2008-2009
DIVISION I
ATHLETICS
CERTIFICATION
SELF-STUDY
INSTRUMENT
Introduction to Self-Study Report

Institutional Information

1. Type of Institution: Public
2. Year institution was founded: 1965
3. Special Affiliation? No
4. Coeducational? Yes
5. Total student enrollment (undergraduate and graduate combined) [using a full-time equivalency (FTE) basis]: 6855
6. Number of Faculty [using a full-time equivalency (FTE) basis]: 375
7. Highest level of academic degree offered: Master's degree
8. Institution's governing entity: California State University Board of Trustees
9. a. Regional accreditation agency: Western Association of Schools and Colleges (WASC)
9. b. Date of most recent regional accreditation self-study: 2000

Athletics Information

1. Subdivision status of athletics program (Academic Year 2009): Division I (without football)
2. Conference affiliation(s) or independent status (Academic Year 2009):
   - Baseball: Independent
   - Men's Basketball: Independent
   - Men's Golf: Independent
   - Men's Soccer: Mountain Pacific Sports Federation
   - Men's Swimming: Independent
   - Men's Track, Indoor: Independent
   - Men's Track, Outdoor: Independent
   - Men's Wrestling: Pacific-10 Conference
   - Softball: Pacific Coast Softball Conference
   - Women's Basketball: Independent
   - Women's Cross Country: Independent
   - Women's Golf: Independent
   - Women's Soccer: Independent
   - Women's Swimming: Independent
   - Women's Tennis: Independent
3. Athletics program structure (‘X’ all that apply):

   ___ one combined athletics department.
   ___ separate men's and women's departments.
   ___ incorporated unit separate from institution.
   ___ department within a physical education division.

4. Date of NCAA major infractions case(s) (if any) since previous certification self-study and impact (if any) on the areas of the certification program. If this is the institution's first time to complete a certification self-study, respond to the question based on the last 10 years.

   CSU Bakersfield has never had a major infractions case adjudicated by the NCAA.

5. Other significant events (with dates) in the history of intercollegiate athletics program since previous certification self-study. If this is the institution's first time to complete a certification self-study, respond to the question based on the last 10 years.

   1998
   - February 1998: Women's water polo begins competing and becomes CSUB's second NCAA Division I sport.
   - March 1998: Men's swimming wins its ninth NCAA Division II title.
   - March 1998: Stephen Neal (wrestling) completes the first of two consecutive undefeated seasons to win his first NCAA Division I title.
   - March 1998: Joe Munoz is drafted by the New York/New Jersey MetroStars of Major League Soccer.
   - May 1998: Joe Munoz (soccer) named Academic All-American.
   - June 1998: CSUB Wins the Sears Director's Cup as the nation's top NCAA Division II athletics program.
   - September 1998: Women's cross country returns as a varsity sport for the first time since 1991.
   - November 1998: Men's basketball plays its first game at Centennial Garden (later Rabobank Arena). It has been the home of Roadrunner men's basketball to the present day.

   1999
   - February 1999: Wrestling wins its second Pac-10 championship.
   - March 1999: Stephen Neal (wrestling) completes his second consecutive undefeated seasons to win the NCAA Division I title. He goes on to win the Dan Hodge Award as the nation's top collegiate wrestler.
   - July 1999: Stephen Neal wins the World Heavyweight Wrestling Championship and is named the world's top wrestler by the sport's governing body.
   - September 1999: CSUB announces it is adding women's basketball to begin competing in the 2000-01 season.
   - October 1999: CSUB is named as the host school for the NCAA Division Men's Basketball Elite 8 in 2001. It marked the first time a school west of the Mississippi River would host the event.

   2000
   - March 2000: Men's swimming wins its 10th NCAA Division II title.
   - July 2000: Stephen Neal signs a free agent contract with the New England Patriots of the NFL.
   - January 2001: Stephen Neal wins the first of three Super Bowl rings as an offensive lineman with the New England Patriots.
2001
- March 2001: Women's basketball reaches the NCAA Division II Tournament in its first-ever season. It marks the first and, to date, only time in NCAA history that a men's or women's basketball team at any level earned a tournament bid in its first season.
- March 2001: CSUB hosts the NCAA Division II Men's Basketball Elite 8.
- March 2001: Men's swimming wins its 11th NCAA Division II title.
- June 2001: Mike Plate (golf) named Academic All-American.

