Boise Junior College opened its doors for the first time on a Tuesday morning in the midst of the Great Depression — September 6, 1932 — on a tree-lined Idaho Street near downtown Boise. The numbers that first day: four buildings, 15 faculty members, 37 female students, and 41 male students.

In its relatively short 77-year history, the institution moved to its present site in 1940; attained four-year status and became Boise College with the implementation of baccalaureate degrees in 1965; moved to the state system of higher education and was named Boise State College in 1969; and gained university status and became Boise State University in 1974.

In 2009, Boise State University is the largest institution of higher education in Idaho with 19,667 students and 2,488 faculty and staff. Guided by our strategic plan, Charting the Course, we have embarked on a journey to attain our vision to become a metropolitan research university of distinction.
COMPREHENSIVE
SELF STUDY REPORT 2009

BOISE STATE UNIVERSITY
BOISE, IDAHO

PREPARED FOR THE
NORTHWEST COMMISSION
ON COLLEGES AND UNIVERSITIES
OCTOBER 12-14, 2009
August 26, 2009

Northwest Commission on Colleges and Universities
8060 165th Avenue, NE, Suite 100
Redmond, WA 98052-3935

Dear Commissioners,

On behalf of the entire Boise State community, it is my pleasure to submit this self study in preparation for the Review Team visit in October. For the past two years, six committees made up of faculty, staff, and students have worked to prepare this comprehensive description and analysis of our present status and our future direction.

Boise State University’s vision is to become a metropolitan research university of distinction. It is a bold vision, but an attainable one, with widely supported goals and objectives to guide our actions. We recognize that attaining our vision requires continually assessing our progress, and we are grateful for the opportunity to engage in the examination necessary to complete this self study. We welcome the insight and observations that will be provided by the review committee and are looking forward to their visit.

Sincerely,

Bob Kustra
President
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Preface

Executive Summary

Boise State University is an institution with a clear vision of the future; that vision is to become a *metropolitan research university of distinction*. Our emergence as a metropolitan research university is critical if we are to fulfill our role as the university with the responsibility for providing the majority of educational opportunities, research, and service to the state’s regional center of business and government.

We understand fully the challenges we face to achieve the distinction to which we aspire. It will require that we follow the course set forth in our strategic plan (i) to secure the necessary resources; (ii) to recruit high quality faculty, staff, and students; (iii) to build the requisite infrastructure; (iv) to change the culture of our university; (v) and to forge connections and partnerships within the university, with the community, government, and business, and globally. To achieve our vision we will act boldly, but also carefully and responsibly.

We chose to use a comprehensive reporting format for our self study, which has resulted in a large document. We feel that it is important to do so in order to provide the breadth of evidence and the depth of reflection that will give the reader an appreciation of the key elements of our operation and the responsible and sustainable way in which we conduct ourselves, and also to demonstrate our compliance with each of the NWCCU standards.

Our response to each standard begins with a section that gives “Boise State’s Story.” This enables the reader to view our accomplishments and our evidence of compliance in the context of Boise State’s past, present, and future.

In the summary that follows, we provide a compilation of the most important aspects of our response to each standard:

**STANDARD 1: INSTITUTIONAL MISSION AND GOALS, PLANNING, AND EFFECTIVENESS**

We have a clear vision of our future and we have developed a strategic plan, *Charting the Course*, to guide our actions in achieving that vision. The plan is not prescriptive and detailed, but instead provides individual units with the opportunity to plan and carry out its implementation. Our plan was developed with substantial input from the campus, and the campus community widely understands and makes use of the plan. We measure our progress using a scorecard of performance metrics and by recognition of our accomplishments.
STANDARD 2: EDUCATIONAL PROGRAMS

We have a strong array of educational programs that continues to broaden. We recently transferred our Professional-Technical Education programs to the new local community college. That transfer enables us to focus on expansion and enhancement of our graduate programs, and on the further enhancement of the undergraduate experience at Boise State.

• Our undergraduate programs are well-structured and well-conceived, and are responsive to the needs of students in the region. Our programs include a solid general education component, and we are presently in the midst of examining and revising our Core Curriculum. Student success is the focus of an array of initiatives, such as the Finish-in-Four graduation guarantee and enhanced advising.

• The expansion of our graduate programming is a key aspect of our strategic plan, and we are adding programs in a well-planned and deliberate way so as to maintain and enhance strength in existing programs and to add new programs only when we are convinced that the new programs will be strong.

• We have developed a structure of assessment and quality assurance that relies on a set of mutually reinforcing tools. A key enhancement is the revision of the process of Periodic Review of Academic Departments, which now focuses considerably on the sustainability of quality assurance mechanisms. Our focus has not been on compliance for compliance’s sake, but instead on facilitating the work of departments. The result is a system that is highly diverse, but is owned by and a part of the departments.

• Community and global perspectives are an important part of our vision. We have strong Service-Learning and internship programs, and community engagement is integrated into many aspects of the lives of our students, faculty members, and staff members. We have developed and are implementing a plan to internationalize our campus, and we have a strong education abroad program.

• We extend our educational impact beyond campus borders and traditional time frames in a number of ways, including distance education, concurrent enrollment, evening/weekend programming, non-credit programs, and regional sites. Key to the success of that programming is the training and logistical support that we provide to faculty members, support services that we provide to students, and planning support that we provide to departments. Also key is that the responsibility for quality assurance rests with the departments and faculty members who offer the programming.
STANDARD 3: STUDENTS

We have created a comprehensive student affairs organization and developed programs to attract qualified students, make sure their start at Boise State is a successful one, and offer them continuing opportunities for co-curricular involvement. We have established a solid foundation of civility and ethics, based largely on the adoption of and focus on the Statement of Shared Values. We have a strong clarity of purpose and a clear vision of the support that we want to provide for students. For example:

- We pay substantial attention to the diversity of needs of our students, and we provide robust support systems focused on ethnicity, gender, first generation status, and disability status.

- Our orientation programs have undergone major changes, and are now better at helping students make early connections to other students, to faculty and staff members, and to the campus.

- We understand the importance of advising, and have made a number of improvements to the structure and support of our advising.

- We provide strong support for our student athletes, and their academic success is noteworthy.

- We have invested substantially in reinforcing learning as a lifelong exercise, through programs such as our residential colleges, the First-Year Read, and community engagement.

STANDARD 4A: FACULTY SELECTION, EVALUATION, ROLES, WELFARE, AND DEVELOPMENT

The foundation of any university is its faculty members, and as our institution evolves we are ensuring that the roles of and support of our faculty members are evolving as well. We are a leader in providing career and work-life flexibility for our faculty members. We have created a robust workload policy that respects the diversity of contributions faculty members make. We have undertaken a major effort to improve the experience of our adjunct faculty members. We have enhanced the developmental opportunities available to faculty members, including the creation of the Center for Teaching and Learning, the expansion of orientation and mentoring programs for early-career faculty members, and the revision of our sabbatical policy.

