Faculty Student Success Toolkit

Guided by the C.A.R.E. Framework
(Connection, Asset-Based Approaches, Reflection, Engagement & Encouragement)

**Empowering Faculty to Foster Student Success:
Practical Strategies, Evidence-Based Practices, and Relationship-Rich Approaches for Every Classroom.**

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Introduction

At Ball State University, our goal is to create an environment where every student feels valued, capable, and connected so that they can thrive. Faculty play a central role in this work. Research shows that meaningful relationships with faculty are among the strongest predictors of student engagement, sense of belonging, and persistence, particularly for students who struggle with transitioning to college (Felten & Lambert, 2020; Rendón, 1994; hooks, 1994).

Over the past 15 years, I have developed a student success framework that supports the holistic development of today's diverse learners. The C.A.R.E. Framework (Connection, Asset-based Approaches, Reflection, and Engagement & Encouragement) is rooted in interdisciplinary research, my own scholarship and practice, and the work of nationally respected scholar-practitioners. Built on four foundational pillars—an ethic of care, high-impact practices, sense of belonging, and inclusiveness—and supported by the principles of student-centeredness, asset-based mindsets, and reflective practice, this framework translates values into action.

The C.A.R.E. Framework also provides a lens for integrating evidence-based student success strategies into everyday teaching practice:

- **C** — Connection: Building authentic, trust-based relationships with students.
- **A** — Asset-Based Approaches: Recognizing and leveraging the strengths, knowledge, and experiences students bring.
- **R** — Reflection: Engaging in continuous self-awareness about one's teaching and its impact on students.
- **E** — Engagement & Encouragement: Actively fostering student participation and persistence through proactive feedback, low-stakes assessment, and affirming communication.

By centering relationships, affirming student identity, and interrupting deficit narratives, the C.A.R.E. Framework guides us in cultivating an environment where all students can succeed and thrive.

Importantly, C.A.R.E. is more than a framework. It's a call to lead with empathy, design with intention, and champion the conditions where all students can thrive.

Framework Pillars
1. Ethic of Care: A reciprocal relationship between students and the institution that honors lived experience, identity, and social context. This pillar calls for compassionate, personalized support and institutional policies that "do no harm academically."

2. High-Impact Practices (HIPs): Experiential and active learning opportunities, such as undergraduate research, learning communities, and service learning, that foster deep engagement and success.

3. Inclusiveness: A strengths-based approach that affirms cultural wealth and diverse experiences, ensuring institutional environments are welcoming, validating, and supportive.

4. Sense of Belonging: The extent to which students feel connected, respected, and integral to the campus community, which is a key factor in engagement, persistence, and well-being.

Underlying Assumptions
- Asset-Based Approaches
  Prioritize student strengths, resilience, and cultural capital. Reject deficit thinking and position students as knowledge holders and co-creators.

- Student-Centeredness
  Design systems around the real lives, aspirations, and needs of students, ensuring inclusive support, equity, and holistic development.

In practice, the C.A.R.E. Framework calls us to lead with compassion, act with purpose, and commit to systems that enable all students to thrive not only in college, but in life.

This toolkit offers practical, research-informed strategies you can adapt to your course and teaching style. You'll find examples, templates, and reflection prompts that aligned with the C.A.R.E. framework for student success so that supporting student success becomes a natural, integrated part of your teaching.

Section 1: Relationship Building in the Classroom
(C — Connection; R — Relationship)

Why It Matters
Students thrive when they feel known, respected, and supported. Strong faculty-student relationships are linked to higher retention rates, deeper learning, and increased resilience in the face of challenges. For vulnerable students, these connections can be a lifeline — reinforcing their belief that they belong and can succeed in college (Strayhorn, 2019; Felten & Lambert, 2020).

Your role is not to be a counselor, but to cultivate a learning environment where students trust you enough to engage fully and seek help when needed.

Strategies for Building Connection
1. Learn Students' Names and Stories
- **Practice:** Use a first-week "Getting to Know You" form to learn names, pronouns, goals, and interests. Review before class and, with their permission, intentionally reference students' aspirations during discussions.

- **Supported by Research:** Extant scholarship confirms that when faculty acknowledge students' goals and connect course content to them, students report stronger motivation and persistence.

- **CARE Connection:** Knowing students as individuals fosters trust and psychological safety.

2. Establish Presence Early and Often
- Greet students at the door or as they log in online.

- Share a short personal story or insight related to the course topic to humanize yourself.

- Use inclusive icebreakers that invite students to connect with each other.

3. Check In Regularly
- Low-Stakes Check-Ins: Use a quick "How's it going?" question on notecards, discussion boards, or digital polls.

- Follow up individually when patterns emerge (e.g., repeated mentions of stress or confusion).