2002
- March 2002: Heather Garay leads the nation in scoring for the women's basketball team.
- March 2002: Men's swimming wins its 12th NCAA Division II title.
- June 2002: Mike Plate (golf) earns NCAA Postgraduate Scholarship.
- June 2002: Mike Plate (golf) named Academic All-American.

2004
- May 2004: Jason Ashurst (soccer) named Academic All-American.
- June 2004: Cassandra Baur (swimming) earns NCAA Postgraduate Scholarship.
- June 2006: Laura Lefranchise (diving) earns NCAA Postgraduate Scholarship.
- July 2006: CSUB announces its intent to move its intercollegiate athletics program to the NCAA Division I level.

2007
- March 2007: Men's basketball defeats Cal Poly Pomona, 58-49, to win its final game as an NCAA Division II program. CSUB leaves as the winningest team in NCAA Division II history.
- July 2007: CSUB formally begins move to NCAA Division I level.
- August 2007: Volleyball sweeps Idaho State to earn CSUB's first victory as an NCAA Division I program.
- November 2007: Women's basketball defeats NCAA Tournament-bound San Diego in its first home NCAA Division I game.
- November 2007: Men's basketball defeats Central Valley rival Fresno State in its first home game against an NCAA Division I opponent in 20 years.

2008
- October 2008: Josh Wicks makes his first start for the Los Angeles Galaxy of Major League Soccer.
- April 2008: Softball defeats New Mexico State 5-3 in the first regular season televised women's sports event in CSUB history (Fox Sports).
- June 2008: Brittany Johnson (softball) leads the nation in fewest walks per 7 IP. She becomes the first student-athlete from a reclassifying school to lead NCAA Division I in a statistical category.

2009
- February 2009: Hart Field, the baseball training and playing facility, opens and the baseball team's inaugural season begins.

Previous Certification Self-Study

1. Date of previous orientation visit, evaluation visit and interim self-study report (if applicable):

As a reclassifying institution going through the self-study certification process for the first time, CSU Bakersfield has no response to this item.

2. Previous certification-status decision rendered by the NCAA Division I Committee on Athletics Certification (and date):

As a reclassifying institution going through the self-study certification process for the first time, CSU Bakersfield has no response to this item.
3. Subsequent actions or changes in certification status (if any) made by the NCAA Committee on Athletics Certification (and date):

As a reclassifying institution going through the self-study certification process for the first time, CSU Bakersfield has no response to this item.

4. Changes in key senior-level positions, institutional or athletics program, (if any) since the institution’s previous certification self-study. If this is the institution’s first time to complete a certification self-study, respond to the question based on the last 10 years.

Since 1999, CSUB has welcomed several new senior-level leaders. Horace Mitchell joined the university as its fourth president in July 2004. Subsequently, three new members of the President’s Cabinet were added: Soraya Coley, provost and vice president for academic affairs (July 2005); Shelley Ruelas, vice president for student affairs (February 2006); and Beverly Byl, vice president for university advancement and executive director of the CSUB Foundation (March 2008).

The athletics department has benefited from staff stability, with minimal turnover in personnel. In 2002 the department strengthened with the addition of a sales and marketing director. Four years later, the senior associate athletic director/SWA position was expanded from part-time to full-time.

In 2006 a new athletics gift officer was hired. The department is currently recruiting for the newly added position of major gifts director for athletics development.

5. Significant changes impacting the institution and/or athletics program, if any (e.g., conference affiliation, sports sponsored, changes in admissions standards, significant changes in graduation rates, changes in mission statement of the athletics program, changes in fiscal stability/condition of the athletics program), since the institution’s previous certification self-study. If this is the institution's first time to complete a certification self-study, respond to the question based on the last 10 years.

Since 1999, CSUB athletics has gradually developed its athletic offerings with the addition of three new sports:
- men's baseball (2008)
- women's golf (2006)
- women's basketball (2001)

Additionally, men's and women's indoor track and field were reinstated in 2003.