STANDARD 4B: SCHOLARSHIP, RESEARCH, AND ARTISTIC CREATION

Research, in the broad sense in which we define it, is of obvious and fundamental importance in achieving our vision. By standard
metrics, we have been highly successful in increasing research; for example, our sponsored projects funding has nearly doubled over the last 7 years, to $37 million in FY2009. Our faculty members have also been highly successful in creative activity and scholarship not measured by standard metrics. Key to our success is the development of a solid infrastructure to support research activity and to ensure that our research is carried out responsibly.

**STANDARD 5: LIBRARY AND INFORMATION RESOURCES**

We understand the pivotal role played by the Albertsons Library in achieving our vision by providing support to learning, teaching, and research. Our collections have undergone a rapid transition from print and microform-based to an emphasis on electronic databases and journals, and from a primarily undergraduate focus to support of undergraduate programs, graduate programs, and research. Our success has been in large part a result of careful planning, comprehensive assessment of need and effectiveness, strategic allocation and reallocation of resources, and aggressive pursuit of opportunities for collaboration with other organizations.

**STANDARD 6: GOVERNANCE AND ADMINISTRATION**

We have well-respected administrative leadership that has proven to be effective in working with state government, community organizations and businesses, and on-campus entities. The Faculty Senate, the Professional Staff Association, the Association of Classified Employees, and the Associated Students of Boise State University are active participants in the governance of the University. Important changes to policy emerge from collaborative work among campus entities, and are vetted with all interested parties.

The University receives sufficient, but not excessive, oversight and guidance from its governing board, the Idaho State Board of Education (SBOE). The SBOE has made important advances in creating a structure of regular self-evaluation and improvement.

**STANDARD 7: FINANCE**

We are in a strong financial position, as was recently evidenced by the confirmation by Moody's Investor Services of our A1 municipal bond rating. However, Moody's recognized the tension that exists between the investment required to achieve our vision and the limitations on resources available.

Our progress will depend on our success in three realms. First, we must secure significant additional resources, and we are doing so in a number of ways, including increased fundraising, increased grants
and contracts, and new sources of bonding capacity. Second, we must make the best possible use of our fiscal and physical resources by being strategic and economical in their use. Third, our actions must be sustainable: we must remain solvent and flexible. We must continue to act in a responsible and transparent manner so as to honor the trust we have earned from our stakeholders and overseers.

We have been successful in supporting the strategic goals of the university. Our accomplishments include creating a strategic planning and budgeting process, embarking on our first comprehensive campaign, creating the Strategic Facilities Fee, and restructuring our bond system.

**STANDARD 8: PHYSICAL RESOURCES**

Key to fulfilling our strategic plan is that we provide facilities that adequately and appropriately accommodate increased student enrollment and support the work of an increasing number of faculty and student researchers. Our Campus Master Plan is the basis for decisions with regard to facilities, transportation, student life, and program location. We have been successful at bringing to bear a wide array of sources for new funding, including gifts, federal support, and a Strategic Facilities Fee. We place considerable value in ensuring that our campus is well-maintained, safe, and secure. We conduct our operations in a sustainable fashion.

**STANDARD 9: INTEGRITY**

A solid ethical foundation for our conduct is provided by our newly adopted Statement of Shared Values and Standards of Conduct, and by state and University policies and procedures. The expectations of those documents regarding institutional and individual integrity are unambiguous, and the leadership, the faculty, and the staff clearly demonstrate integrity in their actions.

*The faculty, staff, students, and administrators of Boise State are proud of what we have accomplished as a university. We welcome the opportunity to present the evidence of those accomplishments and to receive the insights that will result from evaluation by the review team.*
Progress on General Recommendations by the 1999 Evaluation Committee and 2004 Interim Visit Committee

The 2004 Interim Review Summary\(^1\) indicates that the 2004 evaluation team was satisfied with the progress made by Boise State in remediying the concerns of the 1999 visit.\(^2\) That 2004 summary stated that:

“Boise State has clearly made excellent progress since the last evaluation. Progress has been made in addressing all of the 1999 recommendations. Of particular note are the improvements in student services and advising that were very problematic in 1999 but virtually undetectable at this juncture. BSU should be commended for the consistent efforts to establish the PeopleSoft system and its web-based advising. Similarly, the university should be commended for the thorough and rapid changes it has made in support of research at the university.

The significant remaining concern for these reviewers is the need to develop an integrated outcomes assessment and quality improvement efforts.”

In the remainder of this section we list each of the 1999 recommendations, summarize the 2004 reviewers’ comments on progress in remediying the recommendation, and provide additional pertinent information. We also address the single recommendation made by the 2004 reviewers under #5 of the 1999 recommendations, which concerns educational program assessment.

1999 RECOMMENDATION #1

“Student Services – Rapid enrollment growth without proportionate increases in staff resources has negatively impacted some services to students resulting in frustrations among the students. The institution may have to reallocate existing resources to address this serious concern (Standard Three Students; Standard 3.D Student Services).”

The 2004 Interim Review found that the concerns identified by the 1999 review had been remedied:

“Full implementation of the PeopleSoft system and migration to the web have largely eliminated the previous concerns. As of Fall 2004 the degree audit module has been added providing even more across campus satisfaction. The previously noted student frustration was not apparent at this visit even when the accreditation team probed for it. Boise State should be complimented on this successful change.”
Additionally:

- In Fall 2005, the Registrar’s Office began batch-posting graduates, decreasing the time it takes to process and post all degrees from 4-5 weeks to 3 days. In Spring 2006, Degree Progress Reporting for Graduate Students was implemented.

- In Summer 2006, the Registrar’s Office implemented online grading for faculty. This process has improved faculty grade submission from an 80% on-time submission rate to a 95% on-time submission rate. This process has decreased the amount of time it takes to make grades official, clear graduates, and produce official transcripts. This process has also allowed Financial Aid to begin processing aid for the next semester sooner. In Summer 2007, online transcript ordering was implemented. This process has reduced the standard turnaround time for a transcript from a 3-5 business day process to a next-day service.

- In 2008, the University upgraded to a new version of PeopleSoft. This upgrade provided increased functionality to students in many areas across campus. The Registrar’s Office is currently implementing two additional projects that will increase services to students. Waitlisting will go live in October for Spring 2010 registration and a new degree audit system (Academic Advising Report) will go live in Fall for all undergraduate students. This new report is easier to read and will improve advising and course selection.