4. Engage Beyond the Classroom
- Attend or reference student campus events.

- Acknowledge student achievements (academic or otherwise) in class or via email.

- Use examples in lectures that reflect your students' lived experiences.

Sample Tools
- **First-Week Student Survey Template** *(customizable in Google Forms or Qualtrics)*

- **Relationship Mapping Worksheet** for faculty to identify which students they've connected with and which they may need to engage more intentionally (see Appendix).

Reflection Prompt
Think about the last class you taught. Which students did you interact with most often? Least often? What steps could you take to reach the students you haven't connected with yet?

Quick Win
In your next class, learn and use at least three student names during discussion and connect a concept to something you learned about them from their first-week survey.

Section 2: Warm Syllabi Design
(A — Asset-Based Approaches & E — Engagement & Encouragement)

Why It Matters
The syllabus is often the very first point of contact students have with you and your course. Its tone and structure send powerful signals about whether students will be supported, welcomed, and encouraged.

A warm syllabus:
- Communicates enthusiasm for teaching and belief in students' potential.
- Frames policies in an invitational, rather than punitive, way.
- Makes expectations and supports clear so students feel set up for success.

Research shows that tone impacts student perception and motivation (Harnish & Bridges, 2011). A syllabus that invites engagement and offers encouragement can boost student persistence, particularly for those uncertain about their place in college.

Principles of a Warm Syllabus
1. Lead with a Welcome
- Include a *Welcome Statement* at the top that shares your excitement for the course, belief in students' abilities, and your commitment to helping them succeed.

- Briefly state *why* the course matters and how it connects to real-world skills or student goals.

- Solicit mid- and end-semester feedback. Ask students to share thoughts on why the course matters and how it connects to real-world skills or student goals. Include those in next semester's course syllabus.

2. Use Asset-Based Language
- Emphasize what students *can* do and the strategies available to help them improve.

- Use language that emphasizes students' capacity to succeed through clear expectations, timely feedback, and supportive guidance

3. Build in Engagement & Encouragement
- Include early, low-stakes assessments in your course calendar so students see opportunities to practice and receive feedback before high-stakes assignments.

- Describe feedback as a tool for growth rather than evaluation only.

- Invite students to communicate challenges early and offer clear steps for doing so.

4. Integrate Student Success Resources
- Add a "Where to Get Support" section with tutoring, writing center, counseling, disability services, food pantry, and technology support information (see [VPAA's syllabus recommended statements and information](#)).

- Include statements about office hours as *student hours*, welcoming all students to drop in, not just those struggling.

Language Shift: From Traditional to Warm

Traditional	Warm / CARE-Aligned
Attendance: You are allowed 2 absences. Any more will lower your grade.	**Engagement:** Attendance and participation are vital to your success in this course. If you must miss class, please let me know so we can work together on keeping you on track.
Late Work: Late assignments will not be accepted.	**Late Work:** Life happens. If you anticipate a delay, contact me as soon as possible so we can make a plan. My goal is for you to learn and succeed in this course.
Office Hours: M/W 2–3 PM.	**Student Hours:** M/W 2–3 PM	I'm here to discuss assignments, concepts, career goals, or questions. No appointment needed. Let's connect.
Grading: Points will be deducted for errors.	**Grading & Feedback:** Feedback is designed to help you grow. I will highlight what's working well and offer suggestions for improvement before major assignments are due.

Sample Tools
- **Warm Syllabus Self-Audit Checklist** (with C.A.R.E. alignment prompts for Connection, Asset-based language, Reflection, and Engagement & Encouragement).

- **Welcome Statement Templates** that can be customized by discipline.

- **Feedback Statement Examples** faculty can copy directly into syllabi.

Reflection Prompt
Read the first page of your syllabus. If you were a student walking into college for the first time, how would you feel after reading it? What words or phrases communicate that the instructor is supportive? What could you add or adjust to increase these sentiments?

Quick Win
Add one proactive feedback statement to your syllabus this week, something that assures students you will provide guidance before major assignments are due.

Section 3: Caring Practices in the Classroom
(E — Engagement & Encouragement)

Why It Matters
Students in caring classrooms don't just feel better, they *perform* better. Students in caring learning environments are more engaged, take more academic risks, and persist through challenges.

Caring means supporting students to meet high standards. It's about combining high expectations with high support, creating an environment where students know their instructor believes in their ability to succeed and will actively help them get there (Bondy & Ross, 2008; Hammond, 2015).

Principles of Caring Practices
1. Set a Tone of Partnership
- Frame the course as a shared journey, where both instructor and students contribute to success.

- Invite students to co-create class norms in week one, ensuring mutual respect and shared ownership.

