STANDARD
THREE
STUDENTS
Students

Boise State’s Story

As Boise State has evolved from its roots as a junior college to a major metropolitan research university, our student body has advanced with these changes. In addition to a foundation of commuter and non-traditionally aged students, Boise State now welcomes a greater number of traditionally aged students. In doing so, the institution invested in and improved our residential and student life programs. Today’s Boise State students arrive on campus more ethnically and regionally diverse, with higher academic credentials, more ready to engage in the life of the campus, and with higher expectations of quality in the education they receive.

The transition in the characteristics of our students has caused substantial changes in programs and services for students. The Division of Student Affairs provides much of the leadership for student programs and services; thus the transition in the characteristics has required recognition of the major role that the division must play in achieving the distinction that defines the institution. The leadership of Student Affairs, along with a variety of campus units (e.g. Honors, Service-Learning, and Advising) has focused its efforts in a number of areas outlined in Charting the Course.

- One focus is to help to build a community that educates students about the personal and shared achievements that are possible by cooperative efforts and through unconditional recognition of value of the individual.

- A second focus is to convey a clear message to students that all are welcome and that respect is required of everyone. Civility and inclusiveness are not merely buzzwords; rather both are foundational to the climate where differences among individuals form the groundwork for what exists in the larger global context. A Statement of Shared Values was adopted in 2007 as one vehicle providing this message further discussed in 3.B.2.

- A third focus is to contribute to the growing sense of pride on campus, an indication of which is that it is common to see students wearing Boise State gear on campus and in the community. The success of our athletic teams certainly has contributed to campus pride, but also important have been the efforts of key individuals to embrace students as integral to the life of the campus. As an example, in April 2008 and 2009, our head football coach, Chris Petersen, was the central
figure during a scholarship drive fun run, organized by the Campus Recreation Center staff, resulting in greater overall (including student) participation and more scholarship dollars being raised.

- A fourth focus is investment of human and fiscal resources into reinforcing learning as a lifelong exercise. New programs such as The Residential Colleges, and First-Year Read, and a variety of community involvement opportunities immediately convey that learning at Boise State occurs on both sides of the classroom door.

- A fifth focus is collaboration as evidenced in programs such as the new student orientation program. Faculty and staff from throughout campus join to provide entering students and their family members with a quality first Boise State experience. The academic deans welcome and interact with families; staffs from financial aid, housing, and health and wellness conduct workshops; student clubs and organizations participate in an information fair; faculty advisors meet with students to help select courses; and computing services staff provide computer labs for class registration.
# Students

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Purpose and Organization

STANDARD 3.A – Purpose and Organization. Student programs and services support the achievement of the institution’s mission and goals by contributing to the educational development of its students. Student programs and services are consistent with the educational philosophy of the institution. The institution provides essential support services for students, regardless of where or how enrolled and by whatever means educational programs are offered.

—ORGANIZATION AND LEADERSHIP

3.A.1 – The organization of student services is effective in providing adequate services consistent with the mission and goals of the institution (part).

Student programs and services are the focus of the Division of Student Affairs, but are also provided by the Division of Academic Affairs, the Division of Finance and Administration, and the Department of Athletics. As will be evident throughout this section of the self study, substantial coordination and cooperation occurs among those entities.

The Divisions of Student Affairs and of Finance and Administration are each headed by a Vice President. The Provost and Vice President for Academic Affairs heads the Division of Academic Affairs, and the Athletic Director heads the Department of Athletics. All four report directly to the President and are members of the President’s Administrative Council, which meets regularly to discuss strategic initiatives and direction, advise the President, and provide effective, responsive, and informed leadership to the University. In addition, the vice presidents and Provost meet individually with one another on a regular basis and when specific issues arise.

The Vice President for Student Affairs (VPSA) leads a management team of seven executive staff members who are representatives of functional teams that provide comprehensive student-centered services: enrollment services; health, wellness, and counseling; University housing; campus recreation; auxiliary enterprises; student activities, leadership and involvement; student advocacy and ombuds services; and administrative and business support.\(^1\)\(^2\) The student affairs executive team meets twice a month to plan and discuss strategic initiatives, collaboration, and division-wide management issues. In addition, the VPSA meets individually with each member of the executive team twice a month to ensure the work of their respective areas of responsibility is consistent with the mission and priorities of the Division of Student Affairs.

The Provost leads the Deans’ Council, which consists of two associate vice presidents (one for undergraduate studies and another for academic planning) and the deans of the six academic colleges, the
graduate college, the library, and extended studies. Other entities in the division with relevance to student programs and services are the International Programs Office, Advising and Academic Enhancement, Service Learning, Academic Technologies, and the Honors College.3 4

The Vice President for Finance and Administration (VPFA) leads a team consisting of associate vice presidents and executive directors. The unit in the division relevant to the student activities and programs is Student Financial Services.5 6

—STRATEGIC ALIGNMENT

3.A.1 – The organization of student services is effective in providing adequate services consistent with the mission and goals of the institution (part).

Student programs and services are directly referenced in a number of ways in Charting the Course, the University’s strategic plan:

- One the four destinations is “Vibrant Culture,” which “embraces and fosters innovation, responsiveness, inclusiveness, accessibility, diversity, and effective stewardship”

- Three of the ten strategic goals are directly applicable:
  - “Provide student centered services”
  - “Recruit and retain an academically-prepared and diverse student body”
  - “Promote diverse communities that foster faculty, staff, and student interaction”

The Division of Student Affairs, upon the arrival of the current Vice President, developed a new mission statement7 and strategic plan8 that are deliberate in their alignment with Charting the Course. In the Student Affairs strategic plan Journey to Distinction: Destination 2008 and its follow-up Journey to Distinction: Re-Destination 2010, strategies and actions align with CTC. For example, goal # 5 in CTC is “Promote diverse communities that foster faculty, staff, and student interaction.” Strategy 6 in Journey to Distinction is “Culture of the University; Student Affairs provides channels by which students can effectively shape the campus climate in ways that are consistent with the overall mission of Boise State.” In addition each functional area in the division created a mission, goals, and strategic objectives that support and fulfill the mission and strategic plans of the institution and of the division.9

Three examples will illustrate how the Division of Student Affairs has aligned its actions with Charting the Course, specifically with regard to facilitating the development of a vibrant culture:
• To expand outreach and recruitment efforts to a wider geographic area beyond Idaho and the inland northwest, as well as to enhance connections with local schools by developing programs that bring new students to campus from all walks of life, the University increased the budget for the Admissions Office by over 38%. Key initiatives that were funded with this budget include, but are not limited to, the following: comprehensive travel to the Western United States that included high school visits, college fairs, recruitment receptions and admitted student receptions with Boise State Alumni; investment in a comprehensive electronic communications plan that includes personalized URLs for each applicant and regular e-communications to interested students; implementation of programs such as Mosaic and Gear-Up designed to inspire students from low income and first generation college backgrounds to pursue a college education; development of a high school counselor advisory board; and creation of a view book and search piece that more accurately reflect the benefits of the Boise State experience in a way that speaks to our target audiences. The result has been an increase in the number of students attending Boise State from other states and coming from historically underrepresented backgrounds.10

• A key modification of the divisional mission statement was the inclusion of the development of an institutional climate that celebrates diversity and promotes acts of civility, and that values a community reflective of a global society. A key action that was taken in support of that aspect of the mission was the hiring of the first Director of Student Diversity and Inclusion (DSDI). The role of the DSDI is to ensure that students of color, GLBT students, those with differing abilities, women, and others who have been historically marginalized are supported and can be successful at Boise State. The DSDI oversees academic and support services for women, an active and engaged Cultural Center, and the Disability Resource Center.

• The Division of Student Affairs and the Division of Academic Affairs jointly commissioned a task force on freshman success to address the CTC goal of recruiting and retaining academically prepared students. Further details are in Standard 2.

—STAFFING: QUALIFICATIONS AND EVALUATION

3.A.2 – Student services and programs are staffed by qualified individuals whose academic preparation and/or experience are appropriate to their assignments. Assignments are clearly defined and published. The performance of personnel is regularly evaluated.
Most professional staff positions of all levels in the Division of Student Affairs and student services positions across campus are advertised as requiring or preferring a master's degree. Individuals with post-baccalaureate degrees currently hold more than half of student affairs professional staff positions. The Vice President for Student Affairs holds a doctorate, as does one other member of the executive team. Most directors in the Division hold at least a master's degree and many throughout the Division are pursuing additional education. Student services professionals across campus have academic degrees and/or professional experience relevant to student development and services. The prior experience and depth of responsibility needed increase with the nature of the position. To enhance consistency and appropriate expectations, Human Resources Services approves all job postings.

There are currently 305 classified and professional staff members in the Division of Student Affairs. Additionally, there are personnel in Athletics (3.E), Safety and Security (3.B.4), International Programs Office and Academic Advising and Enhancement (3.D.10), Honors, and Service-Learning that also are responsible for student programs and services.

Every employee of Boise State is evaluated at least annually with a performance review, including a review of past organizational objectives, specific university-wide performance standards, and individual performance objectives. All University managers have received training in the performance management system. Job descriptions for all University professional staff positions were updated in spring 2008 and are revised annually, based on changing business needs and/or the annual evaluation process.

The University supports the pursuit of additional education and training by offering employees flexible work schedules for class attendance, and when applicable, support of a sabbatical for degree completion. Two members of the division recently completed paid professional sabbaticals to finish requirements for doctoral programs. Additionally, in order to encourage and support the professional development of its staff, the division publicly recognizes in a division-wide staff meeting those staff members who complete an associate’s, bachelor’s, master’s, or doctoral program. Over 35 student affairs staff members across the organization have earned degrees since December 2006.

---POLICIES AND PROCEDURES---

3.A.3 – Appropriate policies and procedures for student development programs and services are established. The objectives of each operating component are compatible and support the goals of student services.
The policies and procedures that guide student expectations are developed to create an environment conducive to learning and to foster student development. Boise State follows Idaho State Statutes and policies of the Idaho State Board of Education. The institution also adheres to federal policies and procedures such as the Family Education Rights and Privacy Act (FERPA), Cleary Act, and the Health Insurance Portability and Accountability Act (HIPAA). Based on those statutes and policies, as well as on best practices, the Division of Student Affairs, in conjunction with the Division of Academic Affairs, has developed a comprehensive set of student services policies and procedures such as the Student Code of Conduct, academic appeals procedures,12 Statement of Shared Values,13 and the Student Health Insurance Policy.14 Additionally, the University has general student affairs policies on matters that include hazing, alcohol, student fees, and sexual harassment.15 The online University Housing Handbook contains additional policies that apply to students living in campus residence halls and apartments.16 The Associated Students of Boise State University (ASBSU) has a number of policies relevant to the conduct of student government located in their constitution and bylaws.17 Policies regarding student organizations are discussed in section 3.D.15.

The creation and revision of policy and procedure is ongoing and is congruent with the philosophy of shared governance. An example is a change this coming year in policy regarding alcohol use by minors. Recent changes in FERPA will allow Boise State to contact the parents of minors who have been determined to violate the alcohol policy. Family members are an important partner in students’ success. Involving them will bring additional resources in helping students make smart decisions.

Currently under review is the Academic Grievance Policy. The policy is under review because we learned that (i) students navigating this policy had difficulty knowing what steps to take, (ii) the references to staff in the policy were not up to date as a result of staff reorganizations (e.g. elimination of the Dean of Students position), and (iii) students presently have the majority role of deciding the outcome. In consultation with Student Government, it was recommended to the Faculty Senate that the policy be reviewed and revised.

—ALLOCATION OF RESOURCES

3.A.4 – Human, physical, and financial resources for student services and programs are allocated on the basis of identified needs and are adequate to support the services and programs offered.

As described in Standard 7, the annual planning budget process involves submission of (i) a summary of departmental accomplish-
ments and initiatives and (ii) the specific request for funding and new positions, which must address how the proposal will support the University's strategic plan.

Within divisions, individual units submit planning documents to their vice presidents, who then evaluate them based on how well they address critical funding and staffing needs, how well they fit into the context of existing budgets, revenue and spending, and how well they align with the priorities of the division and the University's strategic plan. Based on this evaluation, the Vice President prioritizes requests and submits them for final consideration by the President.18 19

The annual planning and budget exercise that recently occurred during spring 2009 for FY10 budgets focused on reduction in some areas and reallocation of resources in other areas. Budget decisions made by the division and campus-wide related to student services were linked to the University’s strategic plan, and were made so as to ensure the University is able to support core functions and maintain the capacity to serve students; additional efficiencies were identified and implemented.

Limited availability of state funding, especially in an environment of significant growth in enrollment, presents substantial challenges for keeping pace with the infrastructure, capital, and staffing needs of the institution. Boise State has been resourceful and creative with its available funding, but also recognizes that approaches that were successful ten years ago may not be applicable today. For example, prior to 2008 the Student Union operations budget incorporated a number of student affairs programs and services, effectively co-mingling these with an auxiliary operation. In 2008, Student Union operations and Student Activities functions were separated in order to provide the University community with a best practices model of campus activities.

Because new resources are limited, most major initiatives have been funded by a number of other means, including (i) the holding of a portion of the budget in reserve over multiple years, (ii) reallocating carry forward departmental balances, and (iii) re-allocating salary savings. A number of student services, programs, and positions are funded through student fees, auxiliaries, and local funds.

The student fee process is outlined in the Tuition and Student Fee policy.20 Annually, the Student Fee Committee reviews past allocations and requests for future increases. This process of review illuminated opportunities to adjust student fees to keep costs as low as possible and assess financial stewardship of the funded units/organizations. Two recent examples illustrate the process. First, upon reviewing account

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18 All unit budget requests for the last two years
19 Prioritized submission from the VPFA for last two years
20 Tuition and student fee policy
balances, large surpluses were identified in some student fee funded organizations, and therefore future fees were adjusted. Second, Service-Learning, which grew out of the Volunteer Services Board, previously was funded by Student Fees; now Service-Learning is more fully integrated into coursework and is regarded as an academic priority, this function is now supported by appropriated dollars rather than student fees and continues to report to Academic Affairs.

Some student services entities charge students and outside entities a fee for service (e.g. Testing Services, Career Center, and Student Union). These revenues pay for associated costs of doing business but also can be leveraged to support other student services functions. An example is the funds the Career Center charges employers to participate in job fairs, which are used for a variety of other functions in the Career Center, not just the job recruitment process.

**General Responsibilities**

STANDARD 3.B – General Responsibilities - The institution provides student services and programs based upon an assessment of student needs, provides adequate support for the services offered to achieve established goals, and adopts, publishes, and makes available policies that are accurate and current.

—CHARACTERISTICS OF THE STUDENT POPULATION

3.B.1 – The institution systematically identifies the characteristics of its student population and students’ learning and special needs. The institution makes provision for meeting those identified needs, emphasizing students’ achievement of their educational goals.

Responsibility for identifying the general characteristics of our students rests primarily in two units: the Registrar’s Office and Institutional Analysis, Assessment and Reporting (IAAR).

The Registrar’s Office prepares regular reports on the characteristics of all undergraduate students. Examples of these reports are The University Profile, Advising Reports, Major Field of Interest Report, Student Enrollment Report, Dean’s Lists, and Graduation Honors Reports. The Registrar’s Office created a self-service report for departments and colleges to run for their students. This report pulls data such as Bio/Demo, Class Level, Advisor, Major, GPA, Career, etc. The Registrar’s Office also fulfills daily ad-hoc query requests for departments (average of 600-700 requests per year). These queries consist of a variety of data requests such as students with a particular attribute, class schedule information, etc.\(^{21}\) The Registrar’s Office prepares many reports for external entities for instance The Clearinghouse, Military Requests, Open Records Requests, and the Facts and Figures Brochure.\(^{22}\)

IAAR also provides a variety of data to both internal and external

\(^{21}\) List the reports from the Registrar’s Office

\(^{22}\) Facts and Figures brochure
entities. Among the external reports prepared by IAAR are the standard federal reports such as IPEDS and the Common Data Set.

On the internal side, IAAR recently rolled out a data warehouse that allows Boise State users who have been granted access to produce their own internal reports. Among the many questions that can be answered through the data warehouse are “What are the characteristics of students enrolling in my courses?,” “What are the characteristics of my majors?,” and “What are the characteristics of students repeating my courses?” Users can explore demographic characteristics such as gender, ethnicity, age, and transfer status within the data warehouse, offering interactivity with the data that departments can use to customize reports to their own interests. The information gleaned from these reports will be used to make educated decisions for improvements, interventions, and new initiatives.

