

STANDARD THREE - STUDENTS

Purpose and Organization

The Division of Student Affairs adopts a proactive, student-centered service philosophy consistent with the mission of a regional baccalaureate institution, which also has community college and outreach functions. The Division meets students where they are developmentally, educationally, and geographically, and provides services to fulfill their needs and goals (Appendix 3-1). The Division of Student Affairs provides a full range of services that meet and exceed industry standards. Since 1989, as enrollment grew, the institution has increased personnel, strengthened existing services, and added new services. It provides students with a variety of services: admissions, veterans affairs, international student services, financial aid, registration and records, orientation, academic advising for undeclared students, counseling, disability services, minority services, career development, remedial services, outreach services to extended sites, student activities, student government advisement, student health center, residence life, off-campus housing, judicial affairs, adult basic education (GED), Center for New Directions, R.O.T.C., and Student Development courses for credit. The organization of the Division of Student Affairs is effective in providing services, as shown by research vehicles including surveys, focus groups, and consumer questionnaires. On-campus services receive strong student reactions. Services at extended sites, which might be expanded, include counseling, financial aid, advising, and medical exams for Nursing students.

The Division of Student Affairs recruits and hires employees who have appropriate academic preparation, experience in their field of responsibility, and a commitment to students and higher education. The Division prefers to employ professionals with doctoral or master's degrees in Higher Education Administration, College Student Personnel Services, and Counseling (Appendix 3-2 and Appendix 3-3). Experienced individuals with bachelor's degrees are employed when they display exceptional

promise. Position descriptions are clearly delineated to candidates and job descriptions are periodically updated. Position descriptions are available in departments, director's offices, and the Human Resource Office. Each employee is evaluated by his or her supervisor every year.

In 1990 the leadership group of the Division of Student Affairs authored a division philosophy statement. All employees had an opportunity to read the drafts and make comments. On a yearly basis the leadership group revisits the philosophy statement, seeks employee input, and occasionally hones this document. With our philosophical mission set, each unit establishes student-centered policies and procedures to facilitate student success, while maintaining institutional standards and integrity. Each office within the Division of Student Affairs sets annual goals and objectives in conjunction with the institution's strategic plan (Exhibit 3-1 and Exhibit 3-2).

The Division of Student Affairs continually monitors service adequacy through organized weekly leadership meetings. The Directors Council provides the Vice President for Student Affairs with constant input as to adequacy of services, and changes in student needs. Along with research, these discussions lead to presentations about personnel and budgetary services before the President's Cabinet and Budget Committee. This process has resulted in the strengthening of many services since 1989, including financial aid, registration and records, counseling, student activities, and residence life. Only co-operative education has failed to maintain or gain an increase in support.

General Responsibilities

Through research provided by the Registrar, other offices in the Division of Student Affairs, and the Assessment Office, the institution is well provided with important information about students (Appendix 3-4 and Exhibit 3-2). The Student Satisfaction Survey, customer service focus groups, COMP, and other research vehicles are utilized to make decisions on education and service efforts throughout the

College. These research vehicles are conducted annually by assigned offices and the results are disseminated. The institution needs to centralize these results and proactively utilize the information in planning in a progressive and cohesive manner (Exhibit 3-3).

Since 1990 the college has undertaken a major effort to include students in virtually all institutional governance activities. For example, they serve, have voice, and vote in the Faculty Senate, College Budget Committee, Communications Board, Student Union Building Board, and College Hearing Board. Faculty are invited to serve on all committees that are chaired by the Vice President for Student Affairs and other members of the Division. This includes all search committees for new exempt positions. Faculty also have input on all services through the Faculty Senate Student Affairs Committee (See Faculty Senate Constitution and By-Laws).