2. Provide Proactive Feedback
- Give students specific, actionable feedback *before* major assignments are due.

- Use **feed-forward** as a strategy: tell students what they can do differently next time, not just what went wrong.

- Send "progress nudges" or short, encouraging messages acknowledging effort and improvement.

3. Use Early, Low-Stakes Assessment
- Start with short quizzes, draft submissions, or reflection prompts early in the semester.

- Provide quick turnaround on grading (ideally within a week) to keep students engaged and confident.

- Use results to adjust instruction before students hit high-stakes assignments.

4. Maintain an Asset-Based Mindset
- Focus on strengths students display, even in work that needs improvement.

- Use language that emphasizes growth ("You're making progress on…" rather than "You're not good at…").

- Share stories of persistence from your own life, past students (anonymized), or public figures.

5. Normalize Help-Seeking
- Publicly model help-seeking by talking about when *you've* asked for help as a learner.

- Build "help checkpoints" into the syllabus (e.g., required mid-semester check-in meeting).

- Reinforce that office hours (or student hours) are for *everyone*, not just students in trouble.

- Respond promptly and provide specific support when students ask for assistance to reinforce help-seeking.

Sample Tools
- **Caring Practices Inventory**: This tool is a self-assessment for faculty to reflect on where they're already strong and where they might add new strategies.

- **Feedback Sentence Starters** for affirming and guiding student work:
  - "One thing you're doing really well is…"
  - "A next step that could help you improve is…"
  - "I can see the effort you're putting in here, and it's paying off in…"

Reflection Prompt
Reflect on how you might invite students to share which actions or approaches have been most helpful to their learning. How could you use their feedback to build on what works well?

Quick Win
Before the next major assignment, identify 3–5 students who could benefit from encouragement or guidance. Send them a quick note highlighting a strength and a concrete next step. Additionally, send praise to 2-3 students who are doing well or are really engaged.

Section 4: Leveraging EAB Navigate & Alert Windows for Student Success
(E — Engagement & Encouragement; R — Relationship; C — Connection)

Why It Matters
EAB Navigate is more than an advising tool; it's a bridge between the classroom and the support network students need to succeed.

When faculty use alert windows and progress reports, they provide early, actionable information that allows advisors, success coaches, and other support staff to connect with students before challenges escalate.

Research on early-alert systems shows that timely, constructive feedback paired with direct outreach can significantly improve retention, especially for first-year and at-risk students (Kuh et al., 2006; Tinto, 2012).

Faculty Role in Student Success via EAB Navigate
- **Identify concerns early:** Attendance issues, missed assignments, low quiz/exam performance, disengagement, or personal challenges that impact learning.

- **Submit alerts during the designated "alert windows" or anytime throughout the semester:** Designated alert windows are specific periods when faculty feedback prompts coordinated outreach from advisors and support staff. However, submitting an adhoc alert will initiate outreach and intervention, too.

- **Highlight strengths, not just concerns:** Positive feedback alerts help reinforce effective student behaviors and increase engagement.

What to Include in Alerts
Constructive + Encouraging Language:
- State the concern clearly, without judgment.
- Offer a path forward (e.g., meeting with you, visiting the learning center, revisiting assignments).

Examples:
- *Concern Alert:* "Maria has missed the last two lab sessions and did not submit Lab 2. I recommend connecting with her about attendance policies and lab make-up options."

- *Kudos Alert:* "Alex has shown outstanding participation and submitted all assignments on time. Encourage him to continue this momentum."

Proven Practices for Successfully Using EAB Navigate Alerts
1. **Be timely:** Submit alerts as soon as you notice patterns. Remember, early intervention is most effective in the first 4–6 weeks of the semester.

2. **Be specific:** Share concrete details that will help advisors or coaches guide the student.

3. **Balance concerns with encouragement:** Acknowledge strengths so students see a way forward.

4. **Follow up personally:** If appropriate, send a direct message to the student reinforcing that the alert is meant to connect them with resources, not punish them. e.g., "Maria, I noticed you missed the last two lab sessions and haven't submitted Lab 2. Your contributions in class are valuable, and attending regularly will help you stay on track with the course. Let's connect to discuss make-up options so you can complete the work. I've also let an advisor know so they can check in and help ensure you have the support you need."

CARE Framework Connection
- **C — Connection:** Alerts open the door for advisors and faculty to build relationships with students before small issues become big problems.
- **A — Asset-Based Approaches:** Recognizing and reinforcing student strengths through feedback encourages persistence.
- **R — Reflection:** Faculty can use alert data to reflect on course patterns and address systemic barriers.
- **E — Engagement & Encouragement:** Alerts signal to students that someone notices their effort and cares about their success.