IAAR also oversees University-wide surveys of students, including the National Survey of Student Engagement (NSSE), which the University has participated in every other year since 2000. Other recent surveys that provide information on students are the Boise State Campus Climate Survey (to be repeated in fall 2009), a national student health survey (from the National College Health Association [NCHA]), and a student advising survey. Students are also asked to complete a Graduating Student Survey during the semester that they are due to graduate. IAAR and the Career Center collaborate on an Alumni Survey, which is conducted every other year.

The Admissions Office prepares reports each semester on the characteristics of newly admitted students including the New Academic Freshman Profile and the New Transfer Profile, both of which can be found on the website of Enrollment Services with data available from 2000 to the most recent term.

Several student needs have been identified by this data and are described in the Freshmen Success Task Force report. One such need is in the area of developmental math. Of regularly admitted students, nearly 40% place in developmental math. It was found that failing to pass developmental math courses had a strong negative correlation with student retention: of the students enrolled in these courses, nearly 70% did not pass the course and many of those not passing were not returning to the University. Ongoing discussions were initiated with the Department of Mathematics, faculty and staff members.
attended developmental math conferences, and enrollment patterns in members attended courses were analyzed. As a result, changes were made to the structure of the developmental mathematics courses. Grade distribution variations among instructors led to additional training in order to increase consistency. Because time-on-task is key to learning math, students enrolled in development math courses are now required to attend “math labs” with an instructor and peers. In one semester, pass rates increased from approximately 40% to approximately 70%. The impact on retention will be assessed as these students move through their academic careers.

NSSE data suggest that Boise State students report a lower level of enhanced educational environment. An element of the “enhanced educational environment” index has to do with interactions with “people with different perspectives than yourself.” The newly adopted statement of Shared Values and reorganization of Student Inclusion and Diversity seeks to foster increased interactions.

Data (e.g., NSSE, NCHA) on our student characteristics portrays a unique student profile from our peer institutions. Boise State students report working off-campus for more hours, spending more time caring for dependents, engaging in more hours of service, and spending less time on campus out of class, likely connected to our large percentage of older non-traditional students. Because “engaged behaviors” contribute to student success, strategies to increase student engagement are key. The sections on student services will provide examples of how programs and activities are designed to increase engaging behaviors and experiences.

—STUDENTS WITH SPECIAL NEEDS

3.B.1 – The institution systematically identifies the characteristics of its student population and students’ learning and special needs. The institution makes provision for meeting those identified needs, emphasizing students’ achievement of their educational goals.

In 1999, the Office of Disability Services shared its coordinator and administrative assistant with the student conduct program, and only had a 0.75 FTE Disability Specialist. Currently, the newly named Disability Resource Center (DRC) staff consists of 4 full time professional staff: a Director, a Disability Specialist, an Assistive Technology Coordinator, and an Accommodation Services Coordinator. Administrative support is provided by a temporary Office Specialist 2 classified position. These substantial increases in staffing and expertise were initiated after a review of disability
services staffing at peer institutions as well as response to increased enrollment at Boise State; as the general population of students increased, so did the number of students with disabilities. In addition to increasing staff numbers, the DRC now falls under the newly established Diversity and Inclusion department of Student Affairs. This move verifies the DRC’s mission: “the Disability Resource Center is responsible for ensuring that Boise State University maintains an educationally and physically open, accessible environment for students with disabilities. The Disability Resource Center helps Boise State achieve its goal of embracing diversity by providing access and facilitating independence.”

Specifically, the DRC fulfills the mission by:

• Outreach to students with disabilities through:
  o Presentations to high school students, parents, and special education teachers at school district transition fairs and various special education teacher professional development opportunities; DRC sponsored visit day for area special education classes—we will be expanding our invitations to include more schools next year
  o The creation and maintenance of the DRC website
  o Participation in Boise State orientation
  o Requesting faculty include an accommodations statement on syllabi

• Facilitating an understanding of the needs of students with disabilities, the accommodation process, and Boise State’s legal obligations among faculty and staff through:
  o The DRC website, including an online training
  o Faculty and staff trainings through the Human Resources Let’s Talk series and the Center for Teaching and Learning
  o Beginning of the academic year meetings with the Deans’ Council, the Department Chair meetings within each college, and participation in the new faculty orientation
  o Creation of the Boise State University Disabilities Advisory Group
  o Involvement in monthly Facilities Department updates

• Addressing current and potential technological accessibility issues through the creation of the Accessible Technology Implementation Team (ATIC). ATIC members include representatives from...
the DRC, computer lab coordinators, and Academic Technologies. The team is currently conducting a student and faculty surveys to assess students’ need and technological requirements in the classroom. The results from each survey will be used to develop and maintain a campus-wide Accessible Technology Plan.

—STUDENT PARTICIPATION IN GOVERNANCE

3.B.2 – The institution provides opportunities for students to participate in institutional governance. Faculty are involved in the development of policies for student programs and services.

Students participate in governance of the University in several ways. The Associated Students of Boise State University (ASBSU) serves as the campus-wide student government for both undergraduate and graduate students. The organization is composed of three (3) branches: an executive branch with an elected President and Vice President and appointed staff of 6-8 students, the Senate with 16 Senators elected by the student body that represent the six Colleges and at-large, and a judiciary branch with five appointed student justices. The Senate meets twice a week and the Judiciary meets once a week during the academic year. ASBSU periodically reviews policies, procedures, and codes through the course of their work.

Second, as described in Standard 6, ASBSU appoints students to serve on approximately 60 university-wide committees and boards, including the Faculty Senate Academic Standards Committee, Affirmative Action Program Committee, Boise State Scholarship Committee, Faculty Senate Financial Affairs Committee, and Graduate Council. Student participation on these committees is the responsibility of ASBSU’s Secretary of Personnel Recruitment, but it has been a challenge for student leaders to find enough interested students to fill vacancies.

Students also frequently play an active role on search committees for new administrators and other faculty members. The ASBSU President and Vice President are members of both the Executive Budget Committee and the Student Activity Fee Committee.

Faculty involvement includes involvement in the following advisory capacities: Academic Grievance Board, Bookstore Advisory Board, Calendar Committee, Campus Signage Committee, Catalog Committee, Children’s Center Advisory Board, Commencement Speaker Selection Committee, Cultural Center Advisory Board, Enrollment Management Committee, Food Service Advisory Committee, Teaching Foundation Scholars, Service Foundation Scholars, Research and Creativity Foundation Scholars, Teaching Health Wellness Advisory Board, Human Resources Advisory Committee, Intercollegiate Athletics Advisory Committee, Non-discrimination and Affirmative Action Committee,
Parking Citation Review Board, Publications Board/Student Newspaper, Service-Learning Advisory Board, Student Conduct Board, Student Policy & Appellate Board, Student Recreation Board of Governors, Student Union Board of Governors, Women’s Resource Center Advisory Board, and the Residential College faculty-in-residence selection and program development.

—STUDENT RIGHTS AND RESPONSIBILITIES

3.B.3 – Policies on students’ rights and responsibilities, including those related to academic honesty and procedural rights, are clearly stated, well publicized, readily available, and implemented in a fair and consistent manner.

As described in Standard 9, in 2007 the University adopted a new Statement of Shared Values, following endorsement by ASBSU, the Faculty Senate, the Professional Staff Senate, the Association of Classified Employees, the Deans’ Council, and the President’s Administrative Council. The Statement describes the level of ethical conduct expected of members of the University. Policies addressing student conduct and academic integrity are located in the Student Code of Conduct. The Code is published in full on the University’s website, and print copies of the Student Code of Conduct are available at a number of locations on campus, including the Information Desk in the Student Union Building.

The Student Code of Conduct provides guidelines for student behavior by holding students accountable for violating community standards of behavior and by creating a fair process by which student misconduct is addressed. The University helps to ensure a fair process by including students in the decision-making groups that hold students accountable. Students, faculty members, and staff members who participate as decision-makers in student conduct proceedings receive training on conduct procedures. Academic departments are involved in all academic dishonesty cases. Faculty members are responsible for determining the appropriate impact on the course and/or assignment grade based on the violation. The student conduct process is founded on one of the core values, “fairness,” of the Statement of Shared Values.

The Student Code of Conduct is scheduled to be reviewed and updated once every five years. During the 2000-2001 academic year, the Code underwent a major overhaul, updating the Code to current national best practice standards. The Student Code of Conduct underwent its most recent review five years later, beginning in spring 2006. It was completed and approved as the most recent version of the Code during the spring 2007 semester to match language and reporting requirements with industry standards. The next review is scheduled to begin during the 2010–2011 academic year.

27 Statement of Shared Values
28 www.boisestate.edu/osrr
29 Comparative Table of SCC Violations
The reporting structure of personnel involved in student rights and responsibilities was recently changed. Previously, student conduct reported to the Associate Vice President of Student Affairs. Given the connection between residence life and student conduct, along with the expertise of the current Executive Director of University Housing, OSRR was aligned accordingly.

—SAFETY AND SECURITY

3.B.4 – The institution makes adequate provision for the safety and security of its students and their property. Information concerning student safety is published and widely distributed.

University Security reports to the Executive Director of Security and Police Services. This position was developed in 2008 as a result of new expectations for campus security, particularly following recent critical incidences on college campuses around the nation. The Director of Emergency Management position was created and the emergency management program designated to be administered by the University Security Department. The resulting action at Boise State was to bring safety and security under one umbrella in order to better coordinate campus security, law enforcement, incident response, threat assessment, stake holder collaboration, and operational planning. Boise State University Security has a strong commitment to public safety on campus and does all that is reasonably possible to provide for the safety and security of students, employees, visitors and property.

University Security contracts law enforcement services with the Boise Police Department (BPD). The BPD unit at Boise State includes one Lieutenant, six officers and five civilian support staff. BPD maintains a full-time police contingency on campus and provides a 24/7-dispatch service. The University Security Department also maintains a security operation that consists of four full time campus security officers, three part time security officers and a supervisor who together provide patrols of University property between 4pm and 7am, and 24 hours on weekends and holidays. In addition to the campus security staff, University Housing funds three positions for purposes of performing routine security checks, assisting residence hall staff with in-house incidents, providing safe escorts across campus, and as needed to assist emergency personnel. The security and law enforcement programs are housed together on campus to facilitate coordination of communication and operations.

Numerous crime prevention activities and education and awareness programs are provided by University Security and BPD. These programs include facility alarm systems, security surveys, crime prevention publicity and presentations, new student and
new employee orientation safety briefs, sexual assault awareness programs, residence hall security, bike registration and security escort services, CCTV coverage and free 911 phone availability.

The University provides sexual assault information to the campus including definitions of sexual misconduct and outlines the process for reporting a sexual assault and the collaborative support system for victims.  

The campus has an emergency phone system, with 53 locations strategically placed for coverage. Users of a “Blue Light” emergency phone have either direct communication with the campus security office or an immediate 911 connection. Over the last 10 years, there have been marked improvements to lighting on campus, largely as a result of “safety walks” that occur two times per year during which safety personnel identify areas on campus that are potentially vulnerable for students and employees. In addition the BPD/Boise State Volunteer Campus Corp (VCC) was developed. It is made up of volunteers who share the goal of keeping Boise State a safe and pleasant place for people to live, study, work, and visit. The mission of the VCC is to provide a positive visible presence, to distribute crime prevention and safety information, and to provide assistance to officers, students, staff, faculty, and campus visitors.

In 2008, the “Opt In” emergency contact program became operational. All employee and registered student e-mails are automatically entered into this system. Those students and employees who sign up for the “Opt In” program will receive direct email, phone, and/or text-message notification in the case of a critical incident involving the campus. Approximately 4,000 students and employees have opted in to date.

The University has an Emergency Incident Response Team made up of University executives. The team convenes in the event of an emergency. They have gone through a number of training exercises that simulate active shooter scenarios, extended power outages, floods and the pandemic flu.

To keep the University community aware and well informed about issues related to safety, crimes on campus, crime statistics, and other connected issues, relevant information is widely disseminated through the Arbiter, Campus Update, local media, the University’s security website and in the Safety and Security Annual Report. When circumstances warrant it, special crime alerts are prepared and distributed either selectively or throughout the campus when criminal activity occurs which represents an ongoing or continuing threat to students and employees. These timely warnings to the campus community are issued as necessary and as required by

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31 Approximately 4,000 students and employees have opted in to date.
32 Documentation of opt in system
33 Documentation on emergency response team.
33 http://finad.boisestate.edu/security/
the Clery Act. The Department of University Security prepares the Safety and Security Annual Report in compliance with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act. This report is prepared in cooperation with various University departments who provide annual updated information on their educational efforts and programs to comply with the law. Campus crime, arrest and referral statistics include those reported to University Security, Boise Police Department, local law enforcement agencies surrounding non-campus and public property, and designated “Campus Security Authorities.”

Training is undertaken on a regular basis. Following the Virginia Tech incident, several “active shooter” training sessions were given to faculty and staff, and an hour long video with a test that follows is available on the web for public viewing maintained by Risk Management and Insurance.

All drivers of vans carrying students are required to undergo training offered by the Department of University Security.

—PUBLISHED CATALOGS AND HANDBOOK

3.B.5 – The institution publishes and makes available to both prospective and enrolled students a catalog or bulletin that describes: its mission, admission requirements and procedures, students’ rights and responsibilities, academic regulations, degree-completion requirements, credit courses and descriptions, tuition, fees and other charges, refund policy, and other items relative to attending the institution or withdrawing from it. In addition, a student handbook or its equivalent is published and distributed. A student handbook normally will include information on student conduct, a grievance policy, academic honesty, student government, student organizations and services, and athletics. The student handbook may be combined with the institution’s catalog.

The Registrar’s Office publishes an Undergraduate and a Graduate Academic Catalog annually. These catalogs are made available in hard copy, free of charge, to all new students. Students can purchase the Graduate or Undergraduate Catalog from the bookstore for $5.00. Both catalogs are also available in PDF format, free of charge, online at the Registrar's website.

Both catalogs describe Boise State’s mission, admission requirements and procedures, academic regulations, degree-completion requirements, credit courses and descriptions, tuition, fees and other charges, refund policy, and other items relative to attending the institution or withdrawing from it. The catalogs also describe student rights and responsibilities.

The online Student Handbook includes information such as academic related concerns, financial information, student services, recreational and social activities and personal resources. A review of the student handbook will occur in summer 2009 and recommendations will be provided for areas of improvement and expansion.
During the revision, much of the information is made available on the A – Z web index on the Boise State Homepage and to new students during their orientation experiences. The University no longer prints a Student Handbook for mass distribution. University Housing provides students with a residential handbook online that outline policies and procedures specific to students living in on campus facilities.

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**EVALUATION OF STUDENT SERVICES AND PROGRAMS**

3.B.6 – The institution periodically and systematically evaluates the appropriateness, adequacy, and utilization of student services and programs and uses the results of the evaluation as a basis for change.

The strategic plan, *Charting the Course*, includes the goal of “student centered services.” And as stated in its mission statement, the role of the Division of Student Affairs is to “promote student success; enhance student growth and development; and assist in developing an institutional climate that promotes intellectual inquiry, celebrates diversity, and promotes acts of civility.” The division is implementing internal self-assessments for 2009-2010 using the Council for the Advancement of Standards’ guidelines. An assessment guide and plan for the division is in the development stage and will be implemented in phases through the next two years. Presently, the division makes use of a number of methods to assess its success in fulfilling that mission, and has made a number of changes as a result of the information gained from those assessments.

- The University participates biannually in the National Survey of Student Engagement (NSSE).
  - The University’s strategic plan scorecard contains information regarding students’ perspectives on academic support, co-curricular experiences, campus life, and of administrative offices.
  - Lower than desired NSSE scores in the benchmark area of “supportive campus environment” were key impetuses causing the Provost to create the Campus Climate Task Force (CCTF). The CCTF created and carried out a comprehensive Campus Climate Survey to assess perceptions of the campus community about equity and environment, and to identify what students, staff members, and faculty members perceive as roots or cause of inequity on campus. The CCTF created a comprehensive action plan designed to address the causes of perceived inequity and unsupportive campus environment. Periodic reviews will facilitate additional action items such as informal and formal communication venues between students and faculty/staff, the
hiring of a Director for Student Diversity and Inclusion and the creation of a campus Bias Response Plan. The survey will be conducted again in Fall 2009.

- The University’s institutional research office regularly assesses standard measures of student success such as freshman retention rate and six-year graduation rate. Specifically as a result of assessment results showing low retention rates, the Provost and the Vice President for Student Affairs created the Freshman Success Task Force (FSTF). See a full description of the FSTF in Standard 2.