Policies on student rights and responsibilities are published in the Student Handbook, which contains the Student Code of Conduct (Exhibit 3-4). This document has been strengthened since 1989 with new sections on student rights and responsibilities, racial and sexual harassment, alcohol /drug policies, and victim's rights. Academic honesty and procedural rights, including appeals, are clearly defined, and a new section on grade appeals has been added. This document is updated and reprinted annually. It is distributed to incoming freshmen at orientation and is available to other students on request. Judicial proceedings carefully inform students of allegations and provide decisions that have led to only one appeal reversal in nine years.

The College Security Office maintains trained officers on campus at all times, with some exceptions on weekends. Officers work closely with administrators, faculty, and students on issues of safety including campus lighting, evening escort service, and are on call when needed. They also maintain a close working relationship with the local police.

Information concerning student safety is published in the Lewis-Clark State College

Safety and Security Information Report. The most current edition covers information through July 31, 1998. This report is provided to every new student at Student Orientation Advising and Registration (SOAR) sessions. Each new student receives a copy of the Report and a brief explanation of the material contained in the Report. Parents and spouses receive similar information at their own orientation (Exhibit 3-5).

Policy statements pertaining to both prospective and enrolled students are addressed in the college catalog, both in hard copy and on LCSC's website. Several policies are also covered in the admission application and student handbook (Exhibit 3-6).

Each office in the Division of Student Affairs tracks student utilization of services and seeks student feedback on effectiveness. The institution's Student Satisfaction Survey provides student feedback on a macro scale. This information is evaluated consistently by leadership in the Division of Student Affairs (Exhibit 3-2). The President, President's Cabinet, and Budget Committee are informed of any suggestions for improving services, and the possible need for increases in human or financial resources. Examples of the use of evaluative results, which have caused change, include modifications of the registration process, smaller, more personalized new student orientation, and customer service efforts in the Enrollment Management and Financial Aid offices.

Academic Credit and Records

Learning outcomes are assessed by the instructional faculty using a variety of methods. The majority of course syllabi outline the course objectives, method of assessment, and manner in which course credit is to be earned or achieved. Faculty award credit for course completion by assigning final grades using a letter-grade system based on a 4-point scale. Some major programs require exit testing, while others require completion of a senior project and/or capstone activity to demonstrate competence and mastery. Students are notified of their final course grades via term grade mailers. Students may also obtain at any time a

record of their term and cumulative progress on unofficial academic transcripts for a minimal service fee (See departmental descriptors in Section 2).

The transcription of academic achievement is thorough, fully-tested, and comprehensive. Security is maintained by severely restricting maintenance responsibilities to only a few individuals. Credit is awarded on the basis of fifty minutes of contact per week per semester credit for lecture courses. Laboratory, performance studio, and activity courses require two to four hours of in-class participation per week per credit. Vocational courses require thirty hours of contact per semester per credit. During fall 1997, the LCSC Faculty Senate adopted a plus-minus grading system. The plus-minus grading system became effective beginning fall, 1998. Students were informed of the change through direct mailed informational letters, articles in the school newspaper, presentations to Student Government, and information notices in the published schedule of classes.

The criteria used in evaluating student performance and achievement are outlined in course syllabi. Criteria for evaluating student achievement at the program and degree level are developed by program faculty, implemented through each program's evaluation model (PEM), and published in the catalog. The current catalog clearly states grading standards, which are then implemented by the faculty (Exhibit 3-6).

LCSC has clearly established a distinction between for-college-credit courses and non-credit offerings. Providers of non-credit offerings are strongly encouraged to include statements describing the not-for-credit nature of the courses and programs in all written and electronic publications and in oral presentations. To further clarify and distinguish the non-degree-credit nature of these offerings, the courses are published in brochures separate from the for-credit offerings. Non-credit courses are not listed on the for-credit-transcripts and non-degree credit is not calculated in the for-degree-totals. At this point in time, non-degree credit is not

accepted for degree credit under any circumstances.