Implementation Tip for Faculty:
- Keep the alert window dates visible in your teaching calendar.
- Plan to review grades, attendance, and participation in the week before and during these windows so submissions are prompt and complete.
- Partner with university college and academic advising staff to understand how alerts are acted on, so you can reassure students about the process.

Reflection Prompt:
Think about the last time you noticed a student struggling or making notable progress.

- How quickly did you share that information with others who could help?
- Did you enter it into EAB so the student's full support network had visibility?
- How might earlier, shared information have changed the student's outcome?

EAB's real value comes when we all use it consistently, not just to track, but to act.

Quick Win:
Log one actionable note or alert each week in EAB for a student showing early signs of struggle *or* meaningful progress. This keeps the support team connected, enables timely outreach, and builds a richer record that helps everyone who works with that student.

Section 5: Quick Wins & Long-Term Strategies

Quick Wins — Start This Week
Small changes that have big impact:
1. **Learn and use student names** within the first two weeks.
2. **Add one encouraging feedback statement** to your syllabus.
3. **Give a low-stakes, early assessment** and return feedback within a week.
4. **Send 3 "progress nudges"** to students who need encouragement.
5. **Greet students at the start of class,** whether in person or online, to signal presence and care.

Long-Term Strategies — Sustain Over Time
1. **Build a Relationship-Rich Teaching Practice**
   o   Join or form a faculty learning community focused on C.A.R.E. principles.
   o   Share strategies with peers at department meetings or campus teaching centers.

2. **Integrate CARE Across Course Design**
   o   Apply asset-based, caring practices to every syllabus, assignment, and assessment.
   o   Review course policies annually to ensure they encourage engagement and persistence.

3. **Partner with Campus Resources**
   o   Invite academic support staff, career advisors, or student leaders into class to connect students to resources.

4. **Commit to Reflection and Feedback**
   o   Use the Caring Practices Inventory each semester to track your own growth.
   o   Seek mid-semester student feedback and act on it.

5. **Mentor Colleagues**
   o   Share your successes and challenges with other faculty to spread CARE practices institution-wide.

Appendix — Tools & Templates

Appendix 1:
First-Week Student Survey Template
(Aligned with C.A.R.E. — Connection, Asset-Based Approaches, Reflection, Engagement & Encouragement)

Purpose:
To learn students' names, goals, strengths, and potential challenges early in the semester so you can make informed, caring, and responsive teaching choices.

Section 1: Getting to Know You *(C — Connection)*
1. Name you'd like to be called in class:

2. Pronouns:

3. Major / Program of Study:

4. Where is "home" for you? (City, state, country, or community)

5. **One interesting fact or hobby you'd like to share:**

Section 2: Learning Goals & Interests *(A — Asset-Based Approaches)*
6. One personal or professional goal for this semester:

7. One thing you're excited to learn in this course:

8. How do you hope this course will connect to your future goals or interests?

9. A skill or strength you already have that could help you succeed in this class:

Section 3: Learning Preferences & Supports *(R — Reflection)*
10. One thing that helps you learn best: (Examples: visuals, examples, hands-on work, group discussion, quiet reading, etc.)

11. What's the best way for me to share feedback with you so it's most helpful?

12. If you've taken a similar class before, what worked well for you? What didn't?

Section 4: Anticipated Challenges & Resources *(E — Engagement & Encouragement)*
13. Any challenges you anticipate that may affect your learning this semester: (Examples: work schedule, family responsibilities, transportation, technology access)

14. If you run into challenges, what's the best way for me to check in with you? (Email, in class, phone, office hours, other)

15. Campus resources you have used before or would like to learn more about: (Check all that apply)
    - The Learning Center (tutoring, Supplemental Instruction)
    - Writing center
    - Counseling or wellness services
    - Disability/accessibility services
    - Career services
    - Financial aid or scholarships
    - Student Success Coaching
    - Student clubs and organizations
    - Other: _____

Optional "Getting Creative" Prompt
16. If you could design one activity or project for this course, what would it be?

Implementation Tip for Faculty:
- Review responses before the second week of class and note patterns (e.g., common goals, frequent challenges).
- Reference students' stated goals and interests in class examples and discussions.
- Use the "best way to check in" question to guide proactive outreach before challenges escalate.

Appendix 2:

Warm Syllabus Self-Audit Checklist

Checklist Items:
[ ] Welcome statement at top of syllabus

[ ] Asset-based language in policies

[ ] Early, low-stakes assessments included

[ ] Clear feedback policy explaining how/when students receive guidance

[ ] "Where to Get Support" section listing campus resources

[ ] Student hours described as open to all students

Appendix 3:

Feedback Sentence Starters:
Affirmation Statements *(Highlight strengths & effort)*
- "One thing you're doing really well is…"
- "I can see the effort you're putting in here, and it's paying off in…"
- "You've made great progress on…"
- "Your work shows a strong understanding of…"
- "The way you approached [specific aspect] is creative and effective."