- In fall 2009, Boise State will become a smoke free campus. The decision to adopt this new policy was based on (i) well-known studies showing health impacts on smokers and on those exposed to second hand smoke,39 (ii) studies that have found an impact of smoking on the academic performance of students,40 (iii) studies that have shown the effectiveness of smoke-free policies on smoking behavior,41 and (iv) survey studies on the Boise State campus that have assessed student behaviors regarding smoking, perceptions of the amount of smoking that occurs on campus, and the attitudes that members of the campus community have about smoking.42 In particular, those survey studies have shown an overwhelming support for a smoke-free campus: 88% support the change. And based on these four lines of evidence, the governing bodies on campus (students, faculty, professional staff, and classified staff) all passed resolutions supporting the change. A new policy was then crafted and adopted in 2008.43 A research project has been designed to follow up on the change in policy to assess the impacts of the policy change on smoking behavior, second hand smoke exposure rates, and on attitudes toward smoking.44

- The Career Center implemented the At Graduation Survey45 in the spring of 2007 to address post-graduation employment plans and the services that were utilized by students while at Boise State. The Career Center found that students were under-utilizing Career Center services during their career development decision making process. As a result of this data, the Career Center began an intentional outreach program including target marketing to first year students and their parents in the summer 2007. The Career Center began to participate in New Student Orientation, speaking with every parent and many students who attended. In the fall of 2008, the Career Center moved toward a peer-to-peer outreach program complemented by an electronic platform in order to market existing services

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39 Health studies  
40 Academic studies  
41 Intervention effectiveness studies  
42 Survey studies  
43 Smoke free policy  
44 Documentation on research project  
45 At Graduation Survey and results
to students. Between fall 2007 and fall 2008, career counseling appointments increased 40%, job search advising appointments increased 30% and daily log-ins to “Broncojobs” increased from 5000 to over 40,000.

- Student Union and Student Activities partner every other year to conduct the Association of College Unions International Educational Benchmarking Instrument (EBI) which measures student engagement, student leadership, involvement in student organizations, satisfaction with facilities and other areas. Data from the EBI indicated that students highly utilize and enjoy the Student Union Building.\textsuperscript{46} Data collection relating to growth in reservations, use of dining services, increase in student organizations and an increase in building counts provided rational for Student Union growth and expansion. Direct feedback from student leaders and other key stakeholders was solicited in 2006 through twice-monthly programming charrettes. These three approaches to gathering data resulted in intentional renovation plans which support the demonstrated growth in student services, programming, events, and other co-curricular initiatives.\textsuperscript{47}

In an effort to enhance assessment efforts in the Division of Student Affairs, an Assistant Vice President position was recently created to focus on assessment of Student Affairs programs. The first step was to catalog the current assessments of division operations followed by showing how assessment results are aligned with the strategic plan.\textsuperscript{48} A focus on learning outcomes will encourage inter-departmental and cross-divisional assessment collaboration. The Student Affairs leadership team is revising the division’s strategic plan summer 2009. One primary area of focus will be assessment. The team has identified the need to develop an assessment agenda that will include a guided plan, internal, external and focused measures as well as a timeline for implementation and evaluation. The AVP will also meet regularly with the Institutional Assessment, Analysis, and Reporting (IAAR) team to ensure divisional and institutional initiatives are integrated.
Academic Credit and Records

STANDARD 3.C – Academic Credit and Records - Evaluation of student learning or achievement, and the award of credit, are based upon clearly stated and distinguishable criteria. Academic records are accurate, secure, and comprehensive.

—CREDIT DEFINITION AND RECORDS

3.C.1 – Evaluation of student learning or achievement, and the award of credit, are based upon clearly stated and distinguishable criteria. Academic records are accurate, secure, and comprehensive. Credit is defined and awarded consonant with the Glossary definition.

Boise State awards credit consistent with NWCCU definitions and Idaho State Board of Education requirements: 45 clock-hours of student involvement are required for each semester credit per term, which includes a minimum of 15 student contact hours for each semester credit per term. Per credit awarded, lecture courses require 15 clock hours, lab courses require 30 to 45 hours, and internships and independent studies require 45 hours. Credits awarded for distance education and hybrid courses are based on the credits that would be awarded for the same course were it delivered by traditional means.

Boise State’s spring and fall semesters are 15 weeks in length with an additional week for final exams. Summer courses are scheduled during a 13-week period. During spring, summer, and fall we offer condensed-length courses with various term lengths (3-week, 4-week, 5-week, 8-week, 10-week, and 12-week), and for all the time-per-week is adjusted so that the hours are equivalent to those for a 15-week semester. We have recently begun planning of a winter intersession, which is tentatively scheduled to occur between the fall 2009 and spring 2010 semesters. The 3-week term will provide students with additional course opportunities, relieve bottlenecks in high-demand areas, improve facility utilization, and bolster spring semester enrollment. Security of academic records is discussed in 3.C.5.

—THESES, DISSERTATIONS, AND PORTFOLIOS

3.C.2 – Criteria used for evaluating student performance and achievement including those for theses, dissertations, and portfolios, are appropriate to the degree level, clearly stated and implemented.

The elements comprising a satisfactory thesis, dissertation, or portfolio are generally stated in the graduate catalog as part of the Graduate College regulations for all graduate programs (2008-09 Graduate Catalog, pages 25-36, and related entries). More refined descriptions of these elements in discipline-specific terms may be given in individual program handbooks and in the program statements in the graduate catalog. Balanced expert evaluation of

49 SBOE policy regarding awarding of credit
50 Policy regarding awarding of credit
51 Graduate Catalog
theses and dissertations are facilitated by requiring that each thesis or dissertation student be under the guidance of a supervisory committee of at least three graduate faculty members with appropriate backgrounds. Those faculty members are recommended for inclusion in the graduate faculty by the academic unit responsible for the program and are appointed by the graduate dean. The supervisory committee is responsible for reviewing and approving the thesis or dissertation proposal and for intermediate feedback to the student during the research and writing phases.

The supervisory committee, supplemented by an external examiner required by some doctoral programs, also serves as a defense committee of experts who evaluate the performance of the student at the final oral examination, an event at which the student presents and defends his or her thesis or dissertation. The final oral examination is conducted according to written procedures established by the Graduate College, including definition of those performance components to be used by the defense committee to determine the overall examination outcome, that is, whether a student passes or fails. A student who has passed the final oral examination is typically required to make minor revisions to the thesis or dissertation, and must present the revised version for a final reading and approval by the chair of the supervisory committee. The thesis or dissertation must also meet the formatting standards of the Graduate College as published in the thesis and dissertation manual (available to students in print and on the web) and overseen by the coordinator of theses and dissertations in the Graduate College.

Portfolios can be submitted as one component in the process of evaluating credit for prior learning for undergraduates. Students use the portfolio process to provide information related to knowledge gained from non-college experiences, and the portfolio must be assessed as to its suitability for college level credit by the appropriate academic department. The academic department works with each student individually in the preparation of the portfolio. Credits earned through this process are nontransferable, and Boise State does not accept portfolio credits from other institutions.

—CREDIT VS. NON-CREDIT

3.C.3 – Clear and well-publicized distinctions are made between degree and non-degree credit. Institutional publications and oral representations explicitly indicate if credit will not be recognized toward a degree, or if special conditions exist before such credit will be recognized. Any use of such terms as extension credit, X credit, continuing education credit, is accompanied by clear statements regarding the acceptability of such credit toward degrees offered by that institution. Student transcripts clearly note when any credit awarded is non-degree credit. Whenever institutions grant non-degree credit other than the Continuing Education Unit (CEU), some summary evaluation of student performance beyond mere attendance is available.
All courses numbered below 100 are developmental courses in mathematics and English, and are offered in accordance with State Board policy regarding math and English placement. Courses numbered below 100 are non-credit and bear zero credit hours. All courses numbered 100 or above are credit bearing and count toward degrees except as limited by degree requirements. This distinction is made in Chapter 11 of the Undergraduate Catalog.52

Continuing Education Units (CEU) are awarded by certain courses sponsored by the Division of Extended Studies. See Standard 2 for a description of CEU and other non-credit offerings. CEU credits do not count toward Boise State academic degrees.

—TRANSFER CREDIT

3.C.4 – Transfer credit is accepted from accredited institutions or from other institutions under procedures, which provide adequate safeguards to ensure high academic quality and relevance to the students’ programs. Implementation of transfer credit policies is consistent with 2.C.4 as well as Policy 2.5 Transfer and Award of Academic Credit. The final judgment for determining acceptable credit for transfer is the responsibility of the receiving institution.

Transfer credit is articulated consistent with University and state of Idaho policy. Implementation of transfer credit policies is consistent with 2.C.4 as well as Policy 2.5. See responses to 2.C.4 and Policy 2.5 for additional detail.

The Idaho State Board of Education mandates and monitors a “Common Course Numbering System,” for lower division core courses amongst all Idaho state schools i.e., first-year writing is English 101 at all Idaho institutions.53 This system facilitates transferability of lower division core courses within the state. In addition, the Registrar’s Office maintains a set of transfer equivalency guides for each institution from which we receive substantial numbers of transfer students. Every two years, chairs of academic departments are asked to update the equivalencies on those lists so that students transferring from those institutions can easily be given credit for equivalent Boise State courses.

The Registrar’s Office maintains a Transfer Guide online to assist students with the transfer process.54 This process is described in the Undergraduate Catalog in Chapter 10, Transferring Credits to Boise State.

When a student transfers to Boise State, the transcript of that student is processed by a Transcript Evaluator, who equates transferred courses with Boise State courses as allowed by the common course numbering system, by articulation agreements, by the equivalency list for the transfer institution should that list exist, and by evaluating course descriptions from the transfer
institution obtained via CollegeSource. For those courses that do not have a directly comparable equivalent, the student is awarded credit at the appropriate course level (that is, 100-, 200-, 300-, or 400-level) in the subject area of the original course, if Boise State offers that subject. If Boise State does not offer that subject, credit is awarded as general elective credit. Should the student wish to seek to have such courses counted towards a specific requirement for a degree, the student must seek permission from the appropriate department chair. If approved by the department chair, appropriate forms are signed and sent to the Registrar’s Office to justify and document credit transfer.

With the creation of the College of Western Idaho (CWI), additional articulation agreements are being developed. The Assistant Director of Enrollment Services has been specifically tasked with creating articulation agreements with CWI for both general education courses but also for lower division major requirements. Work on this project will commence fall 2009 as CWI begins the development of their curriculum.

SECURITY OF RECORDS

3.C.5 – The institution makes provision for the security of student records of admission and progress. Student records, including transcripts, are private, accurate, complete, and permanent. They are protected by fire-proof and otherwise safe storage and are backed by duplicate files. Data and records maintained in computing systems have adequate security and provision for recovery in the event of disaster. The information-release policy respects the right of individual privacy and ensures the confidentiality of records and files.

The Admission’s Office maintains all student application materials in in-office file cabinets and also as scanned versions using the University’s imaging system, Nolij. Application materials are retained for 2 years for students who are admitted but never enroll. Materials for students who do enroll are retained for 5 years after their last semester of enrollment. At the end of the period of document retention, those documents are shredded on-site in a secure fashion.

Historical academic records (i.e., transcripts dating back to 1932) are stored in a fireproof vault and are also stored in an imaging system, FileNet. The Registrar’s Office is presently re-imaging on Nolij all transcripts stored in the vault. Nolij is a more sophisticated and stable imaging system than FileNet. Once all historic transcripts are imaged, the hard copies will be stored in an off-campus warehouse, outside of the floodplain.

In 2006, the Registrar’s Office implemented online grading. This online process has streamlined the grading process for faculty and students, and has increased security and accuracy of the grading process by reducing the amount of manual handling of grades.
Academic Records of current and recent students are stored in the University’s Student Information System, PeopleSoft. The PeopleSoft databases are stored on equipment secured in the central computing facility, with access to the facility limited to the support staff responsible for the equipment. The data records are backed up daily and a backup of the data is also sent off-site daily to a secure storage facility. These backups are then available for disaster recovery purposes, should they be needed.

We are fully aware that access to academic records must be in accordance with state and federal requirements, including the Family Educational Rights and Privacy Act of 1974 (FERPA). Boise State policy regarding access to information is covered in Policy 8000 Information Technology Resource Use. In essence, Boise State’s practice is to grant access to information about individual student only if that access is part of the job duties of the person requesting access. Individuals can have access to information in one of three ways:

- They may have direct login access to student records via the PeopleSoft “Back Office.” To gain such access, an individual must complete an Access Account Request Form at the Office of Information Technology (OIT) Help Desk Website, which is evaluated by the individual’s supervisor and an area Data Steward based on the job duties of the individual requesting access. Level of access (i.e., view, update, or correction) granted varies based on specific job duties of the requestor.

- An individual may request information either through a formal query or through an informal request made to a person who has already has access to data. The Registrar’s Office developed an online query process to facilitate processing of requests. The other entity that receives substantial numbers of requests is IAAR. In all cases, information about individual students is given to the requestor only if that information is needed as part of the job duties of the requestor.

- An individual may have access through the Data Warehouse if that individual has been given “drill down” capabilities. Drill down access is restricted to those who have job duties that require individual data.

Based on changes in campus policy, state regulations, recent changes to FERPA, and technology improvements introduced by our recent PeopleSoft upgrade, a complete review and update of our security practices, procedures and setup was needed. Therefore, Boise State is presently undergoing an extensive revision of its security system for PeopleSoft data, an effort being led by the Director.
of Enterprise Application Systems in the Office of Information Technology and involving personnel from every unit that has need for information about students. The revised system will be based on defining the information-related roles of individuals on campus and thereby defining the need of those individuals for “row level access.” This project will ensure Boise State is fully compliant with all regulations and will establish a process for managing and monitoring security and access going forward.

Student Services

STANDARD 3.D – Student Services - The institution recruits and admits students qualified to complete its programs. It fosters a supportive learning environment and provides services to support students’ achievement of their educational goals.

—ADMISSIONS POLICIES

3.D.1 – The institution adopts student admission policies consistent with its mission. It specifies qualifications for admission to the institution and its programs, and it adheres to those policies in its admission practices.

The admission policies at Boise State are designed to help fulfill the institutional mission to serve Boise and the surrounding area by offering appropriate educational opportunities. The standards for new freshmen, transfer students, returning students, second baccalaureate students, and non-degree seeking students are clearly stated in the Undergraduate Catalog.

The freshman admissions index uses a combination of high school grade point average and standardized test score to predict first year GPAs. This information, along with transcripts of college level course work or GED scores, is used to make admission decisions. The index is used to improve retention and shape enrollment. The index required for automatic admission was increased from a 25 in 2003 to a 30 in 2004 and, as a result, the academic profile of our entering class has steadily improved, as demonstrated Table 2.1. Students may be granted “general admission” if all standards are met, or may be granted “provisional admission” if one or more standards within the admissions policy have not been met. Students admitted provisionally are required to take specific core courses within their first three semesters at the University in order to continue.

Recommended changes to the admission standards focus on their impact on student success. The Enrollment Management Committee reviews the changes annually well in advance of the term for which the requirements become effective, and proposed changes are forwarded to the Administrative Council for a final decision.
### TABLE 3.1. NEWLY-ENROLLED STUDENT PROFILE

<table>
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<td>32%</td>
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<td>34.4%</td>
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<tr>
<td>3.0-4.0 HS GPA</td>
<td>63.8%</td>
<td>66%</td>
<td>68.6%</td>
<td>74.2%</td>
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<td>Top Quarter of HS Class</td>
<td>24.9%</td>
<td>29%</td>
<td>26.7%</td>
<td>32%</td>
<td>35%</td>
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</tr>
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**—MEETING DIVERSITY OF NEEDS**

3.D.2 – The institution, in keeping with its mission and admission policy, gives attention to the needs and characteristics of its student body with conscious attention to such factors as ethnic, socioeconomic, and religious diversity while demonstrating regard for students’ rights and responsibilities.

The Admissions Office coordinates a variety of outreach efforts to prospective students from diverse backgrounds, and has dedicated a Senior Enrollment Counselor position to planning and implementing activities that will encourage the enrollment of underrepresented students at the University. Examples are:

- Each year on-campus visitation programs are hosted to provide these students with an opportunity to explore the University. One such program is Mosaic, a program that targets multicultural students primarily from low-income first generation backgrounds from Idaho.

