maintenance. For **parking facilities**, from multilevel structures to paved and gravel lots, an annual target of 2 percent of current replacement value has been established. This methodology provides **generational equity** and is based on the premise that users should pay their fair share for the deterioration of the facilities they use. The goal is to maintain competitive, quality facilities at the **lowest long-term cost to students**.

CAPITAL PRIORITIES: 2013–2015 BIENNIUM

Ball State has identified five campus projects as capital improvement priorities needing **special repair and rehabilitation (R&R) funding** for the 2013–2015 biennium. Descriptions of each project follow.

Geothermal Conversion, Phase 2

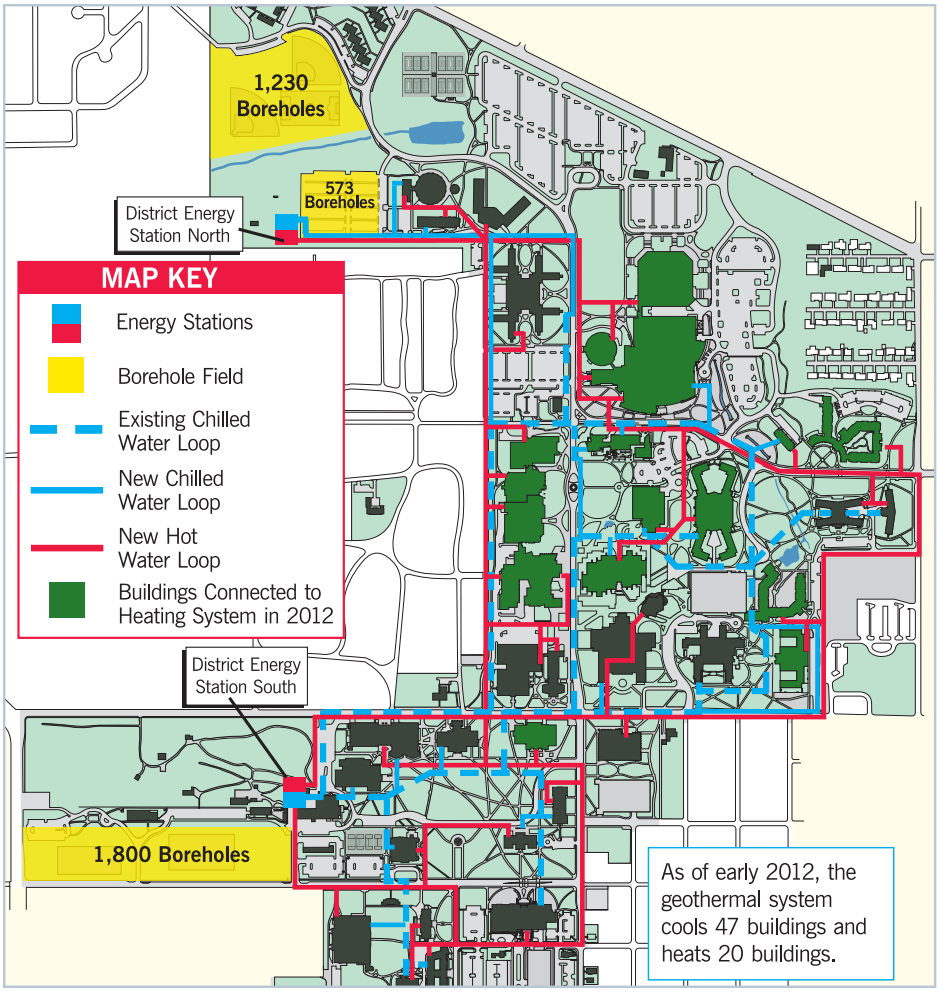
Ball State's ambitious project to construct the nation's largest **ground-source, closed-loop district geothermal energy system** has drawn media coverage across the country and attracted visitors from as far away as Turkey and Japan. Following completion of Phase 1, the system was dedicated last spring in conjunction with Ball State's hosting of **Greening of the Campus IX: Building Pedagogy**, an international conference on sustainability and environmental issues facing colleges and universities.

When the geothermal system is fully operational, it will save the university **$2 million a year** in energy costs and cut Ball State's overall **carbon footprint roughly in half**. The new system will replace the university's existing coal-fired boilers and chilled water equipment, simultaneously producing hot water and chilled water.

BACKGROUND

Ball State is home to seven academic colleges offering almost 300 degree programs to about 22,000 students at the baccalaureate, master's, and doctoral levels. Our **731-acre main campus** includes more than **45 major buildings** with approximately **6.5 million square feet of space** for academic classrooms, administrative offices, sports facilities, and residence halls.

Campus structures are heated and cooled by a **district energy system**, which provides steam and chilled water to numerous buildings from central energy plants. Ball State's steam plant has been powered by **four coal-fired boilers** and **three natural gas-fired boilers**. The four coal-fired boilers—originally put into service in the 1940s and 1950s—are being replaced because of their condition, capacity limitations, and emission issues.



DESCRIPTION

In 2005, the **Indiana General Assembly** authorized Ball State to replace or upgrade its aging coal-fired boilers and provided **$44.9 million** to begin the project. After exploring a number of alternatives, the university decided to replace its existing heating and cooling system with a geothermal ground-source heat pump system. The Earth's ability to maintain a constant temperature makes it a **renewable energy source**.

On May 9, 2009, **U.S. Senator Richard Lugar** joined university officials in Muncie to break ground on the project. On October 29, 2009, the **U.S. Department of Energy** awarded Ball State $5 million in American Recovery and Reinvestment Act (ARRA) funds to support the project.

FEATURES

When completed, Ball State's geothermal energy system will include the following major elements:

District Energy Stations

Two district energy stations at opposite ends of the campus will house **large-capacity heat pump chillers** (4 x 2,500 ton capacity), which can produce 150 degree Fahrenheit water for heating purposes and 42 degree Fahrenheit water for cooling purposes. The **North District Energy Station** is complete.

Boreholes

Located in two separate fields totaling 25 acres, **3,600 boreholes** will be drilled to depths of 400 to 500 feet. Inserted in each hole will be U-shaped piping that circulates water down to and up from the bottom of each borehole. After construction, borehole fields will be restored to their previous use as parking lots and sports fields. A total of **1,800 boreholes** have been completed on the north side of campus and serve the **North District Energy Station**. Installation of boreholes to serve a **South District Energy Station** has begun on the south side of the campus.

It is important to note that the **boreholes are not wells**. No groundwater is used in any part of this "closed-loop" geothermal system. Rather, water is introduced one time and recirculates throughout the system on a continuous basis. Accordingly, the system does not draw from or pose an environmental threat to the underlying aquifer.

Hot/Cold Water Distribution Network

An extensive hot and cold water distribution loop will be constructed on campus to transport more than **20,000 gallons of water per minute** between the geothermal fields, the district energy stations/heat pump chillers, and campus buildings. **Nearly six miles** of the needed 10 miles of new distribution loop has been installed.

Building Interfaces

Each campus building will require an **interface** connecting the building's heating and cooling system with the distribution network. Buildings that have been heated with steam will be converted to hot water.

BENEFITS

Major benefits of the geothermal conversion project include the following:

REDUCED EMISSIONS

Ball State will retire its use of coal for fuel, **eliminating** the following emissions annually:

- 85,000 tons of carbon dioxide
- 240 tons of nitrogen oxide
- 200 tons of particulate matter
- 80 tons of carbon monoxide
- 1,400 tons of sulfur dioxide

The net change will cut the university's **overall carbon footprint** nearly in half.

GENERATING JOBS

The project will provide employment for **several hundred contractors and suppliers** and an opportunity for an estimated **2,300 direct and indirect jobs**, according to a study conducted by Ball State's Center for Business and Economic Research. In addition, nearly all components of the project are **American made**.

DRAMATIC EFFICIENCY

The current stoker boiler system has a **coefficient of performance (COP)** of 0.62. COP is the standard measure of heating/cooling efficiency—the higher the COP, the better. The current electric chiller system has a COP of 5.02. The weighted average of current systems is 1.04 COP. With the geothermal installation, the combined COP will be 7.77, a **sevenfold increase in energy efficiency**. In monetary terms, the university will **save $2 million annually** in energy costs.

NATIONAL DEMONSTRATION

This project will demonstrate the large-scale deployment of geothermal heat pump technology. Through this demonstration, Ball State will stimulate broader application of this technology throughout the United States.

TECHNOLOGY TRANSFER

Ball State has already begun technology transfer activities with many entities that are evaluating the technology for their own use. Colleges and universities on the extensive list include Hampton, Stanford, Ohio State, Northern Kentucky, Oakland, Michigan, and Miami (Ohio) universities plus the University of Notre Dame, University of Iowa, Colorado College, and Pratt Institute.

PHASE 1

Phase 1 of the geothermal system was put into service in **November 2011**. Funding for Phase 1 is a result of the issuance of bonds authorized by the Indiana General Assembly and a $5 million grant from the U.S. Department of Energy from the American Recovery and Reinvestment Act (ARRA). The **$49.8 million** cost of Phase 1 included:

- Installation of the 1,800 boreholes required for Phase 1 is complete.
- All header pipes connecting the boreholes to the new North District Energy Station have been completed.
- The borehole field is functional and has been placed into service.
- Reconstruction of the site above the geothermal boreholes including parking lots and intramural athletic fields is complete.
- Installation of the new hot water distribution system included in Phase 1 is complete.
- The hot water pipe was placed into service on November 28, 2011.
- Installation of the new chilled water distribution piping included in Phase 1 is complete and functional.

- The new North District Energy Station building is complete.
- The two heat pump chillers required for Phase 1 arrived in October 2010. These units were placed in the new North District Energy Station building in early November 2010. Both units were put into service on November 28, 2011.
- Mechanical work is complete within 20 buildings included in Phase 1. The scope of this work includes providing connectivity to the geothermal hot water piping and temperature control changes on existing air-handling units.

With the completion of Phase 1, Ball State is retiring **two of the four coal-fired boilers** and will reduce the institution's coal consumption by **50 percent**.

PHASE 2

The cost of this phase is expected to be approximately $33 million. Remaining work includes:

- installation of 1,020 boreholes and piping
- installation of two 2,500-ton heat pump chillers
- renovation of the old chilled water plant into the South District Energy Station
- distribution network piping
- building modifications
- design and engineering fees

Applied Technology Building Renovation

Renovations to a historic building on campus will allow academic programs in Ball State's **College of Applied Sciences and Technology** to quickly change in response to industry needs and entrepreneurial start-up businesses. As part of the university's **Central Campus Academic Renovation Project**, improvements to the **Applied Technology Building** will support the college's mission of educating students to creatively embrace evolving technologies and to become agents of change for the Indiana workforce.

BACKGROUND

Formerly known as the Practical and Industrial Arts Building, the Applied Technology Building was constructed in two phases between 1948 and 1950 for Ball State's **industrial** and **home economics** training programs. At that time, Indiana was rapidly emerging as the center of the American manufacturing economy, and towns in the state grew with new family households. More than six decades later, Indiana is being challenged to meld new technologies to serve a postindustrial economy, and the university's **technology** and **family and consumer sciences** programs have adapted to the change.

The College of Applied Sciences and Technology's mission requires a learning environment that emphasizes **flexibility in teaching methods**, adapts to **changing programs**, and provides for **team projects** and **hands-on discovery**. Education must combine theoretical study and **practical experience**. The facility must support these program needs by providing offices, student laboratories, prototype model production spaces, computer-supported classrooms, and display areas for college projects.

DESCRIPTION

Throughout its history, the Applied Technology Building has served multiple academic programs and practical applications. As teaching methods and technology have become more advanced, **periodic, small renovations** have been made. However, the **comprehensive building systems** have changed little over the decades. The proposed renovation will involve:

- upgrades of laboratories and technology infrastructure
- replacement of lighting systems
- improvements to heating, cooling, and ventilation systems
- replacement of plumbing and plumbing fixtures
- installation of new electrical and communication systems
- replacement of original floor, ceiling, and wall materials
- total accessibility for people with disabilities

WHO WILL BENEFIT

The Applied Technology Building renovation will enhance the following programs located in the facility:

- College of Applied Sciences and Technology
- Department of Family and Consumer Sciences
- Department of Technology

This project will renovate most of the interior spaces with new walls, finishes, and electrical and mechanical systems. The old metal and wood shop annex will be converted to **flexible labs** that can adjust the educational program focus as the needs of Indiana's economy change. These high-bay spaces will allow for **interdepartmental teaching** under "theme" majors such as **health science, real estate and construction management**, and **international manufacturing systems**.

The space between the original building and the annex will be developed into a **central atrium** to showcase student projects and industry-sponsored exhibits while promoting a hands-on exchange of ideas between academic disciplines. This area will take the form of a **greenhouse-like structure**, symbolically representing this educational place to nurture the seeds of a new Indiana economy.

To accommodate growing programs in the College of Applied Sciences and Technology—particularly in the areas of interior and fashion design—expansion into the **West Quadrangle Building** will require the renovation of two floors in that building.

CENTRAL CAMPUS PROJECT

Ball State's **Central Campus Academic Renovation Project** also includes upgrades to the **Teachers College** and **North Quadrangle** buildings. All three structures are adjacent to the busy intersection of McKinley and Riverside avenues in the heart of the campus. The renovations are a strategic initiative to improve the core facilities serving the Teachers College, College of Applied Sciences and Technology, College of Sciences and Humanities, and Academic Advising.

State funding for Phase 1 of the Central Campus Project was approved and appropriated by the Indiana General Assembly in 2007. As a result, the North Quad renovation was completed in 2011, and work is under way on the Teachers College improvements. **Applied Technology** is part of **Phase 2**, for which the Legislature approved **$19.7 million in bonding authority** in 2009.

Life safety improvements, including new stairway fire doors and fire suppression systems throughout the buildings, are critical. Electrical, mechanical, and HVAC systems in the facilities are increasingly expensive to maintain and must be

updated for **energy efficiency and safety**. Changes in building configurations are needed for academic programs, including **emerging technology** areas, and many classrooms are simply insufficient for modern teaching practices.

STEM and Health Professions Facility Renovation and Expansion Project

Science, technology, engineering, and math (STEM) fields have become central to Indiana's economic competitiveness and growth. Long-term strategies to maintain and increase living standards and promote opportunities in the STEM area will require collaboration between public and private entities to **promote innovation** and to prepare an **adequate supply of qualified workers** for employment in STEM fields.

In addition, according to the Bureau of Labor Statistics' Employment Projections 2010–2020, the registered nursing workforce is the **top occupation in terms of job growth** through 2020. It is expected that the number of employed nurses will grow from 2.74 million in 2010 to 3.45 million in 2020, an increase of more than **710,000 or 26 percent**. These projections further explain the need for 495,500 replacements in the nursing workforce, bringing the total number of job openings for nurses due to growth and replacements to more than 1.2 million by 2020. Nurses make up the **single largest segment** of the health care work force. They also spend the greatest amount of time in delivering patient care as a profession.

A 2010 report by the Institute of Medicine found that nurses' roles, responsibilities, and education should **change significantly** to meet the **increased demand for care** that will be created by health care reform and to advance improvements in America's increasingly complex health system. Nurses should be **fully engaged with other health professionals** and assume leadership roles in redesigning care in the U.S. To ensure its members are well prepared, the profession should increase the percentage of nurses who attain a bachelor's degree to **80 percent by 2020** and double the number who pursue doctorates.

WHO WILL BENEFIT

The Cooper Science Complex renovation and proposed construction of a Health Professions Facility will affect the following:

ACADEMIC PROGRAMS

- Department of Biology
- Department of Chemistry
- Department of Geography
- Department of Physics and Astronomy
- Department of Physiology and Health Science
- School of Nursing

CENTERS AND RESOURCES

- Aquatic Biology and Fisheries Center
- Ball State Planetarium
- Field Station and Environmental Education Center
- Nursing Simulation and Information Technology Center
- Science-Health Science Library

The seriousness of the state's STEM initiative prompted Ball State University to look inward to see how we could assist with filling the pipeline to meet the challenge set forth in the **Indiana Commission for Higher Education's strategic plan**. With the State of Indiana as our partner, Ball State has the potential to play an important role in addressing gaps in Indiana's approach to strengthening the STEM and health professions pipeline. In fact, the university has taken the first step with the planned construction of a **new planetarium** supported by private funds.

Complementing the new planetarium, the STEM and Health Professions Facility Renovation and Expansion project encompasses the renovation of the **Cooper Science Complex**, construction of a new building that will house **professional health programs**, and repurposing of current planetarium space into other academic space as well as creating a new entry to the Cooper Science Complex.

BACKGROUND

The **Cooper Science Complex**—comprised of three connected buildings—is the primary home to six of Ball State's science-based departments:

- **Cooper Physical Science Building**, a 130,090-square-foot building constructed in 1965, houses the Department of Chemistry and Department of Physics and Astronomy.
- **Cooper Nursing Building**, a 47,560-square-foot facility also constructed in 1965, houses the School of Nursing.
- **Cooper Life Science Building**, a 113,843-square-foot facility constructed in 1968, is home to the Department of Biology, Department of Geography, and Department of Physiology and Health Science.

Much has changed in science education since the first construction more than 45 years ago. To the extent possible, the building systems and configurations have been modified to accommodate the **ever-changing curricula** required for students in these disciplines and the need for **faculty research laboratories**. With the age of the buildings and the intensive demands of the type of instruction taking place within them, the time has come to plan for the future needs of this complex.

Physical Condition

Since the original construction, minor repairs have been made to the Cooper Science Complex in order to keep the building functional, but **major renovation** will soon be required. Electrical circuits, temperature controls, lighting, plumbing, and windows are all original to the buildings and in need of replacement. Sanitary drains and hot and cold water supply lines are clogged by years of buildup. Exhaust systems are worn by years of 24/7 operation and soiled with chemical buildup. All of these conditions present concerns for both **safety and building efficiency**.

Instructional spaces and laboratories designed for the pedagogical standards the time of construction have changed significantly over the past 45-plus years. The configuration of classroom and lab spaces in the complex is not conducive to **collaborative teaching**. Any space that might be available cannot be converted to lab space due to the existing ventilation systems. The system does not have the capacity to support more load. Changes to the exhaust configuration are required but are not cost effective without a major renovation effort.

PLANETARIUM NEEDS

A planetarium is a critical part of Ball State's efforts to excite young minds to enter the STEM fields. The **Ball State Planetarium**, constructed in 1967, has served more than 200,000 kindergarten through 12th-grade students and more than 60,000 Ball State students. Today Ball State has **one of the largest undergraduate astronomy enrollments** in the nation.

Unfortunately, instructors are forced to divide their classes into smaller groups to take advantage of the current planetarium, limiting enrollment and leading to inefficiencies. The equipment, most of which dates back to the original programs, requires **frequent repairs** to keep it operational and lacks the capability to accurately portray the motion and location of the moon and planets. Nor is it capable of demonstrating the **cutting-edge discoveries** made in this field over the past 45-plus years.

NEW FACILITY

In an effort to enhance scientific teaching in this area, Ball State sought out donors who could assist with the construction costs of a **larger, more capable planetarium**. Ball State was successful in raising a $2.2 million lead gift from a donor who designated the contribution to building a new planetarium. More information about this project is on page 30.

To serve the expanded student population engaged in this field of learning, Ball State will renovate and repurpose **existing planetarium space** into other academic space and provide a **common entrance** to the new planetarium and Cooper Science Complex.

Statewide Impact

Renovations to the Cooper Science Complex infrastructure and instructional space will support the **continued growth and quality** of the programs housed in the complex, particularly **chemistry**, **biology**, and **nursing**. These disciplines are critical to the success of not only Ball State but also the state of Indiana.

The degrees awarded produce graduates who fill **high-demand, well-paying jobs**, contribute to the **health and wellness** of Indiana's population, and improve the **quality of life** in communities, promoting **economic development opportunities** consistent with STEM.

The renovation of this facility allows Ball State to focus on meeting the **growing demand** in the university's STEM education and increases the proficiency of our students who are interested in this area. STEM occupations are a focus for the **State of Indiana** and the **Indiana Commission for Higher Education**. Ball State understands that STEM education is a powerful foundation for **individual and societal economic success**. Understanding the successes, impacts, and needs of these three programs exemplifies the need for planning today to meet tomorrow's demands.

SOLUTION

There is a demand for more **science-based professionals and caregivers** today, and those demands will only grow in the future. In order to attract and retain the students, faculty, and research opportunities that will help meet these demands, Ball State needs to provide **state-of-the-art science facilities**. The Cooper Science Complex is in critical need of repairs and is undersized and outdated, which is hindering the university's ability to produce the **number and quality** of students and scientific research of which it is capable.