The 2004 interim committee also noted several potential problems with the new email policy at the University, including that students may not have emails forwarded to their primary email address and students may ignore university emails because so many emails are just mass mailings. The University has taken several steps to remedy these potential problems:

- Mass emails must now be approved by the Vice President of Student Affairs (VPSA) in an effort to reduce the number of mass mailings and improve the quality of information being sent to students. The VPSA produces a twice-monthly newsletter that combines email requests that do not warrant separate mailings.

- In 2008, the University implemented Google Mail for students, increasing storage space and adding additional functionality.

- A message-board function was added to BroncoWeb to inform students of timely deadlines and/or changes without the need of mass emails.
1999 RECOMMENDATION #2

Academic Advising – The team found among students widespread concern for the quality of undergraduate academic advising. While acknowledging recent initiatives, including the Gateway program, advising needs to be made an institutional priority (Standard Two Educational Program and its Effectiveness; Standard 2.C Undergraduate Program; Standard Three Students; Standard 3.D Student Services; Standard Four Faculty; Standard 4A Faculty Selection, Evaluation, Roles, Welfare, and Development).

The 2004 Interim Review visit found that concerns identified by the 1999 review had largely been remedied:

“The level of satisfaction among university advisors is now very high. The development of the online advising modules accounts for most of this improved satisfaction. Similarly, students expressed no ongoing concern about advising.”

The 2004 Interim Review also stated that several issues remained:
(i) needs vary among units, (ii) a systematic reassessment of student satisfaction is needed instead of using anecdotal information, and (iii) the University should consider enabling some units to require advising because of the toll taken when students do not receive accurate advising information.

The University has made additional progress in this area:

• The Office of Advising and Academic Enhancement (i) has developed advising liaison positions for each college to support front-loading the advising system for new students through orientation, (ii) has integrated academic advising into UNIV101U, the First Year Seminar course, and (iii) serves as a “back up” advising office for colleges/departments. In addition, the Director of Advising and Academic Enhancement provides leadership in the ongoing assessment of advising models across colleges and departments. The above listed actions enable departments to employ a variety of advising models while still meeting the advising needs of all students.

• Expected learning outcomes have been established for the advising relationship. Those expected outcomes are articulated to students in the University Advising Syllabus3 distributed in UNIV101U and to advisors in training (in person and in online resources). Departments are encouraged to adapt the syllabus for their own use.

• The University assesses advising satisfaction and identifies changing student needs on a three-year cycle. A survey of advisors enabled the comparison of student and advisor percep-
tions of advising. The University Advising Council has taken a number of actions in response to those results. The online advising handbook has been expanded beyond advising information to help advisors develop a better conceptual understanding of advising and to develop interpersonal skills needed in the advising relationship.

1999 RECOMMENDATION #3

The university has reaffirmed its mission in the providing of associate degrees and professional/technical programs. Within that context, the team observes that the university should make greater efforts to integrate specific curricula of the College of Applied Technology into appropriate university bachelor’s degree programs (Standard One Institutional Mission and Goals, Planning and Effectiveness).

The 2004 Interim Review visit found that concerns identified by the 1999 review had largely been remedied:

“Boise State has taken several steps to better integrate Applied Technology and bachelor’s degree programs. Associate of Applied Science degree holders can apply 16 applied technology credits to their lower-division general electives. These credits will count toward the minimum requirement of 128 credits for a baccalaureate degree. Articulation agreements have been reached to allow A.A.S. work as meeting prerequisites or waiver of major requirements in several degree programs.

Some Applied Technology courses have also been accepted as equivalent to existing general education core requirements, allowing students to use a selected few Applied Academics courses toward the general education requirements.

Boise State also revised the requirements of the Bachelors of Applied Science degree in 2001. This degree requires students to complete an associates degree, all core requirements, as well as 34 upper division credits in an area of emphasis (major). This compares to the 40 upper division credit requirement for most BA or BS degrees.

Current planning for the West campus includes a major emphasis on the College of Applied Technology. It provides the university a way of addressing the need for open door admissions even while it restricts admission on the main campus.”

Boise State now no longer offers Professional Technical Education programs; those programs have all been transferred to the newly created College of Western Idaho (CWI). Therefore, the above
concerns relating to internal counting of applied technology credits must now be interpreted in terms of the transfer of applied technology credits from another institution to Boise State. For the latter, we have long-standing policies and procedures. The following is an update of the situation:

- As of Fall 2009, the Bachelor of Applied Sciences (BAS) program will be administered by the College of Arts and Sciences. Several changes have been made to the curriculum, such as requiring an increased number of upper division credits. The program will have dedicated administrative support. The program will be subject to an in-depth examination during its next scheduled Periodic Review.
- The Registrar’s Office has implemented a process in which a block of up to 40 credits of technical work from another institution will be transferred in with a grade of “P” for BAS majors only. This block of credits will fulfill the BAS requirement of 40 credits of Technical Education courses.

1999 RECOMMENDATION #4

Adjunct Faculty - Boise State continues to rely heavily on adjunct and other part-time faculty, particularly for lower-division and General Education classes. It is recommended that the University examine its institutional policies and procedures to identify the necessary qualifications and preparation of such faculty; to devise vehicles for these faculty to be more accessible to students, on a regular basis, outside of class; to mentor, supervise, and evaluate such faculty; and to facilitate their acquisition of pedagogical skills and disciplinary growth (Standard Four—Faculty; Standard 4.A—Faculty Selection, Evaluation, Roles, Welfare, and Development; Standard 4.B.—Scholarship, Research, and Artistic Creation).

The 2004 Interim Review visit found that the University had made progress in remedying concerns identified by the 1999 review, but that additional actions would be beneficial:

“Several factors contribute to this issue. Increased reliance on adjunct faculty as a result of continued expansion and budget difficulties elevates the salience and importance of this issue. Some adjunct faculty are hired with department funds and some are hired with funds allocated to Extended Studies. Although departments are presumably responsible for the appointment and evaluation of faculty even if hired on different funds, the separate budgets and independent processing diffuses responsibility. Faculty who fall into this category are very diverse including retired faculty, people who are otherwise full-time employees of the University, full-time and
multi-year adjunct faculty, as well as individuals who come from other walks of life and teach only one course.

The University has taken several steps to improve and streamline the acculturation and professional development of adjunct faculty. Increasingly options are found to provide office space; office hours or the equivalent are required. All courses, regardless of the instructor, are expected to be evaluated. It was not clear, however, that evaluations of these adjunct faculty rise to the level of annual merit reviews or that such evaluations influence decisions to reappoint these faculty.”

The University recognizes the value of adjunct faculty members; we have made a number of strides in this realm, as described in our response to Standard 4.A. Additional progress regarding the issues raised in the 1999 and 2004 review reports is as follows:

- The Adjunct Commission was created to examine and make recommendations concerning compensation and work benefits, policies and procedures, professional development, and work environment. A number of recommendations have been implemented, including creation of a best practices guide and the offering of increased professional development opportunities.