Guidance Statements (Offer specific, actionable next steps)
- "A next step that could help you improve is…"
- "One small change that could make a big difference is…"
- "To strengthen this section, consider…"
- "Before the next assignment, try practicing…"
- "To deepen your analysis, you might…"

Encouragement Statements (Motivate persistence & normalize growth)
- "This is a strong start. Now, let's work on…"
- "You're building a solid foundation in [skill/area]; keep going and focus next on…"
- "Your willingness to revise and try new approaches will help you succeed in…"
- "Challenges like this are a normal part of learning — here's how to tackle the next one…"
- "I'm confident you can strengthen this by…"

Tip:
For maximum impact, pair affirmation + guidance in the same comment.

Example:
"You've made great progress on your thesis statement. To make it even stronger, try connecting it more clearly to your main argument in the conclusion."

Appendix: 4
Caring Practices Inventory *(Research-Grounded)*
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Caring Practices Inventory
(Self-Assessment for Faculty)

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Instructions: For each statement, rate how often you use the practice in your teaching.

- **5 = Consistently** (every course, almost every class)
- **4 = Often**
- **3 = Sometimes**
- **2 = Rarely**
- **1 = Never / Not yet**

C — Connection *Strong relationships with faculty are one of the most consistent predictors of student engagement, belonging, and persistence, especially for first-generation, low-income, and historically underrepresented students (Felten & Lambert, 2020; Strayhorn, 2019).*		
I learn and regularly use students' names. *(Cooper et al., 2017)*		
I intentionally connect course content to students' goals and interests. *(Schreiner, 2010)*		
I use activities that help students connect with each other. *(Felten & Lambert, 2020)*		
I acknowledge and celebrate student milestones or achievements. *(Freeman et al., 2007)*		
A — Asset-Based Approaches *Asset-based pedagogies affirm students' cultural wealth and position them as capable contributors to knowledge (Yosso, 2005; Ladson-Billings, 1995).*		
I highlight student strengths in feedback, even when pointing out areas for improvement. *(Brookhart, 2017)*		
I use examples and case studies that reflect diverse student experiences and perspectives. *(Gay, 2018)*		
I frame challenges as opportunities for growth. *(Dweck, 2006)*		
I design assignments that allow students to draw on their prior knowledge and experiences. *(Hammond, 2015)*		

R — Reflection _Faculty reflection on teaching practice is linked to improved student learning outcomes and greater equity-mindedness (Brookfield, 2017; Schön, 1983)._		
I solicit mid-semester feedback on my teaching and adjust as needed. _(Carroll, 2009)_		
I reflect on my own teaching practices and how they impact different student groups. _(Gay, 2018)_		
I regularly review student performance data to identify patterns and address barriers. _(Kuh et al., 2006)_		
I seek professional development on inclusive and caring teaching practices. _(Boyer, 1990)_		
E — Engagement & Encouragement _Early, low-stakes assessment and timely, encouraging feedback are critical for sustaining motivation, reducing anxiety, and promoting persistence (Hattie & Timperley, 2007; Ambrose et al., 2010)._		
I provide proactive feedback before major assignments are due. _(Nicol & Macfarlane-Dick, 2006)_		
I use early, low-stakes assessments to check understanding. _(Angelo & Cross, 1993)_		
I follow up with students who disengage or miss work, offering support and solutions. _(Tinto, 2012)_		
I encourage help-seeking and normalize the process in class. _(Felten & Lambert, 2020)_		

Scoring (Optional for Self-Tracking)
- **64–80:** Strong integration of caring practices — consider mentoring peers in these strategies.
- **48–63:** Solid foundation — identify 1–2 areas to strengthen this semester.
- **Below 48:** Focus on 2–3 high-impact practices to integrate right away.

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Appendix 5:

Relationship Mapping Worksheet
Purpose:
Relationship mapping helps you visualize and track the depth of connection you have with each student. It can highlight which students you know well and which you might need to engage more intentionally. Research shows that faculty-student connections are a strong predictor of persistence, belonging, and academic success — particularly for first-generation and historically underrepresented students (Felten & Lambert, 2020; Strayhorn, 2019).

Instructions:
1. List all students in your course.
2. Use the Connection Levels to rate the depth of your relationship with each student.
3. Identify students at Level 1 or Level 2 and plan intentional actions to deepen connections.

Connection Levels:
- Level 1 — Name Only: You can identify the student by name or face.
- Level 2 — Academic Goal: You know at least one academic or career goal for this student.
- Level 3 — Personal Interest: You know something about the student's interests, background, or experiences outside of class.
- Level 4 — Trusted Connection: The student has sought you out for professional advice, feedback, or support beyond routine class interactions.