- Through Gear-Up, a federal grant awarded to the SBOE that provides early exposure to and awareness of higher education, the Admissions Office coordinates visit programs for hundreds of low-income, first generation middle and high school students each year that focus on exposing them to the value of a college education. The grant provides college scholarships to those students who complete the program.

- The Admissions Office has a close partnership with Boise State's federally-funded TRiO program. TRiO staff help promote Admissions programs that target diverse students and work closely with Boise State admissions personnel to guide TRiO students through the admissions and financial aid process.

- On-site admissions programs were offered in local schools with high concentrations of low-income and first-generation students to assist them with the admissions process and to discuss college planning.

The Office of Student Diversity and Inclusion includes three distinct entities that use a variety of student groups, advocacy, educational programs, and targeted services to support Boise State’s growingly diverse student population: the Cultural Center, the Women’s Center, and the Disability Resource Center.
The Cultural Center focuses on cultural, religious, and socio-economic diversity, as well as other marginalized populations. The Center encourages students to create connections with others from a variety of underrepresented cultural groups while at the same time increasing their sense of empowerment. Programs and activities are broad-based in scope, with a focus on increasing partnerships that enhance campus connections on behalf of students.

- The Cultural Center supports a vigorous calendar of activities to offer insights into cultural diversity, including Diversity Day Defined, LGBT (Lesbian Gay Bisexual Transgender) Diversity Week, Islamic Awareness Week, Tunnel of Oppression, Holidays Around the World, Cesar E. Chavez Memorial Week, HERO Awards, End of the Year Recognition, Diverse Perspective Film Series, and Latin American Film Series. Whenever possible, these activities are co-sponsored with on and/or off campus partners to serve as a resource for academic courses and the community. The primary target for inclusion in activities and education are students, but these opportunities often involve campus staff and faculty.

- The Cultural Center supports a variety of student clubs and organizations, thereby providing leadership and organizational opportunities to students. In many cases, the student organizations present programmatic activities: Galing Galing—Boise American-Filipino Relations Club and Diversity Association, Lunar New Year—Vietnamese Student Association, Afro-Culture—Black Student Alliance, International Song Food and Dance—International Student Association, Seven Arrows Powwow—Intertribal Native Council, Annual Luau—Hui-O-Aloha, Japan Night—Japan Club, and Cinco de Mayo—Organización de Estudiantes Latino Americanos.

- The Cultural Center began a pilot mentoring program in 2008-09 that associates new students with more experienced students. These mentors serve as a general resource and help connect the new students to appropriate resources. Twelve students participated and at this time eight have enrolled for fall and one graduated. (A senior requested to participate and was allowed to do so.) With a 75% success rate, the program will be continued and expanded this fall.

The Boise State Women’s Center acts on behalf of women’s issues and gender equity in a number of ways.

- The Women’s Center serves as the lead campus resource that addresses issues of violence against women and the creation of a safe campus community. A full-time “Violence Awareness and
Response Coordinator” position serves as the primary resource and collaborates with several campus departments, such as University Housing, New Student Orientation, and Campus Police.

• The Women’s Center encourages student involvement by providing academic internships and a mentoring program.

• The Women’s Center provides support for student clubs such as the Returning Women’s Discussion Group, the Single Parents Club, and the Organization for Gender Equality and Education.

• The Women’s Center provides programming to increase awareness of women’s issues, such as The Clothesline Project; The Bra Project; January Jammies; The Vagina Monologues; Women’s History Month; and Sexual Assault Awareness Month.

The Disability Resource Center serves as the primary campus resource for providing equal access accommodations to students with diagnosed and documented disabilities. This center is described above in section 3.B.1.

A number of grant-sponsored projects (in addition to TriO and Gear-Up described above) also contribute to the University’s ability to serve first generation, low income, and underrepresented students including:

• CAMP - The federally-funded College Assistance Migrant Program helps migrant and seasonal farm workers and their children to go to college. This is achieved through financial support, counseling, tutoring and mentoring. CAMP offers students academic and personal support throughout college.

• McNair - The federally-funded McNair Scholars Program educates, grooms, and involves students in academic experiences so they are able to successfully pursue a PhD and careers in university teaching and research. These students are from underrepresented groups, are first generation college students, or come from low-income backgrounds.

The International Programs Office has primary responsibility for providing support to international students. They do so in the following ways:

• Providing a mandatory orientation for new students in collaboration with the New Student and Family Programs Office.

• Providing support services in the areas of immigration, employment, academics, and cross-cultural challenges.

• Keeping students aware of any changes in policy and practices by the U.S. Immigration and Customs Enforcement.
• Coordinating activities to orient international students to the community.

• Offering the Intensive English Program to teach reading, writing, listening and speaking skills in a confidence-building environment.

—PLACEMENT

3.D.3 – Appropriate policies and procedures guide the placement of students in courses and programs based upon their academic and technical skills. Such placement ensures a reasonable probability of success at a level commensurate with the institution’s expectations. Special provisions are made for “ability to benefit” students. (See glossary)

Boise State uses multiple placement tools to help ensure students are placed at the appropriate skill level to successfully complete coursework. Information regarding placement exams and required cut-off scores for placement is published in the Directory of Classes online. In addition, incoming students can access placement exam information on-line in the Preparing for Orientation advising guide, in the New Student Guide provided at orientation, and through academic advising at orientation. Placement information particular to specific academic programs is published on departmental websites.

Most exams are offered through the newly established Testing Services unit reporting to Advising and Academic Enhancement Modern Languages and Literatures other than French, German and Spanish and Information Technology & Management course placement exams are offered through the academic departments.

For placement into English and Mathematics courses, the University uses information from the ACT and SAT tests for those students who have taken those tests recently. In other cases, students are asked to take the COMPASS exam; the State Board of Education sets cutoff scores.

Recently, the Council on Academic Affairs and Programs (CAAP; comprised primarily of chief academic officers of public higher education institutions in the state) created the Idaho English Placement Task Force to review placement into English courses. The task force includes representatives from all Idaho public institutions, including faculty, administrative staff, advising professionals and registrar staff. The task force is conducting an assessment of our current placement model and is piloting alternatives.

Currently, the Department of Mathematics and the College of Engineering are piloting the use of the ALEKS (Assessment Learning in Knowledge Spaces) assessment exam to provide a level of feed-
back to students beyond the institutionally implemented placement tools.\textsuperscript{63} ALEKS is utilized as a preparation tool for students enrolled in MATH147 or 170. It serves as an additional placement tool, but is fully integrated into the courses as a course assignment.

For placement into language courses, exams for French, German, and Spanish are given at the testing center. For other languages, the student can work with the Department of Modern Languages and Literatures to complete a placement exam or can work with programs at NYU and BYU for placement.

Advanced Placement (AP) and International Baccalaureate (IB) credit are accepted at Boise State University. Successful completion of various exams provides students with requirements in all Core areas and English. Information on AP and IB credit is published in the University Catalog (pg. 51) and online in the Credit for Prior Learning brochure.\textsuperscript{64} CLEP exams are administered providing students the opportunity to fulfill major requirements and the Core. These exams are designed to test knowledge in specific college subjects and all credit for CLEP tests is granted based on the score recommended by the American Council on Education (ACE). Credits awarded for CLEP Exams that have not been equated with specific course will count toward graduation requirements as elective credit.

A number of undergraduate academic programs have admissions requirements set by the faculty in those units, including: Criminal Justice, Bilingual Education, Elementary Education, Kinesiology, Nursing, Radiologic Sciences, Respiratory Care, Secondary Education programs, Social Work, and Special Education. All programs listed require completion of specific coursework with minimum GPA requirements. Education programs require the successful completion of the PRAXIS exams I and II. In addition, programs may require departmental and/or national exams, essays, applications, recommendations, or admission interviews (also see Standard 2).

Any student with a documented disability has the option to pursue a substitution for coursework through the regular University academic adjustment process. Students who appeal the requirement must complete the Request for Adjustment of Academic Credits form with appropriate documentation.\textsuperscript{65} The University Appeals Committee comprised of Deans, Associate Deans, and faculty must approve all university-level credit appeals.
—CONTINUATION AND TERMINATION POLICIES

3.D.4 – The institution specifies and publishes requirements for continuation in, or termination from, its educational programs, and it maintains an appeals process. The policy for readmission of students who have been suspended or terminated is clearly defined.

The Registrar’s Office is responsible for enforcing academic standards that must be met to remain an undergraduate student. As stated in Chapter Five of the Undergraduate Catalog, to be in good academic standing, undergraduate students must maintain a minimum grade point average (GPA) for the number of credits they have earned, as depicted Table 3.2:

<table>
<thead>
<tr>
<th>Cumulative Credits Earned (Transfer &amp; Boise State)</th>
<th>Minimum Boise State Cumulative GPA (Transfer GPA not included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 to 6</td>
<td>1.00</td>
</tr>
<tr>
<td>7 to 32</td>
<td>1.60</td>
</tr>
<tr>
<td>33 to 64</td>
<td>1.80</td>
</tr>
<tr>
<td>65 or more</td>
<td>2.00</td>
</tr>
</tbody>
</table>

Undergraduate students who fail to maintain the minimum Boise State GPA are placed on probation. At the end of the subsequent semester at Boise State, the University takes one of the following actions:

- Removes the student from probation (if their cumulative Boise State GPA is at or above the minimum);
- Continues the probationary status (if their cumulative Boise State GPA is below the minimum specified above, but their semester GPA is 2.0 or higher);
- Dismisses the student from the University (if their cumulative Boise State GPA is below the minimum specified above and their semester GPA is below a 2.0).

Students dismissed from the University are not permitted to enroll for one semester (fall or spring) after a first dismissal and for one year after any subsequent dismissal. Students may challenge the waiting period by filing an appeal with the University Academic Appeals Committee.

The Undergraduate Policy for readmission is published in the Undergraduate Catalog in Chapter 3 - Admissions, Standards for Returning Students.

Several individual departments and programs (i.e., Education, Nursing, and Social Work) have additional continuation policies as allowed for in SBOE policy, requiring grade point averages above a 2.0 to continue in the program. These policies are in response to specialized accreditation expectations.
The Graduate College is responsible for enforcing academic standards that must be met to remain a graduate student, as outlined in the Graduate Catalog in the section titled, “Academic Performance.” A graduate student whose semester GPA falls below 3.0 is put on academic notice by the Graduate College. A student on academic notice is administratively withdrawn from his/her program if the semester GPA falls below 3.0 a second time. Students who are administratively withdrawn from a graduate program may apply for reinstatement according to University policy 3090 (Procedures for Filing a Request for Reinstatement to a Graduate Program).

—GRADUATION REQUIREMENTS

3.D.5 – Institutional and program graduation requirements are stated clearly in appropriate publications and are consistently applied in both the certificate and degree verification process. Appropriate reference to the Student Right-to-Know Act is included in required publications.

Institutional and program graduation requirements are clearly published in the printed and online Academic Catalog found at http://registrar.boisestate.edu/Catalogs.htm. Potential graduates are evaluated by the Registrar’s Office.

To ensure consistent application of graduation requirements, the Registrar’s Office utilizes a combination of systems and manual processes. The PeopleSoft system tracks credits earned toward degree requirements through the Degree Progress Report (DPR). A graduation evaluator manually reviews the DPR of every candidate for graduation in order to determine the validity of his/her candidacy. The Coordinator of Catalog and Curriculum regularly updates the setup for the DPR as curriculum changes are approved. This setup is audited once a year by a graduation evaluator on a three-college per semester rotation. Once grades are made final, a batch process in PeopleSoft is run to post degrees/certificates for all candidates who successfully completed their outstanding requirements. All exceptions are sent to an error report and are once again reviewed manually by a Graduation Evaluator. Due to a recent PeopleSoft upgrade the Registrar’s Office is currently transitioning from the DPR to the Academic Advising Report (AAR). This new report provides increased functionality and will improve advising, planning, and course selection.
The Office of Financial Aid & Scholarships (OFAS) educates, informs, guides, and supports students and families through the financial aid process, as a means of furthering the University’s mission and goals. The office processes applications, determines eligibility, exercises stewardship over funds, adheres to the rules and regulations governing the distribution of aid, minimizes procedural barriers, and provides efficient service to students who have completed the necessary requirements. The Office also recognizes the distinct needs of students and families and projects a positive attitude with each interaction.

Although the processing of aid occurs through OFAS, the management of financial aid programs is an institutional responsibility. Many areas within the University share responsibilities pertaining to the successful operation of the financial aid program. Shared responsibilities include: managing funds and fiduciary responsibilities, setting institutional strategy, identifying student eligibility, and explaining requirements of the various aid programs. Representative areas include academic departments and units for the awarding of scholarships and employment of work-study students, the Boise State University Foundation for raising scholarship funds and accounting for scholarships disbursed, Administrative Accounting for drawing down funds from the federal treasury and reconciliation to the general ledger, Student Financials for disbursement of aid to the student account and for cash management responsibilities, the Registrar’s Office for information pertaining to students’ academic profiles, and the Admissions Office to publicize information regarding aid programs to prospective students.

Approximately $88 million is distributed annually to students in the form of grants, scholarships, waivers, loans, and work-study programs. The PeopleSoft system is used to identify students, offer and award aid, and disburse aid. Records are maintained within the system to track activity. System access is assigned to employees in order to maintain a structure of checks and balances in fund management. Financial aid records are subject to an annual external audit, and no audit findings have been identified for several years.

Federal aid programs represent the foundation of aid made available to students. Approximately 80 percent of the aid delivered to students comes from the federal aid programs, of which federal loans comprise 77 percent, grants comprise 22 percent, and federal work-study comprises one percent.
Although a small segment of the total aid available, work-study is a key element in the financial aid packages, in part because those students who work on campus tend to have higher persistence and greater academic achievement. Combined with the state work-study program, approximately $1 million per year is delivered to students through this program. A component of work-study is community service. Students are employed in literacy programs in the public schools, work for departments or agencies providing a community benefit, or work with students with disabilities on campus. In conjunction with the Service-Learning program, this addresses community needs as well as supports the public engagement segment of Boise State’s strategic vision.

Because the University is a fast-growing institution without the alumni base of an older institution, scholarships remain very competitive. Boise State awarded academic scholarships represent 4.4 percent of total aid distributed. However, several initiatives have addressed the need for scholarship funding for students: the Boise State University Foundation has raised $11.9 million toward scholarships during the University’s comprehensive campaign from July 1, 2004 through June 30, 2009; the scholarship fee paid by full-time students will increase to $15 per semester from $6 per semester; and the Boise State Bookstore has made significant contributions to the scholarship fund. These initiatives have allowed the creation of the Capital Scholars program and Boise State’s acceptance into the National Merit Scholarship program.

The SBOE allows for a specified number of out-of-state tuition waivers and they are used strategically. The number of full allowable waivers of non-resident tuition was recently increased from 3% of FTE to 6%. The application of these waivers should meet strategic institutional needs and must be submitted to the SBOE. These waivers have been used in the past for students enrolled in “high-technology” fields, and to the top qualifying out-of-state applicants of each entering class. In addition, Boise State participates in the Western Undergraduate Exchange program, and offers additional partial waivers of non-resident tuition through this program. The University Scholarship Committee, in consultation with the Enrollment Management Committee, will meet this fall to make recommendations the Administrative Council on the most strategic use of the additional non-resident waivers.

The General Scholarship Committee has responsibility for awarding scholarships and waivers to incoming freshmen and transfer students. The committee includes faculty, Enrollment Services staff, and students. Academic Departments with their own scholarships conduct their own selection processes, with the majority choosing
continuing students. Departments such as Music and Theatre Arts, which rely on skill and talent in addition to academic achievement, tend to make offers to incoming students.

Creating efficiencies in the delivery of aid has been a focus of OFAS during the past ten years. Responsibilities were delineated into areas such as customer service, scholarships, production, accounting, and systems. Previously, many of these responsibilities had been combined, and specialization has resulted in improvement of aid delivery and service to students.

Financial Aid Counselors within the customer service unit are assigned different portions of the alphabet to oversee students. Each counselor supervises two Customer Service Representatives. The counselor directly oversees the training and development of each representative to ensure accuracy and efficiency in the front line of responding to student and parent questions. Each of four mini-teams within the Customer Service unit has accountability for the students they serve.

Students are encouraged to meet the priority FAFSA deadline of March 15th. Much effort goes into publicizing and promoting this deadline, including advertising and holding help sessions in various locations across campus.

Emphasis on this deadline encourages early application so that any follow-up activity required by the student, such as verification requests, loan-counseling requirements, or other document requests, can be completed by the time the student leaves for the summer. Whereas once a substantial portion of applicants waited until the summer to start the application process, nearly half of all students are now applying by the priority deadline, thus helping to ease the bottleneck that can otherwise occur just prior to the start of the semester.