Individuals participating in non-degree credit programs may be awarded certificates of achievement or completion if course and program objectives are satisfied. In some cases, occupational certification or licensure is the objective of the course/program. For example, C-Stop and flagging results in a certification from the state, the nursing assistant results in state registry, and electrical and plumbing apprenticeship results in state licensure.

The following references are utilized for transfer credit evaluation: *Education Series* published jointly by AACRAO and NAFSA; *Handbook of World Education* from the American Collegiate Service; *International Handbook of Universities* published by the International Association of Universities. Copies are available in the Office of Enrollment Management. As stated in the college catalog, LCSC participates in the Western Governors University (WGU) and will consider coursework completed through WGU for transfer, pending final decisions by the Idaho State Legislature. The admission staff routinely visits with prospective transfer students to explain how previously obtained credit will transfer to the general education core requirements. Faculty are often consulted to provide preliminary transcript evaluation in the student's major. A formal transcript evaluation of the general education coursework is completed prior to enrollment. Formal evaluation of coursework related to the student's intended major is completed by the appropriate instructional division after registration. The statewide articulation agreement for General Education, adopted by the State of Idaho Board of Education, implemented a common course numbering system for the course offerings included in the state General Education Core. Thus all state higher education institutions observe the same course prefixes and numbers for the General Education course offerings.

LCSC utilizes a paper and electronic student record system. The student's record is created in the Admissions Office when the student submits admission materials. The receipt of all

required materials is not necessary for some admission statuses, resulting in incomplete admission files at the time of admission. Documentation is collected after admission in these cases. An electronic record is created simultaneously. Paper records are moderately secure from theft, alteration, and casual access since all files are under close supervision and/or lock and key. Paper files of inactive students, while stored in a restricted-access room, are subject to damage by fire and flood since many of these are stored in open wooden bins. Efforts are underway to obtain modern fire resilient cabinets. The status of the storage conditions is well documented.

Security of electronic records has been undergoing review and revision throughout AY 1997-1998 and 1998-1999. The 1998 annual audit revealed many fewer deficiencies than the previous year's report and it is anticipated the 1999 annual audit will note a marked improvement in security. The Director of the Information Technology Department is utilizing the audit report as a starting point for improving data security. Currently, the Information Technology Department is strengthening the daily and monthly back-up protocol and is reviewing the disaster recovery plan. LCSC has adopted a very narrow interpretation of the Family Educational Rights and Privacy Act of 1974 (FERPA). Access to student records, both paper and electronic, is severely restricted. Access privileges to the electronic data is limited and closely monitored with annual reviews.

LCSC incorporates a statement of confidentiality in the log-on to the electronic student information system. A computer-use policy includes privacy and confidentiality statements. All persons having access to paper and electronic records are expected to abide by provisions of FERPA and institutional privacy and confidentiality policies. Violation of these may result in reprimand, the withdrawal of access privileges, and/or termination.

Student Services

Admission, Continuation, Graduation

The student admission standards are consistent with the institutional mission (Appendix 3-5). The institution has mildly selective admission standards (Appendix 3-6). Qualifications for admission to the institution and its programs are well defined in the college catalog. Prospective students may be considered for eight types of admission, degree and non-degree, for both academic and technical programs. Transcripts (high school, college, or GED) from accredited schools along with appropriate standardized tests are used to determine admission status. Admission procedures have been approved by the State Board of Education as meeting the state admission standards and LCSC's mission. Students who have taken recommended high school classes with a 2.0 GPA and have a composite ACT of 17 receive full admission. A provisional admission category is considered for students who completed a GED or do not meet the requirements for full admission. International students must have a 500 TOEFL. Transfer students are accepted for regular admission with a college GPA of at least 2.0. Admission decisions are systematically, randomly reviewed to ensure compliance with institutional policies.