- Starting in FY09, the allocation of a major portion of the funds specified for the hiring of adjunct faculty has been centralized in the Provost’s Office and is coordinated by the Associate Vice President for Undergraduate Studies. This change has resulted in two improvements that are relevant here: First, we have articulated clear boundaries for the use of these funds which are now used only for the hiring of adjunct faculty, not full-time lecturers, sabbatical replacements, or other categories of contingent faculty. Second, the timeline for allocating funds based on enrollment management planning is earlier, allowing for earlier hiring of adjunct faculty. Earlier hiring enables adjunct faculty members to begin class preparation at an earlier date.

- A survey of department chairs indicates that 100% of academic departments use student evaluations in their annual evaluation of adjunct faculty, and most also use additional criteria such as peer evaluations/classroom visits, and department chair evaluations.
1999 RECOMMENDATION #5

The team notes that much progress has been made in the realm of outcomes assessment, particularly in the areas of evaluation of institutional effectiveness and the definition of expected student learning outcomes for the university's academic programs and courses. Additional significant progress remains to be made in developing and adopting specific methodologies and instruments for assessing student acquisition of required learning skills and competencies (Standard Two-Educational Program and Its Effectiveness; Standard 2.B-Educational Program Planning and Assessment).

The 2004 Interim Review visit found that concerns identified by the 1999 review had largely been remedied:

*The assessment process relies heavily on a peer and expert review model. In fact, Boise State has heavily invested time and resources into this process. Some changes in curricula and courses have been made as a result. But a focus on outcomes assessment and linking these to potential enhancements is less apparent. Student assessments of whether the content areas have been addressed do not indicate whether the objective was achieved. Alumni attributions of their gains in learning outcomes are difficult to link to core courses. The modest improvements in the Academic Profile are good but not impressive and difficult to link to specific courses or portions of the curriculum. Similarly, while NSSE data may indicate that Boise State is similar to other metropolitan universities, it does not provide an evaluation of how the courses, curriculum, or experiences perform in facilitating engagement. The university should consider ways to ‘close the loop’ between outcome assessment and continuous quality improvement.”*

In 2007, the University was subject to a focused review on the assessment of educational programs. We submitted a comprehensive report that described our progress. The resulting review report stated that we had demonstrated our compliance, but cautioned that we need to ensure that there is widespread use of assessment practices among our departments and that the assessment process is sustainable.

*“While assessment has become an integral part of departmental and program processes in some areas, there remains the task of expanding its effective use more widely.*

*The instruments and methodology to assess student acquisition of learning goals are in place, and there has been substantial progress in defining and assessing those goals and outcomes at the program and department level. These reports have often been accompanied*
by a change in the assessed program/course content and/or delivery method based upon the assessment data. The institution provides examples of this in their Focused Interim Report. An example too recent to be included in the Report is found in the Department of Modern Languages where the Oral Proficiency Interview, an assessment of oral proficiency administered in the senior year, has been used to make course changes leading up to the interview. There is evidence in many areas, as verified by the Departmental Assessment Reports, of clear student learning goals, and that assessment measures are driving curricular change towards these goals.

The institution is encouraged to maintain the momentum it has already achieved in linking assessment data with learning outcomes. This is an ongoing process, and as more assessment cycles are completed, the results available by the 2009 Full Scale Evaluation should be even more impressive.”

The assessment culture on campus has been transformed, as described in detail in our response to Standard 2B in this self study. The key aspects of our response are as follows:

- A set of mutually reinforcing tools has been developed and implemented that together form a strong foundation for the assessment of academic programs: Department Assessment Reports, Periodic Review of Academic Departments, Curriculum Mapping, and the Annual Planning and Budget Process.

- In particular, during the Periodic Review process not only do departments report on the success of students in achieving learning goals, they also evaluate the strength of their assessment processes.

- We have developed and implemented a wide range of support mechanisms, including data sources, that are widely used by departments to support their assessment of student success.

- Changes in program curricula have been planned and implemented based on the results of widely used program assessment processes. In addition, there is substantial evidence of the behaviors and attitudes that are indicative of sustained and internally motivated activity.

1999 RECOMMENDATION #6

Graduate Programs—As graduate programs continue to increase in number, enrollment, and academic level, Boise State needs to create a “culture” of graduate education. Necessary elements include: strategies to recruit and retain a larger percentage of full-time degree-seeking students; expanded access to upper division and graduate
level courses; facilities and financing to support research-based degree programs; and creation of campus-wide organization that can speak on behalf of graduate students (Standard Two-Educational Program and Its Effectiveness; Standard 2.D.-Graduate Program; Standard 2.E.-Graduate Faculty and Related Resources).

The 2004 Interim Review visit found there had been an increase in the proportion of full-time students, but that those students expressed little interest in participating in any sort of campus-wide organization. Instead, those students were more interested in what was occurring at the department level, and the review team noted that progress had been made at the department level in enhancing graduate culture. A recommendation was that the University try to facilitate connection between full-time and part-time students:

“Consistent and strategic attention to the graduate programs has begun showing dividends. Full-time students have increased between 1999 and 2003 from 361 to 475 out of a total graduate student body of approximately 2000. The number of graduate students on paid appointments has increased from 159 to 219.

While the recommendation spoke of creating a “campus-wide organization that can speak on behalf of graduate students”, the full-time students with whom the site visitors spoke expressed little interest in such an organization. One pointed out that the seat reserved for a graduate student on the ASBSU organization most often went unfilled. The students consistently spoke of greater interest in and satisfaction with their inclusion, representation, and support within their individual departments and colleges. They were especially pleased with their role in the department if they were on paid appointments. They spoke favorably of their department’s student socialization efforts, and the linkages that their department helps them make with professional societies etc. It appears that the culture of graduate education is developing at the University. It lives in the academic departments rather than on the campus as a whole.

These students did indicate that they interact very little outside of class with part-time students. Both groups of students might benefit from efforts to facilitate interaction or integration of these groups.”

We have continued to make additional progress in the realm of graduate education, as described in detail in our response to Standards 2A, 2D, 2E, and 2F in this self study. The key aspects of our response are as follows:

- Graduate Residential Scholars Program – This program provides free on-campus university housing for up to two years for 20 full-time graduate students from a variety of disciplines and
backgrounds. These students, most of whom would be unlikely to know each other otherwise, not only interact among themselves, they also integrate their peers into the social milieu, which helps to enrich the overall graduate culture on the campus.

- Distinguished Master’s Thesis Award – This award recognizes an outstanding master’s thesis from the past year and helps to enhance the profile of graduate education at the University. The winner represents the University in the Distinguished Master’s Thesis Award competition held by the Western Association of Graduate Schools.