As of January 2009, all CSUB sports have competed as independents at the NCAA Division I reclassifying level, with the following exceptions
- Men's soccer: Mountain Pacific Sports Federation (MPSF), effective Fall 2009
- Softball: Pacific Coast Softball Conference (PCSC), effective Spring 2010
- Wrestling: Pac-10 Conference, effective 1988
- Women's water polo: Western Water Polo Association, effective 1999

The mission statement of the athletics program was revised to be compatible with Division I standards in 2006-07.

In May 2005 the Associated Students, Inc. launched a student fee referendum to assist in funding the Division I reclassification process. The student body approved the referendum, providing a graduated fee of $2 million, based on enrollment increases.

On July 6, 2005, a $6 million fund raising campaign was initiated to support CSUB’s move to NCAA Division I. The campaign successfully concluded on January 17, 2007.

In 2008, the division of university advancement assumed fund raising responsibility for athletics, providing greater fiscal stability.
Certification Self-Study Information

1. Steering Committee Chair: Soraya Coley and Shelley Ruelas

2. Chief report writer/editor of self-study report: Kathy Miller

3. Describe the extent of broad-based participation of campus constituencies in the self-study. Specifically, report on the opportunities that actually were provided to various individuals or groups in the broad campus community to: (a) offer input into the self-study report before its findings and plans for improvement were formulated; and (b) review the self-study report after it was drafted.

(A) A complete and accurate self-study is only possible with extensive participation from a broad range of interested and involved constituency groups. With this in mind, California State University, Bakersfield President Horace Mitchell paid particular attention to the appointment of steering committee and subcommittee members. Committee members were viewed as links in an extensive and ongoing dialogue with the areas of campus and the community they represented. Based on recommendations from various groups, in June 2008 President Mitchell invited individuals to serve on the steering committee or one of five subcommittees where they would make the greatest contribution.

The certification team membership is diverse, both in terms of racial and gender representation, and includes members from both inside and outside the athletics department. The final committee appointments included faculty members, executive administrative staff, athletics personnel, university alumni, community members, students, and student-athletes. The steering committee met for the first time on August 5, 2008, well before the NCAA orientation videoconference in late September.

Following the initial meeting, a news release was distributed to local media announcing the beginning of the self-study process and promoting the university’s newly developed NCAA self-study website. The self-study link on the website has remained a prominent “special feature” on the homepage to ensure easy access to information and opportunities for input. In addition, an article about the self-study appeared in the fall issue of Inside CSUB, a university magazine distributed to over 32,000 households, and public participation was encouraged.

Throughout the self-study process, steering committee and subcommittee members met with student-athletes, coaches, athletics personnel, administrators, faculty and other university personnel to gather information and prepare responses for the self-study report. Special efforts were made to engage students in the process and seek their input for the report.

(B) In February 2009 the draft report was posted on the NCAA self-study website and public input was widely sought. An executive summary of the report was also created and posted on the self-study website. A news release was issued announcing the final stages of the self-study and opportunities for public input. An e-mail address was also created to provide a convenient method for feedback on the report.

Key campus and community groups were provided with opportunities to review the report and give feedback, including Student-Athlete Advisory Committee; Intercollegiate Athletics Advisory Committee subcommittees on gender, diversity, academic integrity and support, and student welfare and well-being; coaches and athletics staff; President’s Advisory Council; Roadrunner Club board of directors; and CSUB Foundation Intercollegiate Advisory Committee as well as the CSUB Foundation board of directors.

On March 3 and March 5 attendees at men’s and women’s basketball games were given information about the self-study as well as summary reports. President Mitchell provided a taped video message that was broadcast during half-time to encourage public participation, and information was displayed on the central score board. Additionally, announcements about the self-study and the opportunities for public feedback were made at all home softball, baseball, and women’s and men’s basketball games between February 24 and April 15.

The Academic Senate and all senate committee members met on March 5 in a combined meeting where the draft report was detailed. On March 13, the University Council meeting was a public forum for general community feedback as well as members of the university staff.

In all meetings and forums, constituencies were encouraged to review the draft report and provide feedback. All feedback received from the university community was reviewed and, where appropriate, incorporated in the final self-study. The final NCAA Self-Study is currently posted on the university’s website.
4. Provide a copy of the institution's written plan for conducting the self-study. [Please use the file upload link contained within this question to submit a copy of the institution's written plan.]

CSU Bakersfield's written plan for conducting the NCAA Division I certification self-study is attached.