Addressing this situation and responding to the STEM challenge will require a multifaceted approach that includes the renovation of the existing **Cooper Science Complex**, the repurposing and renovation of the current **planetarium space**, and

CHEMISTRY NEEDS

The American Chemical Society (ACS) ranks Ball State's **Department of Chemistry** as one of the largest producers of **ACS-accredited chemistry majors** in Indiana. The program also ranks in the **top 10 percent nationally** in the number of graduating ACS-accredited chemistry majors.

The chemistry department also has very successful graduate programs. The **master of science degree** is a research-based program in which students learn advanced experimental chemistry and use modern instrumentation while working on a unique research problem. The program emphasizes the student's development as a scientist. Ball State has also added a new **PhD in environmental science** program.

Part of the **College of Sciences and Humanities**, the Department of Chemistry has a long history of giving undergraduate and graduate students a high-quality learning experience in both classroom and laboratory settings by incorporating **problem-solving sessions** into many courses, having **faculty supervision** in all laboratories, encouraging **cooperative learning**, and providing numerous opportunities for both formal and informal **student-faculty interaction**.

STUDENT OPPORTUNITIES

Renovation of the Cooper Science Complex would boost an already strong program whose benefits include:

- one of the largest **summer undergraduate research programs** in the nation
- an expanding, effective, and funded program to increase the number of **underrepresented minority students in science**
- an active, vibrant, and national award-winning chapter of **Student Affiliates of the American Chemical Society**, which includes more than 66 students who provide science programs to the local community
- one of the nation's centers for incorporating **authentic science practices** in undergraduate education
- **hands-on, student-used, state-of-the-art** instrumentation for laboratory studies
- a successful, **research-based master of science program** in which graduate students learn advanced experimental chemistry and modern instrumental techniques
- a new, unique, inter disciplinary **PhD in environmental science program** for those interested in applying chemistry, biology, or geological science to solve timely environmental problems
- an **expert faculty and staff** dedicated to serving their students

GROWTH RESTRAINTS

Over the past seven years, undergraduate chemistry course enrollments have increased by more than **23 percent**. Ball State has observed an **increase in student interest** in this program. Unfortunately, the program's growth is limited by space constraints and quality of laboratory space in the Cooper Science Complex. **More instructional laboratory space** is required in order to admit more students. The existing laboratory space is in critical need of repairs and safety upgrades. In addition, chemistry faculty are taking a more aggressive role in research, which also creates a need for **additional research laboratories**. Building systems have reached their limits and cannot accommodate the ventilation requirements of any additional labs.

construction of a new **Health Professions Facility**. Because of the size of this project and the extensive nature of the work, Ball State proposes to break the project into three phases:

- **Phase 1** includes the **design development plan** (architectural, engineering, and infrastructure issues) for the Cooper Science Complex renovation, the renovation of the current planetarium space, and the new Health Professions Facility. In addition, **infrastructure needs** for the Cooper Science Complex would be developed and installed.
- **Phase 2** is the construction of the new **Health Professions Facility**. This building would double the space dedicated to the School of Nursing so it can expand its program and accept qualified students who are currently turned away. The new facility would be large enough to allow consolidation of other health professions programs at the university including, **speech pathology and audiology**, **nutrition and dietetics**, and **wellness and gerontology**.
- **Phase 3** focuses on the renovation of the Cooper Science Complex's **building systems**, including mechanical, electrical, plumbing, and lighting. Installation and updating of life safety systems would be the focus of this later phase. The area vacated by the School of Nursing would provide the needed space to **expand the science departments**, particularly chemistry, biology, and physics, to address the demand at Ball State and the employment demands in Indiana.

The renovated Cooper Science Complex and the newly constructed Health Professions Facility would provide state-of-the-art facilities to educate the **much-needed scientific and health care professionals** who are in high demand and would expand the pool of **potential STEM and health professions workers**.

BIOLOGY NEEDS

Ball State's **Department of Biology** is one of the largest departments in the **College of Sciences and Humanities**. With a wide variety of bachelor's degree options, a comprehensive pre-health program, a teaching licensure program, master's degrees, and doctoral degrees all under one roof, it's no surprise that **more than 600 students** majoring in these programs are enrolled in the department at any given time.

Biology students at Ball State have the advantage of **working closely with professors** in and out of the classroom. **Hands-on learning** opportunities are numerous. Small class and lab sizes allow **individual attention**, while **field studies** and **collaborative research** projects give the chance to work side by side with professors. The **biotechnology certificate** program prepares students with in-demand research and laboratory skills. Graduates of the biotechnology program have successfully found employment in both academic and professional careers.

FIELD OPPORTUNITIES

With the **Field Station and Environmental Education Center (FSEEC)**, the benefits are twofold. In addition to providing firsthand observation of nature and exploration of natural processes, the research activities provide an understanding of the human impact on ecological processes and communities. The **Aquatic Biology and Fisheries Center** has helped to improve the fish population in the Wabash River and Lake Michigan.

GROWTH RESTRAINTS

Enrollment in the biology program has increased nearly **10 percent** over the past seven years. As with chemistry, the biology department has reached the point where it cannot grow further due to a lack of space and system capacity to **expand classrooms, labs, and research facilities**. In order to allow for further growth, additional space and improved building systems are required.

NURSING NEEDS

The **School of Nursing** provides comprehensive instruction in the form of lectures, seminars, and Internet modules. Students receive the fundamentals, while **hands-on, engaging simulation and clinical experiences** challenge them to apply classroom knowledge to real-world experiences. As students progress through the nursing curriculum, they learn increasingly more complex skills, working with clients across the lifespan in **acute, chronic, and rehabilitative states** in a variety of settings.

The bachelor's and master's degree programs, accredited by the **Commission on Collegiate Nursing Education**, are constantly evolving to provide students with the latest theories and equipment in the ever-changing health care industry. The **renowned faculty and staff** are committed to individual attention and **one-on-one instruction**. The Simulation and Information Technology Center allows students to practice **advanced skills** in a controlled environment, and incorporating **mobile devices** into our curriculum prepares students for the expanded role of technology in health care.

Since 2004, enrollment in Ball State's nursing program has increased **41 percent** on campus. Due to space constraints, the university rejects approximately 250 qualified applicants to the nursing program each year.

At Ball State, **clinical study and research** is a valued part of the curriculum. Students learn and practice in a variety of health care settings, including hospitals, extended care facilities, clinics, homes, and community health agencies, providing the student with **real-world experience**. Collaborations among peers, faculty, and **community partners** are key to providing a **student-centered** learning opportunity.

The high pass rate of Ball State nursing students on the **National Council Licensure Examination for Registered Nurses (NCLEX-RN)** is a reflection of the comprehensive curriculum, varied clinical experiences, and student-centered focus. Graduates go on to enjoy success in a variety of settings, and employers note that Ball State graduates are among the **most prepared**.

SIMULATION CENTER

The **Simulation and Information Technology Center** is a clinical simulation and technology support center providing on-campus and distance education services and resources. The center has a diversity of space available for students to practice **safe patient care simulations**. Many of the simulation center areas are equipped with technology and equipment to run simulations from **centralized control rooms**. This technology not only allows the faculty and staff facilitating the simulation to remain out of the view of the students while operating the simulation equipment, but it also allows clinical simulations to be conducted in a realistic manner. The program uses **multiroom suites** for simulation practice and evaluation as well as recording projects on video.

Clinical simulations have increased from six different simulations in fall 2007 to 37 in spring 2010, with **591 simulation runs** during the fall 2010 semester. These simulations cover the spectrum of basic baccalaureate clinical nursing classes. Students find the clinical simulation experiences help them relate concepts learned in the classroom to **clinical practice**. Simulations are designed with the goal of preparing student for safe patient care.

GROWTH RESTRAINTS

With the health care crisis facing the nation, the demand for nurses will increase. Ball State's nursing program is able to admit only about 80 students out of a **pool of 200 qualified applicants** each semester. Despite the attraction of the Simulation and Information Technology Center, the Cooper Nursing Building remains an old and outdated structure.

College of Architecture and Planning Renovation

Founded more than 40 years ago as Indiana's first and only state-supported architectural school, Ball State's **College of Architecture and Planning (CAP)** consistently ranks among the nation's best and is respected globally for its leadership and education in sustainable and community-based environmental design and planning. However, important physical and mechanical improvements are needed to the 40-year-old building the college calls home in order to accommodate **enrollment growth** and **today's technology and equipment demands**.

Renovations to the Architecture Building's infrastructure and instructional space will support the continued growth and quality of CAP's distinctive academic, research, and outreach programs in **architecture, landscape architecture, urban planning, urban design,** and **historic preservation**. These disciplines are standard-bearers of the university's strategic emphases on academic excellence and innovation, entrepreneurial vision, immersive learning, and community impact.

WHO WILL BENEFIT

The Architecture Building renovation will enhance the following programs:

ACADEMIC PROGRAMS

- Department of Architecture
- Department of Landscape Architecture
- Department of Urban Planning
- Urban Design Graduate Program
- Historic Preservation Graduate Program

CENTERS AND RESOURCES

- Architecture Library
- Center for Energy Research/ Education/Service
- Community-Based Projects
- Design and Planning Studios
- Drawings and Documents Archive
- Exhibit Gallery
- Institute for Digital Fabrication
- Institute for Digital Intermedia Arts
- Land Design Institute
- Preservation Lab
- Simulation Labs
- Tech Library
- Visual Resources Collection/David R. Hermansen Slide Collection
- Wood/Metal/Plastics Shop

BACKGROUND

Constructed in two phases beginning in 1970 and 1980, the Architecture Building was originally designed for the professional and pedagogical standards of the day: **traditional methods** of hand drawing and scale model building in open studio areas, paper pinup critiques, wood shop equipment in the basement, and library archives of printed materials and photographic slides. A four-story atrium—lit naturally by a long angled roof of glass panels—with open balconies on each floor encourage **community building** and interdisciplinary collaboration within the college. And the prevalence of concrete walls and floors accented with black steel and light wood plus high, open ceilings with exposed ductwork and lighting provide a **modern, innovative design environment**.

But four decades of dramatic **technological advances**, evolving **professional requirements**, and changing **societal needs** have driven new approaches to learning and practicing environmental design and planning, including digital modeling and fabrication, collaborative virtual studios, energy research, and materials testing. At the same time, CAP's nationally accredited programs have seen **significant growth** in enrollment, activities, and stature.

In order to **enroll more students** and maintain a **leadership role** in environmental design and planning education, the college needs to improve its physical facilities and equipment to meet current industry standards and student expectations. State-of-the-art infrastructure and physical resources are particularly critical in recruiting **high-ability, well-prepared students** across the country for the college's

undergraduate and graduate degree programs, which compete with top design schools such as Harvard, MIT, and the University of California, Berkeley.

DESCRIPTION

To accommodate today's **sophisticated equipment, high-end technology, and immersive instructional needs**, the Architecture Building's mechanical and electrical systems must be updated, and space utilization within the facility needs to be optimized. These infrastructure improvements will help the college prepare students for the current global design and planning professions and attract high-ability students from across the country and around the world to study at Ball State.

Student Studios

An essential component of CAP's teaching and learning culture is the **design studio**. These creative environments located throughout the Architecture Building are the heart of each department within the college and mirror the professional design workplace. All students in the college's programs are assigned their own **personal, permanent work space** in these studios that's accessible 24/7 throughout their college career.

In these intimate settings, students work closely with faculty mentors to create, collaborate, and critique **hands-on design projects** using their laptops, drawing equipment, and other state-of-the-art tools and materials, including drawing

tables, meeting tables, model-making surfaces, open walls for pin-up reviews, and large-format plasma screens for digital presentations. Many of the **core design and planning classes** take place right in the studios. And outside of class, many CAP students can be found spending long hours and late nights in their studio spaces completing course assignments.

CAP students and faculty also use these studios to conduct collaborative, real-world design and planning projects for **actual communities** throughout Indiana as part of CAP's longstanding Community-Based Projects program. These team projects are **immersive learning experiences** as advanced in Ball State's *Education Redefined: Strategic Plan 2007-2012* and *Strategic Plan 2012–2017*.

To accommodate more of these activities and enrollment growth throughout the college, the CAP renovation project will provide additional studios to address the following space challenges:

- **First-Year Program**—The college's two-semester course sequence for new freshmen provides a foundation in design principles and an introduction to all three disciplines in the college so students can decide which major to pursue in their second year. Most students complete this program in the fall and spring semesters. However, because of space limitations during the academic year, almost 20 percent of the college's new students are placed in a **10-week accelerated summer option** for the First-Year Program. Students in the summer option exhibit the **lowest retention rates** to the second year because of the intense pace and short time frame for an extensive amount of important material. In order to boost the success rate of these students, the college needs to add two more studio classes during the spring semester—requiring more physical studio space—and eliminate the accelerated summer program.
- **Architecture**—Following national trends, Ball State recently transitioned from a five-year professional undergraduate degree to a **four-year preprofessional bachelor's degree** plus **two-year professional master's degree** for licensure. This change has shifted studio needs from the undergraduate level, where each class can have 16 students, to the graduate level, where accreditation requirements call for no more than 12 students per class. A three-year plan to recruit more students for both the professional and postprofessional master's programs also will require additional graduate studio space.
- **Landscape Architecture**—Recent national recognition and **significant enrollment growth** have caused overcrowding in studios for the undergraduate program in landscape architecture. Studio classes have 20–21 students, rather than the 16 required by accreditation agencies. Space for four more studio classes is needed here.
- **Urban Planning**—Space for three more studio classes in urban planning is needed in order to accommodate the **enrollment growth desired by accreditation agencies** while maintaining the required number of students in each studio.

Facility as Teaching Tool

In schools of architecture across the country, the campus buildings housing the design programs are themselves an educational tool, a living component of the **immersive teaching and learning environment**. Sound physical facilities can illustrate best practices in design, construction, systems, function, and operation, complementing what students are exploring in their classes and field experiences.

At the time it opened in the 1970s, Ball State's Architecture Building served as a model for **sustainable technology** and **learning priorities** in the environmental design and planning disciplines. But as passing decades have seen the emergence of new technological, social, and environmental challenges, the building's philosophy has to be updated. Many of the facility's design examples are no longer best practices in the 21st century. As students in the College of Architecture and

EXPANSION PRIORITIES

Renovation of the College of Architecture and Planning will provide much-needed additional space and enhanced acoustics, lighting, and information technology infrastructure for the following areas:

DESIGN STUDIOS

Architecture and planning practice in the 21st century requires students to do even more in a **self-contained, immersive studio environment** where digital technology and advanced computer equipment are essential to teaching and learning, demanding more extensive electrical and data networks. In order to accommodate **enrollment growth** and still provide a personal work space for each student, CAP needs to expand the design and planning studios throughout the Architecture Building. The mechanical systems providing power, data, and ventilation also need to be upgraded for contemporary needs. In addition, studios on the fifth and sixth floors need more natural light for a more conducive work environment for students.

SHOP/CONSTRUCTION LAB

Supervised by a full-time technician, CAP's construction shop provides students the equipment they need for working with wood, metal, plastics, glass, and other materials. Students use the shop's woodworking machines, welding equipment, vacuum forming machines, and a CNC router for **building models and other creative projects** for hands-on courses. But equipment and requirements for fabrication and construction activities have changed dramatically over time, and new equipment generates noise and dust in spaces originally built for smaller-scale equipment. A larger space is also needed for full-scale building mockups, building prototypes and research, and energy studies for outside clients. Currently, students must build large projects with power tools in the hallways of the college. And because of space constraints in the building, CAP's steel lab had to be converted for other needs.

INSTITUTE SPACE

CAP is home to several innovative institutes and centers that explore building, landscape, and urban design and planning; construction science and energy efficiency; digital design, fabrication, simulation, and modeling; and historic preservation. Renovations to the Architecture Building will enable these institutes to expand their **important research, service, and teaching activities**, benefiting students, professionals, and Indiana communities. These creative programs also could be rearranged into clusters to build synergy among them.

LIBRARY AND ARCHIVES

Expansion of the CAP library located within the Architecture Building will better accommodate **information technology assets**, archived student work, and **student collaboration** and study areas.

COLLEGE AUDITORIUM

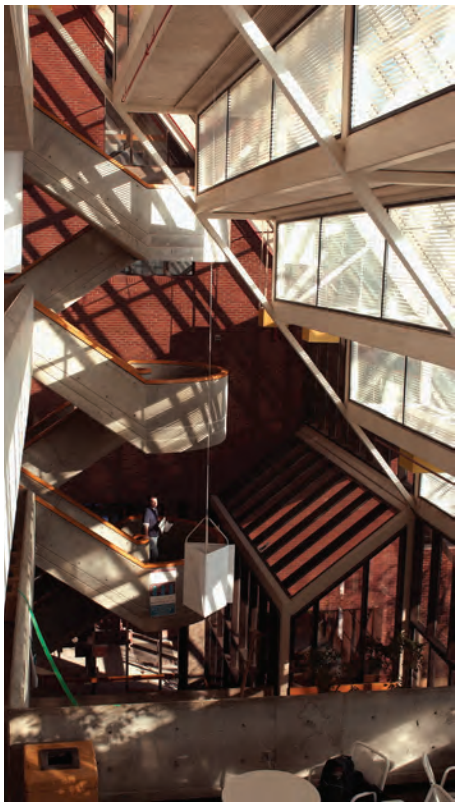
Intended for collegewide events and activities, including **guest lectures by leading professionals**, the current auditorium in the Architecture Building can hold only a fourth of CAP's students at one time. The facility needs to be enlarged to accommodate at least half of the college's students.

Planning push the envelope in creating innovative, sustainable, and socially significant environments for today's world, their physical surroundings should provide **inspiration and creative support** in their quest for design excellence.

Safety and Efficiency

Along with programmatic and pedagogical needs, the **College of Architecture and Planning Renovation Project** will address safety and efficiency issues stemming from enrollment growth, technological advances, teaching and learning demands, and aging facilities. Today's sophisticated equipment and pervasive technology strain the Architecture Building's original **electrical, data, and ventilation networks**. HVAC and other mechanical systems need to be upgraded to meet current codes, and power capacity must be increased to support extensive digital and computer equipment throughout the building. The large bank of **passive solar windows** on the south-facing side of the building does not function as intended. The windows now leak and need to be replaced. Much has been learned since this early attempt to capture solar energy, and correcting issues with the system may require extending the footprint of the building in the area where the windows are located.

Space utilization throughout the facility needs to be optimized as the college anticipates further enrollment growth in its programs and expansion into **larger-scale endeavors** involving construction science, building insulation, energy research and studies for federal and local agencies, and full-size building prototypes. Currently, students are constructing large projects using welding and power tools in hallways and traffic areas.



BENEFITS

The renovation project will enable Ball State to better prepare bright, creative students from throughout Indiana, across the country, and around the world to become **tomorrow's leading practitioners** in the design and planning professions. The improvements also will enhance CAP's **important research role** as Indiana's only state-supported architecture and planning college, where world-class faculty publish some of the nation's leading works on environmental design.

At the same time, these renovations will support the college's many design and planning projects that help **cities, towns, and counties throughout Indiana** solve today's economic and community development issues.

Tunnel Utility Systems Expansion

Beneath Ball State University's 731-acre campus, a series of tunnels connect the majority of the institution's 106 academic, administrative, auxiliary, and residential buildings for utilities such as steam, condensate return, chilled water, compressed air, power cables, and communication cables. This hidden network facilitates **efficient maintenance and repair** of vital infrastructure that's less vulnerable to outages caused by wind and ice storms while allowing for a **beautiful campus** free of above-ground cables and equipment. The up-front investment in tunnels saves funds in the long run.

Our campus has approximately three miles of such tunnels ranging in age from 10 years to more than 70 years. Some tunnels run directly beneath sidewalks and under roadways. Years of surface cracking, followed by infiltration of salts, water, and other contaminants, have caused **deterioration of this tunnel system**. Further, many of the tunnels have reached **full capacity** with vital utility systems, making the installation of additional systems impossible and repair to the existing systems difficult.

This project will install additional **underground utility tunnels** throughout the campus in strategic and optimum locations. These new tunnels will allow for the replacement of utility system components that have become obsolete either due to condition or capacity.

GENERAL REPAIR AND REHABILITATION

Facilities and infrastructure system renewal supports Ball State University's mission of becoming a **nationally recognized institution of excellence**. Repair, restoration, and rehabilitation of campus facilities play a critical role in maintaining a **quality academic environment** for teaching and research. The condition and appearance of these facilities also provide the important first impression for new students and their parents.