Students with unusual or unique circumstances that are not otherwise accounted for on the FAFSA can contact the customer service unit. Typically, an appointment is scheduled with a Financial Aid Counselor to discuss that student’s circumstance, and the counselor can exercise professional judgment and make corresponding changes to a student’s aid package to reflect that change in circumstance.

To support students in the transition to the College of Western Idaho, the staffs of Boise State, CWI, and College of Southern Idaho are working to develop consortium agreements in order to provide a more seamless transition for students who qualify for teach-out agreements, are transitioning from an applied tech program to a BAS program, or are co-enrolled in classes at two or more institutions. Next steps in this consortium agreement are to obtain agreement from CSI to test a draft set of procedures for the 2009-10
academic year, and to use information from that year to enable the finalization of procedures for 2010-11.

Finally, several changes have been made to the financial aid program to make it more effective for students who apply for aid:

- The Satisfactory Academic Progress policy and related procedures have been amended to allow for earlier identification of students who are experiencing academic difficulties. For example, students who are completing less than 75% of their attempted credits will receive a warning before an actual hold is placed. During the semester in which the warning is in effect, Academic Advising and Enhancement receives information regarding these students so that academic interventions can be facilitated.

- As a Quality Assurance participant, we are able to design our own verification selection criteria. These criteria have been refined over the years so that now, only approximately 20% of students are selected. Corrections are sent on about 85% of all students selected, so the criteria focus on the types of students most prone to making errors, while allowing other students to forego the verification process.

—FINANCIAL ASSISTANCE INFORMATION

3.D.7 – Information regarding the categories of financial assistance (scholarships and grants) is published and made available to both prospective and enrolled students.

The underlying rules and restrictions on institutional, state, and federal aid programs can be complex. OFAS attempts to convey information to students regarding aid programs in a manner that is accurate, timely, and understandable. A general source of information is contained in the Financial Aid Handbook, which is made available for download on the OFAS website or students may request a paper copy. More detailed information about aid programs is also available on the website. The “Timely Tips” section on the website is updated frequently and contains information which is new, impacts many students, or addresses common questions being asked by students. Information is also coordinated with the Admissions Office for printed publications for prospective students. Students and parents have the opportunity to attend presentations and interact with financial aid experts during orientation programs, and financial aid counselors are often invited to present to University 101 courses, which enroll many new first-year students.

BroncoWeb and BroncoMail are used to communicate individualized information to students. Upon logging into his/her BroncoWeb account, a student can access critical information pertaining to each
award a student is offered. The student is shown a checklist of items necessary to complete the financial aid application, and can view a summary of financial need. BroncoMail email communication is used to remind students of pending items, to alert students to eligibility issues, or to relay timely information. BroncoMail is typically used for messages that apply directly to recipients. Students can seek individual assistance either in-person, by phone, or through email.

—STUDENT LOAN PROGRAMS

3.D.8 – The institution regularly monitors its student loan programs and the institutional loan default rate. Informational sessions which give attention to loan repayment obligations are conducted for financial aid recipients.

The U.S. Department of Education provides cohort default information on the University's Federal Stafford Direct Loans on an annual basis. Responsibility falls within Administrative Accounting for annually calculating the University's cohort default rate on Federal Perkins Loans. This rate is reported back to the U.S. Department of Education annually on the FISAP report.70

In addition, the Office of Institutional Analysis, Assessment, and Reporting calculates information on loans as part of its annual submission of the Common Data Set (CDS) data to the U.S. Department of Education.71 These statistics include annual and average borrowing by first-year students and by all undergraduates. This office also calculates the average accumulated student loan debt of baccalaureate recipients. All of the information is monitored by OFAS and updates are provided to Boise State's Enrollment Management Committee for evaluation and use in strategic planning.

| TABLE 3.3. COHOR T DEFAULT RATES, FEDERAL STAFFORD LOAN PROGRAM (LIST INCLUDES IDAHO INSTITUTIONS AND BOISE STATE’S CURRENT PEER GROUP) |
|-----------------|--------|--------|--------|
|                 | FY 2006| FY 2005| FY 2004|
| Boise State University | 5.4    | 5.4    | 4.9    |
| National Average        | 5.2    | 4.6    | 5.1    |
| Idaho State University  | 6.4    | 4.9    | 5.6    |
| University of Idaho     | 4.0    | 2.5    | 2.5    |
| Lewis Clark State College| 9.4    | 9.7    | 11.2   |
| BYU - Idaho             | 0.6    | 0.9    | 0.5    |
| College of Southern Idaho| 12.9   | 9.0    | 9.9    |
| University of Alaska Anchorage| 6.4  | 5.2    | 7.1    |
| Northern Arizona University| 4.2    | 3.4    | 3.4    |
| University of Northern Colorado| 3.1 | 3.4    | 2.4    |
| Wichita State University| 3.1    | 3.4    | 4.7    |
| Eastern Kentucky University| 5.7    | 5.4    | 6.1    |
All students are required to complete Loan Entrance Counseling prior to receiving a disbursement of a Federal Direct or Federal Perkins Loan. Boise State uses the online counseling option provided through the Direct Lending program in order to satisfy entrance-counseling requirements. Students may request printed materials in place of doing an online loan counseling session, and OFAS Counselors are available to assist students who contact the office with questions regarding their loan obligations. Student borrowers who graduate or otherwise leave the University are required to complete an online loan exit-counseling program. Students are monitored for completion of this program, and OFAS mails printed materials containing repayment information to students who do not complete the online option.

In addition to loan entrance and exit counseling, Boise State’s OFAS offers a one-hour online financial literacy course, which is available for free to all students to help with issues such as budgeting and personal money management basics.

---NEw STUDENT ORIENTATION

3.D.9 – The institution provides for the orientation of new students, including special populations, at both undergraduate and graduate levels.

The Office of New Student and Family Programs (NSFP) was created by the Vice President for Student Affairs in response to (i) the Freshman Success Task Force recommendations and (ii) the observation by the Vice President that such an office was needed to grow the University’s orientation programs and to develop a robust first year experience, thereby better connecting with parents and families with the University and enhancing student success. Boise State now offers a range of programs to facilitate the successful transition and persistence of all new students. The focal point of the

<table>
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<tr>
<th>TABLE 3.3. COHORt DEFAult RAtES, FEDERAl STAFFORD lOAn PROGRAM (lISt lNCluDES lDAdO INStItuTIOnS AnD BOISE StAtE’S CuRREnt PEER GROuP)</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY 2006</td>
</tr>
<tr>
<td>Wayne State University</td>
</tr>
<tr>
<td>UNLV</td>
</tr>
<tr>
<td>University of Cincinnati</td>
</tr>
<tr>
<td>Cleveland State University</td>
</tr>
<tr>
<td>Portland State University</td>
</tr>
<tr>
<td>UTEP</td>
</tr>
<tr>
<td>Weber State University</td>
</tr>
<tr>
<td>George Mason University</td>
</tr>
<tr>
<td>Eastern Washington University</td>
</tr>
</tbody>
</table>

72 Website for online course http://financialaid.boisestate.edu/FinancialLiteracy2.shtml
programs is helping new students to develop personal and informal relationships with other new students, student leaders, faculty members, staff members, and community members. By having opportunities for this engagement, new students have a higher probability of feeling a personal relationship with the institution following their orientation experience. Through these relationships, students better manage negative emotions such as fear, anxiety, and doubt, and begin to gain confidence in their ability to be successful in a variety of social and scholarly settings.

The new format also places greater emphasis on connections with academic programs and their faculty. Colleges are given the opportunity to design a 2-hour block of the orientation session. Typically colleges showcase research and internship opportunities; provide sample lectures; bring in guest speakers such as graduate students, successful alumni, nationally recognized faculty; and offer college-specific advising. The session is designed to facilitate faculty student interaction, course selection, and exposure to program opportunities. Students who have yet to declare a major are assisted by advisors in Advising and Academic Enhancement, who provide a similar experience.

A two-day, overnight orientation, Bronco Venture is required of all incoming traditionally aged students. Several sessions are offered throughout the summer months, allowing for ample flexibility for students of all majors. Undecided students are invited to attend any of the programs, while students with a declared major are encouraged to attend one of the several program dates designated for their college.

A half-day orientation program is required of all Transfer and Non-Traditional (TNT) students. These are offered on several dates prior to both fall and spring semesters.

For both the Bronco Venture and TNT programs, multiple developmental activities are provided at a level that acknowledges students’ social and academic stages. These include presentations on campus life, an exploration of academic majors, an introduction to campus programming, opportunities to build connections with student leaders, and built-in opportunities to connect with classmates. Orientation and other transition programs are designed to foster growth of students who are at the early stages of understanding aspects of their academic potential, socio-political identity, etc.

Furthermore, the orientation program is designed in such a way that basic needs of students are identified first, followed by challenging the students with new ideas and expectations, then moving to the final components of orientation where students receive
academic advising and select courses. Family orientation sessions are provided concurrent with student sessions so that students and their family members can discuss together the things they learned at orientation.

We utilize a pre-survey assessment tool at Bronco Ventures to gauge the feelings of the traditional age freshmen toward logistical concerns about their preparedness, as well as how they self-report on particular areas of interest and concern. These areas include (i) anxiety surrounding college adjustment issues, (ii) needing to navigate the systems in place at a University of our size and scope, and (iii) the difference in academic expectations between previous education and that of Boise State. Assessment results are used to inform our programming emphasis during orientation sessions. A post-survey at the end of the second day assesses the progress students made toward taking care of logistical issues and evaluates how much the orientation experience broadened the scope of information and responsibilities for students. For example, many students report on their post-survey that they are less nervous about finding their way around campus than they were before attending orientation. We also use a parent/family evaluation to help us measure the expectations and support family members require.

At the end of their orientation, Transfer and Non-Traditional students complete an evaluation concerning logistical issues of preparing for classes, with some focus on student development issues.

Responses to the surveys and evaluations since 2006 indicate substantial progress. Prior to implementing the revisions in format, students were not making connections with other new and current students, which led to reports of isolation, lack of a support network, and lack of knowledge of opportunities for outside-of-the-classroom learning. The overnight component of the Bronco Ventures, increased peer-to-peer interaction, and a change to student-led planning resulted in consistent high evaluations. Other positive indicators include increased participation in Boise State programs and use of facilities (i.e., Campus Recreation), higher rates of contact from students who developed a positive connection with NSFP and who continue to seek out the staff as a resource. Another change was an increase in the number of students applying to be Orientation Leaders (OLs), the student leadership position that interacts the most with new students during orientation. Before 2006, it had not been possible to fill all of the 20 OL positions, and staff turnover was usually over 30% between the date of hire and the end of the orientation leader season. By 2009, there had been an increase of almost 400% in qualified applicants and staff retention increased to 100%. Applicants state it was the impact
their Orientation Leader had on them during their orientation that compelled them to apply.

Student orientation leaders undergo intensive training, and they provide a 15-1 new student-to-orientation leader ratio for overnight orientations and a 7.5-1 ratio for the one-day orientations.

There are several special populations with whom the University works to provide flexible options that meet their needs while still delivering a quality orientation experience.

- International students often cannot visit campus during the summer and are provided a one-day orientation within a week of the start of fall semester. They receive additional support specific to their unique challenges and university experience.

- College Assistance Migrant Program (CAMP) students are part of a federally funded program and typically come from migrant farm families for whom taking extra time away from work is difficult. The University offers these students orientation the weekend before school begins in the fall. Additionally, the College of Education, which houses the CAMP program, provides a weekend retreat to further acclimate these students to campus life.

- Students whose distance from campus precludes their attendance at an on-campus orientation can request to complete a long-distance orientation. They receive on-line information, a phone meeting with an academic advisor, a phone meeting with a student orientation leader, and for students entering during the fall semester, additional participation in a half-day orientation the Saturday prior to the beginning of classes. Students who enter during spring semester are strongly encouraged, in lieu of a Saturday program, to make contact with student services offices.

- The summer bridge program provides at-risk students with an extended summer school experience. These students receive many of the same services provided at orientation.

Formal evaluations and anecdotal information indicate that satisfaction with orientation and transition programs greatly exceeds that of the previous program: (i) students are more informed from the outset of their academic experience, (ii) feedback from students and their families has been positive, and (iii) students understand expectations for academic excellence, civility, and cross-cultural communication. In addition, there has been increased student involvement in co-curricular and extra-curricular activities, increased demand for university-owned housing, and increased persistence to the sophomore year.
NSFP and other areas of the University collaborate to continue throughout the academic year an emphasis on themes introduced at orientation. Topics are introduced in such a way as to allow students to apply experiences from both inside and outside the classroom. Highlights of this programming include New Student Convocation, Parent and Family Weekend, and the First-Year Read program. Faculty members, professional staff, students, and community leaders are involved in these and other programs designed to provide meaningful experiences that will contribute to a student’s sense of connection to the University.

There is no centralized office focused on the orientation of new graduate students. Instead, the orientation of new graduate students is the responsibility of their respective departments of study.

—ACADEMIC ADVISING

3.D.10 – A systematic program of academic and other educational program advisement is provided. Advisors help students make appropriate decisions concerning academic choices and career paths. Specific advisor responsibilities are defined, published, and made available to students (Standards Two and Four, Standard Indicators 2.C.5 and 4.A.2). Boise State uses centralized advising services for specific student populations and decentralized advising services for many academic programs. The way in which decentralized, department-level advising is carried out varies widely. Many departments (about 65%) use faculty-only academic and career advising. Others make use of professional advisors, peer advisors, and/or administrative staff in addition to or instead of faculty advising. Several college-wide direct advising and coordination positions have been recently added (using central funds) in the College of Arts and Sciences, College of Education, and College of Health Sciences. In addition, Advising and Academic Enhancement has hired three professional advisors that serve as liaisons to colleges, supporting advising and student success initiatives.

Faculty responsibility for advising is addressed in Policy 4010. Faculty advising loads vary by major with the highest advising load totaling nearly 125 advisees and the lowest load being less than ten advisees. NACADA (National Academic Advising Association) and CAS (Council for the Advancement of Standards) identify a reasonable faculty advising load from 25 – 100, depending on how advising is addressed in the faculty workload policy. Academic and career advising is addressed in faculty workload as either service or teaching in all colleges/departments, and advisee assignment numbers are considered in the overall workload, see policy 4560 Workload for Official Faculty.

Centralized advising is provided in the following ways:

79 Materials from programming
80 Policy on Advising
81 Policy on Workload
Advising and Academic Enhancement (AAE) delivers services to many first-time students, undecided/undeclared students, students in academic difficulty, students placed on academic probation, and students dismissed and reinstated. AAE maintains a comprehensive University advising web page for students and advisors that includes information on each academic major as well as advising responsibilities for students and advisors, a list of advising topics, a timeline for advising, a handbook for faculty, and advising strategies for working with multiple populations.

For several groups of students, centralized advising services are provided: students in the College of Business and Economics, students who are majoring in the Pre-Health Professions, and student athletes.

Advising is provided for new, returning/readmitted, and transfer students during New Student Orientation. See 3.D.3.

Because the advising system has both centralized and decentralized components, the University Advising Council provides University-wide oversight and coordination. Membership includes the Director of Advising and Academic Enhancement (AAE), the Registrar, the Associate Director of the Career Center, the Associate Director of Institutional Assessment Analysis and Reporting, professional and faculty advisors, administrative staff, and students. The Council has sufficient authority to aid all academic units in maintaining and improving the delivery of their advising systems in order to ensure effective advising campus-wide.

The Director of AAE chairs the Council and is ultimately responsible for dissemination of advising information to faculty campus-wide. Advising information is disseminated via a faculty advising web page, regular communications with advising coordinators in departments and colleges. AAE is also responsible for offering the Faculty Advising Institute, which consists of training for faculty advisors, and for providing ongoing development opportunities (i.e. webinars, online training, and customized programs for departments). The Director works closely with the Registrar’s Office to provide accurate and timely information on advising load and to facilitate the assignment of new advisees to advisors.

The Advising Council developed the University Advising Plan based on the CAS Standards and Guidelines and the NACADA Core Values. The plan outlines mission, program, resources, leadership, organization and management, resources, goals, and initiatives.