5. Please provide the institution's mission, philosophy and goals statement and the athletics program's mission, philosophy and goals statement. Also, indicate the dates of formal approval for the latest versions.

CSUB MISSION

California State University, Bakersfield is a comprehensive public university committed to offering excellent undergraduate and graduate programs that advance the intellectual and personal development of its students. An emphasis on student learning is enhanced by a commitment to scholarship, diversity, service, global awareness and life-long learning. The University collaborates with partners in the community to increase the region's overall educational level, enhance its quality of life, and support its economic development.

CSUB VISION

By 2014-15, CSU Bakersfield will be the leading campus in the CSU system in terms of faculty and academic excellence and diversity, quality of the student experience, and community engagement. Realization of our vision will be advanced by recruitment, development and promotion of excellent and diverse staff within an organizational culture committed to excellence in all areas.

CSUB STRATEGIC GOALS
1. Extend faculty and academic excellence.
2. Enhance the quality of the student experience.
4. Develop an excellent and diverse staff.
5. Develop a campus culture with a sense of community and a commitment to organizational excellence.

Approved May 28, 2004

MISSION AND GOALS
INTERCOLLEGIATE ATHLETIC PROGRAM

Mission

The CSUB Intercollegiate Athletics Program at California State University, Bakersfield is an integral part of the total educational effort of the institution. It provides student-athletes with opportunities to develop skills and talents that are extremely valuable and widely admired in society. It enables the intercollegiate student-athletes to compete at a level of excellence, encourages intramural participants to greater achievement by providing accessible athletic role models, and gives all students an opportunity to develop an appreciation of a wide variety of sports.

The CSUB Intercollegiate Athletics Program, by offering a wide variety of quality sports, enhances university life, contributes to the recruitment and retention of student-athletes, fosters pride in the university and broader community, and strengthens university-community partnerships.

GOAL I: The principal goal of the university is the education of its students. Intercollegiate athletes are students first, and their educational progress is our primary concern.

Objective A: Even though student-athletes must meet higher NCAA and conference academic standards than CSUB students generally, the university will continue to ensure that the percentage of student-athletes in each sport graduating from CSUB at least equals the graduation rate for all CSUB students.

Objective B: The university will facilitate the academic progress of intercollegiate student-athletes through diligent monitoring of academic progress and a strong faculty-advising program. Coaches should take a proactive role in this endeavor.
GOAL II: To maximize the potential for developing those skills and abilities which the CSUB Intercollegiate Athletics Program nurtures, the number and variety of sports should be consistent with conference requirements. They should be guided by community and university traditions. They should be limited only by available financial resources, and they should mirror the university’s overall commitment to excellence.

Objective A: Within this stated framework, the collective group of sports that CSUB offers must meet at least three fundamental goals:

(1) the Conference Sports Sponsorship criteria for regular membership;
(2) the NCAA Sports Sponsorship requirement for Division I; and
(3) Gender Equity requirements under the CAL-NOW CSU Consent Decree.

Objective B: In order to pursue its commitment to excellence, the university should continue, consistent with available resources, to pursue the best competition opportunities in NCAA Division I.

GOAL III: Support for the CSUB Intercollegiate Athletics Program should be increased significantly and should involve all the university’s major constituencies.

Objective A: A strong marketing and development program must be enhanced to increase our financial and attendance goals to support a Division I program.

Objective B: The university should continue its current high level of support for the Intercollegiate Athletics Program.

Objective C: General financial support from the community must continue to increase substantially to support a Division I program.

GOAL IV: The highest standards of sportsmanship and ethical conduct must be maintained by all those associated with the Intercollegiate Athletics Program.

Objective A: The CSUB Intercollegiate Athletics Advisory Committee should undertake a periodic and systematic review of all facets of the athletic program, including its budget.

Objective B: The University President, faculty athletic representative, athletic director, and all coaches, staff, and faculty members should continue their commitment to the highest standards of sportsmanship and ethical conduct and should adhere to all institution, NCAA, and conference eligibility rules and regulations.

Objective C: The California State University, Bakersfield Athletics Department promotes respect for and sensitivity to the dignity of every person and refrains from discrimination prohibited by federal and state law. We will adhere to a zero tolerance policy regarding discrimination towards any person due to gender, ethnicity, and/or sexual orientation.