The College is consistently conscious of its student body's characteristics and mission (Appendix 3-4). Careful attention is paid to student ethnicity and socio-economic background. Services like Native American and Minority Affairs, Counseling, Student Support Services (TRIO), Learning Resource Center, and the Math and Writing labs respond to special needs of our students. The institution has had a large enrollment of international students because of our association with the Intensive English Institute (IEI) and the former Pacific International Institute (PII). At one time, close to 300 international students, mostly from Asia, were on our campus. For that reason, the position of Coordinator of International Student Services was expanded from part-time to full-time. Cultural education for faculty/staff was an integral part of preparing employees to interact with these students. Faculty are also aware of student body characteristics and strive to make classroom instruction a model for student

success. The College encourages students to explore religious and philosophical beliefs in the classroom, in clubs, and religiously affiliated organizations. Respect for student rights and responsibilities are demonstrated by the Student Handbook, the College's Cultural Diversity Plan (reviewed in 1998), faculty discussion groups, International Exchange Conference, Native American Awareness Week, Thinking Through Lunch, and attention to various federal acts including FERPA.

New students are accepted into programs according to the information on pages A-6 through A-10 of the LCSC General Catalog 1997-1999. These admissions standards stipulate that new students must take certain placement tests according to their age and the Division they have selected as a major. The college uses ACT, SAT, ASSET, CPT and COMPASS, all federally recognized placement instruments.

Acceptable scores are listed on the LCSC Course Placement Scores sheet for academic students and CPT Total Right Scores Recommended for Technical Program Entry sheet for students going into technical programs. These placement devices are provided through the LCSC office of Institutional Assessment and are used by advisors to place students in programs and course work where they will have a reasonable probability of success (Exhibit 3-7). Students who do not have test scores that indicate an ability to benefit are referred to the Adult Basic Education program where they can receive assistance in areas where their test scores do not meet the standards.

The policies and procedures governing academic standing have undergone modification over the past twelve months in order to clarify and simplify the requirements. Some majors specify grade point average and academic progress requirements for continuation in the major (See Appendix 3-6 for retention and graduation rates). These requirements were clearly outlined in the 1997-1999 academic catalog, in some instances for the first time.

Termination from a program of study is typically accomplished when the student changes

majors. This process has not been uniform or consistent, although improvements in notifying divisions of students who change majors have occurred. The process for terminating from the college has also been simplified and is published in the semester schedule of classes as well as the academic catalog, and requires that the student notify the college in writing of their desire to terminate.

An appeals process is administered by a standing committee called the Admission, Financial Aid, and Scholastic Standards Committee (AFASSC) under the auspices of the Vice President for Student Affairs. It is available to students who seek changes in their admission status, readmission after suspension, and for denial of financial aid. A revised grade appeal policy was approved by the Faculty Senate and administration in Fall, 1998. This policy provides students with an appeals process for any grade action which they believe to be in error or unfair. Such appeals are heard by a hearing board constituted by the Faculty Senate. Students may also petition for exceptions to academic regulations. These petitions are reviewed by the Associate Vice President for Academic Programs, acting for the Provost.

Policy and procedure for readmission following suspension is outlined in the college catalog. Additionally, information may be obtained from the Registrar's Office (Exhibit 3-6). Students seeking readmission are required to submit a petition, academic plan, and a detailed plan for repair of the cumulative grade point average. The petition and supporting documentation are reviewed by the AFASSC. Decisions of the Committee are communicated to the student via letter. Students may appeal the AFASSC's decision to the Vice President for Student Affairs.

The degree verification process ensures that all requirements have been satisfied by students prior to graduation. It has been consistently applied, but the outline of those requirements has not always been easy for students, faculty, or staff to interpret and understand. The 1997-1999 academic catalog significantly improved the statement of institutional and programmatic requirements for graduation.

Financial Aid

The Financial Aid Office coordinates all financial aid for students. Awards are made on a basis consistent with the institutional mission. Our student population tends to be first generation, including many older students with family responsibilities. For this reason the College attempts to provide clear information, verbal explanations for federal rules, and aid that meets the needs of as many students as possible. Research is conducted with students to assess program effectiveness, and customer service improvements have resulted. Outside auditors and consultants have monitored the financial aid program, and adjustments in procedures have occurred (Exhibit 3-8 and Exhibit 3-9).