- Enhanced recruiting efforts – In an effort to increase the number of full-time graduate students on campus, the Graduate College, in conjunction with other campus units, developed a personalized electronic brochure that is sent to prospective graduate students who inquire about individual graduate programs. In addition, the Graduate College, along with the Department of Educational Technology, has contracted with commercial, on-line student recruiting organizations (Hobsons, Gradschools.com) to enhance our appeal to prospective students who use Internet tools provided by those organizations to investigate graduate school opportunities. We also participate in the Western Name Exchange (recently expanded as the National Name Exchange), which is an organization charged with enhancing the recruitment of minority students to graduate school. Another example is that the University recruits Muskie Fellows to campus from countries that make up the former Soviet Union; this year we will host two new Muskie Fellows for two years, one from Russia and the other from Kazakhstan.

1999 RECOMMENDATION #7

Research Programs—As research programs become more numerous and gain momentum at Boise State, more attention needs to be given to providing a package of services to assist faculty in identifying funding opportunities, securing grants, administering extramural funds, managing intellectual property, and complying with state/federal regulations. Policies and procedures guiding the appointment, compensation, and professional development of research faculty and staff are also needed. These functions should be united under a senior administrative officer whose primary duty is oversight and promotion of the research enterprise (Standard Two—Educational Program and Its Effectiveness; Standard 2.D—Graduate Programs; Standard 2.E—Graduate Faculty and Related Resources; Standard 2.F—Graduate Records and Academic Credit).
The 2004 Interim Review visit found that concerns identified by the 1999 review had been remedied:

“The research emphasis has shown the greatest amount of change during the past five years. A new administrative structure has been put into place with a newly created position of Vice President for Research. New procedures to stimulate research and monitor grant expenditures have been put into place. University policies have been reviewed and revised or devised as necessary. Boise State University should be congratulated for implementing such a major infrastructure change so quickly and thoroughly.”

Boise State has made a number of additional strides in this area, described in detail in our response to Standard 4B. Key accomplishments include the following:

- An Office of Research Compliance was established in 2007, and is responsible for overseeing human subjects, animal, and biosafety compliance activities on campus.
- An Office of Technology Transfer was established in 2009, and is responsible for protecting and commercializing intellectual property developed by faculty, staff, and students.
- Pre- and post-award grant management activities have been consolidated under a single Office of Sponsored Programs so as to provide contemporary and timely cradle-to-grave research administration services to the campus community.
- The policy on research faculty members was revised to clarify rights and responsibilities, and to describe procedures with regards to appointment and evaluation.

Eligibility Requirements

Boise State University meets all of the NWCCU’s eligibility requirements, as follows:

1. Authority. Boise State University is authorized to operate and award degrees by the Idaho State Board of Education.

2. Mission and Goals. The University’s role and mission statement as a higher education institution has been approved by the Idaho State Board of Education. That statement reads, in part, “Boise State University is a comprehensive, urban university serving a diverse population through undergraduate and graduate programs, research, and state and regional public service.”
3. Institutional Integrity. Boise State University operates under policies that provide for humane treatment of individuals and animals and prohibit discrimination against identified groups of people.

4. Governing Board. The Idaho State Board of Education is the agency responsible for oversight of the quality and integrity of Boise State University and its programs. The board consists of seven appointed members and one ex-officio member.

5. Chief Executive Officer. The Idaho State Board of Education hires the president of the institution. The president’s full-time responsibility is to the institution.

6. Administration. The University provides a vast array of administrative and support services to help achieve the institutional mission and meet the needs of students, faculty, staff, and the community.

7. Faculty. The University employs a core of tenured/tenure-track faculty. Faculty have a shared responsibility for formulating institutional policy, participate regularly in academic planning, and play the primary role in curriculum development and review. They provide for student academic advising within individual programs. They are evaluated in accordance with published college and University policies. Workloads of faculty are determined based on the University’s workload policy.

8. Educational Program. The University offers a wide variety of degree programs at the undergraduate and graduate levels. Approval and review processes ensure that new and existing programs are consistent with the mission and goals of the University. A significant number of the educational programs are also evaluated by specialized accrediting agencies to determine whether they meet standards of quality. All undergraduate degrees require a minimum of 128 hours; graduate program requirements vary.

9. General Education and Related Instruction. All baccalaureate degree programs require completion of a general education core of 42 credits that covers the areas of English composition, Arts and Humanities, Social Sciences, and Natural Sciences. Students must also complete a diversity course.

10. Library and Learning Resources. The Albertsons Library provides access to a wide variety of collections and services. In addition, the University also provides significant technology and services for both faculty and students that support all of the University’s educational programs.
11. Academic Freedom. The intellectual freedom and independence of thought expected of a major university are guaranteed at the Boise State University through Idaho State Board of Education Policy and University Policy.

12. Student Achievement. Each educational program has identified student learning goals that students pursuing the program must achieve. Each program regularly assesses student achievement of those goals. The results of those assessments are used to improve educational programs. Program requirements are posted in the Undergraduate Catalog and the Graduate Catalog.

13. Admissions. Policies and procedures governing admission are described in the Undergraduate Catalog and the Graduate Catalog. The University adheres to these policies in its decision-making processes.

14. Public Information. Details about all aspects of the University’s activities including role and mission, admissions, cost and refund policies, student rights and responsibilities, grievance policies and procedures, academic credentials of faculty and administrators, and other relevant information are published or otherwise made available to any interested party.

15. Financial Resources. Boise State University has a stable funding base, adequate financial resources, and plans for financial development designed to fulfill its mission. The University maintains a balanced budget and an appropriate level of debt.

16. Financial Accountability. The University maintains its financial records in accord with Idaho State Board of Education policies and Idaho and federal laws and regulations. An annual audit is conducted with an accompanying opinion as to the University’s financial statement.

17. Institutional Effectiveness. The University has developed a strategic plan, Charting the Course, which guides its planning and budget activities. Progress in achieving strategic goals is assessed and reported.

18. Operational Status. The institution has operated continuously since its founding as Boise Junior College in 1932.

19. Disclosure. The University affirms its commitment to disclose to the Northwest Commission on Colleges and Universities any information relevant to accreditation as the Commission requires.
20. Relationship with the Accreditation Commission. Standards and related policies of the Northwest Commission on Colleges and Universities are accepted by the University, which agrees to comply with each therewith. The University understands and agrees that the findings of the Commission may be publicized.