To provide a more seamless support for students from admission to graduation, the University is co-locating Advising and Academic Enhancement services.
Enhancement, the Career Center, and University Testing Services in the Technical Services Building. Co-location is expected to occur during the 2009-2010 academic year. As a result, students will have access to testing for placement, testing for credit, majors exploration, career exploration and counseling, general academic advising, academic support services (i.e. tutoring, academic skill development), job search and job placement services in one centralized location. The services will also support academic departments and their faculty members.

The University evaluates and assesses student perceptions of academic advising on a three-year cycle. The first university-wide evaluation was conducted in fall 1999 with follow up surveys in 2004 and 2007. The next advising survey is scheduled for fall 2010. The 2004 and 2007 surveys indicated that students who participated in advising were more satisfied with the organization of advising than previously. However, results indicated that first year students were not able to identify advisor assignments. Based on the 2004 and 2007 advising survey results, the University Advising Strategic Plan, and feedback in the previous accreditation process, a number of advising initiatives have been implemented. The following are examples:

- Developed a University Academic and Career Advising website, including a university-wide advisor location list and syllabus for students.
- Published a comprehensive online advising handbook for faculty.
- Implemented the People Soft Academic Advisement Module, Degree Progress and an advisor assignment process for new freshman and students without an assigned advisor.
- Developed a faculty advisor training program, the Faculty Advising Institute.
- Developed and sustain a university-wide Advising! Matters campaign to promote increased participation in advising.
- Developed recognition and reward structure for faculty, professional and peer advisors, the Provost’s Excellence in Advising Award.
- Developed and implement the Finish in Four Graduation Guarantee.
- Established learning outcomes for academic and career advising.
A survey of faculty was conducted at the same time as the Fall 2007 university-wide advising survey of students. Faculty and student views were similar. Both groups (i) identified the purpose of advising as primarily course-selection and development of an academic plan, (ii) identified time-constraints as the primary barrier to both conducting and seeking advising, (iii) identified finding a job after graduation and pursuing additional education as areas they didn’t discuss but should have discussed, and (iv) feel the current advising system meets their needs. The majority of respondents prefer to access advising in person, but have increased their use of telephone and online advising consultations. Based on the responses, the University Advising Council has developed several initiatives to increase participation in advising as part of the 2008 – 2010 goals.95

Academic advising is available to students year-round. Advising information is available online, via email exchange, via phone consultations and in person. Students generally appear to be moving toward electronic advising exchanges and to a reliance on advising information located on-line.

A successful first year transition includes on-going attention to enhancing academic and cognitive skills, building relationships among students and faculty, and communication of expectations and opportunities. In support of that process, UNIV 101U, First Year Seminar has been expanded to enroll more students, tailored to accommodate academic department needs, and revised to integrate academic and career advising. The curriculum has been revised to fully explore transition issues for first-year students.96 The curriculum focuses on exploring self-management principles, making appropriate academic and personal choices, developing appropriate relationships, exploring campus and community resources, and applying effective study skills. Several sections have been customized to accommodate department/college needs, including Business, Engineering, Health Sciences, Modern Languages and Nursing. Some departments have integrated UNIV101U curriculum into current course and others have developed new special topics courses.

—CAREER COUNSELING AND PLACEMENT

3.D.11 – Career counseling and placement services are consistent with student needs and institutional mission.

The Career Center prepares Boise State students and alumni to make informed decisions about their futures by facilitating positive partnerships and engagement opportunities among students, alumni, and employers. Specifically, the Center assists students in:
• Planning and implementing career objectives focusing on their development and identity formation;
• Finding student employment and internship opportunities;
• Meeting postgraduate career goals.

To provide students with services targeted to meet their specific needs, each professional staff member is identified as a liaison for a college. Services may include holding office hours at the college, sending monthly newsletters with career advice, hosting workshops and events to meet the students’ specific needs, or working with clubs associated with the college to enhance their professional skills. In addition to these roles, the Career Center has a strong focus on building relationships with employers, as a means of providing opportunities for students.

The Career Center engages in the following activities to help students:

• Career counseling (e.g., Discover or MBTI career assessment tools, major exploration, and career decision making). These activities occur in either one-on-one appointments or group sessions. Between the fall of 2007 and the fall of 2008 Career Counseling appointments went up by 40%.

• Job search advising (e.g., resumé and cover letter writing, and practice interviews). Between the fall of 2007 and the fall of 2008 Job Search Advising appointments went up by 30%.

• Internship advising with professional counselors and with advisors who have a combination of education and experience that will allow them to be expert resources for our students.

• Administration of BroncoJobs, which is an on-line job posting system accessible to all students.\textsuperscript{97} Organizations (including on-campus departments) list student part-time, internship, and career opportunities on the system. There were 4,981 jobs posted in the 2007-08 academic year on BroncoJobs. Of those jobs, almost 1500 were part-time opportunities in the Treasure Valley for students. Usage of BroncoJobs went up significantly between the fall of 2007 (almost 5000 logins) to the fall of 2008 (over 40,000 logins).

• Organization of events such as career and job fairs, graduate and professional school day, and etiquette dinners. During the 2007-08 academic year, these events drew almost 180 employers and over 2200 students.\textsuperscript{98} Given the economic downturn, the 2008-09 academic year brought fewer employers (129) to campus, but the same number of student attendees.

• The Career Center has a strong on-campus interviewing

\textsuperscript{97} Broncojobs website
\textsuperscript{98} Materials from Job fairs.
In 2007-08, 46 employers conducted almost 500 on-campus interviews. During the 2008-09 year, 54 employers conducted almost 600 on-campus interviews. There are four rooms reserved exclusively for on-campus interviews at the Career Center with an additional six available if needed. Additionally, the Career Center also uses rooms in our Student Union Building or college-specific buildings for information sessions associated with on-campus interviews.

In the spring of 2007, The Career Center reinstituted At-Graduation Surveys after a 10-year hiatus. The survey focuses on student employment and education plans following graduation and on their career-related activities while in college. For the 2007-08 academic year, 45% of students responding to the survey say their degree helped them to obtain new employment or to advance within the organization where they are currently working. Additionally, 34% of students responding to the survey participated in an internship and 38% of students who participated in an internship were offered career employment as a result of their internship.

The Career Center also implemented an Alumni Survey to gather data on alumni employment and educational pursuits. The first survey was conducted with the 2005-06 graduates in the summer of 2007. Among the findings from the 35% (938) who responded:

- Very few (3%) were unemployed and seeking employment.
- By graduation over half already had a full-time job.
- Over three-quarters were employed in the Treasure Valley.
- Almost 90% were using the knowledge and skills acquired through their education in their jobs.
- Over 90% felt adequately prepared for employment and continued education.
- Over half planned to continue their educations and 22% were already doing so.

This survey will be done every two years, with the next survey covering the 2007-08 graduates in the fall of 2009.

Results from the At-Graduation Survey and the Alumni Survey emphasized the importance of our liaison program and the need to target our efforts to specific groups of students rather than the student body at large. The surveys also indicate that the Career Center needs to reach students earlier in their academic careers to help them with intentional career decision making. Our outreach efforts reflected these needs, resulting in more students accessing the services at the Career Center, specifically, an increase in career counseling appointments.
Health, Wellness, and Counseling Services (HWC) fosters and promotes a healthy and safe learning environment that encourages the academic and personal growth of students and supports healthy behaviors and lifestyle choices. HWC frames its work in the institutional context of supporting and enhancing student learning outcomes at Boise State by creating a healthier and safer campus community, developing more relevant and responsive student programs and services, developing greater collaboration between academic and student affairs programs, and improving the student experience.

All HWC services utilize the open access appointment system, providing students with immediate access (same day or within 24 hours, in most instances) to address their primary health care needs. The State of Idaho and Boise State University do not require immunizations/vaccinations or medical examinations as a condition of enrollment.

All students are eligible to use the HWC, regardless of their insurance coverage. The State requires all full time students to carry adequate coverage, and as a result a University-sponsored plan is available. The Student Health Insurance Plan (SHIP) surveyed all SHIP-enrolled students for their assessment of the plan’s affordability, scope of benefit coverage, and degree of cost shifting (co-pays and deductibles). The results overwhelmingly supported the current plan design and led to the full coverage inclusion of preventive wellness screenings in policy year 2008-09. Additionally, the administrative expense of managing the plan was significantly reduced for students by HWC converting to a capitated reimbursement model (vs. billing on a fee-for-service basis via individual claims filing and processing).

HWC operates in accordance with the standards of practice developed by the American College Health Association, the Council for the Advancement of Standards, and the Accreditation Association for Ambulatory Health Care, and the International Association of Counseling Services.

Medical Services provides a full-range of primary care, referral, and educational services, focusing on the specific health needs of students. Services are student-focused, accessible and affordable, emphasizing early screening and prevention, empowering students with self-care knowledge and skills. An integrated health professionals team approach is utilized for referrals and continuity of care.

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**HEALTH CARE AND HEALTH EDUCATION**

3.D.12 – Professional health care, including psychological health and relevant health education, is readily available to residential students and to other students, as appropriate.
(both internal and community networks). The medical services staff is comprised of physicians (including the director), physician assistants, nurse practitioners, registered nurses, and certified medical assistants.104

**Wellness Services** promotes the health and well-being of students, faculty, and staff through the delivery of programs, services, and multidisciplinary interventions. These practices involve opportunities to foster awareness and skills, as well as address the environmental context in which health behavior decisions are made. This environmental context is specific to Boise State students, via implementation and evaluation of the National College Health Assessment survey. Areas of programmatic focus include: stress management, mental and emotional health, violence prevention, sexual health and healthy relationships, nutrition and fitness, eating disorders, alcohol and other drug use, and sleep disorders.105 The director of Wellness Services holds a Master of Public Health degree; staff members include health educators, a nutritionist, and health promotion personnel.106

**Counseling Services** provides a broad spectrum of counseling, consultative, evaluative, teaching, training, and research functions. Counseling Services staff is comprised of a PhD-level director, doctoral-level licensed psychologists, master's-level licensed counselors, and pre- and post-master's level interns.107 Services offered include: individual and couples counseling services to address psychological, behavioral, social or academic performance difficulties; programming focused on the developmental needs of college students to maximize their benefit from the academic environment and experience108; consultative services to University colleagues to foster an environment supportive of the intellectual, emotional and social development of students; and assessment services to identify students' needs, appropriate services and referrals to community resources.

Presently, HWC locations are scattered around campus. In fall of 2009, HWC will occupy the first two floors of the new Norco Building. This facility will provide HWC with expanded space capacity, modern and confidential resources, and the integration of all services under one roof. The Department of Nursing will be located in the upper two floors of the building, thereby providing excellent opportunities for collaborative interaction between the Nursing Department and HWC.

HWC bases all programs and services on the growing body of scientific research and study, which identifies and details evidence-based best practices. HWC also makes extensive use of assessment tools to provide information on which to base planning decisions. The following are examples to illustrate these efforts:
• A three-tiered alcohol program (individual, campus, and environmental community) based on National Institute on Alcohol Abuse and Alcoholism research.

• The development of the Support Our Students (SOS) network. The SOS team is a centralized and coordinated training, early intervention, assessment and referral support resource for faculty, staff and campus community members concerned with the well-being (academically, emotionally, and physically) of students experiencing varying degrees of distress. Team members include health professionals, crisis management personnel, threat assessment experts, and a case manager. As of June 2009, the University implemented a web-hosted and professionally-managed referral management system that allows for any person to submit referral information about a Boise State student using a web-based form. The information instantly uploads into the referral management database and sends an email notification to each SOS team member alerting him or her that there is a new referral in the database. The SOS team has received just over 100 referrals since spring 2008.

• Based upon longitudinal data derived from administering the National College Health Assessment (NCHA) survey every two years, HWC utilizes comprehensive, evidence based mental health screening tools for all students that present for mental health complaints (PHQ-9, GAD-7, MDQ, ASRS v1.0) and has added screening questions for depression, alcohol, tobacco and other drug use to new patient intake forms. HWC also utilizes the Outcome Questionnaire version 45.2 (OQ45) at every counseling session with students. The results are available to the counselor instantly so that they can be followed-up on during the subsequent counseling session.

• Based upon further recommendations from the Virginia Tech Report and from the JED Foundation, as well as empirical evidence from the University of Illinois, HWC developed a procedure by which students, who are displaying overt indications of suicidality, can be mandated to talk to a counselor for a three-session assessment process. This procedure has not been used yet but we now have the procedure in place as a tool to use if a student won’t voluntarily talk to somebody but there are many visible indications that they might be suicidal.

• National College Health Assessment (NCHA) is a national research effort organized by the American College Health Association to assist college health providers, health educators, counselors and administrators in collecting data about their students’ habits, behaviors and perceptions on the most
prevalent health topics: alcohol, tobacco and other drug use; sexual health; weight, nutrition and exercise; mental health; and injury prevention, personal safety and violence. The instrument itself serves as a programming tool to help students reflect on and make appropriate changes to their health behaviors. Outcomes that have resulted include the following: (i) identify the most common health and behavior risks affecting students’ academic performance, (ii) design evidence-based health promotion programs with targeted educational and environmental initiatives, (iii) create social norms marketing campaigns by comparing students’ actual behaviors to their perceptions about peer behavior, (iv) Allocate monetary and staffing resources based upon defined needs, (v) Provide needs assessment data for campus, (vi) data used for policy decisions, (vii) develop proposals to secure funding to expand or develop programs, (viii) evaluate programming efforts by conducting repeat administrations of the survey.

Employee Health Profile, also known as Health Risk Assessment (HRA), is a service provided by St. Alphonsus Regional Medical Center, and is designed to assess the health of Boise State employees. The instrument itself serves as a programming tool to help employees reflect on and make appropriate changes to their health behaviors. This data is used to direct programming and to compare our health status to regional and national benchmarks; the assessments itself serves as an intervention.

Campus Health Action on Tobacco was a college-based study by the Fred Hutchinson Cancer Research Center. The baseline assessment provided Boise State with information about the campus’s understanding of the University’s tobacco policy and support of further restricting use on campus. The results were used to gain support for a smoke free campus. Results were also used as baseline for the Ciggy Butts Campaign program evaluation that showed statistical significance in improving awareness and compliance with the campus smoking policy.

Peer Education Program Interns Learning Outcomes Assessment and Evaluation process provides information on how
program participation impacted peer educators in developing certain skill sets. The outcome information was used to adjust the peer education program appropriately.

- Wellness Services Program Evaluation is a form given to program participants to assess the accomplishment of learning objectives and gather feedback on the quality of and future programming desired. The program event reports and workshop/program evaluations have been used to adjust programming and services appropriately.

- Health, Wellness and Counseling Services Marketing Surveys provide information on how students and employees hear about our services/programming. The data has been used to determine the focus of marketing mediums used to promote services/programs. (e.g., Decided not to continue purchasing advertising space in the Arbiter after reviewing Spring 2007 marketing survey results.)

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**STUDENT HOUSING**

3.D.13 – Student housing, if provided, is designed and operated to enhance the learning environment. It meets recognized standards of health and safety; it is competently staffed.

Boise State University Housing has as its mission to “enrich the learning experience by creating an environment that fosters personal growth, academic success, civility, and commitment to citizenship at Boise State University.” University Housing adopted this mission largely in response to President Kustra’s charge that the campus adopt a “traditional feel.” As such, University Housing is a key contributor to the University’s emergence as a metropolitan university of distinction and to the education of our students. All the while, it provides the traditional services of facility maintenance and upkeep.

Since 1999, University Housing has doubled its capacity and has replaced an entire apartment complex that was in poor condition. The University is in the process of expanding its student-housing inventory to include an additional 1,000 beds, available to junior and senior students with an anticipated opening date of fall, 2011. Recently, the University received Idaho SBOE approval to move forward working with American Campus Communities to expand student residential space. This undertaking is in direct response to market indicators showing an increased demand for on-campus housing options because of the convenience of access to campus resources and the living-learning opportunities offered.

Living on campus is an attractive option for students who want a comprehensive learning experience. University Housing takes a
progressive approach to student well being by providing both technological infrastructure and personnel specifically charged with monitoring safety and security.

- Students are afforded with comparable amenities across campus, regardless of the age of a building, including card access to entrances, debit card laundry services, Internet and cable TV in all rooms, wireless Internet in common areas, and a building maintenance approach that seeks to achieve high levels within the Association of Physical Plant Administrators standards.

- Security and safety of students is enhanced via the security systems of all residence halls (previously addressed in 3.B.4).

University Housing is committed to enhancing student success and makes a concerted investment of time, resources, and staffing in living-learning programs. University Housing offers the following living-learning programs as alternative experiences for students who live on campus.