The rapid growth of Ball State's facilities in the 1950s, 1960s, and 1970s created an **ever-increasing obligation** for repair and rehabilitation (R&R) funds. Aging facilities and infrastructure systems, normal obsolescence, changing educational needs, enhanced teaching technology, and new environmental and safety standards have created the need for **greater expenditures**.

REPAIR AND REHABILITATION PLAN

The renewal plan calculates a facility and infrastructure component **life cycle** determination and a **physical condition** survey. These considerations generate a list of improvement projects. Projects are undertaken in order of importance based on an established **priority schedule**.

The university's proposed uses of general R&R funds for the 2013–2015 biennium are compiled into the following categories:

Facilities

- Health and safety
- Roof replacement
- Building mechanical systems
- Building electrical systems
- Code correction
- Interior renovation
- Exterior renovation
- Major renovation

Utilities and Other Infrastructure

- Electrical
- Telecommunications
- Water/sewage
- Steam/chilled water tunnel
- Sidewalk/street

The process for evaluating renewal projects to be considered for general R&R appropriations combines two approaches. A **long-range forecast** estimates facility and infrastructure component obsolescence (life cycle) and identifies the renewal costs. This approach is then used as the basis for a **physical condition survey** to identify actual repair needs.

Project lists by biennium for the upcoming two biennia are maintained. The lists are combined with the life cycle forecasts for three biennia beyond that to create a **10-year plan**. Both long-range planning and the prudent use of current funds are necessary to meet facilities and infrastructure system renewal goals.

Repairs to older facilities and infrastructure systems must be made now to prevent an even greater obligation in the future.

Facilities and Infrastructure Component Renewal (Life Cycle)

The premise of the life cycle renewal process is that facilities and infrastructure systems are comprised of a set of components or subsystems that wear out on a **relatively predictable time**

schedule. Life cycles were determined for approximately 40 components based on industry sources, engineering publications, and the experience of the university's facilities personnel. When these data were assembled for each facility and infrastructure system, it was first necessary to identify the construction date and previous repair, replacement, or renovation work. Once compiled, this information is used to indicate a reasonable expectation of the component failure timetable.

Physical Survey

The actual **site inspection** of the facility and infrastructure systems is an important procedure in determining component conditions and replacement needs. When used with the component life cycle information, it becomes even more effective. With many facilities and infrastructure systems to analyze, this combined information facilitates a more efficient use of inspection time. The site inspection is an ongoing process driven by feedback from facilities maintenance personnel.

Priority Scheduling

After the on-site physical evaluations are complete, the information is used to **package specific projects**. The projects are then **prioritized**. Lower-priority projects that exceed available funding must be deferred to the next biennium. The following factors, listed in descending order of priority, are used to prioritize the project list:

- improvements needed to meet **code compliance** and **health and safety standards**
- renewal projects on a facility or infrastructure system to correct deterioration or damage that has a **negative impact on instruction**, such as in a classroom or laboratory
- renewal projects on a facility or infrastructure system to correct deterioration or damage that has a **negative impact on spaces other than instructional areas**, such as administrative offices
- repairs that produce a **savings on operating costs**
- current problems that, when correction is delayed, will cause **other damage of a serious nature**
- repair and/or replacement projects to be completed at a reduced cost when **undertaken concurrently** with other related higher-priority projects
- replacement of an **obsolete system or component** that is beyond economical repair
- improvements to components due to **increased technology**

The university will continue to plan for future repair and renewal projects using a process that provides for correcting current problem areas and long-range planning. This process allows the greatest return for funds invested in renewing university facilities and infrastructure systems within established guidelines for the use of general R&R funds.

Capital Request Summary I identifies the current replacement value of Ball State's facilities and infrastructure inventory, which is **$952 million**. The budget instructions require the university to request 0.5 percent of the replacement value, or **$9,517,510**, for the biennium. Depending on the decisions regarding the special R&R project requests and the funding level for general R&R, the specific use of the general repair and rehabilitation funds will remain subject to change.

ACCESSIBILITY IMPROVEMENTS

General repair and rehabilitation funding often involves renovations and improvements of campus facilities for individuals with disabilities. In cooperation with the Office of Disabled Student Development, **disability needs** have been included in campus construction projects for many years.

The **Americans with Disabilities Act (ADA)** mandates meeting regulatory requirements while dictating the need for uniformity in building components and systems. ADA's implications require future construction to comply with the provisions, and any noncomplying existing facility components must be upgraded to meet the requirements of the act. In accordance with ADA's provisions, the university surveyed all public areas of the campus and identified **specific needs and deficiencies** to be addressed. These include:

- accessible parking
- access to buildings from streets or parking areas
- entrance to buildings with automatic door operators
- vertical access within buildings with convenient controls
- restroom accessibility, including fixtures
- fire safety
- hearing assistance in classrooms and at selected telephones
- directional signage

BUDGET REQUEST SCHEDULES

BALL STATE UNIVERSITY
STATE BUDGET REQUEST
2013–2015 BIENNIUM

OPERATING + CAPITAL

SUMMARY BUDGET REQUEST SCHEDULE I (SBRS I)
GENERAL AND DEDICATED FUNDS STATE SUPPORT REQUEST SUMMARY
INDIANA PUBLIC POSTSECONDARY EDUCATION
SUMMARY OF OPERATING, DEBT SERVICE, LINE ITEMS AND REPAIR AND REHABILITATION FUNDING FOR 2013-15

	Actual 2010-11	Actual 2011-12	Approp 2012-13 (a)	Estimated 2012-13 (b)	2014 Budget Adjustment (c)	2014 Base Budget (d)	Request 2013-14	2015 Budget Adjustment (e)	2015 Base Budget (f)	Request 2014-15	% Change 2013 v 2014	% Change 2014 v 2015
A. Operating Budget Request												
Operating Budget Base (1)	$ 122,395,141	$ 118,723,016	$ 118,723,016	$ 118,723,016	$ (7,123,381)	$ 111,599,635	$ 111,599,635	$ (8,310,611)	$ 110,412,405	$ 110,412,405	-6.0%	-1.1%
Performance Formula Funding (2)												
- Overall Degree Completion	$ -	$ -	$ -	$ -	$ 714,542	$ 714,542	$ 714,542	$ 119,090	$ 833,632	$ 833,632		
- At-Risk Student Degree Completion	$ -	$ -	$ -	$ -	$ 403,573	$ 403,573	$ 403,573	$ 67,262	$ 470,835	$ 470,835		
- High Impact Degree Completion	$ -	$ -	$ -	$ -	$ 565,866	$ 565,866	$ 565,866	$ 94,311	$ 660,177	$ 660,177		
- Student Persistence Incentive												
- Remediation Success Incentive												
- On-time Graduation Rate Metric												
- Institution Defined Productivity Metric	$ -	$ -	$ -	$ -	$ 178,085	$ 178,085	$ 178,085	$ 29,680	$ 207,765	$ 207,765		
TOTAL OPERATING BUDGET REQUEST	**$ 122,395,141**	**$ 118,723,016**	**$ 118,723,016**	**$ 118,723,016**	**$ (5,261,315)**	**$ 113,461,701**	**$ 113,461,701**	**$ (8,000,268)**	**$ 112,584,814**	**$ 112,584,814**	**-4.4%**	**-0.8%**
B. Debt Service (3)												
- Fee Replacement	$ 11,535,537	$ 11,539,618	$ 14,676,691	$ 14,016,446	$ (413,243)	$ 14,263,448	$ 14,263,448	$ 7,119,364	$ 21,382,812	$ 21,382,812	-2.8%	49.9%
C. Line Items (4)												
- General Fund	$ 6,161,913	$ 6,773,836	$ 6,773,836	$ 6,773,836	$ 611,120	$ 7,384,956	$ 7,384,956	$ 614,009	$ 7,998,965	$ 7,998,965	9.0%	8.3%
- State ADM Funds	$ 1,729,406	$ 1,692,395	$ 1,653,704	$ 1,653,704	$ -	$ 1,653,704	$ 1,653,704	$ -	$ 1,653,704	$ 1,653,704	0.0%	0.0%
- Other Funds	$ 551,240	$ 593,270	$ 830,274	$ 830,274	$ 91,614	$ 921,888	$ 921,888	$ 94,808	$ 1,016,696	$ 1,016,696	11.0%	10.3%
D. Repair and Rehabilitation (General Fund) (5)												
- Building	$ -	$ -	$ -	$ -	$ 3,773,707	$ 3,773,707	$ 3,773,707	$ -	$ 3,773,707	$ 3,773,707		0.0%
- Infrastructure	$ -	$ -	$ -	$ -	$ 985,049	$ 985,049	$ 985,049	$ -	$ 985,049	$ 985,049		0.0%
TOTAL BUDGET REQUEST (ALL FUNDS)	**$ 142,373,237**	**$ 139,322,135**	**$ 142,657,521**	**$ 141,997,276**	**$ (213,069)**	**$ 142,444,452**	**$ 142,444,452**	**$ (172,087)**	**$ 149,395,746**	**$ 149,395,746**	**-0.1%**	**4.9%**
TOTAL BUDGET REQUEST (STATE GENERAL FUND ONLY	**$ 128,557,054**	**$ 125,496,852**	**$ 125,496,852**	**$ 125,496,852**	**$ 108,560**	**$ 125,605,412**	**$ 125,605,412**	**$ (7,386,259)**	**$ 125,342,534**	**$ 125,342,534**	**0.1%**	**-0.2%**

BUDGET REPORT SCHEDULE VIII (BRS VIII)
STUDENT ENROLLMENT DATA
INDIANA PUBLIC POSTSECONDARY EDUCATION
SUMMARY OF STUDENT ENROLLMENT BY DEGREE TYPE AND RESIDENCY (FTE AND HEADCOUNT)

	ACTUAL 2006-07	ACTUAL 2007-08	ACTUAL 2008-09	ACTUAL 2009-10	ACTUAL 2010-11	PROJ 2011-12	BUDGET 2012-13	PROP 2013-14	PROP 2014-15	2007-13 CAGR	% Change 2013 v 2014	% Change 2014 v 2015
A. ANNUAL STUDENT HEADCOUNT												
1. Undergraduate	**17,934**	**17,680**	**17,970**	**19,031**	**19,287**	**19,772**	**19,541**	**19,548**	**19,621**	**1.4%**	**0.0%**	**0.4%**
a. Indiana Resident	16,270	15,744	15,912	16,683	16,889	17,304	17,148	17,149	17,217	0.9%	0.0%	0.4%
b. Non-Resident	1,358	1,553	1,552	1,845	1,878	1,944	1,867	1,871	1,875	5.4%	0.2%	0.2%
d. Reciprocity Non-Resident	306	383	506	503	520	524	526	528	529	9.4%	0.4%	0.2%
2. Graduate	**4,790**	**5,103**	**5,279**	**5,753**	**5,847**	**6,415**	**6,207**	**6,223**	**6,231**	**4.4%**	**0.3%**	**0.1%**
a. Indiana Resident	3,663	3,905	4,073	4,410	4,341	4,728	4,531	4,543	4,548	3.6%	0.3%	0.1%
b. Non-Resident	1,093	1,161	1,168	1,295	1,452	1,633	1,621	1,624	1,626	6.8%	0.2%	0.1%
d. Reciprocity Non-Resident	34	37	38	48	54	54	55	56	57	8.3%	1.8%	1.8%
3. Professional	**0**	**0**	**0**	**10**	**19**	**24**	**25**	**26**	**26**		4.0%	0.0%
a. Indiana Resident	0	0	0	7	11	16	17	17	17		0.0%	0.0%
b. Non-Resident	0	0	0	3	8	8	8	9	9		12.5%	0.0%
d. Reciprocity Non-Resident	0	0	0	0	0	0	0	0	0		0.0%	0.0%
TOTAL STUDENT HEADCOUNT	**22,724**	**22,783**	**23,249**	**24,794**	**25,153**	**26,211**	**25,773**	**25,797**	**25,878**	**2.1%**	**0.1%**	**0.3%**
B. ANNUAL FULL-TIME EQUIVALENT (FTE) STUDENTS												
1. Undergraduate	**15,960.0**	**15,870.6**	**16,247.5**	**17,136.4**	**17,683.4**	**17,848.0**	**17,571.0**	**17,588.0**	**17,642.0**	**1.6%**	**0.1%**	**0.3%**
a. Indiana Resident	14,451.4	14,091.7	14,283.9	15,007.8	15,326.7	15,456.2	15,286.0	15,301.0	15,346.0	0.9%	0.1%	0.3%
b. Non-Resident	1,208.5	1,392.5	1,434.8	1,622.5	1,826.2	1,869.9	1,868.0	1,869.0	1,875.0	7.5%	0.1%	0.3%
d. Reciprocity Non-Resident	300.0	386.5	528.8	506.1	530.5	521.9	417.0	418.0	421.0	5.6%	0.2%	0.7%
2. Graduate	**2,382.5**	**2,471.9**	**2,617.4**	**2,852.6**	**3,072.3**	**3,344.7**	**3,292.0**	**3,295.0**	**3,306.0**	**5.5%**	**0.1%**	**0.3%**
a. Indiana Resident	1,679.6	1,752.2	1,848.8	1,998.7	2,067.4	2,337.0	2,303.0	2,304.0	2,313.0	5.4%	0.0%	0.4%
b. Non-Resident	684.4	699.9	743.8	823.8	972.3	974.3	955.0	956.0	958.0	5.7%	0.1%	0.2%
d. Reciprocity Non-Resident	18.6	19.8	24.8	30.1	32.7	33.3	34.0	35.0	35.0	10.6%	2.9%	0.0%
3. Professional	**0.0**	**0.0**	**0.0**	**3.4**	**6.5**	**10.7**	**13.0**	**13.0**	**13.0**		**0.0%**	**0.0%**
a. Indiana Resident	0.0	0.0	0.0	2.4	4.4	7.1	9.0	9.0	9.0		0.0%	0.0%
b. Non-Resident	0.0	0.0	0.0	1.0	2.0	3.6	4.0	4.0	4.0		0.0%	0.0%
d. Reciprocity Non-Resident	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0		0.0%	0.0%
TOTAL STUDENT FTE	**18,342.5**	**18,342.5**	**18,864.9**	**19,992.4**	**20,762.2**	**21,203.4**	**20,876.0**	**20,896.0**	**20,961.0**	**2.2%**	**0.1%**	**0.3%**
C. BREAKOUT OF HIGH SCHOOL ENROLLMENT												
1. High School Headcount	265	281	289	358	416	597	460	475	490	9.6%	3.3%	3.2%
2. High School FTE	54.3	68.4	63.4	82.7	95.7	159.6	106.0	109.0	113.0	11.8%	2.8%	3.7%

BUDGET REPORT SCHEDULE IX (BRS IX)
INDIANA PUBLIC POSTSECONDARY EDUCATION
SUMMARY OF RESEARCH RELATED EXPENDITURES FOR RESEARCH FOCUSED CAMPUSES

	ACTUAL 2006-07	ACTUAL 2007-08	ACTUAL 2008-09	ACTUAL 2009-10	ACTUAL 2010-11	PROJ 2011-12	BUDGET 2012-13	PROP 2013-14	PROP 2014-15	2007-13 CAGR	% Change 2013 v 2014	% Change 2014 v 2015
A. Total Externally Funded Research Costs (1)												
1. Federal Appropriations, Grants and Contracts (2)	$ 9,295,990	$ 5,143,694	$ 7,760,748	$ 6,510,883	$ 10,238,302	$ 14,522,875	$ 15,249,019	$ 16,011,470	$ 17,612,617	64.0%	5.0%	10.0%
2. Industrial Grants and Contracts	$ 3,007,526	$ 4,602,253	$ 7,009,708	$ 7,140,969	$ 3,772,006	$ 5,860,108	$ 5,677,009	$ 6,244,710	$ 7,181,416	88.8%	10.0%	15.0%
3. Private Foundations (3)	$ 10,663,047	$ 8,663,064	$ 2,753,814	$ 5,460,741	$ 6,735,725	$ 2,802,660	$ 5,283,201	$ 5,547,361	$ 6,102,097	-50.5%	5.0%	10.0%
4. Institution Foundations/Endowments	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -			
TOTAL RESEARCH RELATED EXPENDITURE	**$ 22,966,563**	**$ 18,409,012**	**$ 17,524,270**	**$ 19,112,593**	**$ 20,746,033**	**$ 23,185,643**	**$ 26,209,229**	**$ 27,803,540**	**$ 30,896,130**	**14.1%**	**6.1%**	**11.1%**

BUDGET REPORT SCHEDULE X - A (BRS X - A)
DEBT SERVICE ON ALL CAPITAL PROJECTS
INDIANA PUBLIC POSTSECONDARY EDUCATION
SUMMARY OF DEBT SERVICE FOR ALL CAPITAL PROJECTS - 2007-2015

	ACTUAL 2006-07	ACTUAL 2007-08	ACTUAL 2008-09	ACTUAL 2009-10	ACTUAL 2010-11	PROJ 2011-12	BUDGET 2012-13	PROP 2013-14	PROP 2014-15
A. Projects Eligible for Fee Replacement									
1. Existing Debt Service (Please list Series)									
Series I	$ 3,398,800	$ 3,404,963	$ 3,084,315	$ 3,086,730	$ 3,086,328	$ 3,083,368	$ 1,292,745	$ 1,297,315	$ 133,380
Series K	$ 1,752,394	$ 1,753,294	$ 1,004,003	$ 1,004,713	$ 1,002,963	$ 1,003,975	$ 1,002,513	$ 1,003,031	$ -
Series L	$ 1,510,550	$ 1,510,663	$ 1,509,788	$ 1,510,913	$ 1,508,813	$ 1,508,238	$ 1,510,038	$ 1,508,969	$ 1,512,106
Series M	$ 1,641,344	$ 1,639,744	$ 1,637,544	$ 1,640,694	$ 1,636,509	$ 1,641,125	$ 1,636,925	$ 1,641,325	$ 1,640,170
Series N			$ 4,305,374	$ 4,300,625	$ 4,300,925	$ 4,302,913	$ 6,085,075	$ 5,674,500	$ 7,076,963
Series P							$ 2,489,150	$ 2,491,225	$ 2,487,325
Total Existing Debt Service for Fee Replacement Projects	**$ 8,303,088**	**$ 8,308,663**	**$ 11,541,023**	**$ 11,543,674**	**$ 11,535,537**	**$ 11,539,618**	**$ 14,016,446**	**$ 13,616,365**	**$ 12,849,944**
2. New Debt Service Awaiting Issuance for Approved Fee Replacement Projects (1)									
a. Central Campus Academic Renovation & Utility Improvements - Phase 2a							$ 654,245	$ 647,083	$ 647,083
Total Debt Service for Approved Fee Replacement Projects	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ 654,245**	**$ 647,083**	**$ 647,083**
3. New Debt Service for Unapproved Fee Replacement Projects (4)									
a. Central Campus Academic Renovation & Utility Improvements - Phase 2b									$ 1,052,588
Total New Debt Service for Unapproved Fee Replacement Projects	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ 1,052,588**
4. New Debt Service for Requested Fee Replacement Projects (2)									
a. Geothermal Heating & Cooling Project - Phase 2									$ 2,873,049
b. STEM and Health Facilities Renovation & Expansion - Phase 1									$ 949,055
c. College of Architecture & Planning Building Renovation									$ 2,070,666
d. Expansion of Tunnel Utility Systems									$ 940,427
Total New Debt Service for Requested Fee Replacement Projects	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ 6,833,197**
TOTAL DEBT SERVICE FOR FEE REPLACEMENT PROJECTS	**$ 8,303,088**	**$ 8,308,663**	**$ 11,541,023**	**$ 11,543,674**	**$ 11,535,537**	**$ 11,539,618**	**$ 14,670,691**	**$ 14,263,448**	**$ 21,382,812**