Information regarding the categories of financial assistance (scholarships and grants) is published and made available to both prospective and enrolled students. Consumer information is available on the LCSC Web pages and in written format. The written brochures are distributed to prospective students by the Enrollment Management Office, by high school counselor offices, and by request.

The institution regularly monitors its student loan programs and the institutional loan default rate. The U.S. Department of Education provides notification of the most current default rate on an annual basis. Informational sessions which give attention to loan repayment obligations are conducted for financial aid recipients on a daily basis at the LCSC campus and Outreach Site offices by appointment.

Advising and Counseling

LCSC asks all new students to attend Student Orientation, Advising and Registration (SOAR) sessions. Once accepted to the college, students are informed that they must make SOAR reservations with the Office of Student Life (OSL). They are provided SOAR registration forms and can sign up for a SOAR session by mail, telephone, e-mail, or in person. In addition to the SOAR sessions there is a Minority Orientation Program presented before the fall

semester. This is a one credit course, Survival Skills, that can be taken by minority students.

There is also a two-day session, International Student Orientation, held before the fall semester for students from abroad.

Specific advising information is listed in LCSC Policy and Procedures Handbook (Exhibit 3-10), Section 2.116, Educational Advising. In addition to this information the Office of Student Life publishes a Student Advising Handbook (Exhibit 3-11). This handbook is given to students and explained during SOAR sessions. The Advising Coordinator from Student Life has explained the Student Advising Handbook and the Disability Awareness Handbook for Faculty at several Division meetings.

Student needs are identified through direct contact with individual students, interactions with faculty/staff, and interaction with employers. To meet the needs of all students, the Career Development Office offers services to students during the day, in the evening, via technology (i.e., web, phone, microwave, and satellite), and through outreach site coordinators who provide direct services to students in alternative sites. Provisions of programming (i.e., workshops, events, services, available materials) reflect current student employment needs, current market trends, and institutional direction. General programming is offered to LCSC students of all majors or types of degree and is often tailored to fit specific group needs. The primary focus of employer development is regional, with secondary focus on the states of Idaho and Washington. Research is conducted on graduates and current students to determine hiring trends, placement, and continuing education.

Other Services

Health Services is open from 8 AM to 5 PM Monday through Friday. There is a Registered Nurse available during those hours. There is an M.D. available two hours per week, and a Nurse Practitioner for eight hours per week. Services range from treating minor illnesses, colds, sore throats, STDs, dressing changes, pregnancy testing, sprains, birth control and PAP testing,

lab tests, help with anxiety and depression, stitch removal, blood pressure and vision screening, and First Aid. Included in this area is slightly over one FTE of counselor's time. The College currently has 1.6 counselors available and 1.1 of their time is paid for with Health Services student fees. Students can enter the counseling program through a Health Service referral or by directly contacting the counseling program. Counseling and Health Services hold joint meetings to coordinate services for patients who are seen in both areas. Counseling services are available from 8 AM to 5 PM Monday through Friday. Off-campus students do not receive these services and they are not charged for any of these services through the student fees.

The Residence Life program is committed to being a partner in academic success through its establishment of academic incentive programs, i.e., awarding the floor with the highest GPA with a party. Policies have also been established that create an environment conducive to academic pursuits. The department is continually working on increasing the number of academic services offered. Paramount to the success of the student is the provision of opportunities for personal growth and development. While on campus, students are exposed to a variety of educational, cultural, social, and recreational programs.

All residential facilities have established procedures regarding building security. Staff conducts at least two safety checks nightly. Policies regarding fire safety and evacuation have been established and are tested each semester. Additional policies and procedures have also been developed to protect students against incidents or behavior that may jeopardize the physical, mental, and emotional health and/or safety of either group or individual.