Objective D: We derive our purpose from our student-athletes, men and women alike, who will be provided an opportunity to achieve the highest standards as a result of the best preparations and support in a competitive environment conducive to their welfare.

GOAL V: The overall welfare of student-athletes is a high priority for the university.

Objective A: The university, the athletic director, the coaches, and the staff should be committed to educating student-athletes about their physical, emotional, and social health and well-being.

Objective B: The university, the athletic director, the coaches, and the staff should be committed to ensuring the physical safety of all student-athletes.

Objective C: The university, the athletic director, the coaches, and the staff shall promote a drug-free environment for student-athletes.

June 2007 revision approved (IAAC/2007/2008)
Operating Principle

1.1 Institutional Control, Presidential Authority and Shared Responsibilities.

Self-Study Items

1. List all "conditions for certification" imposed by the Committee on Athletics Certification in its second-cycle certification decision (if any) as they relate to Operating Principle 1.1 (Institutional Control, Presidential Authority and Shared Responsibilities). In each case, provide:

   a. The original "condition" imposed;
   b. The action(s) taken by the institution;
   c. The date(s) of the action(s); and
   d. An explanation for any partial or noncompletion of such required actions.

Please note, the institution is not required to respond to opportunities for enhancement developed by the peer-review team unless those same items were adopted by the Committee on Athletics Certification.

1. Condition

   As a reclassifying institution going through the self-study process for the first time, California State University, Bakersfield (CSUB) has no response to this area.

   Action

   Action Date
   Oct 30, 2008

   Explanation for partial or non-completion

2. List all actions the institution has completed or progress it has made regarding all plans for improvement/recommendations developed by the institution during its second-cycle certification process for Operating Principle 1.1 (Institutional Control, Presidential Authority and Shared Responsibilities). In each case, provide:

   a. The original plan;
   b. The action(s) taken by the institution;
   c. The date(s) of the action(s); and
   d. An explanation for any partial or noncompletion of such plans.

Please note, the institution will not be required to fulfill an element of a second-cycle plan if the element does not affect conformity with a current operating principle.

1. Original Plan

   As a reclassifying institution going through the self-study process for the first time, CSUB has no response to this area.

   Action
3. Describe any additional plans for improvement/recommendations as they relate to Operating Principle 1.1 (Institutional Control, Presidential Authority and Shared Responsibilities) developed by the institution since the second-cycle certification decision was rendered by the Committee on Athletics Certification.

As a reclassifying institution going through the self-study process for the first time, CSUB has no response to this area.

4. Describe how the institution's chancellor or president maintains clear and direct oversight of the athletics program, including a description of reporting lines from the athletics director to the chancellor or president.

The president of CSUB, maintains clear and direct oversight of the athletics program. The director of athletics reports directly to the president and meets with him weekly. The faculty athletics representative (FAR) reports directly to the president and meets at least monthly with him. The senior associate athletic director/SWA reports to the director of athletics and also meets periodically with the president to report on compliance and other issues.

The president, FAR, CSUB Foundation Board Intercollegiate Athletics Committee (IAC), and the Intercollegiate Athletics Advisory Committee (IAAC) report directly to the president. The vice president for university advancement reports directly to the president, and the director of major gifts for athletics and the athletics director of development report directly to the vice president for university advancement.

The director of special events has a split reporting line, with 75 percent of oversight by the director of athletics and 25 percent by the vice president for university advancement. The director of marketing, ticket manager and other athletics marketing staff have shared reporting lines to both the director of athletics and the vice president for university advancement.

The senior associate athletic director/SWA reports directly to the director of athletics and immediately supervises the athletics academic advisor, compliance officers, head athletic trainer and the three assistant athletic trainers.

The assistant athletic director for media relations reports directly to the director of athletics, as does the business manager. The director of athletics supervises the coaching staff for men's basketball, women's basketball, men's soccer, women's soccer, softball, baseball and volleyball. The senior associate athletic director/SWA directly supervises the coaching staff for women's swimming, men's swimming, tennis, golf, track and field, and water polo.