Relationship Mapping Table

Student Name	Level 1: Name Only	Level 2: Academic Goal	Level 3: Personal Interest	Level 4: Trusted Connection	Action Step to Deepen Connection
Example: Maria Lopez					Ask about her career goals in nursing during next office hours
Example: Jordan Kim					Invite to share interests in first discussion post

Tips for Building Connection:
- Use first-week surveys to gather names, pronouns, goals, and interests.
- Reference students' stated goals when giving feedback or introducing content.
- Attend or reference student events.
- Use informal conversations before or after class to learn more about students.

References:
Felten, P., & Lambert, L. M. (2020). *Relationship-rich education: How human connections drive success in college.* Johns Hopkins University Press.
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Appendix 6:
Mid-Semester Feedback Form
Purpose: Invite students to share what's helping them learn and what could improve before the end of the term.

Sample Questions:
- What's working well for you in this class?
- What could help you learn better?
- How can I better support your learning?

The midterm is also a good time to remind students about Ball State resources
The midterm period is a pivotal moment for many students—it's when patterns of success or struggle become clear. As faculty, you have a unique opportunity to connect students with the right resources before challenges become barriers to course completion. Whether a student is excelling and ready for enrichment opportunities or struggling and in need of support, a timely referral can make all the difference.

Why it matters:
- Midterm grades and feedback often prompt students to reflect on their progress.
- Students may be unaware of available supports or unsure how to access them.
- Faculty referrals normalize help-seeking and reinforce that success is a shared goal.

Examples of resources to share with students:
- **Academic Support:** The Learning Center: Ball State University Offers free academic success services including in-person and online appointment-based tutoring and supplemental instruction. For additional information, visit the learning center located in North Quad, Room 350, call 765-285-1006, or visit bsu.edu/learningcenter.
- **Advising & Planning:** Academic advising, success coaching, degree planning tools are important resources. If you need help identifying your advisor, visit MyBallState (myballstate.bsu.edu) and log in with Ball State username and password. Click on Navigate-Students. The name of your advisor will be listed under your success team. You can also visit the Center for Student Success located in North Quad, Room 339 or call 765-285-1161.
- **Well-Being & Basic Needs:** Ball State also offers counseling services, food pantry, emergency grants, health services. You can find additional information about these supports and services in the [student success handbook.](#)
- **Career Development:** Career center appointments, internship postings, and resume workshops are all offered through the career center. For additional information, you can visit the Career Center in Lucina Hall, Room 220, call 765-285-1522, or visit www.bsu.edu/careers.
- **Technology & Learning Tools:** Loaner laptops, assistive technology services, and library research support are also available. For additional information, visit bsu.edu/library or call 765-285-5143.

Quick action: When sharing midterm grades, take a moment to recommend at least one resource tailored to the student's needs. A single, well-timed connection can help them finish the semester strong.

Appendix 7:
Attendance, Early Alert, and Midterm Progress Reporting and Grade Submission Schedule

Full Term Attendance Alert Window
August 18, 2025, through September 5, 2025.

Full Term Early Alert Window
September 8, 2025, through September 19, 2025

Why Attendance & Early Alerts Matter
Our students succeed when we work together to spot and address challenges early. Two simple actions, submitting attendance alerts and early alerts, are powerful tools for keeping students on track.

1. **Attendance Alerts: Spotting disengagement early**
   When a student stops attending or has inconsistent attendance, it's often the first sign of trouble. Your alert allows us to:

   - Reach out within days to re-engage the student.

   - Connect them with tutoring, advising, counseling, and other resources.

   - Address underlying issues before they lead to withdrawal.

2. **Early Alerts: Intervening before it's too late**
   Low quiz scores, missing assignments, or other early academic concerns are red flags we can't ignore. Submitting an early alert helps us:

   - Act while there's still time for improvement.

   - Coordinate support from multiple campus offices.

   - Empower students to take immediate steps to get back on track.

Why it matters:
- **Timely intervention works**—students are more likely to persist when contacted early.
- **Every alert matters**—even one can change the trajectory of a student's semester.
- **Equity is strengthened**—alerts help close opportunity gaps by ensuring all students have access to support.

Your alerts are not just forms, they are lifelines. One quick submission can be the difference between a student leaving and a student thriving.