Each floor or house is staffed with a resident assistant. Our staff to student ratio is 1:18. Our exceptionally low staff to student ratio provides for a high degree of interaction. The department employs one undergraduate Residence Hall Director and one graduate Residence Hall Director. Overall management for the residence life program is the responsibility of the Director of Residence Life who holds a graduate degree

in the field of College Student Services Administration. All staff are required to take a credit-bearing residence life leadership class and participate in an aggressive fall training program, as well as attend various in-services throughout the year. In addition, all residence life staff are formally evaluated once a semester.

Sedexho-Marriott Services (SMS) provides a complete dining program which is open to residents, nonresidents, faculty, staff, and the general public. A coffee shop is also available during business hours. Present management has 19 years of experience in the food service industry. The nutritional aspect of the program is accomplished through national menu preparation and procurement departments. This operation has standard minimum offering requirements, which must be available at every meal period.

Sedexho-Marriott is inspected once a year by local and state health inspectors, fire inspectors, and safety inspectors. The corporation itself conducts monthly fire and safety inspections. SMS has also committed to on-site daily inspections and bi-annual corporate audit inspections. Additionally, all staff are trained in the nationally recognized Serve-Safe Training Class. The HACCP (Hazardous Analysis of Critical Control Points) program is also a stringent requirement of SMS.

With activities that include skiing, volleyball, softball, concerts, and movies, Lewis-Clark State College's Student Activity Co-curriculum Program offers significant growth in interpersonal relations, responsibility, leadership, and learning. Our co-curriculum also continues to present programs that are accessible to specialized groups to strengthen the awareness of their needs. The Disability Services Advisory Board is constantly challenging the campus community to increase awareness of the disabled and assure progress is being made toward accessibility of facilities and programs on campus. The institution currently does not offer a student activity program to off-campus sites. All other programs consider the commuter, older, and part-time students in their design and implementation.

Measures for governance and evaluation of all student activities programs are in place. Several surveys of the student population have been conducted to find out their specific areas of interest when it comes to co-curricular activities. The utilization of evaluation forms after each event has been extremely useful to assess participation numbers, cost factors, and negative feedback along with positive aspects of the activities. For example, the Student Union Board consists of students, faculty, and administrators who regularly meet to evaluate the facility, services, and programs to fulfill the mission of the Student Union.

In 1997 an existing half-time student activities position was expanded to full time. The President and Vice President for Student Affairs wanted to increase activities on campus that would positively affect student involvement, satisfaction, and retention. The Coordinator of Student Activities is the advisor to Associated Students and the Student Programming Board. Other responsibilities include supervising intramural sports, student recreation, fitness center and numerous student-centered activities such as the Freshman Welcome Faire. The Coordinator is also the administrative focal point for all officially sanctioned student clubs, and assists with the Student Communications Board.

Currently, recreational activities for students are hampered by a lack of appropriate facilities. The college has only one gymnasium which was built in 1938. It is very small and out of date. The Kinesiology Department and Intercollegiate Athletic Department heavily utilize the facility, which makes scheduling adequate intramural and recreational activity impossible.

The fitness center is in an even older facility built in 1909 with limited access and floor space. During the last decade the number of students at the institution has grown by approximately 30%. This includes a noticeably younger student body. The demand for appropriate multipurpose educational, recreation and intercollegiate facilities has reached the point where

students, faculty, and coaches are united in requesting a new, modern facility. Without such a building the College is sure to suffer in the recruitment and retention of students, in promoting holistic health of students, faculty and staff, and in the satisfactory education of Kinesiology/Secondary Education students.

Lewis-Clark State College's co-curricular programs are very resourceful in providing adequate access to facilities. Currently, campus-based activities include flag football, volleyball, soccer, basketball, floor hockey, badminton, weight/cardiovascular training, billiards, ping pong, board/card games, and video games. The College relies heavily on community facilities such as bowling alleys, golf courses, and skating rinks to offset the facilities which are currently lacking. The proposed construction of the multipurpose Campus Activity Center would greatly enhance the student access to quality facilities.