5. Since the institution's previous self-study, list the major decisions made related to intercollegiate athletics. For each decision, explain the role and involvement (if any) of the:

a. Chancellor or president;
b. Athletics board or committee;
c. Faculty senate (or other faculty governing body);
d. Student-athlete advisory committee;
e. Director of athletics;
f. Faculty athletics representative;
g. Senior woman administrator; and/or
h. Other individual(s) or campus constituencies.
Although CSUB has not undertaken a previous self-study for certification purposes, our institution will use the normal 10-year period between certifications to describe the role and involvement of the president, IAAC, Academic Senate, FAR, Student-Athlete Advisory Committee (SAAC), director of athletics, senior associate athletic director/SWA, and other individuals/campus constituencies in major decisions related to intercollegiate athletics.

The major events occurring within athletics during the past 10 years are as follows:

1. 1993-98 - California National Organization of Women (CA NOW) and the Consent Decree signed with the California State University (CSU) required the university to change athletic programs to match undergraduate enrollment. At the time, the university enrollment was 60 percent female undergrads and 40 percent male. The IAAC was extensively involved in a discussion of how to meet these requirements, including team limitations and initiating more women's sports. When the CSU signed the Consent Decree, CSUB athletics teams were 60 percent male and 40 percent female. Within the required time, the percentages were changed to 60 percent female and 40 percent male and thus were in compliance with that Consent Decree.

   The FAR chairs the IAAC, and membership of the committee includes the director of athletics, senior associate athletic director/SWA, chair of the Academic Senate and president of SAAC. Six faculty members serve on the IAAC and comprise the majority of the committee's membership. The IAAC also includes the chair of the CSUB Foundation IAC, and an alumni representative, as well as representatives from student government and the administrative offices of student affairs, academic affairs, and business affairs.

   IAAC meetings are public meetings, and the agenda includes opportunities for comments from the public. In the case of the CSU Consent Decree, coaches, student-athletes, community members and faculty members were in attendance during discussions of the decree and had direct involvement in the discussion of these issues and their resolution. The IAAC made the final recommendations to the president, who approved and implemented these recommended actions. Thus, the president, director of athletics, senior associate athletic director/SWA, FAR, IAAC, SAAC and the Academic Senate were all involved in reviewing and approving these decisions.

2. 1999 - Preliminary plans were developed to determine the viability of a move to Division I. These plans were discussed with the IAAC, CSUB Foundation, Academic Senate, Roadrunner Club, student government, coaches, athletics staff and administrators, and SAAC. Other constituencies, including members of the public, were represented through the IAAC. The president reviewed recommendations and made the final decisions.

3. 1999 - CSUB signed a five-year agreement with Centennial Garden, now Robobank Arena, to prepare for Division I. This decision was discussed with the IAAC, CSUB Foundation, Academic Senate, Roadrunner Club, student government, coaches, athletics staff and administrators, and SAAC. Other constituencies, including members of the public, were represented through the IAAC. The president reviewed recommendations and made the final decisions.

4. 2000-02 - The university emphasized facility development and created plans for tri-venue enhancements for softball, soccer and swimming. Again, these issues were discussed with the IAAC, CSUB Foundation, coaches, athletics staff and administrators, and SAAC. Other constituencies were represented through discussion in the IAAC. The president reviewed recommendations and made the final decisions.

5. July 2002 - The CSUB Foundation board of directors voted to fund an athletics marketing staff of three professionals in order to increase fundraising capacity. This decision was also discussed within athletics and with the IAAC. This decision has proven to be wise because the amount of money raised for athletics has grown significantly since the additional marketing staff members were hired. The president reviewed recommendations and made the final decisions.

6. CSUB has gradually developed its sports offerings. Sports were added as follows:

   1996: women's water polo
   1997: men's golf
   2001: women's basketball
   2003: reinstated men's and women's indoor track and field
   2006: women's golf

   In 2008 men's baseball was initiated. CSUB now has 19 sports: eight men's sports and 11 women's sports.
The IAAC participated in all these decisions. Student-athletes’ voices played an important role through SAAC and annual student-athlete surveys. The formation of women’s water polo, women’s basketball, women’s golf and baseball teams were a direct response to requests for the sports from the student-athletes. The president reviewed recommendations and made the final decisions.

7. 2003 - CSUB developed Division I preliminary financial planning assumptions. A projected timeline was developed using a three-pronged approach that included a student referendum, university support, and community support.

The IAAC recommended this plan to the president after extensive discussion and feedback from SAAC, Associated Students, Inc. (ASI), CSUB Foundation, Roadrunner Club, Academic Senate, staff, coaches and administrators in athletics, and the FAR. The president reviewed recommendations and made the final decisions.