Midterm Grade Submission Schedule*

Midterm Progress Reporting and Grade Submission Windows		
Part of Term	Midterm Opens	Midterm Closes
Full Term (August 18 - December 12)	September 29, 2025	October 19, 2025
First 8 Weeks (August 18 - October 14)	September 4, 2025	September 9, 2025
Second 8-Weeks (October 15 - December 12)	October 31, 2025	November 5, 2025
First 5-Weeks (August 18 - September 22)	August 28, 2025	September 3, 2025
Second 5-Weeks (September 23 - October 29)	October 2, 2025	October 9, 2025
Third 5-Weeks (October 30 - December 8)	November 11, 2025	November 16, 2025
First 10-Week (August 18 - October 29)	September 19, 2025	September 24, 2025
Second 10-Week (September 23 - October 8)	October 28, 2025	November 2, 2025

Why Midterm Grades and Feedback Matter

Midterm grades and meaningful feedback are not just checkpoints; they are turning points. For many students, especially those new to college or balancing competing demands, midterms are the first clear picture of how they're doing in a course. By providing timely grades and actionable feedback, you help students:

1. **Understand where they stand** – Midterm grades give students an honest assessment of their progress while there's still time to improve.
2. **Take targeted action** – Specific feedback points them toward the exact steps needed to succeed—whether that's revisiting concepts, attending tutoring, or adjusting study habits.
3. **Stay engaged and motivated** – Feedback communicates that you're invested in their success, which builds trust and keeps them connected to the course.
4. **Access additional support** – Midterm grades often prompt outreach from advisors, success coaches, and other campus services who can help students address challenges.

In short: midterm grades + clear feedback = a powerful early intervention.
Your input at this point in the semester can help a student turn things around, stay on track for graduation, and build confidence in their ability to succeed.

*At Ball State, faculty are required to submit a midterm grade for all students in undergraduate courses by the last day of the midterm grade collection window. This policy applies to all classes, including those with different terms. The purpose of the midterm grade is to provide students with feedback on their performance and alert them to potential academic difficulties early in the semester. Midterm grades are meant as a progress check around the semester's halfway point. Faculty submit midterm grades based on students' overall performance. Faculty do not need to administer a formal midterm exam.

Appendix 8:
Fall 2025 Semester Registrar Academic Calendar:

Fall 2025 Semester Registrar Academic Calendar

August 18, 2025-December 12, 2025

Revised August 14, 2025

August

4th: Event Room Reservations accepted after GPCs placed
Students can access Fall courses in Canvas

15th: Faculty meetings, Academic year for faculty begins
Waitlist: Last day to add for Full-term, 1st 10-week, 1st 8-week, and 1st 5-week classes

18th: 1st day of Fall Semester; Classes start for Full-term, 1st 10-week, 1st 8-week, and 1st 5-week classes

20th: Add/Drop Ends for 1st 5-week classes

21st: Add/Drop Ends for 1st 8-week classes

22nd: Add/Drop Ends for 1st 10-week classes

24th: Add/Drop Ends for Full-term classes

28th-Sept 3rd: Midterm grading open for 1st 5-week classes

September

1st: Labor Day – no classes; University administrative offices closed

3rd: **Midterm Grades Due at 11:59 pm** for 1st 5-week classes

4th -9th: Midterm grading open for 1st 8-week classes

4th: Midterm Grades viewable to students for 1st 5-week classes

8th: Web Withdrawal Ends for 1st 5-week classes

9th: **Midterm Grades Due at 11:59 pm** for 1st 8-week classes
Class Term Roll for Spring 2026 classes

10th: Midterm Grades viewable to students for 1st 8-week classes

19th-24th: Midterm grading open for 1st 10-week classes

19th: Waitlist: Last day to add for 2nd 10-week and 2nd 5-week classes
Web Withdrawal Ends for 1st 8-week classes
Academic Posting #1

22nd: Classes End for 1st 5-week classes

22-25th : Final grading open for 1st 5-week classes

23rd: 2nd 10-week and 2nd 5-week classes start

24th: **Midterm Grades Due at 11:59 pm** for 1st 10-week classes

25th: **Final Grades Due at 4:59 pm** for 1st 5-week classes
Add/Drop Ends for 2nd 5-week classes
Midterm Grades viewable to students for 1st 10-week classes

29th: Add/Drop Ends for 2nd 10-week classes
Web Withdrawal Ends for 1st 10-week classes