	ACTUAL 2006-07	ACTUAL 2007-08	ACTUAL 2008-09	ACTUAL 2009-10	ACTUAL 2010-11	PROJ 2011-12	BUDGET 2012-13	PROP 2013-14	PROP 2014-15
B. Projects without Fee Replacement (3)									
1. Existing Debt Service (Please list Series)									
Parking Series 2003	$ 350,675	$ 354,263	$ 352,475	$ 350,525	$ 567,300	$ 567,425	$ 566,800	$ 572,000	$ 567,325
Housing & Dining Series 2006	$ 2,676,825	$ 2,678,636	$ 2,680,036	$ 2,677,749	$ 2,679,396	$ 2,675,830	$ 2,679,230	$ 2,675,330	$ 2,676,080
Series O (Student Recreation & Wellness Center)				$ 1,031,785	$ 2,296,300	$ 2,297,050	$ 2,291,800	$ 2,290,200	$ 2,291,900
Total Existing Debt Service for Other Projects	**$ 3,027,500**	**$ 3,032,899**	**$ 3,032,511**	**$ 4,060,059**	**$ 5,542,996**	**$ 5,540,305**	**$ 5,537,830**	**$ 5,537,530**	**$ 5,535,305**
2. New Debt Service Awaiting Issuance for Approved Projects (1)									
a. Project (List each project)									
Total Debt Service for Approved Other Funded Projects	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**
3. New Debt Service for Unapproved Other Funded Proejcts (4)									
a. Project (List each project)									
Total New Debt Service for Unapproved Other Funded Projects	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**
4. New Debt Service for Other Funded Requested Projects									
a. McKinley Commons								$ 2,234,593	$ 2,234,593
b. Johnson B Renovation									$ 2,760,887
c.									
d.									
Total New Debt Service for Requested Other Funded Projects	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ 2,234,593**	**$ 4,995,481**
TOTAL DEBT SERVICE FOR Other Funded PROJECTS	**$ 3,027,500**	**$ 3,032,899**	**$ 3,032,511**	**$ 4,060,059**	**$ 5,542,996**	**$ 5,540,305**	**$ 5,537,830**	**$ 7,772,123**	**$ 10,530,786**

TOTAL DEBT SERVICE FOR ALL CAPITAL PROJECTS	**$ 11,330,588**	**$ 11,341,562**	**$ 14,573,534**	**$ 15,603,732**	**$ 17,078,533**	**$ 17,079,923**	**$ 20,208,521**	**$ 22,035,571**	**$ 31,913,598**

BUDGET REPORT SCHEDULE X - B (BRS X - B)
DEBT SERVICE ON ALL CAPITAL PROJECTS
INDIANA PUBLIC POSTSECONDARY EDUCATION
SUMMARY OF DEBT SERVICE FOR ALL CAPITAL PROJECTS THROUGH RETIREMENT OF DEBT

	Fee Replacement Debt Service			Other Debt Service			Total Debt Service
	Existing	Planned	New	Existing	Planned	New	
2011							$ -
2012							$ -
2013	$ 14,016,446	$ 654,245		$ 5,537,830			$ 20,208,521
2014	$ 13,616,365	$ 647,083		$ 5,537,530	$ 2,234,593		$ 22,035,571
2015	$ 12,849,944	$ 647,083	$ 7,885,785	$ 5,535,305	$ 4,995,481		$ 31,913,598
2016	$ 11,498,864	$ 647,083	$ 7,885,785	$ 5,533,618	$ 4,995,481		$ 30,560,831
2017	$ 10,631,725	$ 647,083	$ 7,885,785	$ 5,535,218	$ 4,995,481		$ 29,695,292
2018	$ 10,627,838	$ 647,083	$ 7,885,785	$ 5,529,180	$ 4,995,481		$ 29,685,367
2019	$ 10,622,313	$ 647,083	$ 7,885,785	$ 5,524,880	$ 4,995,481		$ 29,675,542
2020	$ 10,626,044	$ 647,083	$ 7,885,785	$ 5,520,228	$ 4,995,481		$ 29,674,621
2021	$ 10,627,738	$ 647,083	$ 7,885,785	$ 5,526,563	$ 4,995,481		$ 29,682,650
2022	$ 9,118,575	$ 647,083	$ 7,885,785	$ 5,523,788	$ 4,995,481		$ 28,170,712
2023	$ 9,118,575	$ 647,083	$ 7,885,785	$ 5,509,163	$ 4,995,481		$ 28,156,087
2024	$ 9,115,813	$ 647,083	$ 7,885,785	$ 5,509,138	$ 4,995,481		$ 28,153,300
2025	$ 7,434,088	$ 647,083	$ 7,885,785	$ 5,507,650	$ 4,995,481		$ 26,470,087
2026	$ 7,429,225	$ 647,083	$ 7,885,785	$ 4,942,938	$ 4,995,481		$ 25,900,512
2027	$ 5,805,238	$ 647,083	$ 7,885,785	$ 2,262,250	$ 4,995,481		$ 21,595,837
2028	$ 5,782,244	$ 647,083	$ 7,885,785	$ 2,264,750	$ 4,995,481		$ 21,575,343
2029	$ 2,486,625	$ 647,083	$ 7,885,785	$ 2,257,375	$ 4,995,481		$ 18,272,349
2030	$ 2,489,000	$ 647,083	$ 7,885,785	$ 2,255,000	$ 4,995,481		$ 18,272,349
2031	$ 2,485,625	$ 647,083	$ 7,885,785	$ -	$ 4,995,481		$ 16,013,974
2032	$ -	$ 647,083	$ 7,885,785	$ -	$ 4,995,481		$ 13,528,349
2033	$ -	$ -	$ 7,885,785	$ -	$ 4,995,481		$ 12,881,266
2034	$ -	$ -	$ 7,885,785	$ -	$ 2,760,887		$ 10,646,672

BUDGET REPORT SCHEDULE X - C (BRS X - C)
OUTSTANDING DEBT ON ALL CAPITAL PROJECTS
INDIANA PUBLIC POSTSECONDARY EDUCATION
SUMMARY OF OUTSTANDING DEBT FOR ALL CAPITAL PROJECTS THROUGH RETIREMENT OF DEBT

	Fee Replacement Outstanding Debt			Other Outstanding Debt			Total Outstanding Debt
	Existing	Planned	New	Existing	Planned	New	
2011	$ 128,310,000			$ 63,155,000			$ 191,465,000
2012	$ 119,715,000			$ 60,475,000			$ 180,190,000
2013	$ 111,085,000	$ 7,575,000		$ 57,690,000			$ 176,350,000
2014	$ 102,510,000	$ 7,363,000	$ 92,314,000	$ 54,790,000	$ 56,847,000		$ 313,824,000
2015	$ 94,380,000	$ 7,139,000	$ 89,737,000	$ 51,765,000	$ 55,121,000		$ 298,142,000
2016	$ 87,305,000	$ 6,902,000	$ 87,011,000	$ 48,600,000	$ 53,295,000		$ 283,113,000
2017	$ 80,790,000	$ 6,652,000	$ 84,128,000	$ 45,285,000	$ 51,364,000		$ 268,219,000
2018	$ 73,945,000	$ 6,387,000	$ 81,079,000	$ 41,830,000	$ 49,321,000		$ 252,562,000
2019	$ 66,755,000	$ 6,107,000	$ 77,856,000	$ 38,220,000	$ 47,161,000		$ 236,099,000
2020	$ 59,205,000	$ 5,811,000	$ 74,447,000	$ 34,440,000	$ 44,877,000		$ 218,780,000
2021	$ 51,275,000	$ 5,498,000	$ 70,842,000	$ 30,475,000	$ 42,462,000		$ 200,552,000
2022	$ 44,490,000	$ 5,167,000	$ 67,029,000	$ 26,320,000	$ 39,908,000		$ 182,914,000
2023	$ 37,365,000	$ 4,817,000	$ 62,997,000	$ 21,970,000	$ 37,207,000		$ 164,356,000
2024	$ 29,890,000	$ 4,447,000	$ 58,734,000	$ 17,405,000	$ 34,350,000		$ 144,826,000
2025	$ 23,765,000	$ 4,056,000	$ 54,224,000	$ 12,625,000	$ 31,330,000		$ 126,000,000
2026	$ 17,335,000	$ 3,642,000	$ 49,456,000	$ 8,195,000	$ 28,136,000		$ 106,764,000
2027	$ 12,245,000	$ 3,204,000	$ 44,414,000	$ 6,295,000	$ 24,758,000		$ 90,916,000
2028	$ 6,930,000	$ 2,741,000	$ 39,081,000	$ 4,295,000	$ 21,186,000		$ 74,233,000
2029	$ 4,735,000	$ 2,252,000	$ 33,442,000	$ 2,200,000	$ 17,408,000		$ 60,037,000
2030	$ 2,425,000	$ 1,735,000	$ 27,479,000		$ 13,413,000		$ 45,052,000
2031		$ 1,188,000	$ 21,173,000		$ 9,188,000		$ 31,549,000
2032		$ 609,000	$ 14,505,000		$ 4,721,000		$ 19,835,000
2033			$ 7,453,000				$ 7,453,000
2034							$ -

BUDGET REPORT SCHEDULE XI (BRS XI -A)
LINE ITEM APPROPRIATION REQUEST (ALL FUNDS)
INDIANA PUBLIC POSTSECONDARY EDUCATION
SUMMARY OF LINE ITEM APPROPRIATION REQUEST - Entrepreneurial University

	ACTUAL 2006-07	ACTUAL 2007-08	ACTUAL 2008-09	ACTUAL 2009-10	ACTUAL 2010-11	PROJ 2011-12	BUDGET 2012-13	PROP 2013-14	PROP 2014-15	2007-13 CAGR	% Change 2013 v 2014	% Change 2014 v 2015
SUMMARY OF BUDGET REQUEST												
Salary and Wages												
Fringe Benefits												
Other Personnel Services												
Total Personnel Services												
Services Other than Personnel												
Services by Contract												
Materials and Supplies												
Equipment												
Land and Structures												
Grants, Subsidies, Refunds, Awards, Etc.												
In-State Travel												
Out-of-State Travel												
Total Other Operating												
TOTAL OPERATING BUDGET FOR LINE ITEM	**$ -**	**$ 1,000,000.0**	**$ 990,000.0**	**$ 1,880,000.0**	**$ 1,960,000.0**	**$ 2,500,000.0**	**$ 2,500,000.0**	**$ 3,000,000.0**	**$ 3,500,000.0**	**N/A**	**20.0%**	**16.7%**
LINE ITEM FUNDING												
General Fund (1)	$ -	$ 1,000,000.0	$ 990,000.0	$ 1,880,000.0	$ 1,960,000.0	$ 2,500,000.0	$ 2,500,000.0	$ 3,000,000.0	$ 3,500,000.0	N/A	20.0%	16.7%
Dedicated Funds												
Federal Funds												
TOTAL FUNDING FOR LINE ITEM		**$ 1,000,000**	**$ 990,000**	**$ 1,880,000**	**$ 1,960,000**	**$ 2,500,000**	**$ 2,500,000**	**$ 3,000,000**	**$ 3,500,000**	**N/A**	**20.0%**	**16.7%**

BUDGET REPORT SCHEDULE IX (BRS XI -A)
INDIANA PUBLIC POSTSECONDARY EDUCATION
SUMMARY OF LINE ITEM APPROPRIATION REQUEST - INDIANA ACADEMY FOR SCIENCE, MATHEMATICS AND HUMANITIES

	ACTUAL 2006-07	ACTUAL 2007-08	ACTUAL 2008-09	ACTUAL 2009-10	ACTUAL 2010-11	PROJ 2011-12	BUDGET 2012-13	PROP 2013-14	PROP 2014-15	2007-13 CAGR	% Change 2013 v 2014	% Change 2014 v 2015
SUMMARY OF BUDGET REQEUST												
Salary and Wages	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -			
Fringe Benefits	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -			
Other Personnel Services	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -			
1. Total Personnel Services	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -			
2. Services Other than Personnel	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -			
3. Services by Contract	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -			
4. Materials and Supplies	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -			
5. Equipment	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -			
6. Land and Structures	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -			
7. Grants, Subsidies, Refunds, Awards, Etc.	**$ 6,293,574**	**$ 6,678,983**	**$ 6,794,295**	**$ 6,803,444**	**$ 6,482,559**	**$ 6,559,501**	**$ 6,757,814**	**$ 6,960,548**	**$ 7,169,365**	**1.2%**	**3.0%**	**3.0%**
8. In-State Travel	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -			
9. Out-of-State Travel	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -			
Total Other Operating	**$ 6,293,574**	**$ 6,678,983**	**$ 6,794,295**	**$ 6,803,444**	**$ 6,482,559**	**$ 6,559,501**	**$ 6,757,814**	**$ 6,960,548**	**$ 7,169,365**	**1.2%**	**3.0%**	**3.0%**
TOTAL OPERATING BUDGET FOR LINE ITEM	**$ 6,293,574**	**$ 6,678,983**	**$ 6,794,295**	**$ 6,803,444**	**$ 6,482,559**	**$ 6,559,501**	**$ 6,757,814**	**$ 6,960,548**	**$ 7,169,365**	**1.2%**	**3.0%**	**3.0%**
LINE ITEM FUNDING												
General Fund (1)	$ 4,196,352	$ 4,322,246	$ 4,582,248	$ 4,326,913	$ 4,201,913	$ 4,273,836	$ 4,273,836	$ 4,384,956	$ 4,498,965	0.3%	2.6%	2.6%
State ADM Funding	$ 1,269,806	$ 1,265,163	$ 1,481,300	$ 1,769,006	$ 1,729,406	$ 1,692,395	$ 1,653,704	$ 1,653,704	$ 1,653,704	4.5%	0.0%	0.0%
Other Funds	$ 827,416	$ 1,091,574	$ 730,747	$ 707,525	$ 551,240	$ 593,270	$ 830,274	$ 921,888	$ 1,016,696	0.1%	11.0%	10.3%
TOTAL FUNDING FOR LINE ITEM	**$ 6,293,574**	**$ 6,678,983**	**$ 6,794,295**	**$ 6,803,444**	**$ 6,482,559**	**$ 6,559,501**	**$ 6,757,814**	**$ 6,960,548**	**$ 7,169,365**	**1.2%**	**3.0%**	**3.0%**

PERFORMANCE METRIC SCHEDULE I (PMS I)
INDIANA PUBLIC POSTSECONDARY EDUCATION
OVERALL DEGREE COMPLETION PFF METRIC FOR AY 2006-2011

	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2006-08 3 Year Avg	2009-11 3 Year Avg	Change in 3 Year Avg
1 Year Certificates									-
Associate Degrees									
Bachelor Degrees	2,927	2,910	2,737	2,428	2,406	2,489	2,858	2,441	**(417)**
Masters Degrees	752	611	640	729	869	947	668	848	**181**
Doctoral Degrees	38	29	24	36	28	43	30	36	**5**
TOTAL OVERALL DEGREES CONFERRED	**3,717**	**3,550**	**3,401**	**3,193**	**3,303**	**3,479**	**3,556**	**3,325**	**(231)**

PERFORMANCE METRIC SCHEDULE II (PMS II)
INDIANA PUBLIC POSTSECONDARY EDUCATION
AT-RISK STUDENT DEGREE COMPLETION PFF METRIC FOR AY 2006-2011

	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2006-08 3 Year Avg	2009-11 3 Year Avg	Change in 3 Year Avg
1 Year Certificates									-
Associate Degrees									-
Bachelor Degrees	549	559	536	505	598	761	548	621	**73**
TOTAL OVERALL DEGREES CONFERRED	**549**	**559**	**536**	**505**	**598**	**761**	**548**	**621**	**73**

PERFORMANCE METRIC SCHEDULE III (PMS III)
INDIANA PUBLIC POSTSECONDARY EDUCATION
HIGH IMPACT DEGREE COMPLETION PFF METRIC FOR AY 2006-2011

	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2006-08 3 Year Avg	2009-11 3 Year Avg	Change in 3 Year Avg
Bachelor Degrees	313	291	267	264	256	263	290	261	**(29)**
Masters Degrees	79	56	68	79	124	120	68	108	**40**
Doctoral Degrees	3	-	1	2	1	3	1	2	**1**
TOTAL OVERALL DEGREES CONFERRE	**395**	**347**	**336**	**345**	**381**	**386**	**359**	**371**	**11**

BSU STEM Degree List Includes:
03.0101 Ph.D. in Environmental Science
04.0201 B.A./B.S. in Architecture
04.0201 Master of Architecture
11.0101 B.A./B.S. in Computer Science
11.0101 M.S. in Computer Science
11.0401 M.S. in Information and Communication Science
14.0101 B.A./B.S. in Pre-Engineering
15.0612 B.A./B.S. in Industry and Technology
15.9999 B.A./B.S. in Graphic Arts Management
26.0101 B.A./B.S. in Biology
26.0101 M.A./M.S./M.A.Ed. in Biology
26.0901 M.A./M.S. in Physiology
27.0101 B.A./B.S. in Mathematics
27.0101 M.A./M.S./M.A.Ed. in Mathematics
27.0501 M.A./M.S. in Statistics
30.0101 M.A. in General Science
30.0101 Ed.D. in General Science
40.0501 B.A./B.S. in Chemistry
40.0501 M.A./M.S./M.A.Ed. in Chemistry
40.0601 B.A./B.S. in Geology
40.0601 M.A./M.S. in Geology
40.0801 B.A./B.S. in Physics
40.0801 M.A./M.S./M.A.Ed. in Physics
41.0101 Ph.D. in Human Bioenergetics
42.2707 M.A. in Social Psychology
52.1304 B.S. in Actuarial Science
52.1304 M.A./M.S. in Actuarial Science

PERFORMANCE METRIC SCHEDULE VI (PMS VI)
INDIANA PUBLIC POSTSECONDARY EDUCATION
ON-TIME GRADUATION PFF METRIC FOR AY 2006-2011

	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2006-08 3 Year Avg	2009-11 3 Year Avg	Change in 3 Year Avg
2 Year Institutions (Associates Only)									
Number of Students Entering First Time, Full Time (1)									
Number of Students Receiving a Degree in 2 years									
On-Time Graduation Rate									
4 year Institutions (Baccalaureate Only)									
Number of Students Entering First Time, Full Time (1)	**3,371**	**3,315**	**2,976**	**2,870**	**3,104**	**3,038**			
Number of Students Receiving a Degree in 4 years	1,146	1,138	985	908	967	1,040			
On-Time Graduation Rate	34.0%	34.3%	33.1%	31.6%	31.2%	34.2%	33.8%	32.3%	**-1.5%**

PERFORMANCE METRIC SCHEDULE VII (PMS VII)
INSTITUTION DEFINED PRODUCTIVITY METRIC
INDIANA PUBLIC POSTSECONDARY EDUCATION

Ball State University	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	3 Year Avg	2009-11 3 Year Avg	Change in 3 Year Avg
Health Care Employer Contributions									
BSU				$10,274	$8,155	$9,420	$9,283		
State of Indiana				$9,585	$10,133	$10,750	$10,156		
BSU Compared to State of Indiana				**7.2%**	**-19.5%**	**-12.4%**	**-8.6%**		
Energy Costs Comparison									
BSU Total Costs per GSF			$1.79	$1.83	$1.87		$1.83		
Inflation Adjusted National Average Costs per GSF			$2.58	$2.65	$2.74		$2.66		
BSU Compared to National Average			**-30.6%**	**-30.9%**	**-31.8%**		**-31.1%**		
Administrative Staff Comparison									
BSU			3.60	3.34	3.50		3.48		
Peer Average (includes other MAC schools and IN Research Campuses)			5.02	4.91	4.95		4.96		
BSU Compared to Peer Institutions			**-28.3%**	**-32.0%**	**-29.3%**		**-29.8%**		
Overall Comparison	**3 Yr Avg**	**FY 2011 Exp**	**% of Exp**	**% of GF Exp**	**Weighted 3 Yr Avg Index**				
Health Care	-8.6%	$35,555,143	43.2%	11.0%	-3.7%				
Energy/Utilities	-31.1%	$12,057,055	14.7%	4.0%	-4.6%				
Administrative Staffing	-29.8%	$34,683,287	42.1%	11.0%	-12.6%				
Total		**$82,295,485**			**-20.8%**				

CAPITAL REQUEST SCHEDULE I (CRS I)
2013-15 CAPITAL PROJECT REQUEST - ALL FUNDS
INDIANA PUBLIC POSTSECONDARY EDUCATION
SUMMARY OF CAPITAL PROJECT REQUESTS FOR THE 2013-15 BIENNIUM - ALL PROJECTS

	Budget Agency Number	Institution Priority Ranking [1]	STATE FUNDING			Other Funding [3]	Total Capital Request	Est. Annual State Debt Service [2]	Est. Annual Other Debt Service [2]
			Cash	Bonding Authority	Lease-Purchase				
A. PREVIOUSLY AUTHORIZED CAPITAL PROJECTS (4)									
1. List any projects pending approval by the state that are not funded the institution wishes to request									
a. Central Campus Academic Renovation & Utility Improvements -	D-1-09-2-01	2		$ 12,200,000			$ 12,200,000	$ 1,052,588	
B. NEW CAPITAL PROJECTS									
a. Geothermal Heating & Cooling Project - Phase 2	D-1-13-1-03	1		$ 33,300,000			$ 33,300,000	$ 2,873,049	
1. R&R Formula									
a. Facilities			$ 7,547,413						
b. Infrastructure			$ 1,970,097						
TOTAL R&R FORMULA									
2. SPECIAL R&R PROJECTS									
a. List each project									
b. STEM and Health Facilities Renovation & Expansion - Phase 1	D-1-13-2-04	3		$ 11,000,000			$ 11,000,000	$ 949,055	
c. College of Architecture & Planning Building Renovation	D-1-11-2-01	4		$ 24,000,000			$ 24,000,000	$ 2,070,666	
d. Expansion of Tunnel Utility Systems	D-1-11-2-02	5		$ 10,900,000			$ 10,900,000	$ 940,427	
3. NEW CONSTRUCTION									
a. List each project									
4. QUALIFIED ENERGY SAVINGS PROJECTS									
a. List each project									
5. ACQUISITION (FACILITY, LAND OR LEASE)									
a. List each project									
6. OTHER PROJECTS									
a. List each project									
a. McKinley Commons						$ 25,900,000	$ 25,900,000		$ 2,234,593
b. Johnson B Renovation						$ 32,000,000	$ 32,000,000		$ 2,760,887
TOTAL CAPITAL PROJECT BUDGET REQUEST			**$ 9,517,510**	**$ 91,400,000**	**$ -**	**$ 57,900,000**	**$ 149,300,000**	**$ 7,885,785**	**$ 4,995,481**

PROJECT SUMMARY AND DESCRIPTION

FOR: Geothermal Heating & Cooling Project - Phase 2

Institution:	Ball State University	**Budget Agency Project No.:**	D-1-13-1-03
Campus:	Muncie	**Institutional Priority:**	1
Previously approved by General Assembly:	No	**Previously recommended by CHE:**	No
Part of the Institution's Long-term Capital Plan:	Yes		

Project Summary Description:

Ball State University's geothermal conversion project will replace the university's existing coal-fired boilers and chilled water equipment with the nation's largest ground-source geothermal district energy system. This system will simultaneously produce hot water and chilled water. Phase 1 is complete, and the initial stages of Phase 2 are underway. Additional funding is needed to complete Phase 2 so that the University can retire its coal-fired boilers and cut its carbon footprint in half.