Self-Study Committee Memberships

<table>
<thead>
<tr>
<th>STEERING COMMITTEE</th>
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<tbody>
<tr>
<td>Mara Affre</td>
<td>Co-Chair Committee 3. Executive Director, Enrollment Services</td>
</tr>
<tr>
<td>Cindy Anson</td>
<td>Co-Chair Committee 4. Director of Professional Development,</td>
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<tr>
<td></td>
<td>Office of the Provost</td>
</tr>
<tr>
<td>Rob Anson</td>
<td>Professor of Information Technology Management</td>
</tr>
<tr>
<td>Jo Ellen DiNucci</td>
<td>Co-Chair Committee 7-8. Associate Vice President for Finance</td>
</tr>
<tr>
<td>Al Dufty</td>
<td>Co-Chair Committee 2. Associate Dean of the Graduate College;</td>
</tr>
<tr>
<td></td>
<td>Professor of Biological Sciences</td>
</tr>
<tr>
<td>John Gardner</td>
<td>Co-Chair Committee 7-8. Associate Vice President for Energy</td>
</tr>
<tr>
<td></td>
<td>Research, Policy, and Sustainability; Professor of Mechanical</td>
</tr>
<tr>
<td></td>
<td>and Biomedical Engineering</td>
</tr>
<tr>
<td>Jeff Hale</td>
<td>Co-Chair Committee 3; Executive Director, University Housing</td>
</tr>
<tr>
<td>Sharon McGuire</td>
<td>Chair Committee 2. Associate Vice President for Undergraduate</td>
</tr>
<tr>
<td></td>
<td>Studies; Associate Professor of Sociology</td>
</tr>
<tr>
<td>Marilyn Moody</td>
<td>Co-Chair Committee 5. Dean of the University Library and</td>
</tr>
<tr>
<td></td>
<td>Professor</td>
</tr>
<tr>
<td>Jim Munger</td>
<td>Chair of Steering Committee; Chair of Committee 1-6-9.</td>
</tr>
<tr>
<td></td>
<td>Associate Vice President for Academic Planning; Professor of</td>
</tr>
<tr>
<td></td>
<td>Biological Sciences</td>
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<tr>
<td>Dave O’Neill</td>
<td>Co-Chair Committee 5. Executive Director of the Office of</td>
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<tr>
<td></td>
<td>Information Technology</td>
</tr>
<tr>
<td>Roy Rodenhisler</td>
<td>Co-Chair Committee 3; Director of the School of Social Work</td>
</tr>
<tr>
<td>Sarah Toevs</td>
<td>Co-Chair Committee 1-6-9. Associate Dean of the College of</td>
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<tr>
<td></td>
<td>Health Sciences; Chair of the Department of Community and</td>
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<tr>
<td></td>
<td>Environmental Health; Professor</td>
</tr>
<tr>
<td>Mark Rudin</td>
<td>Co-Chair of Committee 4; Vice President Research and Professor</td>
</tr>
<tr>
<td></td>
<td>of Chemistry/Biochemistry, Community/Environmental Health,</td>
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<td></td>
<td>and Geosciences</td>
</tr>
<tr>
<td>Staff:</td>
<td>Administrative Assistant, Office of the Provost</td>
</tr>
<tr>
<td>Sarah Johnson</td>
<td>Associate Director of Institutional Analysis Assessment &amp;</td>
</tr>
<tr>
<td>Marcia Belcheir</td>
<td>Reporting</td>
</tr>
<tr>
<td>Steve Schmidt</td>
<td>Director of Institutional Analysis Assessment &amp; Reporting</td>
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<tr>
<td>Name</td>
<td>Position</td>
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</tr>
<tr>
<td>Niki Callison</td>
<td>Professional Staff Association representative, Student Activities Coordinator</td>
</tr>
<tr>
<td>Alicia Estey</td>
<td>Special Assistant to the Vice President for Finance &amp; Administration</td>
</tr>
<tr>
<td>Blaine Eckles</td>
<td>Director, Student Rights &amp; Responsibilities</td>
</tr>
<tr>
<td>Keith Hasselquist</td>
<td>Director, Internal Audit &amp; Advisory Services</td>
</tr>
<tr>
<td>Lynn Humphrey</td>
<td>Assistant to the Vice President for Student Affairs for Special Projects</td>
</tr>
<tr>
<td>Patricia Klein</td>
<td>Association of Classified Employees representative; Registrar’s Office</td>
</tr>
<tr>
<td>Randi Mc Dermott</td>
<td>Special Assistant to the President</td>
</tr>
<tr>
<td>Carrie Miller</td>
<td>Professional Staff Association representative,</td>
</tr>
<tr>
<td>Jim Munger</td>
<td>Committee Chair, Associate Vice President for Academic Planning; Professor of Biological Sciences</td>
</tr>
<tr>
<td>Will Rainford</td>
<td>President, Faculty Senate, 2008-09; Associate Professor of Social Work</td>
</tr>
<tr>
<td>Sarah Toevs</td>
<td>Committee Co-Chair, Associate Dean of the College of Health Sciences; Chair of the Department of Community and Environmental Health; Professor</td>
</tr>
<tr>
<td>Lindsey Wright</td>
<td>Associate Students of Boise State University representative</td>
</tr>
<tr>
<td>Frank Zang</td>
<td>Director of the Office of Communications and Marketing</td>
</tr>
<tr>
<td>Staff:</td>
<td>Administrative Assistant, Office of the Provost</td>
</tr>
<tr>
<td>Sarah Johnson</td>
<td>Administrative Assistant, Office of the Provost</td>
</tr>
<tr>
<td>Name</td>
<td>Position</td>
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<tr>
<td>Ken Brauchle</td>
<td>Associate Dean of the Division of Extended Studies</td>
</tr>
<tr>
<td>Doug Bullock</td>
<td>Department Chair of Mathematics</td>
</tr>
<tr>
<td>Janet Callahan</td>
<td>Associate Dean of the College of Engineering; Professor of Materials Science and Engineering</td>
</tr>
<tr>
<td>Erin Colburn</td>
<td>Transcript Evaluator, Registrar’s Office; Academic Advisor, College of Health Sciences</td>
</tr>
<tr>
<td>Kris Collins</td>
<td>Registrar</td>
</tr>
<tr>
<td>Al Dufty</td>
<td>Committee Co-Chair. Associate Dean of the Graduate College; Professor of Biological Sciences</td>
</tr>
<tr>
<td>Sue Madarieta</td>
<td>Advanced Instructor and Center Manager of the College of Applied Technology</td>
</tr>
<tr>
<td>Tedd McDonald</td>
<td>Director of Master of Health Sciences Program; Professor of Community and Environmental Health</td>
</tr>
<tr>
<td>Sharon McGuire</td>
<td>Chair. Associate Vice President for Undergraduate Studies; Associate Professor of Sociology</td>
</tr>
<tr>
<td>Carrie Mori</td>
<td>Assistant Professor, Early Childhood Education</td>
</tr>
<tr>
<td>Susan Shadle</td>
<td>Director, Center for Teaching &amp; Learning; Professor of Chemistry</td>
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<tr>
<td>Kirk Smith</td>
<td>Associate Dean of the College of Business and Economics; Professor of Marketing and Finance</td>
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<tr>
<td>Stephanie Witt</td>
<td>Department Chair and Professor of Public Policy and Administration</td>
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<tr>
<td>John Ziker</td>
<td>Associate Professor of Anthropology</td>
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<td>Staff Help:</td>
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<tr>
<td>Marcia Belcheir</td>
<td>Associate Director of Institutional Analysis Assessment &amp; Reporting</td>
</tr>
<tr>
<td>Judy Wauer</td>
<td>Management Assistant, Office of the Provost</td>
</tr>
<tr>
<td>Seth Grigg</td>
<td>Student</td>
</tr>
<tr>
<td>Michael Reed</td>
<td>Student</td>
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</table>
## STANDARD 3. STUDENTS