- The Global Village is a vibrant and dynamic community where both U.S. and international students live and learn together for a rich intercultural experience. This community is geared toward preparing students to become internationally competent and culturally sensitive by focusing on intercultural communication, awareness, and understanding.

- The First Year Focus Program is constructed, in partnership with Advising and Academic Enhancement, with the needs of traditional first year students in mind. First Year Focus allows students to enroll in three Core classes with other residents from the same residential floor, study together and build relationships in and out of the classroom.109

- University Housing partners with the Provost’s Office and colleges to contract with five faculty-in-residence. These faculty members are trained to build a neighborhood of students with common interests by teaching a class, organizing challenging events, and modeling a successful community. Presently there are five programs that make up the Residential College: Civic Leadership, Arts and Humanities, Engineering, Health Professions, and Business and Economics.110

University Housing sets high standards for its professional staff, including a minimal preference of successful completion of a master’s degree for all leadership team members and requirement of previous experience as housing professionals. Additionally, University Housing has as a primary goal to employ students in
opportunities from which they can hone leadership skills, as well as subsidize the cost of their education. Of particular note are the resident assistant positions with primary focus on undergraduate students, the community assistant positions who work in our apartment communities, and the program assistants who work with our faculty-in-residence in the Residential College. Overall, nearly 100 students contribute to the living-learning experience of residential students in leadership and support opportunities.

—FOOD SERVICES

3.D.14 – Appropriate food services are provided for both resident and nonresident students. These services are supervised by professionally trained food service staff and meet recognized nutritional and mandated health and safety standards.

Dining services on campus are contracted from ARAMARK Educational Services, LLC. The current five-year contract began in July 2006, and includes five one-year renewal options. Dining services reports to the Executive Director of Campus Services under the Division of Student Affairs. ARAMARK has exclusivity on campus for all board dining, retail food, concessions, catering, and food vending. ARAMARK has the following operations:

- The meal plan program focuses on healthy eating, directing students to the website for nutritional tips, healthy eating education, and for health and wellness resources. Menus are rotated on a five-week cycle, with individual menu items monitored for servings to rotate out what is not preferred. Monthly focus group meetings are held with the residential students by the General Manager to solicit feedback.

- Retail dining options include food courts in the Student Union and Interactive Learning Center, and retail outlets in the Education Building (Subway), Library (Starbucks), Multi-purpose Classroom building (Dawson Taylor 4.0), and Stueckle Sky Center (Bronco Zone). Each of these venues offers cash, debit/credit, and flex dollar sales. The convenience stores located in each food court also offer “to go” programs included in the meal plans purchased by residential students.

- Concessions are located at the Taco Bell Arena, Bronco Stadium, and Morrison Center venues, as well as periodically at other venues when events warrant.

- Catering is offered throughout the Boise State campus. Commercial kitchens operated by ARAMARK are located in the Student Union and Stueckle Sky Center. Additionally, there is a kitchen at the Culinary Arts Institute on campus (managed by the Culinary Arts Department of the College of Western Idaho).
ARAMARK works with the culinary arts program to offer internships and real world knowledge working throughout the food service venues.

ARAMARK conducts customer satisfaction surveys each semester. Boise State satisfaction results trend higher than national comparisons. In fall 2008, Boise State customers rated their overall experience with food service at a 5.14 as compared to national averages of 5.06. Based on survey results, action plans are developed to make improvements to operations creating a continual improvement mode of operation. Examples of changes that have been made are:

- Based on the result that students were unhappy with the availability of nutritional information, nutritional information was gathered and made available at retail and residential dining locations.
- Based on the result that students were overall dissatisfied with the food variety in the residential dining program, a marketing calendar was developed highlighting special events such as monthly “premium” dinners, birthday celebrations, holiday recognition events, cultural dinners, along with other specials that provided monotony breakers to the five week rotation.
- Based on the result that students wanted meal plan options on the west end of campus, meal equivalents were offered as “to go” options at the Interactive Learning Center retail food court.

As a result of fall changes, in spring 2009, the overall experience was rated at 5.36 out of 7, as compared to national averages of 5.05. The goal for spring 2010 is to increase to 5.61. Action plans are currently in development to detail how to achieve that goal.

ARAMARK staff is trained in health and safety standards and compliance with these standards is routinely assessed by the Ada County Health Department.

—CO-CURRICULAR ACTIVITIES AND PROGRAMS

3.D.15 – Co-curricular activities and programs are offered that foster the intellectual and personal development of students consistent with the institution’s mission. The institution adheres to the spirit and intent of equal opportunity for participation. It ensures that appropriate services and facilities are accessible to students in its programs. Co-curricular activities and programs include adaptation for traditionally under-represented students, such as physically disabled, older, evening, part-time, commuter, and, where applicable, those at off-campus sites.

Boise State offers numerous co-curricular opportunities for students through active involvement in student organizations, paraprofessional roles, student employment, and participation in programs and activities. A significant portion of co-curricular activities are
coordinated, advised, or otherwise managed through the Student Involvement & Leadership Center, formerly known as Student Activities, which is staffed by a director and five additional professional staff who coordinate event planning, student organizations, leadership development, fraternities and sororities and advise some of the primary campus-wide University groups. The Center is in the process of transforming the philosophy and the message from a department dedicated to “fun and games” to a center focused on providing a co-curricular program that enhances the University experience and complements academic life.

Programs are designed and presented in a manner consistent with providing access to a multiplicity of populations. Consideration is given to the physical location of events and providing appropriate accommodations, including sign interpreters, as needed. Dates and times are taken into consideration for participation by non-traditional students, and programming also includes non-traditional students. For example, the Kids on Campus event that occurs during Bronco Welcome encourages student parents to bring their children to campus to participate in the welcome events. Another example is the Veteran’s Day celebration, which is designed to honor Boise State students who have served in the military.

Co-curricular activities available to students are as follows:

- Student government, which is described in section 3.A.3.
- Student media, further discussed in section 3.D.19.
- Student clubs and organizations. Presently, there are approximately 200 clubs and organizations on campus. Student clubs may request funds from ASBSU for numerous activities, travel and leadership, competition, programs and events if they agree to perform community service and are in good standing with the University. Many organizations collaborate with other departments on campus including the Cultural Center and the Women’s Center to provide programs and events that address myriad topics, issues, ideologies, and perspectives that contribute to learning outside the classroom.
- Student Leadership Summit is designed to bring Boise State’s highly involved students together to network, build teams and develop leadership skills. Over 100 students participate each year to develop skills, which contribute toward effective and successful leadership.
- Several student led organizations, such as the Volunteer Services and Student Programs Boards, provide paraprofessional experiences in which students learn how to present programs and services for the campus community. In doing so,
students develop significant leadership skills while engaging in service to the multitude of Boise State University community partners and constituencies. Examples of programs include the Martin Luther King, Jr./Human Rights Week celebration, the annual Seven Arrows Pow Wow, monthly Service Saturdays and the annual Health Fair.

The Student Involvement & Leadership Center assesses its effectiveness by participating in the ACU-I Educational Benchmarking Instrument as well as informal methods and is in the process of re-evaluating its assessment strategies. Changes have included the development of learning outcomes for most of the programs offered, the upcoming implementation of Simplicity, an online data management system, which will support student clubs and organizations. This will allow club and organization leadership to strengthen recruitment efforts and transmittal of information such as constitutions, budgets and other important operating documents. Another example is the implementation of an online tutorial for student leaders which will provide important protocol, policies and procedures to assist in navigating within the institution. Finally, the Center has restructured its student employee program to merge roles into a centralized cross-trained approach that will result in a more meaningful and in depth student work experience.

—CO-CURRICULAR ACTIVITIES POLICIES AND PROCEDURES

3.D.16 – The co-curricular program includes policies and procedures that determine the relationship of the institution with its student activities; identifying the needs, evaluating the effectiveness, and providing appropriate governance of the program are joint responsibilities of students and the institution.

The Student Involvement & Leadership Center produces an on-line publication titled, “The Source,” which is the primary policy manual for University recognized student groups and organizations. In particular, the manual outlines policies and procedures for recognition, event planning, and finance for student groups. The manual is reviewed and updated annually. ASBSU, Student Programs Board and other fee-based student organizations, maintain and utilize their own operating procedures and bylaws that guide their actions in relationship to the institution. Effective guidance of the student groups by the Center and respective club advisors helps link relevant University policies and procedures with the activities of student groups. Boise State offers a full range of co- and extra-curricular activities, sponsored by departments both in and out of Student Affairs and often together. Faculty involvement occurs in many venues. Examples include our learning communities, club advising, academic organizations and honor societies.
In spring 2009 six Boise State students affiliated with a variety of faith-based organizations brought a lawsuit against the University challenging the policy prohibiting these organizations from receiving funds from ASBSU (as per Idaho State law). In response, Boise State reviewed and revised in March 2009 the funding guidelines in order to include viewpoint neutrality and an appeals process thereby making faith-based organizations eligible to participate in the funding process. In revising the policies, Boise State clarified the method in which student clubs and organizations are funded via student government. Clubs and organizations follow the same policies that govern other state entities at the University. The Student Involvement and Leadership Center is revising club and organization recognition procedures during summer 2009. The Center will be responsible for recognizing eligible student organizations effective August 15, 2009.

Procedures to recognize clubs and organizations are in evidence. University-recognized organizations that are funded by the ASBSU are maintained by a full-time financial technician who is responsible for University compliance in protocol and expenditure of funds. Other student organizations not funded by ASBSU maintain separate accounts and are administered according to their respective departments.

---STUDENT RECREATION

3.D.17 – If appropriate to its mission and goals, the institution provides adequate opportunities and facilities for student recreational and athletic needs apart from intercollegiate athletics.

Campus Recreation is the primary provider of recreational opportunities for Boise State students. The department and its programs, services, and facilities have grown in a number of ways over the years, and as a result, have fundamentally changed the fabric of campus life. Campus Recreation has grown from offerings limited to the traditional sphere of intramural sports to providing comprehensive recreational opportunities.

In the fall of 2002 an 86,000 square foot Student Recreation Center was opened. This student fee funded facility was the culmination of over eight years of effort by student leaders to provide greater recreational opportunities for fellow students. Now in the planning stage is an $8 million aquatic addition to the Student Recreation Center; the addition will provide expanded locker room space, a 6-lane lap pool, spa, leisure pool, and both indoor and outdoor deck space. With the opening of the Student Recreation Center, several new programs were added:

- A comprehensive fitness program that provides approximately
45 group exercise classes per week; personal training and fitness assessment; employment of Kinesiology students; fee-for-service instructional classes; incentive programs; drop-in nutritional counseling; and continuing education workshops for the greater Boise community.

- A Rec Response (athletic training) Program that offers a drop-in clinic provides coverage at all Intramural and Club Sport events, and rehabilitation services to patients referred by the Student Health Center. Supervised by a Licensed and Certified Athletic Trainer, underclass students are recruited and trained in preparation for entrance into the athletic training degree program prior to their junior year. Additionally, Rec Response has become the primary provider for First Aid, CPR, and AED classes for the entire campus.

- A Massage Therapy Program that offers low-cost massage to members and also organizes and facilitates 2-3 workshops per semester.

The opening of a new Student Recreation Center also provided opportunities for Boise State to re-organize existing campus reporting structures and support mechanisms. These include:

- The Outdoor Program (formerly reporting to and located in the Student Union): The new facility tripled the space available for equipment storage, staff, and patrons, and also promoted greater collaboration among recreational professionals. The result is an outdoor program that has gone from being a rental operation to a comprehensive operation including 4-season rentals; a climbing program taking advantage of the new climbing gym; an education program that offers trips, workshops, seminars, and trainings; and the opportunity to provide leadership and team building workshops for a variety of entities across campus.

- Club Sports (formerly reporting to the Student Union): The change in reporting structure facilitates greater oversight of club activities at the University by specialized professionals and provides students with greater support and access to resources and facilities. Club Sports has increased from 16 to 26 clubs and the University now closely monitors their activities, maintains emergency contact information, and requires physician clearance for at-risk athletes.

With a larger facility and new and expanded programs and services, Campus Recreation has become one of the largest student employers on campus. Student employees are provided the training needed to qualify for leadership positions such as personal trainers,
outdoor trip leaders, intramural officials and supervisors, fitness instructors, and facility managers. Student employees have a major role in daily operations and as a result receive invaluable experience. More recently, Campus Recreation has begun to integrate more fully with the campus community by forming alliances. As mentioned in the introduction to Standard 3, Campus Recreation teamed with the Bookstore, Athletics, the Student Union, and the Office of Financial Aid and Scholarships to host the Beat Coach Pete Run for Student Scholarships. Currently, Campus Recreation is working with University Housing to create a new living-learning community that will lead first year students through a year of self-discovery and development via physical challenge. Campus Recreation continues to seek connections that can incorporate recreation into the daily lives of the Boise State community. Finally, Campus Recreation has had a significant role in creating, organizing, and facilitating Leadership Summit – a multi-day retreat for student leaders at the start of the academic year.

Although Campus Recreation has yet to implement a cohesive assessment strategy, the department assesses its effectiveness through a myriad of initiatives. The Campus Recreation Advisory Board, comprised of 19 members from across the campus, serves as a conduit for oversight of the department by the greater University community. To receive feedback from patrons a comment box is provided along with participation statistics, and participant evaluations for Outdoor Program trips, group exercise classes, and personal training clients. Additionally, departmental professionals monitor list serves, industry publications, local and national media, and attend regional and national conferences to remain current on the latest issues in recreation. Periodically, the department finds it necessary to research a particular issue or area in greater depth and has conducted focus groups, market analysis, and detailed surveys. Most recently this type of research has been conducted for re-evaluating our t-shirt policy, Massage Program, and a redesign of our primary departmental publication and website.

In conjunction with soliciting feedback from external customers, Campus Recreation creates a forum to receive feedback from its internal customers, or employees. Employees have a separate comment box and staff evaluations are conducted each semester (with opportunity for staff response). Rec Response, the Outdoor Program, and Intramural Sports require employees to progress through demonstrated proficiencies for advancement. Finally, all employees are required not only to be certified in First Aid, CPR, and AED but also to pass regular audits of their skills.
The Bookstore is owned and operated by the University as an auxiliary enterprise to support the University’s mission by providing students and the campus community with textbooks, general books, educational supplies, technology products, and insignia merchandise. The Bookstore operates the main Bookstore on campus, and three off-site clothing and novelty stores under the name of “Bronco Shops.” The locations are Downtown Boise (BODO), Treasure Valley Marketplace (Nampa, ID) and the football stadium (Stadium Store). These multiple locations offer easy access for students and the University community to contribute to the University through the purchase of Boise State insignia items.

The Bookstore offers access to all titles and quantities requested by faculty and departments. For 2007-2008 the Bookstore carried 2,233 text titles for fall semester, 2,119 text titles for spring semester, and 569 text titles for summer school and sold 133,353 textbooks. The Bookstore also stocks an in-depth selection of study guides that are requested or recommend by the faculty members or otherwise identified as being beneficial to the students’ classroom pursuits. In conjunction with academic materials the Bookstore offers a selection of general reading books consisting of the New York Times Bestsellers, local authors, University faculty publications, and a poetry series edited and published by the University. Students have access to all books and study resources either by purchasing them at the store or accessing the store’s e-commerce site and making the purchase via the web.

The Bookstore also provides financial resources to student scholarship endowments and other University priorities. At the end of FY08, the Bookstore contributed back to the University $1,056,109, or 9% of sales, in the form of program support and scholarships. The Bookstore also provides a number of employment opportunities for students.

Students, staff, and faculty have the opportunity to participate in the Bookstore Advisory Board. This committee reviews and makes recommendations regarding Bookstore policy and procedures, financial management, merchandise assortments, and how profits are distributed to the institution. The committee is a sounding board for students to voice their needs and concerns as they relate to the Bookstore. The Bookstore also works with the student organizations to help with fundraising opportunities and adjusts its offerings based on student requests and needs.
Boise State supports two primary forms of media dedicated to students: a newspaper published twice weekly and a student run radio station. The newspaper is known as The Arbiter\(^{119}\) and has won several national awards, including selection in 2008 as one of 75 papers nationwide with outstanding front-page national election coverage. The newspaper is the designated public forum for students. Student radio is known as The Pulse and is completely managed by students. The signal is broadcast on a live Internet stream 24 hours daily and on the live airwaves (AM730) every Sunday from noon to midnight.\(^{120}\)

The Student Publications Board provides fiscal oversight and guidance to The Arbiter. The Publications Board’s Charter\(^{121}\) includes a statement of purpose and outlines the policies and procedures for the student newspaper, the composition of its membership, general duties and responsibilities, appointments, operations, liability, and policy adoption.