Summary of the impact on the educational attainment of students at the institution:

The geothermal conversion project has been integrated into many courses at Ball State. In addition, the University has been able to feature the project as part of its Greening of the Campus Conference and Geothermal Conclave, both of which are open to students. By eliminating the need to burn coal, the project is contributing to a healthier, cleaner environment for students.

Project Size:	7,909 GSF	7,466 ASF	94% ASF/GSF	
Net change in overall campus space:	7,909 GSF	7,466 ASF		

Total cost of the project (1):	$ 33,300,000	**Cost per ASF/GSF:**	n/a GSF n/a ASF
		Note: Building cost is only a small part of this total project.	
Funding Source(s) for project (2):	$ 33,300,000	- Bonding authority under Indiana Code 21-34-6 through 10	
Estimated annual debt payment (4):	$ 2,873,049		
Are all funds for the project secured:	No		
Estimated annual change cost of building operations based on the project:	#########		
Estimated annual repair and rehabilitation investment (3):	$ 499,500		

(1) Projects should include all costs associated with the project (structure, A&E, infrastructure, consulting, FF&E, etc.)

(2) Be consistent in the naming of funds to be used for projects. If bonding, note Bonding Authority Year (1965, 1929, 1927, etc.)

(3) Estimate the amount of funding the institution would need to set aside annually to address R&R needs for the project. CHE suggests 1.5% of total construction cost.

(4) If issuing debt, determine annual payment based on 20 years at 5.75% interest rate.

- If project is a lease-purchase or lease, adjust accordingly. Note the total cost of the lease in the project cost, and annual payments in project description

PROJECT DETAILED DESCRIPTION - ADDITIONAL INFORMATION

FOR: Geothermal Heating & Cooling Project - Phase 2

Institution:	Ball State University	**Budget Agency Project No.:**	D-1-13-1-03
Campus:	Muncie	**Institutional Priority**:	1

Description of Project

Work began in October, 2011 to install 780 of the approximately 1,800 boreholes needed in the south borehole field. This work will be completed by the end of September, 2012.
Engineering design to convert the existing chilled water plant into the District Energy Station South is 99% complete.

The remaining work to be completed under Phase 2 includes:
- 1080 boreholes & piping
- Installation of (2) 2500-ton heat pump chillers
- Renovation of old Chilled water Plant into a south district energy station
- Distribution network piping
- Building modifications
- Design / engineering fees for remaining work

Need and Purpose of the Program

In 2005, the Indiana General Assembly authorized Ball State University to replace or upgrade its aging coal-fired boilers and provided the university with $44.9 million to begin the project. Due to limited supply and increasing costs, the University was forced to look at other options other than coal boilers. After exploring a number of alternatives, the university decided to replace its existing heating and cooling system with a geothermal ground source heat pump system; the earth's ability to maintain a constant temperature makes it a renewable energy source. The initial funding from the State, a $5 million ARRA grant, and available repair & rehabilitation reserves allowed the University to proceed with and complete Phase 1. Phase 1 will allow BSU to retire two of four coal-fired boilers and reduce its coal consumption by 50 percent. Additional funding is necessary to complete the remainder of the project.

Space Utilization

The only additional space involved is the build-out of the existing chilled water plant to accommodate the two heat pump chillers. This space will not be utilized by students.

Comparable Projects

This is the first district geothermal system of this size to be constructed in the United States. The costs to convert the system to geothermal would have been comparable to the cost of replacing the existing coal boiler system with the required pollution control equipment. The geothermal system, however, also brings environmental benefits and eliminates reliance on fossil fuels.

Background Materials

CAPITAL PROJECT REQEUST FORM
INDIANA PUBLIC POSTSECONDARY EDUCATION
INSTITUTION CAMPUS SPACE DETAILS FOR Geothermal Heating & Cooling Project - Phase 2

Geothermal Heating & Cooling Project-Phase 2 - D-1-13-1-03	Current Space in Use	Space Under Construction (1)	Space Planned and Funded (1)	Subtotal Current and Future Space	Space to be Terminated (1)	New Space in Capital Request (2)	Net Future Space
A. OVERALL SPACE IN ASF							
Classroom (110 & 115)				-			-
Class Lab (210,215,220,225,230,235)				-			-
Nonclass Lab (250 & 255)				-			-
Office Facilities (300)				-			-
Study Facilities (400)				-			-
Special Use Facilities (500)				-			-
General Use Facilities (600)				-			-
Support Facilities (700)	7,466			**7,466**		7,466	**14,932**
Health Care Facilities (800)				-			-
Resident Facilities (900)				-			-
Unclassified (000)				-			-
B. OTHER FACILITIES							
(Please list major categories)				-			-
TOTAL SPACE	**7,466**	-	-	**7,466**	-	**7,466**	**14,932**

Notes:

(1) Identify in a footnote the specific facilities that are included in the data in these columns. Do not include pending approval, non-submitted projects or non-funded projects.

(2) Should include capital projects requested by the institution based on 2013-15 Capital Request Summary

- Space/Room codes based on Postsecondary Ed Facilities Inventory and Classification Manual (2006).

ROOM USE CATEGORIES

(100) Classroom Facilities
110 Classroom
115 Classroom Service

(200) Laboratory Facilities
210 Class Laboratory
215 Class Laboratory Service
220 Open Laboratory
225 Open Laboratory Service
250 Research/Non-class Laboratory
255 Research/Non-class Laboratory Service
Note: 220 combines previous codes 220 and 230, 225 combines previous codes 225 and 235

(300) Office Facilities
310 Office
315 Office Service
350 Conference Room
355 Conference Room Service

(400) Study Facilities
410 Study Room
420 Stack
430 Open-Stack Study Room
440 Processing Room
455 Study Service

(500) Special Use Facilities
510 Armory
515 Armory Service
520 Athletic or Physical Education
523 Athletic Facilities Spectator Seating
525 Athletic or Physical Ed Service
530 Media Production
535 Media Production Service
540 Clinic
545 Clinic Service
550 Demonstration
555 Demonstration Service
560 Field Building
570 Animal Facilities
575 Animal Faciilities Service
580 Greenhouse
585 Greenhouse Service
590 Other (All Purpose)

(600) General Use Facilities
610 Assembly
615 Assembly Service
620 Exhibition
625 Exhibition Service
630 Food Facility
635 Food Facility Service
640 Day Care
645 Day Care Service
650 Lounge
655 Lounge Service
660 Merchandising
665 Merchandising Service
670 Recreation
675 Recreation Service
680 Meeting Room
685 Meeting Room Service
Note: 640 Day Care and 645 Day Care Service added. 690 Locker Room deleted; reassign to 115,215,225,315 690 Locker Room deleted; reassign to 115,215,225,315 or other room service code.

(700) Support Facilities
710 Central Computer or Telecommunications
715 Central Computer or Telecommunications Service
720 Shop
725 Shop Service
730 Central Storage
735 Central Storage Service
740 Vehicle Storage
745 Vehicle Storage Service
750 Central Service
755 Central Service Support
760 Hazardous Materials Storage
770 Hazardous Waste Storage
775 Hazardous Waste Service
780 Unit Storage

(800) Health Care Facilities
810 Patient Bedroom
815 Patient Bedroom Service
820 Patient Bath
830 Nurse Station
835 Nurse Station Service
840 Surgery
845 Surgery Service
850 Treatment/Examination Clinic
855 Treatment/Examination Clinic Service
860 Diagnostic Service Laboratory
865 Diagnostic Service Lab Support
870 Central Supplies
880 Public Waiting
890 Staff On-Call Facility
895 Staff On-Call Facility Service
Note: Previous 895, Health Care Service deleted. Apply appropriate service code to primary room code.

(900) Residential Facilities
910 Sleep/Study w/o Toilet or Bath
919 Toilet or Bath
920 Sleep/Study w/Toilet or Bath
935 Sleep/Study Service
950 Apartment
955 Apartment Service
970 House

(000) Unclassified Facilities
050 Inactive Area
060 Alteration or Conversion Area
070 Unfinished Area

Note: Each bracketed room use category may be aggregated for academic/administrative space as well as supplementary space.

From: Postsecondary Education Facilities Inventory and Classification Manual (NCES,2006)

CAPITAL PROJECT COST DETAILS

FOR: Geothermal Heating & Cooling Project - Phase 2

Institution:	Ball State University	**Budget Agency Project No.:**	D-1-13-1-03
Campus:	Muncie	**Institutional Priority**:	1

ANTICPATED CONSTRUCTION SCHEDULE

	Month	Year
Bid Date	August	2013
Start Construction	September	2013
Occupancy (End Date)	September	2015

ESTIMATED CONSTRUCTION COST FOR PROJECT

	Cost Basis (1)	Estimated Escalation Factors (2)	Project Cost
Planning Costs			
a. Engineering	$ 1,000,000		**$ 1,000,000**
b. Architectural	$ 511,000		**$ 511,000**
c. Consulting			**$ -**
Construction			
a. Structure	$ 6,400,000		**$ 6,400,000**
b. Mechanical (HVAC, plumbing, etc.)	$ 22,739,000		**$ 22,739,000**
c. Electrical	$ 2,650,000		**$ 2,650,000**
Movable Equipment			**$ -**
Fixed Equipment			**$ -**
Site Development/Land Acquisition			**$ -**
Other (Please list)			**$ -**
TOTAL ESTIAMTED PROJECT COST	**$ 33,300,000**	**$ -**	**$ 33,300,000**

(1) Cost Basis is based on current cost prevailing as of: August 2012

(2) Explain in the Description of Project Section of the "Cap Proj Details" schedule the reasoning for estimated escalation factors

CAPITAL PROJECT OPERATING COST DETAILS

FOR: Geothermal Heating & Cooling Project - Phase 2

Institution:	Ball State University	**Budget Agency Project No.:**		D-1-13-1-03
Campus:	Muncie	**Institutional Priority**:	1	

GSF OF AREA AFFECTED BY PROJECT 7,909

ANNUAL OPERATING COST/SAVINGS (1)

	Cost per GSF	Total Operating Cost	Personal Services	Supplies and Expenses
1. Operations	0	$ -		
2. Maintenance	0	$ -		
3. Fuel	0	$ **(1,000,000)**		(1,000,000)
4. Utilities	0	$ -		
5. Other	0	$ -		
TOTAL ESTIMATED OPERATIONAL COST/SAVINGS	**n/a**	**$ (1,000,000)**	**$ -**	**$ (1,000,000)**

Description of any unusual factors affecting operating and maintenance costs/savings.

Once the entire system is operational, the operating costs are expected to be reduced by approximately $2M per year. Savings from Phase 2 are estimated to be one half of that total, or $1M. Because these savings are reflective of the entire phase and not the small portion of square footage being added, the savings per square foot are not applicable.

(1) Based on figures from "Individual Cap Proj Desc" schedule

PROJECT SUMMARY AND DESCRIPTION

FOR: Central Campus Academic Renovation & Utility Improvements Project - Phase 2b

Institution:	Ball State University	**Budget Agency Project No.:**	D-1-09-2-01
Campus:	Muncie	**Institutional Priority**:	2
Previously approved by General Assembly:	No	**Previously recommended by CHE:**	No
Part of the Institution's Long-term Capital Plan:	Yes		

Project Summary Description:

Presented as the University's highest capital project priority for the 2009-11 biennium, the 2009 Indiana General Assembly approved and appropriated funding for Phase II of the Central Campus Academic Renovation & Utility Improvements Project. Bond financing for a portion of Phase II was approved by the Budget Committee in April 2011. This request is for the remaining $12.2M of Phase II. The funds will be used to renovate the Applied Technology Building.

Summary of the impact on the educational attainment of students at the institution:

Renovation of the Applied Technology Building will provide state-of-the-art learning environments for students and faculty to study and work.

Project Size:	93,274	GSF	62,703	ASF	67% ASF/GSF
Net change in overall campus space:	-	GSF	-	ASF	

Total cost of the project (1):	$ 12,200,000	**Cost per ASF/GSF:**	130.79744 GSF 194.56804 ASF
Funding Source(s) for project (2):	$ 12,200,000	- Bonding authority under Indiana Code 21-34-6 through 10	
Estimated annual debt payment (4):	$ 1,063,114		
Are all funds for the project secured:	No		
Estimated annual change cost of building operations based on the project:	$ -		
Estimated annual repair and rehabilitation investment (3):	$ 183,000		

(1) Projects should include all costs associated with the project (structure, A&E, infrastructure, consulting, FF&E, etc.)

(2) Be consistent in the naming of funds to be used for projects. If bonding, note Bonding Authority Year (1965, 1929, 1927, etc.)

(3) Estimate the amount of funding the institution would need to set aside annually to address R&R needs for the project. CHE suggests 1.5% of total construction cost.

(4) If issuing debt, determine annual payment based on 20 years at 5.75% interest rate.

- If project is a lease-purchase or lease, adjust accordingly. Note the total cost of the lease in the project cost, and annual payments in project description

PROJECT DETAILED DESCRIPTION - ADDITIONAL INFORMATION

FOR: Central Campus Academic Renovation & Utility Improvements Project - Phase 2b

Institution:	Ball State University	**Budget Agency Project No.:**	D-1-09-2-01
Campus:	Muncie	**Institutional Priority**:	2

Description of Project

The proposed renovation of the Applied Technology Building will involve upgrading of laboratories and technology infrastructure; replacement of lighting systems; improvements to heating, cooling, and ventilation systems; replacement of plumbing and plumbing fixtures; installation of new electrical and communication systems; and replacement of original floor, ceiling, and wall materials. The facility also will be renovated to provide total access for people with disabilities.

Need and Purpose of the Program

The renovation of the Applied Technology Building builds upon one objective of the University's strategic plan - - to create a vibrant and supportive campus atmosphere. The work will not only provide for the necessary life safety and mechanical, electrical, and HVAC improvements, but also modernize classrooms to support today's teaching and learning practices.

Space Utilization

Formerly known as the Practical and Industrial Arts Building, the Applied Technology Building was constructed in two phases between 1948 and 1950. The facility is a 93,000 square foot, two-story structure containing classrooms, laboratories, and faculty offices for the technology and family and consumer sciences programs. Throughout its history, the Applied Technology Building has served multiple academic programs and practical applications. As teaching methods and technology have become more advanced, periodic small renovations have been accomplished. However, little upgrading has been made to the comprehensive building systems.

Comparable Projects

This will be the third building to be renovated as part of the Central Campus Academic Renovation Project. The first two buildings, North Quadrangle and Teachers College, involved similar renovations as what will be accomplished at Applied Technology with a comparable cost per square foot. The North Quadrangle renovation was completed in 2011, and the Teachers College renovation is now in progress.

Background Materials

Debt will be issued to finance this project under Indiana Code 21-34-6 through 10

CAPITAL PROJECT REQEUST FORM
INDIANA PUBLIC POSTSECONDARY EDUCATION
INSTITUTION CAMPUS SPACE DETAILS FOR Central Campus Academic Renovation & Utility Improvements Project - Phase 2b

FOR: Central Campus Academic Renovation & Utility Improvements Project - Phase 2b D-1-09-2-01	Current Space in Use	Space Under Construction (1)	Space Planned and Funded (1)	Subtotal Current and Future Space	Space to be Terminated (1)	New Space in Capital Request (2)	Net Future Space
A. OVERALL SPACE IN ASF							
Classroom (110 & 115)				-			-
Class Lab (210,215,220,225,230,235)				-			-
Nonclass Lab (250 & 255)				-			-
Office Facilities (300)				-			-
Study Facilities (400)				-			-
Special Use Facilities (500)				-			-
General Use Facilities (600)				-			-
Support Facilities (700)				-			-
Health Care Facilities (800)				-			-
Resident Facilities (900)				-			-
Unclassified (000)				-			-
B. OTHER FACILITIES							
(Please list major categories)				-			-
TOTAL SPACE	-	-	-	-	-	-	-

Notes:

(1) Identify in a footnote the specific facilities that are included in the data in these columns. Do not include pending approval, non-submitted projects or non-funded projects.

(2) Should include capital projects requested by the institution based on 2013-15 Capital Request Summary

- Space/Room codes based on Postsecondary Ed Facilities Inventory and Classification Manual (2006).

ROOM USE CATEGORIES

(100) Classroom Facilities
110 Classroom
115 Classroom Service

(200) Laboratory Facilities
210 Class Laboratory
215 Class Laboratory Service
220 Open Laboratory
225 Open Laboratory Service
250 Research/Non-class Laboratory
255 Research/Non-class Laboratory Service
Note: 220 combines previous codes 220 and 230, 225 combines previous codes 225 and 235

(300) Office Facilities
310 Office
315 Office Service
350 Conference Room
355 Conference Room Service

(400) Study Facilities
410 Study Room
420 Stack
430 Open-Stack Study Room
440 Processing Room
455 Study Service

(500) Special Use Facilities
510 Armory
515 Armory Service
520 Athletic or Physical Education
523 Athletic Facilities Spectator Seating
525 Athletic or Physical Ed Service
530 Media Production
535 Media Production Service
540 Clinic
545 Clinic Service
550 Demonstration
555 Demonstration Service
560 Field Building
570 Animal Facilities
575 Animal Faciilities Service
580 Greenhouse
585 Greenhouse Service
590 Other (All Purpose)

(600) General Use Facilities
610 Assembly
615 Assembly Service
620 Exhibition
625 Exhibition Service
630 Food Facility
635 Food Facility Service
640 Day Care
645 Day Care Service
650 Lounge
655 Lounge Service
660 Merchandising
665 Merchandising Service
670 Recreation
675 Recreation Service
680 Meeting Room
685 Meeting Room Service
Note: 640 Day Care and 645 Day Care Service added. 690 Locker Room deleted; reassign to 115,215,225,315 690 Locker Room deleted; reassign to 115,215,225,315 or other room service code.

(700) Support Facilities
710 Central Computer or Telecommunications
715 Central Computer or Telecommunications Service
720 Shop
725 Shop Service
730 Central Storage
735 Central Storage Service
740 Vehicle Storage
745 Vehicle Storage Service
750 Central Service
755 Central Service Support
760 Hazardous Materials Storage
770 Hazardous Waste Storage
775 Hazardous Waste Service
780 Unit Storage

(800) Health Care Facilities
810 Patient Bedroom
815 Patient Bedroom Service
820 Patient Bath
830 Nurse Station
835 Nurse Station Service
840 Surgery
845 Surgery Service
850 Treatment/Examination Clinic
855 Treatment/Examination Clinic Service
860 Diagnostic Service Laboratory
865 Diagnostic Service Lab Support
870 Central Supplies
880 Public Waiting
890 Staff On-Call Facility
895 Staff On-Call Facility Service
Note: Previous 895, Health Care Service deleted. Apply appropriate service code to primary room code.