<table>
<thead>
<tr>
<th>Committee members</th>
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</thead>
<tbody>
<tr>
<td>Mara Affre</td>
<td>Committee Co-Chair; Executive Director, Enrollment Services</td>
<td></td>
</tr>
<tr>
<td>Mark Arnstein</td>
<td>Executive Director, Alumni Relations</td>
<td></td>
</tr>
<tr>
<td>Jenny Cardenas</td>
<td>Director, Admissions</td>
<td></td>
</tr>
<tr>
<td>Jeff Hale</td>
<td>Committee Co-Chair; Executive Director, University Housing</td>
<td></td>
</tr>
<tr>
<td>Sabine Klahr</td>
<td>Director, International Programs</td>
<td></td>
</tr>
<tr>
<td>Helen Lojek</td>
<td>Associate Dean of the College of Arts and Sciences; Professor of English</td>
<td></td>
</tr>
<tr>
<td>Suzanne McCorkle</td>
<td>Department Co-Chair and Professor of Public Policy &amp; Administration</td>
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<tr>
<td>Bahk Mirkasimov</td>
<td>Student</td>
<td></td>
</tr>
<tr>
<td>Lisa Parker</td>
<td>Associate Director, Athletics (Deceased)</td>
<td></td>
</tr>
<tr>
<td>Roy Rodenhiser</td>
<td>Committee Co-Chair; Director of the School of Social Work</td>
<td></td>
</tr>
<tr>
<td>Kimber Shaw</td>
<td>Director, Advising &amp; Academic Enhancement</td>
<td></td>
</tr>
<tr>
<td>Christina VanTol</td>
<td>Senior Associate Athletic Director – SWA</td>
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<tr>
<td>Pam Voorhis</td>
<td>Manager, Student Financial Operations</td>
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**Experts (beyond those who are committee members):**

<table>
<thead>
<tr>
<th>Experts</th>
<th>Role</th>
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<tbody>
<tr>
<td>Kris Collins</td>
<td>Registrar</td>
<td></td>
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<tr>
<td>Blaine Eckles</td>
<td>Director, Student Rights &amp; Responsibilities</td>
<td></td>
</tr>
<tr>
<td>Jared Everett</td>
<td>Executive Director, Finance/Planning, Parking &amp; Transportation</td>
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<tr>
<td>Trevor Grigg</td>
<td>President, ASBSU</td>
<td></td>
</tr>
<tr>
<td>Lynn Humphrey</td>
<td>Assistant to the Vice President of Student Affairs – Special Projects</td>
<td></td>
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<tr>
<td>Chris Hurst</td>
<td>Director, Technology Operations Support</td>
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<tr>
<td>Debbie Kaylor</td>
<td>Director, Career Center</td>
<td></td>
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<tr>
<td>Brian MacDonald</td>
<td>Director, New Student and Family Programs</td>
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<tr>
<td>Sharon McGuire</td>
<td>Associate Vice President, Undergraduate Studies</td>
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<tr>
<td>Jenny Nigrini</td>
<td>Director, Campus Recreation</td>
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<tr>
<td>Jack Pelton</td>
<td>Dean, Graduate College</td>
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<tr>
<td>Mike Reed</td>
<td>Director, Bookstore</td>
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<tr>
<td>Francisco Salinas</td>
<td>Director, Student Diversity/Inclusion</td>
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<tr>
<td>Ferd Schlapper</td>
<td>Executive Director, Health and Wellness/Counseling Center</td>
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<tr>
<td>Scott Taylor</td>
<td>Director, Enterprise Application System</td>
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<tr>
<td>Kim Thomas</td>
<td>Executive Director, Campus Services</td>
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<tr>
<td>David Tolman</td>
<td>Director, Financial Aid and Scholarships</td>
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<tr>
<td>Wendy Turner</td>
<td>Director, Disability Services</td>
<td></td>
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<tr>
<td>Jon Uda</td>
<td>Executive Director, Campus Security/Police Services</td>
<td></td>
</tr>
<tr>
<td>Leslie Webb</td>
<td>Assistant Vice President, Student Affairs</td>
<td></td>
</tr>
<tr>
<td>Melissa Wintrow</td>
<td>Assistant Director, Residence Education</td>
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<tr>
<td><strong>STANDARD 4. FACULTY</strong></td>
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<tr>
<td>Cindy Anson</td>
<td>Committee Co-Chair; Director of Professional Development, Office of the Provost</td>
<td></td>
</tr>
<tr>
<td>David Saunders</td>
<td>Faculty Senate Past-President; Professor of Music</td>
<td></td>
</tr>
<tr>
<td>Diana Doumas</td>
<td>Associate Professor of Counselor Education</td>
<td></td>
</tr>
<tr>
<td>Dusty Bodie</td>
<td>Special Lecturer in College of Business and Economics</td>
<td></td>
</tr>
<tr>
<td>Ferd Schlapper</td>
<td>Executive Director of Health Wellness, and Counseling Services</td>
<td></td>
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<tr>
<td>Gabe Murphy</td>
<td>ASBSU Senator</td>
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<tr>
<td>Holly Borden</td>
<td>Director of AA/EOC</td>
<td></td>
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<tr>
<td>Karen Henry</td>
<td>Director of the Office of Sponsored Projects</td>
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<tr>
<td>Les Alm</td>
<td>Department Chair and Professor of Public Policy and Administration</td>
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<tr>
<td>Mark Rudin</td>
<td>Committee Co-Chair; Vice President Research and Professor of Chemistry/Biochemistry, Community/Environmental Health, and Geosciences</td>
<td></td>
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<tr>
<td>Rex Oxford</td>
<td>Assistant Dean of the College of Engineering</td>
<td></td>
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<tr>
<td>Richard Young</td>
<td>Department Chair and Associate Professor of Art</td>
<td></td>
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<tr>
<td>Ross Vaughn</td>
<td>Associate Dean of the College of Education and Professor of Kinesiology</td>
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<thead>
<tr>
<th><strong>STANDARD 5. LIBRARY AND INFORMATION RESOURCES</strong></th>
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<tbody>
<tr>
<td>Peggy Cooper</td>
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<tr>
<td>Ben Hambleton</td>
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<tr>
<td>Bob Henry</td>
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<tr>
<td>Christine Hurst</td>
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<td>Marilyn Moody</td>
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<td>Dave O’Neill</td>
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<td>Jack Pelton</td>
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<td>Mark Plew</td>
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<tr>
<td>Pam Springer</td>
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<td>Lizzy Walker</td>
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<td>Jo Ellen DiNucci</td>
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<td>John Gardner</td>
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<td>James Maguire</td>
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<td>Jennifer Martindale</td>
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<td>CJ Northrup</td>
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<td>Chris Rosenbaum</td>
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<tr>
<td>Kim Thomas</td>
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<tr>
<td>Cheryl Wright</td>
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<tr>
<td>Shelton Woods</td>
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</tbody>
</table>
List of Acronyms