The bookstore is owned and operated by Lewis-Clark State College. It is a full service bookstore offering all required classroom textbooks and supplies along with a large assortment of college monogramatics, clothing, study aids, backpacks, and general books. It employs three full-time college personnel, one part time and several student helpers. The facility supports the campus mission by providing shelf space for books written by faculty authors. The bookstore also supports evening readings in the Arts Center and makes available for purchase the authors' books. During the International Exchange Conference, the bookstore carries a complete selection of books written by delegates attending and reporting at the conference. The bookstore further supports the outreach mission by supplying books, supplies, and monogrammed clothing to our outreach centers. Students and faculty have the opportunity to serve on the Student Union Advisory Board which provides a vehicle for suggestion or concerns about bookstore management.

The Communication Advisory Board, whose membership includes students, community media professionals, faculty, and administrators,

is charged with adhering to the charters and the policies governing media on campus.

Intercollegiate Athletics

The President and the Athletic Director are responsible for institutional control and review of the collegiate athletic program. The policies and procedures governing intercollegiate athletics are initiated by the Idaho State Board of Education, and are contained in their procedure manual. The President and Athletic Director review the program on a continuous basis. The education of student athletes is always maintained as a primary goal of the program and a basis for the Athletic Department's philosophy and mission.

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 and others involved in athletics policy-making and program management are stated explicitly in job descriptions and other documents housed in the Office of the Athletic Director.

It should be noted that the head coaches of Baseball, Volleyball, Women's Basketball, and Men's Basketball, along with the athletic director, have multi-year contracts that include academic performance criteria for their athletes. To support these expectations the President is currently developing a faculty/staff athletic advisory committee.

The Vice President for Student Affairs is responsible for student-athletes' admission requirements and procedures, academic standards, degree requirements, and financial aid awards. This is consistent with the Vice President's responsibility for all students.

Athletic budget development is systematic. The budget is developed with the institution's Budget Director and presented to the Vice President for Financial Affairs and the President for approval.

Funding sources are: state appropriations 48.4%; student fees 22.9%; fund raising 26.5%; and gate receipts 2.2%. Funds raised for and expended on athletics by alumni, foundations, and other groups are subject to the approval of the administration and are accounted for through the institution's generally accepted practices of documentation and audit.

The institution has demonstrated its commitment to fair and equitable treatment of both male and female athletes through its review by the Office of Civil Rights and its five-year financial plan submitted to the Idaho State Board of Education.

In 1993 Lewis-Clark State College was reviewed for Title IX compliance by the Office of Civil Rights (OCR). The final report concluded that LCSC was in compliance with all major categories specifically addressed in Title IX legislation.

At the time of the 1993 review the gender enrollment of full-time undergraduates was 59% female and 41% male. Athletic participation ratio was 36% female and 64% male. Since 1993 additional opportunities have been added and athletic gender participation now stands at 44% female and 56% male. The current goal is to reach 50% female and 50% male participation.

In 1993 male participants received 73% of scholarship aid awarded and female participants receive 27% of the aid awarded. As a result of aggressive action, the level of scholarship aid awarded for females has increased to 38% of the total scholarship awards. Given current gender participation proportionality, there is still room for improvement. The College's goal is to reach equal spending levels for financial assistance.

To support this effort the State Board of Education created policy to allow additional fee waivers for women's sports effective fall 1998. This single action has made possible a significant increase in scholarship support to women's programs significantly. As resources become available additional support will be provided for women's programs through

additional state appropriation allocation and internal reallocation.

The institution publishes its policy concerning the scheduling of intercollegiate practices and competition to avoid conflicts with the

instructional calendar, particularly during end-of-term examinations. The athletic department presents annually to the President athletic schedules and identifies the number of days of instruction students will miss due to athletic participation. These documents are housed in the Office of the Athletic Director.