(900) Residential Facilities
910 Sleep/Study w/o Toilet or Bath
919 Toilet or Bath
920 Sleep/Study w/Toilet or Bath
935 Sleep/Study Service
950 Apartment
955 Apartment Service
970 House

(000) Unclassified Facilities
050 Inactive Area
060 Alteration or Conversion Area
070 Unfinished Area

Note: Each bracketed room use category may be aggregated for academic/administrative space as well as supplementary space.

From: Postsecondary Education Facilities Inventory and Classification Manual (NCES,2006)

CAPITAL PROJECT COST DETAILS

FOR: Central Campus Academic Renovation & Utility Improvements Project - Phase 2b

Institution:	Ball State University	**Budget Agency Project No.:**	D-1-09-2-01
Campus:	Muncie	**Institutional Priority**:	2

ANTICPATED CONSTRUCTION SCHEDULE

	Month	Year
Bid Date	July	2013
Start Construction	August	2013
Occupancy (End Date)	August	2015

ESTIMATED CONSTRUCTION COST FOR PROJECT

	Cost Basis (1)	Estimated Escalation Factors (2)	Project Cost
Planning Costs			
a. Engineering			$ -
b. Architectural	$ 880,000		$ **880,000**
c. Consulting			$ -
Construction			
a. Structure	$ 6,700,000		$ **6,700,000**
b. Mechanical (HVAC, plumbing, etc.)	$ 2,250,000		$ **2,250,000**
c. Electrical	$ 2,250,000		$ **2,250,000**
Movable Equipment			$ -
Fixed Equipment			$ -
Site Development/Land Acquisition			$ -
Other (Please list)	$ 120,000		$ **120,000**
TOTAL ESTIAMTED PROJECT COST	**$ 12,200,000**	**$ -**	**$ 12,200,000**

(1) Cost Basis is based on current cost prevailing as of: August 2012

(2) Explain in the Description of Project Section of the "Cap Proj Details" schedule the reasoning for estimated escalation factors

CAPITAL PROJECT OPERATING COST DETAILS

FOR: Central Campus Academic Renovation & Utility Improvements Project - Phase 2b

Institution:	Ball State University	**Budget Agency Project No.:**	D-1-09-2-01
Campus:	Muncie	**Institutional Priority**:	2

GSF OF AREA AFFECTED BY PROJECT 93,274

ANNUAL OPERATING COST/SAVINGS (1)

	Cost per GSF	Total Operating Cost	Personal Services	Supplies and Expenses
1. Operations	0	$ -		
2. Maintenance	0	$ -		
3. Fuel	0	$ -		
4. Utilities	0	$ -		
5. Other	0	$ -		
TOTAL ESTIMATED OPERATIONAL COST/SAVINGS	**0**	**$ -**	**$ -**	**$ -**

Description of any unusual factors affecting operating and maintenance costs/savings.

No change in operating or maintenance costs projected.

(1) Based on figures from "Individual Cap Proj Desc" schedule

PROJECT SUMMARY AND DESCRIPTION

FOR: STEM and Health Professions Facility Renovation And Expansion

Institution:	Ball State University	**Budget Agency Project No.:**	D-1-13-2-04
Campus:	Muncie	**Institutional Priority**:	3
Previously approved by General Assembly:	No	**Previously recommended by CHE:**	No
Part of the Institution's Long-term Capital Plan:	Yes		

Project Summary Description:

This is Phase 1 of a proposed multi-phase renovation and expansion of the buildings that serve physical sciences, life sciences, and nursing. Phase 1 encompasses only the architectural and engineering costs required to plan the future phases which will be requested in subsequent biennia and targeted infrastructure and facility improvements work at the Cooper Science Complex to address immediate needs.

Summary of the impact on the educational attainment of students at the institution:

The age, size, and physical condition of the Cooper Science Complex is inhibiting growth in some of the University's fastest growing STEM-related disciplines. Building systems have reached the point where additional labs cannot be added, thus restricting instructional and research initiatives. By planning now for future renovation of the Cooper Complex and construction of a new Health Professions Facility, more students can take part in immersive learning opportunities in these fields.

Project Size:	N/A	GSF	N/A	ASF	N/A ASF/GSF
Net change in overall campus space:	N/A	GSF	N/A	ASF	

Total cost of the project (1):	$ 11,000,000	**Cost per ASF/GSF:**	N/A GSF N/A ASF
Funding Source(s) for project (2):	$ 11,000,000	- Bonding authority under Indiana Code 21-34-6 through 10	
Estimated annual debt payment (4):	$ 949,055		
Are all funds for the project secured:	No		
Estimated annual change cost of building operations based on the project:	N/A		
Estimated annual repair and rehabilitation investment (3):	N/A		

(1) Projects should include all costs associated with the project (structure, A&E, infrastructure, consulting, FF&E, etc.)

(2) Be consistent in the naming of funds to be used for projects. If bonding, note Bonding Authority Year (1965, 1929, 1927, etc.)

(3) Estimate the amount of funding the institution would need to set aside annually to address R&R needs for the project. CHE suggests 1.5% of total construction cost.

(4) If issuing debt, determine annual payment based on 20 years at 5.75% interest rate.

- If project is a lease-purchase or lease, adjust accordingly. Note the total cost of the lease in the project cost, and annual payments in project description

PROJECT DETAILED DESCRIPTION - ADDITIONAL INFORMATION

FOR: STEM and Health Professions Facility Renovation And Expansion

Institution:	Ball State University	**Budget Agency Project No.:**	D-1-13-2-04
Campus:	Muncie	**Institutional Priority**:	3

Description of Project

Phase 1 of this multi-phase project will address two immediate needs. First, a portion of the project costs would cover architectural and engineering services necessary to design the future renovation of the Cooper Science Complex and the new Health Professions Facility. Both this renovation and the new facility are necessary to meet enrollment and instructional needs in the STEM and health professions programs. The second component of Phase 1 would be infrastructure and facility improvements to address immediate needs in the Cooper Science Complex.

Need and Purpose of the Program

There is a demand for more science-based professionals and caregivers today, and those demands will only grow in the future. In order to attract and retain the students, faculty, and research opportunities that will help meet these demands, Ball State needs to provide state-of-the-art science facilities. The Cooper Science Complex is in critical need of repairs, undersized and outdated, which is hindering the University's ability to produce the number and quality of students and scientific research of which it is capable. Addressing this situation will require a multi-phased approach. The recommended approach would include the renovation of the existing Cooper Science Complex, the repurposing and renovation of the current planetarium building and construction of a new Health Professions Facility.

Space Utilization

The programs occupying the Cooper Science Complex have restricted enrollment due to limitations of available classrooms, laboratories, and, in the case of Nursing, available nursing educators. More space is needed so that these STEM and health related disciplines can produce the graduates that are critical to Indiana's success. The condition of the existing space and lack of updated lab facilities is inhibiting the University's ability to attract and retain faculty.

Comparable Projects

This capital request is seeking funding for he design and development of the renovated and newly constructed space. It is anticipated that the work to be completed in future phases, when the build out of the spaces occurs, will be significantly less than the per square foot costs of recent lab-intensive facilities on other campuses.

Background Materials

The project will be funded by bond proceeds issued under Indiana Code 21-34-6 through 10.

CAPITAL PROJECT REQEUST FORM
INDIANA PUBLIC POSTSECONDARY EDUCATION
INSTITUTION CAMPUS SPACE DETAILS FOR STEM and Health Professions Facility Renovation And Expansion

Science Complex Renovation & Expansion- Phase I - D-1-13-2-04	Current Space in Use	Space Under Construction (1)	Space Planned and Funded (1)	Subtotal Current and Future Space	Space to be Terminated (1)	New Space in Capital Request (2)	Net Future Space
A. OVERALL SPACE IN ASF							
Classroom (110 & 115)				-			-
Class Lab (210,215,220,225,230,235)				-			-
Nonclass Lab (250 & 255)				-			-
Office Facilities (300)				-			-
Study Facilities (400)		Not Applicable in this Phase		-			-
Special Use Facilities (500)				-			-
General Use Facilities (600)				-			-
Support Facilities (700)				-			-
Health Care Facilities (800)				-			-
Resident Facilities (900)				-			-
Unclassified (000)				-			-
B. OTHER FACILITIES							
(Please list major categories)				-			-
TOTAL SPACE	-	-	-	-	-	-	-

Notes:

(1) Identify in a footnote the specific facilities that are included in the data in these columns. Do not include pending approval, non-submitted projects or non-funded projects.

(2) Should include capital projects requested by the institution based on 2013-15 Capital Request Summary

- Space/Room codes based on Postsecondary Ed Facilities Inventory and Classification Manual (2006).

ROOM USE CATEGORIES

(100) Classroom Facilities
110 Classroom
115 Classroom Service

(200) Laboratory Facilities
210 Class Laboratory
215 Class Laboratory Service
220 Open Laboratory
225 Open Laboratory Service
250 Research/Non-class Laboratory
255 Research/Non-class Laboratory Service
Note: 220 combines previous codes 220 and 230, 225 combines previous codes 225 and 235

(300) Office Facilities
310 Office
315 Office Service
350 Conference Room
355 Conference Room Service

(400) Study Facilities
410 Study Room
420 Stack
430 Open-Stack Study Room
440 Processing Room
455 Study Service

(500) Special Use Facilities
510 Armory
515 Armory Service
520 Athletic or Physical Education
523 Athletic Facilities Spectator Seating
525 Athletic or Physical Ed Service
530 Media Production
535 Media Production Service
540 Clinic
545 Clinic Service
550 Demonstration
555 Demonstration Service
560 Field Building
570 Animal Facilities
575 Animal Faciilities Service
580 Greenhouse
585 Greenhouse Service
590 Other (All Purpose)

(600) General Use Facilities
610 Assembly
615 Assembly Service
620 Exhibition
625 Exhibition Service
630 Food Facility
635 Food Facility Service
640 Day Care
645 Day Care Service
650 Lounge
655 Lounge Service
660 Merchandising
665 Merchandising Service
670 Recreation
675 Recreation Service
680 Meeting Room
685 Meeting Room Service
Note: 640 Day Care and 645 Day Care Service added. 690 Locker Room deleted; reassign to 115,215,225,315 690 Locker Room deleted; reassign to 115,215,225,315 or other room service code.

(700) Support Facilities
710 Central Computer or Telecommunications
715 Central Computer or Telecommunications Service
720 Shop
725 Shop Service
730 Central Storage
735 Central Storage Service
740 Vehicle Storage
745 Vehicle Storage Service
750 Central Service
755 Central Service Support
760 Hazardous Materials Storage
770 Hazardous Waste Storage
775 Hazardous Waste Service
780 Unit Storage

(800) Health Care Facilities
810 Patient Bedroom
815 Patient Bedroom Service
820 Patient Bath
830 Nurse Station
835 Nurse Station Service
840 Surgery
845 Surgery Service
850 Treatment/Examination Clinic
855 Treatment/Examination Clinic Service
860 Diagnostic Service Laboratory
865 Diagnostic Service Lab Support
870 Central Supplies
880 Public Waiting
890 Staff On-Call Facility
895 Staff On-Call Facility Service
Note: Previous 895, Health Care Service deleted. Apply appropriate service code to primary room code.

(900) Residential Facilities
910 Sleep/Study w/o Toilet or Bath
919 Toilet or Bath
920 Sleep/Study w/Toilet or Bath
935 Sleep/Study Service
950 Apartment
955 Apartment Service
970 House

(000) Unclassified Facilities
050 Inactive Area
060 Alteration or Conversion Area
070 Unfinished Area

Note: Each bracketed room use category may be aggregated for academic/administrative space as well as supplementary space.

From: Postsecondary Education Facilities Inventory and Classification Manual (NCES,2006)

CAPITAL PROJECT COST DETAILS

FOR: STEM and Health Professions Facility Renovation And Expansion

Institution:	Ball State University	**Budget Agency Project No.:**	D-1-13-2-04
Campus:	Muncie	**Institutional Priority**:	3

ANTICPATED CONSTRUCTION SCHEDULE

	Month	Year
Bid Date	July	2014
Start Construction	TBD	TBD
Occupancy (End Date)	TBD	TBD

ESTIMATED CONSTRUCTION COST FOR PROJECT

	Cost Basis (1)	Estimated Escalation Factors (2)	Project Cost
Planning Costs			
a. Engineering			**$ -**
b. Architectural	$ 5,700,000		**$ 5,700,000**
c. Consulting			**$ -**
Construction			
a. Structure	$ 2,300,000		**$ 2,300,000**
b. Mechanical (HVAC, plumbing, etc.)	$ 3,000,000		**$ 3,000,000**
c. Electrical			**$ -**
Movable Equipment			**$ -**
Fixed Equipment			**$ -**
Site Development/Land Acquisition			**$ -**
Other (Please list)			**$ -**
TOTAL ESTIAMTED PROJECT COST	**$ 11,000,000**	**$ -**	**$ 11,000,000**

(1) Cost Basis is based on current cost prevailing as of: August 2012

(2) Explain in the Description of Project Section of the "Cap Proj Details" schedule the reasoning for estimated escalation factors

CAPITAL PROJECT OPERATING COST DETAILS

FOR: STEM and Health Professions Facility Renovation And Expansion

Institution:	Ball State University	**Budget Agency Project No.:**	D-1-13-2-04
Campus:	Muncie	**Institutional Priority**:	3

GSF OF AREA AFFECTED BY PROJECT N/A

ANNUAL OPERATING COST/SAVINGS (1)

	Cost per GSF	Total Operating Cost	Personal Services	Supplies and Expenses
1. Operations	0	$ -		
2. Maintenance	0	$ -		
3. Fuel	0	$ -		
4. Utilities	0	$ -		
5. Other	0	$ -		
TOTAL ESTIMATED OPERATIONAL COST/SAVINGS	**0**	**$ -**	**$ -**	**$ -**

Description of any unusual factors affecting operating and maintenance costs/savings.

No additional change in operating/maintenance costs expected.

(1) Based on figures from "Individual Cap Proj Desc" schedule

PROJECT SUMMARY AND DESCRIPTION

FOR: College of Architecture & Planning Renovation

Institution:	Ball State University	**Budget Agency Project No.:**	D-1-11-2-01
Campus:	Muncie	**Institutional Priority:**	4
Previously approved by General Assembly:	No	**Previously recommended by CHE:**	No
Part of the Institution's Long-term Capital Plan:	Yes		

Project Summary Description:

Renovation of the College of Architecture & Planning (CAP) building on campus of Ball State University, including the standard replacement, upgrading, or renovation of the building's major mechanical and electrical services and wear surfaces. Additional space will be constructed to accommodate studios and model fabrication shops.

Summary of the impact on the educational attainment of students at the institution:

The College of Architecture & Planning is the only state-supported school of architecture in Indiana. The renovation of CAP is a component of the University's strategic plan to increase enrollment in one of its signature schools. The addition of studios will permit the faculty to maintain the cutting-edge curriculum that is tied to the strength and capacity of our physical and technological resources.

Project Size:	166,953	GSF	110,445	ASF	66% ASF/GSF
Net change in overall campus space:	20,203	GSF	16,162	ASF	

Total cost of the project (1):	$ 24,000,000	**Cost per ASF/GSF:**	$143.75 GSF $217.30 ASF
Funding Source(s) for project (2):	$ 24,000,000	- Bonding authority under Indiana Code 21-34-6 through 10	
Estimated annual debt payment (4):	$2,070,666		
Are all funds for the project secured:	No		
Estimated annual change cost of building operations based on the project:	$ -		
Estimated annual repair and rehabilitation investment (3):			

(1) Projects should include all costs associated with the project (structure, A&E, infrastructure, consulting, FF&E, etc.)

(2) Be consistent in the naming of funds to be used for projects. If bonding, note Bonding Authority Year (1965, 1929, 1927, etc.)

(3) Estimate the amount of funding the institution would need to set aside annually to address R&R needs for the project. CHE suggests 1.5% of total construction cost.

(4) If issuing debt, determine annual payment based on 20 years at 5.75% interest rate.

- If project is a lease-purchase or lease, adjust accordingly. Note the total cost of the lease in the project cost, and annual payments in project description

PROJECT DETAILED DESCRIPTION - ADDITIONAL INFORMATION

FOR: College of Architecture & Planning Renovation

Institution:	Ball State University	**Budget Agency Project No.:**	D-1-11-2-01
Campus:	Muncie	**Institutional Priority**:	4

Description of Project

The College of Architecture and Planning (CAP) Renovation Project is a component of Ball State University's strategic plan to expand enrollment and improve a facility. This 146,750 square foot building has two parts. The first section was built in 1972, while the second section was added in 1980. The building is located on the southeast corner of the intersection of McKinley Avenue and Neely Avenue. The building currently houses the entire College of Architecture and Planning, including several research and service centers and institutes (such as the Institute for Digital Fabrication, the Land Design Institute, and their well-known center for Community Based Projects). After the renovation the building will continue to house CAP and its affiliated centers. CAP is the only state-supported school of architecture in Indiana.

Need and Purpose of the Program

The purpose of the renovation is two-fold. First, the standard replacement, upgrading, or renovation of the building's major mechanical and electrical services and wear surfaces will be performed. This will include upgrading of electrical systems, fiber optic cabling, plumbing, and HVAC units. A portion of the roof will be replaced, and bathroom facilities need to be expanded and made ADA compliant. Currently, there is one bathroom (men or women) per floor. Due to the tremendous increase in the ratio of female students in CAP, a second bathroom will b necessary in that part of the building. Finally, the staircases built in 1970 do not meet the "place of refuge" requirements under the ADA. This necessitates a re-design during the renovation.

Second, in order to meet the need to increase enrollment in this signature program at Ball State, 13 additional studios will be constructed. A substantial amount of functional space will be re-commissioned for studio use as part of the renovation project, although approximately 16,000 square feet of added space may be necessary to achieve the overall programmatic needs of the college.

Additionally, the designers will be charged with developing new space to accommodate the need for larger wood, plastic, and steel fabrication and modeling shops. The need for this specialized space reflects the technological sea-change that has occurred in the fields of architecture, landscape architecture, and urban design.

In former times, students were trained and spent hundreds and hundreds of hours creating scale models of their building, landscape or metropolitan area. Today's students draw and make models by hand during their first year of study. However, for their remaining years on campus they will additionally adopt the use of high-end CAD, GIS, and other software to create their projects. Then their designs are translated into two and three dimensional drawings or structures by the very active and sophisticated modeling, prototyping, and fabrication shops at CAP. For this reason, it is critical that the renovation include provision for larger shops to accommodate the increasing demands of the curriculum.

Space Utilization

This renovation of this building will not interfere with or be constrained by other capital improvement projects. It physically is on the opposite end of the main quadrangle on campus where the Central Campus Project- Phase II is being completed. These two projects will not compete for parking, classroom, or other resources. This is not a phased project.

Comparable Projects

This project would be comparable to the Central Campus Academic Renovation Project which included the renovation of North Quadrangle and Teachers College and future renovation of Applied Technology. The renovations should be of comparable cost per square foot. The North Quadrangle renovation was completed in 2011, and the Teachers College renovation is now in progress.

Background Materials

The project will be funded by bond proceeds issued under Indiana Code 21-34-6 through 10.

CAPITAL PROJECT REQEUST FORM
INDIANA PUBLIC POSTSECONDARY EDUCATION
INSTITUTION CAMPUS SPACE DETAILS FOR College of Architecture & Planning Renovation

College of Architecture & Planning Renovation (D-1-11-2-01)	Current Space in Use	Space Under Construction (1)	Space Planned and Funded (1)	Subtotal Current and Future Space	Space to be Terminated (1)	New Space in Capital Request (2)	Net Future Space
A. OVERALL SPACE IN ASF							
Classroom (110 & 115)				-			-
Class Lab (210,215,220,225,230,235)				-		**16,162**	**16,162**
Nonclass Lab (250 & 255)				-			-
Office Facilities (300)				-			-
Study Facilities (400)				-			-
Special Use Facilities (500)				-			-
General Use Facilities (600)				-			-
Support Facilities (700)				-			-
Health Care Facilities (800)				-			-
Resident Facilities (900)				-			-
Unclassified (000)				-			-
B. OTHER FACILITIES							
(Please list major categories)				-			-
TOTAL SPACE	-	-	-	-	-	**16,162**	**16,162**

Notes:

(1) Identify in a footnote the specific facilities that are included in the data in these columns. Do not include pending approval, non-submitted projects or non-funded projects.

(2) Should include capital projects requested by the institution based on 2013-15 Capital Request Summary

- Space/Room codes based on Postsecondary Ed Facilities Inventory and Classification Manual (2006).