AAE – Advising and Academic Enhancement
AALAC – Association for Assessment of Laboratory Animal Care
AAR – Academic Advising Report
AAUP – American Association of University Professors
ACAS – Automated Collection Assessment and Analysis Services
ACE – American Council on Education
ACP – Academic Capital Project Fund
ADA – American with Disabilities Act
AITAC – Academic Information Technology Advisory Committee
ALA – American Library Association
ALEKS – Assessment Learning in Knowledge Spaces
AP – Advanced Placement
APBP – Annual Planning and Budget Process
APR – Academic Performance Rates
ARL – Association of Research Libraries
ASBSU – Associated Students of Boise State University
ASF – Assignable Square Feet
AT – Academic Technologies
ATIC – Accessible Technology Implementation Team
AVPAP – Associate Vice President for Academic Planning
AVPCFP – Associate Vice President for Campus Planning and Facilities
BAA – Bronco Athletic Association
BAS – Bachelor of Applied Science
BCSSE – Beginning College Student Survey of Engagement
BGS – Bachelors of General Studies
BODO – Downtown Boise
BPD – Boise Police Department
BSW – Bachelor of Social Work
C2C – Cradle-to-Cradle
CAAP – Council on Academic Affairs and Programs
CAMP – College Assistance Migrant Program
CAS – Council for the Advancement of Standards
CBT – Computer Based Training
CCC – Core Curriculum Committee
CCTF – Campus Climate Task Force
CDS – Common Data Set
CESED – Center for Environmental Sciences and Economic Development
CEU – Continuing Education Unit
CJ – Criminal Justice
CM – Curriculum Map
COBE – College of Business and Economics
COSO – Committee of Sponsoring Organizations
CRC – Curriculum Resource Center
CRTF – Core Reform Task Force
CSI – College of Southern Idaho
CTL – Center for Teaching and Learning
CTC – Charting the Course
CWI – College of Western Idaho
DAR – Department Assessment Report
DED – Distance Education Department
DHHS – Department of Health and Human Services
DOAA – Director of Affirmative Action
DPR – Degree Progress Report
DPW – Division of Public Works
DRC – Disability Resource Center
DSDI – Director of Student Diversity and Inclusion
EADA – Equity in Athletics Disclosure Act
EBI – Educational Benchmarking Instrument
EE – External Examiner
EHS – Environmental Health and Safety
EMC – Enrollment Management Committee
EWA – Enrollment Workload Adjustment
FAR – Faculty Athletics Representative
FERPA – Family Education Rights and Privacy Act
FIPSE – Fund for the Improvement of Postsecondary Education
FOM – Facilities, Operations, and Maintenance
FPC – Facilities Planning Council
FSTF – Freshman Success Task Force
GADS – Graduate Admission and Degree Services
GC – Graduate Council
GRSP – Graduate Residential Scholars Program
HERC – Higher Education Research Council
HIPPA – Health Insurance Portability and Accountability Act
HRA – Health Risk Assessment
HWC – Health, Wellness, and Counseling Services
IAAC - Intercollegiate Athletics Advisory Committee
IAAR – Institutional Analysis, Assessment, and Reporting
IAAS – Internal Audit and Advisory Services
IACUC – Institutional Animal Care and Use Committee
IB – International Baccalaureate
ILC – Interactive Learning Center
ILL – Interlibrary Loan
IPO – International Programs Office
IPT – Instructional Performance and Technology
IRB – Institutional Review Board
IRON – Idaho Regional Optical Network
ITGC – Information Technology Governance Council
ITV – Instructional Television
KPI – Key Performance Indicator
LBGT – Lesbian Gay Bisexual Transgender
LCSC – Lewis-Clark State College
LEED – Leadership in Energy and Environmental Design
LiLI – Libraries Linking Idaho
LSTA – Library Services and Technology Act
MRI – Major Research Instrumentation
MSW – Master of Social Work
NACADA – National Academic Advising Association
NACEP – National Association for concurrent Enrolment Partnerships
NACUBO – National Association of College and University Business Officers
NAFSA – Association of International Educators
NCAT – National Association for Academic Transformation
NCATE – National Council for Accreditation of Teacher Education
NCES – National Center for Education Statistics
NCHA – National College Health Assessment
NOI – Notice of Intent
NSE – National Student Exchange
NSFP – Office of New Student and Family Programs
NSSE – National Survey of Student Engagement
NWCCU – Northwest Commission on Colleges and Universities
OCFDP – Online Course and Faculty Development Program
OCLC – Online Computer Library Center
OFAS – Office of Financial Aid and Scholarships
OIT – Office of Information Technology
OL – Orientation Leaders
OSP – Office of Sponsored Projects
PBFAC – Permanent Building Fund Advisory Council
PHS – Public Health Service
PR – Periodic Review
PTE – Professional Technical Education
QUILT – Quilt National Regional Networks Consortium
RCA – Request for Curriculum Action
RCR – Responsible Conduct of Research
SBOE – Idaho State Board of Education
SFF – Strategic Facilities Fee
SHIP – Student Health Insurance Plan
SHWC – Student Health, Wellness, and Counseling Center
SILC - Student Involvement & Leadership Center
SL – Service-Learning
SOS – Support Our Students
SPA – Sponsored Projects Accounting
TNT – Traditional and Non-traditional
UITAC – University Information Technology Advisory Committee
USAC – University Studies Abroad Consortium
UCC – University Curriculum Committee
VCC – Volunteer Campus Corp
VESI – Virtual Education Software Incorporated
VPFA – Vice President for Finance and Administration
VPN – Virtual Private Network
VPR – Vice President for Research
VPSA – Vice President for Student Affairs
VRT – Valley Regional Transit
WAC – Western Athletic Conference
WICHE ICE – Western Interstate Commission for Higher Education Internet Course Exchange
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