29th-Oct 19th: Midterm grading open for Full-term classes

October

2nd-9th: Midterm grading open for 2nd 5-week classes

3rd: Academic Posting #2

6-7th: Fall Break—no classes; University administrative offices open

9th:	**Midterm Grades Due at 11:59 pm** for 2nd 5-week classes
10th:	Waitlist: Last day to add for 2nd 8-week classes
13th:	Spring 2026 Class Section Build Deadline
	Midterm Grades viewable to students for 2nd 5-week classes
14th:	Classes End for 1st 8-week classes
14-17th:	Final grading open for 1st 8-week classes
15th:	2nd 8-week classes start
	Web Withdrawal Ends for 2nd 5-week classes
17th:	**Final Grades Due at 4:59 pm** for 1st 8-week classes
	Academic Posting #3
19th:	**Midterm Grades Due at 11:59 pm** for Full-term classes
20th:	Add/Drop Ends for 2nd 8-week classes
	Registration Time Tickets sent to students for Spring 2026 priority registration
	Spring 2026 classes viewable online
	Midterm Grades viewable to students for Full-term classes
24th:	Waitlist: Last day to add for 3rd 5-week classes
27th:	Web Withdrawal Ends for Full-term classes
28th-Nov 2nd:	Midterm grading open for 2nd 10-week classes
29th:	Classes End for 1st 10-week and 2nd 5-week classes
29th-Nov 3rd:	Final grading open for 1st 10-week and 2nd 5-week classes
30th:	3rd 5-week classes start
31st-Nov 5th:	Midterm grading open for 2nd 8-week classes
31st:	Academic Posting #4

November

2nd :	**Midterm Grades Due at 11:59 pm** for 2nd 10-week classes
3rd:	**Final Grades Due at 4:59 pm** for 1st 10-week and 2nd 5-week classes
	Add/Drop Ends for 3rd 5-week classes
	Spring 2026 Priority Registration begins: Pending Graduation/Degree in Three
	Midterm Grades viewable to students for 2nd 10-week classes
4-5th:	Spring 2026 Priority Registration for Honors/Athletes/Graduate Students
5th:	**Midterm Grades Due at 11:59 pm** for 2nd 8-week classes
	Web Withdrawal Ends for 2nd 10-week classes
6th:	Midterm Grades viewable to students for 2nd 8-week classes
	Spring 2026 Priority Registration for Graduate and Seniors (>90 earned hours)
7th:	Spring 2026 Priority Registration for Seniors (>90 earned hours)
10th:	Spring 2026 Priority Registration for Juniors (60-89 earned hours)
11th-16th:	Midterm grading open for 3rd 5-week classes
11th:	Spring 2026 Priority Registration for Juniors (60-89 earned hours) and Sophomores (30-59 earned hours)
12th:	Spring 2026 Priority Registration for Sophomores (30-59 earned hours)
13-14th:	Spring 2026 Priority Registration for Freshman (<30 earned hours)
14th:	Deadline for Non-GPC Information in Banner for Spring 2026
	Academic Posting #5
16th:	**Midterm Grades Due at 11:59 pm** for 3rd 5-week classes
17th:	Web Withdrawal Ends for 2nd 8-week classes
	Spring 2026 Open Registration begins
	Midterm Grades viewable to students for 3rd 5-week classes

| 19th: | Web Withdrawal Ends for 3rd 5-week classes |
| 26-30th: | Thanksgiving recess – no classes; University administrative offices close at noon on Wednesday |

December

1st:	Classes resume
5th:	Initial GPC Assignment Process Completed for Spring 2026 classes
	Academic Posting #6
6th:	Final examinations for Saturday classes
8th:	Last class meeting day for Full-term, 2nd 10-week, and 3rd 5-week classes
9-12th:	Final Examination Period
9-17th:	Final grading open for Full-term, 2nd 10-week, 2nd 8-week, and 3rd 5-week classes
12th:	Fall Semester ends
	Last class meeting for 2nd 8-week classes
	Class Term Roll for Summer 2026 classes
13th:	December Commencement; semester break begins
15th:	Spring 2026 Event Room Reservations accepted after GPCs placed
17th:	**Final Grades Due at 4:59 pm** for Full-term, 2nd 10-week, 2nd 8-week, and 3rd 5-week classes
18th:	Academic Standing notifications sent to students
19th:	Academic Posting #7-Target final posting for any UCC course proposals
	Fall 2025 Degree/Credential Roll 1
23rd-Jan 4th:	University administrative offices close at 3 pm on Tuesday, December 23rd
TBD:	Dean's list sent to colleges
	Academic Standing Appeal Deadlines

January

5th:	University administrative offices open; Spring 2026 semester begins
7th:	Fall 2025 Degree/Credential Roll 2
9th:	Fall 2025 Degree/Credential Roll 3
16th:	Fall 2025 Degree/Credential Roll 4
23rd:	Final Fall 2025 Degree/Credential Roll 5

Closing Note to Faculty

Your influence on student success extends far beyond course content. By embedding Connection, Asset-Based Approaches, Reflection, and Engagement & Encouragement into your daily teaching, you create not only a pathway for academic achievement but also a sense of belonging and resilience that lasts long after students leave your class.

As Felten & Lambert (2020) remind us:
"Students don't succeed just because they work hard; they succeed because they work hard for people who care about them."