ROOM USE CATEGORIES

(100) Classroom Facilities
110 Classroom
115 Classroom Service

(200) Laboratory Facilities
210 Class Laboratory
215 Class Laboratory Service
220 Open Laboratory
225 Open Laboratory Service
250 Research/Non-class Laboratory
255 Research/Non-class Laboratory Service
Note: 220 combines previous codes 220 and 230, 225 combines previous codes 225 and 235

(300) Office Facilities
310 Office
315 Office Service
350 Conference Room
355 Conference Room Service

(400) Study Facilities
410 Study Room
420 Stack
430 Open-Stack Study Room
440 Processing Room
455 Study Service

(500) Special Use Facilities
510 Armory
515 Armory Service
520 Athletic or Physical Education
523 Athletic Facilities Spectator Seating
525 Athletic or Physical Ed Service
530 Media Production
535 Media Production Service
540 Clinic
545 Clinic Service
550 Demonstration
555 Demonstration Service
560 Field Building
570 Animal Facilities
575 Animal Faciilities Service
580 Greenhouse
585 Greenhouse Service
590 Other (All Purpose)

(600) General Use Facilities
610 Assembly
615 Assembly Service
620 Exhibition
625 Exhibition Service
630 Food Facility
635 Food Facility Service
640 Day Care
645 Day Care Service
650 Lounge
655 Lounge Service
660 Merchandising
665 Merchandising Service
670 Recreation
675 Recreation Service
680 Meeting Room
685 Meeting Room Service
Note: 640 Day Care and 645 Day Care Service added. 690 Locker Room deleted; reassign to 115,215,225,315 690 Locker Room deleted; reassign to 115,215,225,315 or other room service code.

(700) Support Facilities
710 Central Computer or Telecommunications
715 Central Computer or Telecommunications Service
720 Shop
725 Shop Service
730 Central Storage
735 Central Storage Service
740 Vehicle Storage
745 Vehicle Storage Service
750 Central Service
755 Central Service Support
760 Hazardous Materials Storage
770 Hazardous Waste Storage
775 Hazardous Waste Service
780 Unit Storage

(800) Health Care Facilities
810 Patient Bedroom
815 Patient Bedroom Service
820 Patient Bath
830 Nurse Station
835 Nurse Station Service
840 Surgery
845 Surgery Service
850 Treatment/Examination Clinic
855 Treatment/Examination Clinic Service
860 Diagnostic Service Laboratory
865 Diagnostic Service Lab Support
870 Central Supplies
880 Public Waiting
890 Staff On-Call Facility
895 Staff On-Call Facility Service
Note: Previous 895, Health Care Service deleted. Apply appropriate service code to primary room code.

(900) Residential Facilities
910 Sleep/Study w/o Toilet or Bath
919 Toilet or Bath
920 Sleep/Study w/Toilet or Bath
935 Sleep/Study Service
950 Apartment
955 Apartment Service
970 House

(000) Unclassified Facilities
050 Inactive Area
060 Alteration or Conversion Area
070 Unfinished Area

Note: Each bracketed room use category may be aggregated for academic/administrative space as well as supplementary space.

From: Postsecondary Education Facilities Inventory and Classification Manual (NCES,2006)

CAPITAL PROJECT COST DETAILS

FOR: College of Architecture & Planning Renovation

Institution:	Ball State University	**Budget Agency Project No.:**	D-1-11-2-01
Campus:	Muncie	**Institutional Priority:**	4

ANTICPATED CONSTRUCTION SCHEDULE

	Month	Year
Bid Date	April	2014
Start Construction	May	2014
Occupancy (End Date)	August	2015

ESTIMATED CONSTRUCTION COST FOR PROJECT

	Cost Basis (1)	Estimated Escalation Factors (2)	Project Cost
Planning Costs			
a. Engineering			**$ -**
b. Architectural	$ 1,800,000	$ 164,000	**$ 1,964,000**
c. Consulting			**$ -**
Construction			
a. Structure	$ 10,000,000	$ 909,000	**$ 10,909,000**
b. Mechanical (HVAC, plumbing, etc.)	$ 6,000,000	$ 545,000	**$ 6,545,000**
c. Electrical	$ 4,000,000	$ 364,000	**$ 4,364,000**
Movable Equipment			**$ -**
Fixed Equipment			**$ -**
Site Development/Land Acquisition			**$ -**
Other (Please list)	$ 200,000	$ 18,000	**$ 218,000**
TOTAL ESTIAMTED PROJECT COST	**$ 22,000,000**	**$ 2,000,000**	**$ 24,000,000**

(1) Cost Basis is based on current cost prevailing as of: July 2012

(2) Explain in the Description of Project Section of the "Cap Proj Details" schedule the reasoning for estimated escalation factors

CAPITAL PROJECT OPERATING COST DETAILS

FOR: College of Architecture & Planning Renovation

Institution:	Ball State University	**Budget Agency Project No.:**	D-1-11-2-01
Campus:	Muncie	**Institutional Priority**:	4

GSF OF AREA AFFECTED BY PROJECT 166,953

ANNUAL OPERATING COST/SAVINGS (1)

	Cost per GSF	Total Operating Cost	Personal Services	Supplies and Expenses
1. Operations	0	$ -		
2. Maintenance	0	$ -		
3. Fuel	0	$ -		
4. Utilities	0	$ -		
5. Other	0	$ -		
TOTAL ESTIMATED OPERATIONAL COST/SAVINGS	**0**	**$ -**	**$ -**	**$ -**

Description of any unusual factors affecting operating and maintenance costs/savings.

None

(1) Based on figures from "Individual Cap Proj Desc" schedule

PROJECT SUMMARY AND DESCRIPTION

FOR: Expansion of Tunnel Utility Systems

Institution:	Ball State University	**Budget Agency Project No.:**	D-1-11-2-02
Campus:	Muncie	**Institutional Priority**:	5
Previously approved by General Assembly:	No	**Previously recommended by CHE:**	No
Part of the Institution's Long-term Capital Plan:	Yes		

Project Summary Description:

Project includes repair, relocation, and extension of tunnel utility systems throughout 660-acre campus. Once work has been completed, utility systems such as water, steam, condensate, communication and electrical lines can be rerouted throughout the tunnels. Project includes repairs or relocation of tunnels built in the 1930s as well extension of tunnels to existing campus expansion.

Summary of the impact on the educational attainment of students at the institution:

The repair, relocation, and extension of campus utility systems is a key factor in our long range planning. While the tunnel system does not contribute directly to educational services, it is a primary means of avoiding disruption to classroom and other academic above ground activities.

Project Size:	N/A	GSF	N/A	ASF	N/A ASF/GSF
Net change in overall campus space:	N/A	GSF	N/A	ASF	

Total cost of the project (1):	$ 10,900,000	**Cost per ASF/GSF:**	N/A GSF N/A ASF
Funding Source(s) for project (2):	$ 10,900,000	- Bonding authority under Indiana Code 21-34-6 through 10	
Estimated annual debt payment (4):	$940,427		
Are all funds for the project secured:	No		
Estimated annual change cost of building operations based on the project:	$ -		
Estimated annual repair and rehabilitation investment (3):			

(1) Projects should include all costs associated with the project (structure, A&E, infrastructure, consulting, FF&E, etc.)

(2) Be consistent in the naming of funds to be used for projects. If bonding, note Bonding Authority Year (1965, 1929, 1927, etc.)

(3) Estimate the amount of funding the institution would need to set aside annually to address R&R needs for the project. CHE suggests 1.5% of total construction cost.

(4) If issuing debt, determine annual payment based on 20 years at 5.75% interest rate.

- If project is a lease-purchase or lease, adjust accordingly. Note the total cost of the lease in the project cost, and annual payments in project description

PROJECT DETAILED DESCRIPTION - ADDITIONAL INFORMATION

FOR: Expansion of Tunnel Utility Systems

Institution:	Ball State University	**Budget Agency Project No.:**	D-1-11-2-02
Campus:	Muncie	**Institutional Priority**:	5

Description of Project

Beneath Ball State University's 731-acre campus, a series of tunnels connect the majority of the institution's 106 academic, administrative, auxiliary, and residential buildings for utilities such as steam, condensate return, chilled water, compressed air, power cables, and communication cables. This hidden network facilitates efficient maintenance and repair of vital infrastructure that's less vulnerable to outages caused by wind and ice storms while allowing for a beautiful campus free of above-ground cables and equipment.

Our campus has approximately three miles of such tunnels ranging in age from 10 years to more than 70 years. Some tunnels run directly beneath sidewalks and under roadways. Years of surface cracking, followed by infiltration of salts, water, and other contaminants, have caused deterioration of this tunnel system. Further, many of the tunnels have reached full capacity with vital utility systems, making the installation of additional systems impossible and repair to the existing systems difficult. This project will install additional underground utility tunnels throughout the campus in strategic and optimum locations. For obvious reasons, the tunnels that serve the oldest parts of campus have the least space available for new services, and have the highest repair costs when a section of pipe or other transfer device is located "behind" other pipes, etc., and structurally are most in need of replacement. Accordingly, the areas that will receive the highest priority are those in the Old Quadrangle on the south end of campus.

The highest priority corridors for new or expanded tunnels are generally in those areas where the original tunnel was built in the 1930s. The priority is assigned based on the age and condition of the older tunnels, and the fact that most of them are "full" and have no room for adding new lines or increasing the diameter of the original lines. In this situation, a new tunnel would probably follow the same path, perhaps even running parallel to, the original tunnel. In other words, an existing corridor would be expanded. Once the new tunnel is constructed, lines from the older sections could be rehung in new tunnel more efficiently than trying to work within the confined space of the older tunnel. In other, less congested areas, a new tunnel corridor might be routed in a new path so as to "connect up" tunnel segments that were added piecemeal over the last six or seven decades.

Tunnel construction will be concrete rebar reinforced floors, walls and ceilings. All components will contain corrosion resistant materials. Within the tunnel a floor to ceiling support system will be installed that will be used for the mechanical and electrical systems to be rerouted through these tunnel sections. A lighting system and electrical outlets will also be installed. Air shafts with exhaust fans will be installed at properly spaced locations to provide adequate ventilation. Sump pumps will be installed with discharge piping to external locations to allow for removal of water that may enter the tunnel or evacuation of water should a water line break.

Once tunnel construction is complete utility systems such as water, steam, condensate , communication and electrical lines can be strategically rerouted through these new tunnels.

Need and Purpose of the Program

Increasing our capacity to place a myriad of utilities in tunnels, as opposed to the "direct bury" method, permits the university planners to prepare areas for future expansion in the most cost effective manner. Also, a well-planned tunnel system results in fewer open trenching operations and road cuts as the "pathway" exists to extend new or higher volume/higher performance/more energy efficient utilities. Finally, it is a great deal easier to monitor performance and locate "leaks" when the pipe or other transfer device is not buried underground. Accordingly, rebuilding, relocating, and extending tunnel systems are closely tied to long term campus planning efforts and make future capital improvement projects less expensive and less disruptive to traffic, pedestrians, and other above ground activity.

Space Utilization

The proactive repair, relocation, and extension of campus utility systems is a key factor in our long range planning. While the tunnel system does not contribute directly to educational services, it is a primary means of avoiding disruption to classroom and other academic above ground activities.

Comparable Projects

Utility tunnel systems are typically constructed at the same time as the buildings to which their feeds are being directed. As such, the cost of the tunnels themselves are not easily determined. Projects to repair small portions of a tunnel have been common in Indiana, with Purdue University completing such projects in the last two years.

Background Materials

The project will be funded by bond proceeds issued under Indiana Code 21-34-6 through 10.

CAPITAL PROJECT REQEUST FORM
INDIANA PUBLIC POSTSECONDARY EDUCATION
INSTITUTION CAMPUS SPACE DETAILS FOR Expansion of Tunnel Utility Systems

Expansion of Tunnel Utility Systems (D-1-11-2-02)	Current Space in Use	Space Under Construction (1)	Space Planned and Funded (1)	Subtotal Current and Future Space	Space to be Terminated (1)	New Space in Capital Request (2)	Net Future Space
A. OVERALL SPACE IN ASF							
Classroom (110 & 115)				-			-
Class Lab (210,215,220,225,230,235)				-			-
Nonclass Lab (250 & 255)				-			-
Office Facilities (300)				-			-
Study Facilities (400)				-			-
Special Use Facilities (500)				-			-
General Use Facilities (600)				-			-
Support Facilities (700)				-			-
Health Care Facilities (800)				-			-
Resident Facilities (900)				-			-
Unclassified (000)				-			-
B. OTHER FACILITIES							
(Please list major categories)				-			-
TOTAL SPACE	-	-	-	-	-	-	-

Notes:

(1) Identify in a footnote the specific facilities that are included in the data in these columns. Do not include pending approval, non-submitted projects or non-funded projects.

(2) Should include capital projects requested by the institution based on 2013-15 Capital Request Summary

- Space/Room codes based on Postsecondary Ed Facilities Inventory and Classification Manual (2006).

ROOM USE CATEGORIES

(100) Classroom Facilities
110 Classroom
115 Classroom Service

(200) Laboratory Facilities
210 Class Laboratory
215 Class Laboratory Service
220 Open Laboratory
225 Open Laboratory Service
250 Research/Non-class Laboratory
255 Research/Non-class Laboratory Service
Note: 220 combines previous codes 220 and 230, 225 combines previous codes 225 and 235

(300) Office Facilities
310 Office
315 Office Service
350 Conference Room
355 Conference Room Service

(400) Study Facilities
410 Study Room
420 Stack
430 Open-Stack Study Room
440 Processing Room
455 Study Service

(500) Special Use Facilities
510 Armory
515 Armory Service
520 Athletic or Physical Education
523 Athletic Facilities Spectator Seating
525 Athletic or Physical Ed Service
530 Media Production
535 Media Production Service
540 Clinic
545 Clinic Service
550 Demonstration
555 Demonstration Service
560 Field Building
570 Animal Facilities
575 Animal Faciilities Service
580 Greenhouse
585 Greenhouse Service
590 Other (All Purpose)

(600) General Use Facilities
610 Assembly
615 Assembly Service
620 Exhibition
625 Exhibition Service
630 Food Facility
635 Food Facility Service
640 Day Care
645 Day Care Service
650 Lounge
655 Lounge Service
660 Merchandising
665 Merchandising Service
670 Recreation
675 Recreation Service
680 Meeting Room
685 Meeting Room Service
Note: 640 Day Care and 645 Day Care Service added. 690 Locker Room deleted; reassign to 115,215,225,315 690 Locker Room deleted; reassign to 115,215,225,315 or other room service code.

(700) Support Facilities
710 Central Computer or Telecommunications
715 Central Computer or Telecommunications Service
720 Shop
725 Shop Service
730 Central Storage
735 Central Storage Service
740 Vehicle Storage
745 Vehicle Storage Service
750 Central Service
755 Central Service Support
760 Hazardous Materials Storage
770 Hazardous Waste Storage
775 Hazardous Waste Service
780 Unit Storage

(800) Health Care Facilities
810 Patient Bedroom
815 Patient Bedroom Service
820 Patient Bath
830 Nurse Station
835 Nurse Station Service
840 Surgery
845 Surgery Service
850 Treatment/Examination Clinic
855 Treatment/Examination Clinic Service
860 Diagnostic Service Laboratory
865 Diagnostic Service Lab Support
870 Central Supplies
880 Public Waiting
890 Staff On-Call Facility
895 Staff On-Call Facility Service
Note: Previous 895, Health Care Service deleted. Apply appropriate service code to primary room code.

(900) Residential Facilities
910 Sleep/Study w/o Toilet or Bath
919 Toilet or Bath
920 Sleep/Study w/Toilet or Bath
935 Sleep/Study Service
950 Apartment
955 Apartment Service
970 House

(000) Unclassified Facilities
050 Inactive Area
060 Alteration or Conversion Area
070 Unfinished Area

Note: Each bracketed room use category may be aggregated for academic/administrative space as well as supplementary space.

From: Postsecondary Education Facilities Inventory and Classification Manual (NCES,2006)

CAPITAL PROJECT COST DETAILS

FOR: Expansion of Tunnel Utility Systems

Institution:	Ball State University	**Budget Agency Project No.:**	D-1-11-2-02
Campus:	Muncie	**Institutional Priority:**	5

ANTICPATED CONSTRUCTION SCHEDULE

	Month	Year
Bid Date	April	2014
Start Construction	May	2014
Occupancy (End Date)	August	2015

ESTIMATED CONSTRUCTION COST FOR PROJECT

	Cost Basis (1)	Estimated Escalation Factors (2)	Project Cost
Planning Costs			
a. Engineering			$ -
b. Architectural	$ 800,000	$ 72,000	$ 872,000
c. Consulting			$ -
Construction			
a. Structure	$ 4,000,000	$ 360,000	$ 4,360,000
b. Mechanical (HVAC, plumbing, etc.)	$ 3,300,000	$ 297,000	$ 3,597,000
c. Electrical	$ 1,800,000	$ 162,000	$ 1,962,000
Movable Equipment			$ -
Fixed Equipment			$ -
Site Development/Land Acquisition			$ -
Other (Please list)	$ 100,000	$ 9,000	$ 109,000
TOTAL ESTIAMTED PROJECT COST	**$ 10,000,000**	**$ 900,000**	**$ 10,900,000**

(1) Cost Basis is based on current cost prevailing as of: July 2012

(2) Explain in the Description of Project Section of the "Cap Proj Details" schedule the reasoning for estimated escalation factors

CAPITAL PROJECT OPERATING COST DETAILS

FOR: Expansion of Tunnel Utility Systems

Institution:	Ball State University	**Budget Agency Project No.:**	D-1-11-2-02
Campus:	Muncie	**Institutional Priority**:	5

GSF OF AREA AFFECTED BY PROJECT N/A

ANNUAL OPERATING COST/SAVINGS (1)

	Cost per GSF	Total Operating Cost	Personal Services	Supplies and Expenses
1. Operations	0	$ -		
2. Maintenance	0	$ -		
3. Fuel	0	$ -		
4. Utilities	0	$ -		
5. Other	0	$ -		
TOTAL ESTIMATED OPERATIONAL COST/SAVINGS		**$ -**	**$ -**	**$ -**

Description of any unusual factors affecting operating and maintenance costs/savings.