Both the student newspaper and student radio have been designated as a public forum where student editors and managers “make all content decisions and bear responsibility for those decisions” per the newspaper’s charter document. The student radio also adheres to all FCC regulations for those portions of content broadcast over the AM730 airwaves. The newspaper also provides advertising content where the charter also states “The editor will hold final decision making authority concerning editorial and advertising content.” Both groups have financial advisory boards made up of faculty, staff and students with students having a majority vote. These boards are advisory only but do select the student Editor in Chief, student Business Manager and student General Manager for both organizations. Both groups’ charters have been approved by the University President.

Student media are operated separately from any academic programs. Student media also work closely with academic departments to provide internship opportunities for students. Departments such as Communication, English, Art, Accounting, Economics, CIS, Finance have all worked with student media to offer internships and courses of interest to students.

Student media have been changing to keep up with the rapidly changing face of media distribution and how the college demographic consumes media. The Arbiter has been one of the leading college newspapers nationwide on this front. Over the past four years it has won many awards for its new media efforts from...
website design, best podcast series, social media package and web advertising design. *The Arbiter* has also expanded to include video through the use of live web streams, public access TV and specialized video packages. *The Arbiter* and the Pulse are also in the process of creating a unified student media group to maximize the use of space, financial and equipment resources as well as provide a better learning opportunity for students.

**Alumni Relations**

Boise State alumni regularly participate in a wide variety of volunteer positions throughout the University. In the 50 advisory boards regularly tracked in the Alumni/Advancement database, over 650 alumni and friends held positions of influence in 2007. Those counts do not include advisory committees for individual academic departments or student groups.

With the 2007 creation of the Alumni Association’s Bronco Advocacy Network, alumni and friends have visibly increased their political support of the University. In its 18 months, the Bronco Advocacy Network registered over 150 individuals across the State of Idaho who volunteered to support the University and higher education through grass-roots political advocacy.

According to an October 2008 Destination Distinction campaign update, financial support by alumni and friends accounts for 55% of donations to the current comprehensive campaign. Alumni can also support the University with donations to Annual Fund calling campaigns, through the annual employee giving campaign, or by paying dues to the Boise State Alumni Association, the Bronco Athletic Association, and the Osher Institute in the Division of Extended Studies.

The alumni database, managed jointly by the Boise State Alumni Association and the Boise State Foundation is regularly updated through a variety of activities including utilization of NCOA, the Data Enrichment services provided by our database designer (including PhoneFinder and AlumniFinder), USPS address returns, and daily alumni inquiries/updates. Alumni also submit online updates through the Alumni Association Website. Records of new graduates are migrated to the alumni database once the Office of the Registrar confirms all records. The alumni database address update plan is already in compliance with proposed US Postal Service’s Move Update program which requires bulk mailing lists to be updated every 95 days instead of the current requirement of 185 days.
Intercollegiate Athletics

STANDARD 3.E – Intercollegiate Athletics - If the institution participates in inter-collegiate athletics, these programs and financial operations are consistent with the educational mission and goals of the institution and are conducted with appropriate oversight by the governing board, chief executive officer, and faculty.

—CONTRIBUTION TO EDUCATIONAL MISSION

3.E.1 – Institutional control is exercised through the governing board’s periodic review of its comprehensive statement of philosophy, goals, and objectives for intercollegiate athletics. The program is evaluated regularly and systematically to ensure that it is an integral part of the education of athletes and is in keeping with the educational mission of the institution.

The purpose of the intercollegiate athletic program at Boise State University is twofold: (i) to provide opportunities for a meaningful athletic experience for as many students as possible; and (ii) to develop and maintain a competitive Division I-A athletic program that competes on a regional and national basis and strives for excellence in both men's and women's athletics within the boundaries of integrity and honesty.

The athletic program is an integral part of the University and its educational purpose. The objectives of the athletic program are in harmony with the mission and role of the University. They adhere to the principles of fair play and amateur athletic competition as defined by the NCAA. The University is concerned with the physical welfare of the student-athlete and strives to ensure that every student-athlete has the opportunity to succeed academically and obtain a degree.

The Department of Athletics has developed a “Pyramid of Success” (see Figure 2.3.) The three founding principles are “Well-Being of the Student-Athlete, Academic and Compliance.” The department adheres to the belief that if the three core values are strong the other building blocks of the pyramid will be as well. Those building blocks encompass diversity, gender equity, community service, development, facilities, teamwork, fiscal stability and sportsmanship.

All major decisions made by the Department of Athletics involve consultation with the appropriate constituents. There are several entities that become involved depending on the nature of the decision to be made. These entities as well as the structure of the department are described below.122
The Director of Athletics is responsible for the day-to-day operations of all aspects of the Athletic Department and reports directly to the University President. The Director of Athletics is part of the President's Administrative Council and meets privately with the President once a month.

The President consults with the State Board of Education (SBOE) on major decisions involving athletics to ensure that he/she is managing the department under the guidelines and institutional policies that have been set forth by the Board. In this way the SBOE serves in a consultant role for the President and the Director of Athletics but also serves as a decision making body—approving items such as contracts and capital projects.

The President has established the Intercollegiate Athletics Advisory Committee (IAAC), which is chaired by the Faculty Athletics Representative (FAR). The President appoints FAR members to a three-year term. The FAR reports directly to the President and works with the Director of Athletics, and the President on issues related to athletics. The FAR also consults on issues, as needed, with the Provost and the VPSA. The purpose of the IAAC is to aid in the development and coordination of the athletic program as a complement to the total life of the institution and its membership. The IAAC advises the Athletic Department on matters of policy and development, and the Chair of the Committee reports annually to the President. The committee meets as needed, with a minimum of twice per semester.

The IAAC has three standing subcommittees. They annually review the department’s Gender Equity Plan, Diversity Plan, and Academic Services. The reviews include on-going recommendations to the Director of Athletics on methods to improve the athletic program. Examples of recommendations resulting from those reviews and actions taken as a result are:

- The addition of an Athletic Academic Advisor
- Exit interview process for Student-Athletes
- Development of a 15-Year Plan to achieve gender equity at Boise State

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Policies and Procedures

3.E.2 – The goals and objectives of the intercollegiate athletic program, as well as institutional expectations of staff members, are provided in writing to candidates for athletic staff positions. Policies and rules concerning intercollegiate athletics are reviewed, at least annually, by athletics administrators and all head and assistant coaches. The duties and authority of the director of athletics, faculty committee on athletics, and others involved in athletics policy-making and program management are stated explicitly in writing.
“Compliance” is one of the three foundational principles of the Department Philosophy Pyramid. The Statement of Purpose and the Philosophy Pyramid of the Department of Athletics are set forth in the Department Policies and Procedures Manual as well as in the Department Recruiting and Compliance Manual. Both manuals are available online, and a hard copy of the Recruiting and Compliance manual is distributed yearly to coaches, compliance staff and selected administrators. There is an annual fall staff meeting in which these items are covered as well as the goals and expectations for all employees. A handout is given to each department employee with excerpts from both manuals. All department employees are also required to sign an NCAA Certification of Compliance form stating that they have abided by NCAA rules and regulations. There is an annual spring meeting in which the year’s goals are reviewed and discussed.

The Recruiting and Compliance Manual is a comprehensive document that covers all procedures related to NCAA compliance. It is also used as a rules education tool for coaches. The manual is subject to continual review to ensure NCAA compliance but updates are made each August and a new manual distributed in the fall.

The Compliance Office is responsible for the rules education program, which provides rules education to internal and external constituents. These constituents include coaches, student-athletes, athletic department staff, University staff, boosters, parents, and the public.

Copies of department job announcements and job descriptions include a sentence stating incumbents are expected to abide by all University, NCAA, and Western Athletic Conference (WAC) guidelines. In the annual job evaluations for all coaches and staff there is assessment of adherence to these rules.

—ADMISSIONS, ACADEMICS, AND FINANCIAL AID

Both incoming student-athletes and current student-athletes are treated in the same manner as any student with regard to admissions requirements, academic and degree requirements, and financial aid. The Department of Athletics collaborates with all departments within Enrollment Services including Financial Aid to ensure compliance. An “Academic Team” comprised of the Faculty Athletics Representative, a Registrar’s Office representative, the athletic academic advisors, and the compliance department reviews each student-athlete each term with regard to both University and
NCAA guidelines. Rules education is provided to institutional entities, coaches, staff, and students as needed or upon request.

In general the minimum academic and degree standards set forth by the NCAA (and those that therefore must be met by student athletes) are higher than those set by the University. A student-athlete could fail to meet NCAA eligibility requirements but still be eligible to be enrolled at the University as a non-athlete. For example, a freshman student-athlete is required to earn 24 credit hours during the first academic year to be eligible to compete the following year. A general student does not have that requirement. Another example is the NCAA GPA requirements that student-athletes must meet. After the completion of two semesters a student-athlete is held to a GPA requirement that is more stringent than that for a general student.

The Department of Athletics undergoes both NCAA Athletic Certification and reviews by the WAC Compliance Office whereby these areas are audited for compliance.128

---FUNDING---

3.E.4 – Athletic budget development is systematic; funds raised for and expended on athletics by alumni, foundations, and other groups shall be subject to the approval of the administration and be accounted for through the institution’s generally accepted practices of documentation and audit.

The Department of Athletics budget is developed annually and approved in the same manner as all other budgets on campus. Over 86% of the departmental budget is self-raised funds from internal and external functions. The State Board of Education determines and distributes Appropriated Funding amounts, which are less than 9% of the departmental budget. The remaining 5% is local funds limited by the State Board of Education and supported through the University. The Department of Athletics formulates the budget and then meets on an as-needed basis with the University Vice President for Finance, University Associate Vice President for Finance and the University Budget Director. Upon completion of the budget, the Director of Athletics reviews it with the University President.

The Bronco Athletic Association, Inc., (BAA) is the non-profit 501c3 organization that raises private financial support for the athletic programs at Boise State. Monies raised are deposited through the Boise State University Foundation and are receipted in the same manner as all other donations received by the University. All employees of the BAA and the Boise State University Foundation are State of Idaho employees.

The Department of Athletics undergoes two annual reports for auditing purposes. One is the State Board of Education report and the other is the NCAA audit.
—GENDER EQUITY

3.E.5 – The institution demonstrates its commitment to fair and equitable treatment of both male and female athletes in providing opportunities for participation, financial aid, student-support services, equipment, and access to facilities.

The University and the Department of Athletics have shown a strong commitment to gender equity. The Department currently offers 19 sports, 11 of which are women’s sports. In 2006-07, the University started a women’s swimming and diving program. In 2008-09 the University began a women’s softball program. These two programs have added 50 additional participation opportunities for women and an additional 19 scholarships. There are plans to add women’s lacrosse in 2013-2014.

The department completes the Equity in Athletics Disclosure Act (EADA) report annually. The improvement in participation and scholarship opportunities listed in the report is evidence of the University’s commitment to Title IX and gender equity requirements. In addition, the IAAC’s Gender Equity Subcommittee annually reviews the department’s plan for continued compliance with Title IX and uses the information provided for the University’s EADA report for their analysis. This report focuses on the three requirements of Title IX as it applies to athletics: accommodation of interests and abilities, athletic financial assistance, and athletic benefits and opportunities (e.g. tutors, practice and training facilities, locker rooms). The 2007-08 IAAC report showed the participation ratio from 2006-07 to 2007-08 went from 45% women and 55% men to 48% women and 52% men. The scholarship dollars awarded to women and men in 2006-07 has a discrepancy of 7%. The ratio of disparity in 2007-08 was 2%.

—AVOIDANCE OF CONFLICT WITH ACADEMIC CALENDAR

3.E.6 – The institution publishes its policy concerning the scheduling of intercollegiate practices and competition for both men and women that avoids conflicts with the instructional calendar, particularly during end-of-term examinations.

The University abides by the rules and regulations set forth by the NCAA in regard to scheduling of practices and competition. NCAA Bylaw 17.01.1 states, “A member institution shall limit its organized practice activities, the length of its playing seasons and the number of its regular-season contests and/or dates of competition in all sports, as well as the extent of its participation in non-collegiate sponsored athletics activities, to minimize interference with the academic programs of its student-athletes.”
The University has adopted a missed class policy,\textsuperscript{131} which states, “A student is permitted to be absent from class because she or he is participating in an official University-recognized activity.” “Official absence” is defined as absence(s) from class because the student is representing Boise State at an official, University-recognized event. Such events include those scheduled by athletics, band, forensics, Mane Line Dancers, music, theatre, and other events designated as official by an authority as determined by the Faculty Senate and/or University administration.

The Athletic Department Policies and Procedures Manual policy states, “Coaches and staff responsible for scheduling of athletic events should, whenever possible, schedule events on dates and at times to coordinate with the student-athletes’ academic schedule and to minimize the amount of class time that student-athletes will miss. Scheduling of events during final exam periods is discouraged and should be avoided. The Senior Associate Director of Athletics approves all team schedules. All NCAA and Conference rules must be adhered to regarding team travel. It is not permissible for a team to depart more than 48 hours prior to or remain more than 36 hours after a competition, unless there is an NCAA exception.”

The Athletics Department recognizes that team travel creates a number of academic challenges for student-athletes, in spite of strict adherence to the above-described policies. Therefore, a number of actions are taken to facilitate student success. These include having an athletic academic advising staff, a learning center (Peterson-Preco Learning Center), priority registration, tutoring and a strong commitment on the part of the administrative and coaching staffs to limit missed class time.

The commitment has proven successful. The NCAA’s latest announcement of its multi-year academic performance rates (APR) for Division I teams, which covers a four-year period from the academic years of 2004-05 to 2007-08, showed that Boise State holds the Western Athletic Conference highest rates in football, men’s basketball, men’s tennis, outdoor men’s track and field, and men’s cross country. Boise State ranked second in women’s basketball, and third in swimming and diving, men’s indoor track and field, and women’s soccer. The multi-year rates for football team was 966, which ranks in the top 80th-90th percentile for all Division I football teams, with the average APR for D-I football programs being 939.
Commendations, Recommendations, and Action Plan

—COMMENDATIONS

• The Division of Student Affairs and the entities with which it collaborates have strong clarity of purpose and a clear vision of what they are trying to accomplish. Strategic planning guides actions, and personnel and funding have been reorganized to achieve strategic changes.

• The University has created a strong foundation of civility and ethics, based largely on the creation of, adoption of, and attention paid to the Statement of Shared Values.

• The University pays substantial attention to the diversity of needs of its students. There are robust support systems focused on ethnicity, gender, first generation status, and disability status.

• There are a number of areas in which the University makes use of assessment information, best practices, and outside research to improve its student services operations. An excellent example is Health, Wellness, and Counseling, which has made a large number of changes based on a wide range of information.

• Orientation and advising programs are robust. Both have made a number of improvements to programs based on assessment information.

• Intercollegiate Athletics provides strong support for students and excellent compliance with all aspects of NCAA guidelines. The academic success of student athletes is noteworthy and highly valued. There has been excellent progress on gender equity.

—RECOMMENDATIONS

• Although there is a wide variety of ways in which assessment information has been used to improve programs, there remains a need to have an overall coordination in efforts for assessment and improvement across all student services. Such coordination would help to reduce duplication of survey efforts, would help to extract the most out of information presently gained, and would help to ensure that information is not just gathered, but is used to inform improvements in programs.

• As described in Standard 2, there has been considerable effort to re-define the general education requirements of the University. The next step will be to broaden that perspective to include the co-curricular components of student experience.

131 Missed class policy
• Although progress has been made in increasing freshman success, the University should continue to enhance programs and supports with that focus. Furthermore, the University should broaden the scope of its success programs to include sophomores, juniors, and seniors.

• Although orientation and advising provide strong support for a large number of students, there remain areas in need of improvement. In particular, there remain a significant number of students who self-advise, often with negative results. The University should continue to develop ways to ensure that students receive the advising that they need.

——ACTION PLAN

• The Division of Student Affairs has hired an Assistant Vice President who has the responsibility for developing a comprehensive assessment structure for the student affairs division. That structure will be developed in collaboration with Institutional Assessment, Analysis, and Reporting.

• The University will articulate an all-inclusive set of learning goals that will include co-curricular components of student experience.

• The University will continue to develop programs and supports to ensure the success of students at all levels.

• The University will implement the action items resulting from the Advising Survey and continue to develop mechanisms to ensure that all new students receive appropriate orientation and that all enrolled students receive appropriate advising.