None

(1) Based on figures from "Individual Cap Proj Desc" schedule

SUPPLEMENTAL SCHEDULES

BALL STATE UNIVERSITY
STATE BUDGET REQUEST
2013–2015 BIENNIUM

OPERATING + CAPITAL

Ball State University
Debt Service Requirements

Fiscal Years Ending June 30	Fee Replaced Debt Service (Principal & Interest)													Non-Fee Replaced Debt Service						
	Series I Bonds	Series K Bonds	Series L Bonds	Series M Bonds	Series N Bonds	Series P Bonds	(CC Ph 2a) Series Q Bonds	(Geo Ph 2) Series R Bonds	(CC Ph 2b) Series S Bonds	(Cooper Ph1) Series T Bonds	(CAP) Series U Bonds	(Utility Tunnels) Series V Bonds	Total Fee Replaced Debt Service	Parking Series 2003	Housing & Dining Series 2006	(Johnson B) Housing Series 2014	(SRWC) Series O Bonds	McKinley Commons	Total Non-Fee Replaced Debt Service	Total Debt Service
2013	1,292,745	1,002,513	1,510,038	1,636,925	6,085,075	2,489,150	647,083						14,663,529	566,800	2,679,230		2,291,800		5,537,830	20,201,359
2014	1,297,315	1,003,031	1,508,969	1,641,325	5,674,500	2,491,225	647,083						14,263,448	572,000	2,675,330		2,290,200	2,234,593	7,772,123	22,035,571
2015	133,380		1,512,106	1,640,170	7,076,963	2,487,325	647,083	2,873,049	1,052,588	949,055	2,070,666	940,427	21,382,812	567,325	2,676,080	2,760,887	2,291,900	2,234,593	10,530,786	31,913,597
2016			1,507,544	1,638,595	5,861,375	2,491,350	647,083	2,873,049	1,052,588	949,055	2,070,666	940,427	20,031,732	566,238	2,675,580	2,760,887	2,291,800	2,234,593	10,529,098	30,560,830
2017			1,510,825	1,639,350	4,993,700	2,487,850	647,083	2,873,049	1,052,588	949,055	2,070,666	940,427	19,164,593	569,363	2,675,955	2,760,887	2,289,900	2,234,593	10,530,698	29,695,291
2018			1,509,138	1,636,850	4,991,075	2,490,775	647,083	2,873,049	1,052,588	949,055	2,070,666	940,427	19,160,705	566,700	2,676,280	2,760,887	2,286,200	2,234,593	10,524,661	29,685,366
2019			1,508,738	1,636,725	4,990,450	2,486,400	647,083	2,873,049	1,052,588	949,055	2,070,666	940,427	19,155,180	568,250	2,677,480	2,760,887	2,279,150	2,234,593	10,520,361	29,675,541
2020			1,509,350	1,638,725	4,986,769	2,491,200	647,083	2,873,049	1,052,588	949,055	2,070,666	940,427	19,158,912	564,013	2,678,190	2,760,887	2,278,025	2,234,593	10,515,708	29,674,620
2021			1,515,563	1,637,725	4,983,325	2,491,125	647,083	2,873,049	1,052,588	949,055	2,070,666	940,427	19,160,605	563,419	2,679,275	2,760,887	2,283,869	2,234,593	10,522,043	29,682,649
2022				1,638,600	4,989,475	2,490,500	647,083	2,873,049	1,052,588	949,055	2,070,666	940,427	17,651,443	566,213	2,677,400	2,760,887	2,280,175	2,234,593	10,519,268	28,170,711
2023				1,641,100	4,991,350	2,486,125	647,083	2,873,049	1,052,588	949,055	2,070,666	940,427	17,651,443	562,938	2,675,150	2,760,887	2,271,075	2,234,593	10,504,643	28,156,086
2024				1,640,100	4,987,963	2,487,750	647,083	2,873,049	1,052,588	949,055	2,070,666	940,427	17,648,680	563,594	2,677,944	2,760,887	2,267,600	2,234,593	10,504,618	28,153,299
2025				1,640,475	3,303,613	2,490,000	647,083	2,873,049	1,052,588	949,055	2,070,666	940,427	15,966,955	563,063	2,679,794	2,760,887	2,264,794	2,234,593	10,503,131	26,470,086
2026				1,641,113	3,300,363	2,487,750	647,083	2,873,049	1,052,588	949,055	2,070,666	940,427	15,962,093		2,675,675	2,760,887	2,267,263	2,234,593	9,938,418	25,900,511
2027					3,304,738	2,500,500	647,083	2,873,049	1,052,588	949,055	2,070,666	940,427	14,338,105			2,760,887	2,262,250	2,234,593	7,257,731	21,595,836
2028					3,303,744	2,478,500	647,083	2,873,049	1,052,588	949,055	2,070,666	940,427	14,315,112			2,760,887	2,264,750	2,234,593	7,260,231	21,575,342
2029						2,486,625	647,083	2,873,049	1,052,588	949,055	2,070,666	940,427	11,019,493			2,760,887	2,257,375	2,234,593	7,252,856	18,272,349
2030						2,489,000	647,083	2,873,049	1,052,588	949,055	2,070,666	940,427	11,021,868			2,760,887	2,255,000	2,234,593	7,250,481	18,272,349
2031						2,485,625	647,083	2,873,049	1,052,588	949,055	2,070,666	940,427	11,018,493			2,760,887		2,234,593	4,995,481	16,013,974
2032							647,083	2,873,049	1,052,588	949,055	2,070,666	940,427	8,532,868			2,760,887		2,234,593	4,995,481	13,528,349
2033								2,873,049	1,052,588	949,055	2,070,666	940,427	7,885,785			2,760,887		2,234,593	4,995,481	12,881,266
2034								2,873,049	1,052,588	949,055	2,070,666	940,427	7,885,785			2,760,887			2,760,887	10,646,672
2035													-						-	-
2036																			-	-
																			-	-
																			-	-

Fiscal Years Ending June 30	Outstanding Debt (Fee Replaced)													Outstanding Debt (Non-Fee Replaced)						
	Series I Bonds	Series K Bonds	Series L Bonds	Series M Bonds	Series N Bonds	Series P Bonds	(CC Ph 2a) Series Q Bonds	(Geo Ph 2) Series R Bonds	(CC Ph 2b) Series S Bonds	(Cooper Ph1) Series T Bonds	(CAP) Series U Bonds	(Utility Tunnels) Series V Bonds	Total Fee Replaced Debt Outstanding	Parking Series 2003	Housing & Dining Series 2006	(Johnson B) Housing Series 2014	(SRWC) Series O Bonds	McKinley Commons	Total Non-Fee Replaced Debt Outstanding	Total Debt Outstanding
2013	1,390,000	975,000	9,800,000	15,795,000	53,325,000	29,800,000	7,575,000						118,660,000	5,205,000	26,280,000		26,205,000		57,690,000	176,350,000
2014	130,000		8,785,000	14,885,000	50,025,000	28,685,000	7,363,000	33,633,000	12,322,000	11,110,000	24,240,000	11,009,000	202,187,000	4,865,000	24,780,000	31,418,000	25,145,000	25,429,000	111,637,000	313,824,000
2015			7,720,000	13,940,000	45,180,000	27,540,000	7,139,000	32,694,000	11,978,000	10,800,000	23,563,000	10,702,000	191,256,000	4,515,000	23,210,000	30,464,000	24,040,000	24,657,000	106,886,000	298,142,000
2016			6,605,000	12,960,000	41,390,000	26,350,000	6,902,000	31,701,000	11,614,000	10,472,000	22,847,000	10,377,000	181,218,000	4,150,000	21,560,000	29,455,000	22,890,000	23,840,000	101,895,000	283,113,000
2017			5,425,000	11,935,000	38,315,000	25,115,000	6,652,000	30,651,000	11,229,000	10,125,000	22,090,000	10,033,000	171,570,000	3,765,000	19,825,000	28,388,000	21,695,000	22,976,000	96,649,000	268,219,000
2018			4,180,000	10,860,000	35,085,000	23,820,000	6,387,000	29,540,000	10,822,000	9,758,000	21,290,000	9,669,000	161,411,000	3,365,000	18,010,000	27,259,000	20,455,000	22,062,000	91,151,000	252,562,000
2019			2,865,000	9,730,000	31,690,000	22,470,000	6,107,000	28,365,000	10,392,000	9,370,000	20,444,000	9,285,000	150,718,000	2,945,000	16,110,000	26,065,000	19,165,000	21,096,000	85,381,000	236,099,000
2020			147,500	8,540,000	28,130,000	21,060,000	5,811,000	27,123,000	9,937,000	8,960,000	19,549,000	8,878,000	138,135,500	2,510,000	14,120,000	24,803,000	17,810,000	20,074,000	79,317,000	217,452,500
2021				7,290,000	24,400,000	19,585,000	5,498,000	25,810,000	9,456,000	8,526,000	18,602,000	8,448,000	127,615,000	2,055,000	12,035,000	23,468,000	16,385,000	18,994,000	72,937,000	200,552,000
2022				5,975,000	20,480,000	18,035,000	5,167,000	24,421,000	8,947,000	8,067,000	17,601,000	7,993,000	116,686,000	1,575,000	9,845,000	22,056,000	14,900,000	17,852,000	66,228,000	182,914,000
2023				4,590,000	16,365,000	16,410,000	4,817,000	22,952,000	8,409,000	7,582,000	16,542,000	7,512,000	105,179,000	1,075,000	7,545,000	20,563,000	13,350,000	16,644,000	59,177,000	164,356,000
2024				3,135,000	12,055,000	14,700,000	4,447,000	21,399,000	7,840,000	7,069,000	15,422,000	7,004,000	93,071,000	550,000	5,135,000	18,984,000	11,720,000	15,366,000	51,755,000	144,826,000
2025				1,605,000	9,260,000	12,900,000	4,056,000	19,756,000	7,238,000	6,526,000	14,238,000	6,466,000	82,045,000		2,620,000	17,315,000	10,005,000	14,015,000	43,955,000	126,000,000
2026					6,325,000	11,010,000	3,642,000	18,019,000	6,602,000	5,952,000	12,986,000	5,897,000	70,433,000			15,550,000	8,195,000	12,586,000	36,331,000	106,764,000
2027					3,235,000	9,010,000	3,204,000	16,182,000	5,929,000	5,345,000	11,662,000	5,296,000	59,863,000			13,683,000	6,295,000	11,075,000	31,053,000	90,916,000
2028						6,930,000	2,741,000	14,239,000	5,217,000	4,703,000	10,262,000	4,660,000	48,752,000			11,709,000	4,295,000	9,477,000	25,481,000	74,233,000
2029						4,735,000	2,252,000	12,185,000	4,464,000	4,024,000	8,781,000	3,988,000	40,429,000			9,621,000	2,200,000	7,787,000	19,608,000	60,037,000
2030						2,425,000	1,735,000	10,013,000	3,668,000	3,306,000	7,215,000	3,277,000	31,639,000			7,413,000		6,000,000	13,413,000	45,052,000
2031							1,188,000	7,716,000	2,826,000	2,547,000	5,559,000	2,525,000	22,361,000			5,078,000		4,110,000	9,188,000	31,549,000
2032							609,000	5,287,000	1,936,000	1,744,000	3,808,000	1,730,000	15,114,000			2,609,000		2,112,000	4,721,000	19,835,000
2033								2,718,000	995,000	895,000	1,956,000	889,000	7,453,000						-	7,453,000
2034													-						-	-
2035													-						-	-
2036																			-	-

EDUCATION REDEFINED: STRATEGIC PLAN 2007–2012

BALL STATE UNIVERSITY STATE BUDGET REQUEST *2013–2015 BIENNIUM*

CHALLENGE + SUCCESS

ACHIEVING MORE: STRATEGIC PLAN 2007–2012

With *Education Redefined: Strategic Plan 2007–2012*, Ball State made significant progress toward **differentiating itself** from other four-year public universities in Indiana and becoming recognized as one of the most **innovative, entrepreneurial, and attention-worthy** undergraduate-focused institutions nationwide. In fact, Ball State earned a place among *U.S. News & World Report*'s **top 10 most innovative, up-and-coming colleges and universities** as the plan reached its conclusion.

THE ENTREPRENEURIAL UNIVERSITY

Specifically, *Education Redefined: Strategic Plan 2007–2012* focused on achieving distinction as an **academically excellent, entrepreneurial university**. Ball State's vision was refined to focus on becoming a national model of excellence for challenging, learner-centered academic communities that **advance knowledge** and **improve economic vitality and quality of life**. To that end, the mission outlined in the plan positioned Ball State as an innovative, supportive academic community that inspires students by:

- offering **action-oriented** learning, including immersive out-of-class experiences, research, and study abroad
- providing **extraordinary access** to and **collaboration** with professors who create scholarship to advance knowledge, improve teaching, and transform learning
- engaging state, national, and international **communities** to enhance **educational, economic, and cultural** development

Core strategies included attracting and retaining **high-ability students**, providing innovative **immersive learning** experiences, enhancing the **vibrant campus**, achieving **national recognition** for programs and faculty, and helping to **build better communities** throughout Indiana.

OUTCOMES AND RESULTS

At the conclusion of *Education Redefined: Strategic Plan 2007–2012*, Ball State is a strong university, and our achievements are garnering increased national attention. Our plan was data driven with **104 outcome measurements**. We have made significant progress or fully completed more than **93 percent** of these objectives.

NATIONAL ACCLAIM

Ball State's recent national rankings and recognitions include:

- Sixth for **improvement in graduation rates** among public research institutions from 2001 to 2008, *The Chronicle of Higher Education* (2010)
- Eighth among **innovative, "up-and-coming" colleges and universities**, *U.S. News & World Report* (2011)
- Four top 20 rankings in *U.S. News & World Report*'s **Top Online Education Programs** (2012)
- One of the **best universities in the Midwest** for eight years, The Princeton Review (2005–2012)
- Among the **top programs for first-year students** for eight years, *U.S. News & World Report* (2004–2011)
- New Media Consortium's Center of Excellence Award for **engaging digital media campuswide** (2012)
- Two Innovator Awards for **emerging media initiatives**, *Campus Technology* magazine (2008)
- Academic Institution of the Year for **mobile communications, product development, research, and education**, Mobile Marketing Association (2009)
- Among the top three schools in **digital design and fabrication** and top six committed to **social justice**, *Architect* magazine (2009)
- Among the top **environmentally responsible universities**, The Princeton Review, National Wildlife Federation, International Sustainable Campus Network, and *Kiwi* and *Sierra* magazines (2008–2012)
- A university **committed to diversity**, Minority Access (2006–2007)
- A **Military Friendly School**, *G.I. Jobs* (2011–2012)
- President's Higher Education **Community Service** Honor Roll, Corporation for National and Community Service (2009–2010)
- National rankings or recognitions for 54 **academic and cocurricular programs**

STRATEGIC ACHIEVEMENTS 2007–2012

GOAL 1: LEARNING

Ball State University will promote academic excellence among undergraduate and graduate students seeking a rigorous learning experience.

Objective A: *Attract, enroll, retain, and graduate a more selective and diverse student body.*

- Incoming freshmen holding academic honors diplomas or equivalent rose from 46.8 percent to 62.1 percent.
- First-year retention rate rose from 74.7 percent to 79.4 percent.
- Freshmen participating in the Honors College rose from 7.0 percent to 8.9 percent.
- Domestic enrollment from out-of-state rose from 8.9 percent to 11.3 percent (freshmen from 11.4 percent to 13.3 percent).
- Enrollment from international origins rose from 2.4 percent to 3.4 percent.
- Enrollment from underrepresented minority populations rose from 8.1 percent to 11.9 percent (freshmen from 8.6 percent to 13.8 percent).
- Degree-seeking graduate student applicants from underrepresented minority populations rose from 10.6 percent to 13.0 percent.
- Average verbal GRE score of all admitted doctoral applicants rose from 515 to 525, and average quantitative GRE score rose from 542 to 565.
- Master's programs enrolling students with an average undergraduate GPA of 3.3 or better rose from 22 to 37.

Objective B: *Provide each undergraduate with the opportunity to participate in an immersive learning experience.*

- Students participating in immersive learning experiences per year rose from 1,680 to 4,177.
- Departments offering immersive learning experiences for each graduate rose from 26 to 45.

Objective C: *Increase the number and quality of significant in- and out-of-classroom learning opportunities such*

as experiential learning, international learning experiences, and service learning.

- Students participating in for-credit research, internships, student teaching, or related professional experiences prior to graduation rose from 12 percent to 34.1 percent.

Objective D: *Increase the number of nationally ranked or recognized academic and cocurricular programs.*

- University programs establishing student learning outcomes and assessment measures rose from 50 percent to 100 percent.
- Nationally ranked or recognized programs rose from 17 to 54.
- Entrepreneurship minor open to all students was established.

Objective E: *Offer market-responsive and nationally ranked or recognized extended education opportunities that are integrated with on-campus offerings.*

- Off-campus enrollment rose from 2,092 full-time equivalent (FTE) students to 3,500 FTE students.

GOAL 2: SCHOLARSHIP

Ball State University will support and reward faculty and student scholarship of discovery, integration, application, and teaching.

Objective A: *Increase the number of quality faculty development opportunities to support high-quality scholarship.*

- All professional development activities that support scholarship were analyzed for effectiveness.

Objective B: *Expand extramural funding to support scholarship.*

- Competitive proposals submitted to funding agencies rose from 349 to 505.
- Half of all research centers and institutes had at least 80 percent of budgets supported by external funds.

Objective C: *Increase the number of faculty and students and the breadth of disciplines engaged in scholarship.*

- Total graduate students rose from 2,948 to 4,520.
- Faculty submitting one or more external proposals per year rose from 255 to 290.

Objective D: *Recognize scholarship of discovery, integration, application, and teaching with implementation defined at the departmental level.*

- Promotion and tenure guidelines in each academic unit were revised to recognize scholarship of discovery, integration, application, and teaching.

Objective E: *Grow selected graduate programs to support increased scholarship.*

- Three new graduate programs were established in targeted areas.
- Graduate assistantships supported by external grants or sponsored programs rose from 10.5 percent to 19.7 percent.

Objective F: *Attract and retain highly productive faculty of national prominence.*

- Continuously replenishing pool of salary funds was created to address market and other inequities.

GOAL 3: ENGAGEMENT

Ball State University will address local, state, national, and international needs through activities that foster collaboration and mutually beneficial relationships with its diverse constituents.

Objective A: *Foster and support activities of faculty, staff, and students that have the potential to lead to enterprising ventures.*

- Plan was created to stimulate growth of emerging media business clusters in Indiana.

Objective B: *Offer market-responsive educational, cultural, and economic development programs that meet the needs of external partners.*

- Bowen Center for Public Affairs was fully established and supported with $1.15 million in external funds.

Objective C: *Expand the success and reach of Ball State's Building Better Communities (BBC) initiative, dedicated to expanding economic opportunities and advancing quality of life in communities across Indiana.*

- Building Better Communities projects and programs rose from 10 per year to 583 per year.

Objective D: *Lead Indiana in authorizing charter schools and be the premier resource supporting the success of all charter schools.*

- Ball State-authorized charter schools throughout the state rose from 19 to 37.
- Students enrolled in Ball State-sponsored charter schools rose from 4,600 to 15,458.

Objective E: *Provide working professionals in Indianapolis access to professional development through graduate programs, skill enhancements, and facility access.*

- Six colleges offered self-supporting extended education programs.
- Building Better Communities programs in Indianapolis rose from four per year to 54 per year.

GOAL 4: COMMUNITY

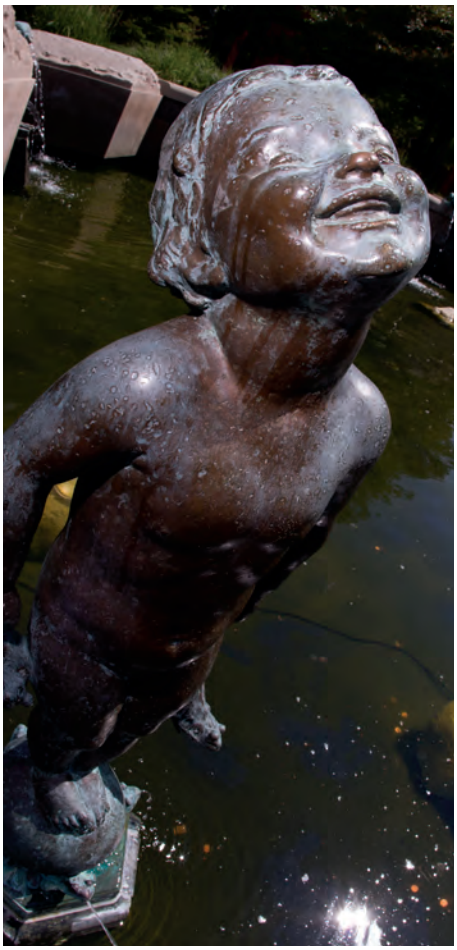
Ball State University will improve the university community's quality of life.

Objective A: *Increase student, staff, faculty, and family participation in a coordinated wellness program.*

- Faculty/staff participation in recreation and wellness activities rose from 41,527 to 57,835.
- Student participation in recreation and wellness activities rose from 471,190 to 652,178.
- Faculty/staff participation in the wellness program rose from 0 to 79 percent.
- Recreation and wellness facility construction was completed.
- Campus community was engaged in a comprehensive discussion about conversion to a tobacco-free campus.

Objective B: *Create a service-oriented campus culture in all units.*

- Customer service guidelines were completed.



Objective C: *Achieve greater success and recognition in extramural athletics and academic competitions.*

- MAC championships in various sports rose from one per year to two per year.
- Six colleges fielded at least two student academic competition teams.
- Aggressive honors and award nomination process was established by 22 departments.
- Five-year gender equity plan for athletics was developed.

Objective D: *Increase diversity of student, faculty, and staff populations and enhance the climate supporting diversity.*

- Diversity of tenure-track faculty rose from 12.4 percent to 14.8 percent.
- Diversity of total employees rose from 8.9 percent to 9.5 percent.

Objective E: *Plan and execute new construction and renovations of campus facilities to best support learning, scholarship, institutional effectiveness, and quality of life.*

- Two new academic buildings were constructed.
- Construction of recreation and wellness facility was completed.
- Football stadium was upgraded.
- Major renewal of L.A. Pittenger Student Center was completed.
- Two new residence halls were constructed.
- Campus infrastructure was upgraded to support the academic and support functions of the university.
- Renewal of central utility plant was under way.
- All new construction on campus sought USGBC Certification at the rating of LEED_NC Silver performance or better.
- All construction renovations explored the possibility of USGBC Certification at the rating of LEED_EB Certified performance or better.
- Construction of new residence hall dining services was completed.

Objective F: *Increase the vitality of campus social and cultural life.*

- Students engaging in cocurricular and extracurricular experiences rose from 7,000 to 9,132.
- Plan for redeveloping Riverside Avenue and strengthening Greek life was completed.
- Ball State Council on the Environment, through its representative members, created sustainability plans for each unit represented.
- Students participating in enhanced living-learning community opportunities that are academically based and theme connected rose from 1,500 to 3,483.
- Participation in cultural activities on campus rose from 66,313 to 124,771.