8. August 14, 2003 - CSUB formed a Division I Exploratory Committee. Again, all relevant constituencies and individuals were involved in each decision. The president reviewed recommendations and made the final decisions.

9. May 2005 - ASI voted to launch a student fee referendum to assist in funding the Division I reclassification process. The student body passed the referendum, providing a graduated fee of $2 million, based on enrollment increases. This was a decision of the student government, made in consultation with athletics, the IAAC, and the president.

10. December 1, 2005 - CSUB declared Division I exploratory year. The president made this decision after extensive discussion with the director of athletics, Academic Senate, CSUB Foundation, ASI, SAAC, and IAAC.

11. A Division I $6 million campaign started July 6, 2005, and was completed January 17, 2007. The goal was exceeded, and the majority of funds will be used for scholarships. The president was the key leader in this campaign.

12. 2006 - CSUB initiated a strategic plan and a five-year business plan. The strategic plan addressed seven major goals:
   1. Academic excellence
   2. Student-athlete welfare
   3. Competitive excellence
   4. Diversity and gender equity
   5. CSUB ambassadors
   6. Institutional integrity
   7. Fiscal management and development

The business plan addressed expenditures for Division I staffing, scholarships, operating expenses and facilities development. Both the five-year strategic plan and business plan have proven to be an excellent roadmap for transitioning the institution to Division I.

During the period from 2005-06 to 2008-09, the athletics department budget grew from $5 million to $8.2 million. Several facilities have been developed and improved, including the tri-venue project supporting soccer, softball and swimming. The main soccer field was renovated, new seating was added to the softball complex and a new video board and scoreboard was installed in the Icardo Center. In addition, a new baseball training and playing facility was constructed, utilizing a $1 million donation from an alumus and in-kind construction donations from community members. The facility opened in February 2009.

Staff, coaches and administrators of the athletics department, SAAC and IAAC were extensively involved in these decisions. The IAAC recommended to the president approval of the strategic and business plans as well as the development and renovation of the facilities. The president reviewed recommendations and made the final decisions.

13. A concerted and systematic effort was made to improve the welfare of student-athletes and monitor their academic performance. The majority of these measures took place in the 2006-07 academic year. Notable among these measures was the implementation of the sports medicine team model, the athletic department's academic plan, the staffing of a comprehensive athletics advising program, and the development of a university-wide absence
policy. The last document provided faculty recognition of missed classes for university-sponsored activities, such as athletics, and was fully approved by the Academic Senate and the president.

In addition, an Athletics Academic Advising Council was implemented in January 2009. This council, chaired by the FAR, is comprised of a faculty member from each academic program at the university, as well as the athletics academic advisor. The faculty members advise student-athletes about degree programs and career planning. Additionally, they offer ongoing advice to the FAR about ways to improve academic and well-being support services for student-athletes. The president and FAR invited members to the council, and the president was involved in its first meeting.

As is the norm at CSUB, the athletics department, including coaches, trainers and administrators, and the SAAC and IAAC, were all involved in these decisions.

14. Development of coaching staff

The institution has seen a rapid and sustained growth in athletics staffing in an array of fields and at different levels of seniority. The first women's head basketball coach was hired in 2000, with first assistant hires taking place in 2000, 2001, 2003, 2007 and 2008. The university hired a second assistant coach in 2007; a third assistant coach was added in 2008.

The men's head basketball coach was replaced in 1998 and 2005. The first assistant basketball coach was replaced in 1998 and then again in 2005. To strengthen this team, the university hired a second assistant coach in 2006 who was then augmented with a third assistant in 2007.

The men's head swimming coach was replaced in 1998, 2005 and 2008.

The head baseball coach, hired in 2007, was joined by two assistant coaches in 2008.

A women's head cross country coach was hired in 2007, with an assistant added in 2008. Similar hires were undertaken in softball. An assistant softball coach was hired in 2007 and was joined by a second assistant in 2008. Special softball funding made this latter position possible.

A volleyball first assistant coach was hired in 2005 on a part-time basis. The position became a full-time in the spring of 2007.

The provost, with the approval of the president, confirmed all these hires. The hiring committees for all these hires included the senior associate athletic directors/SWA, FAR and a student-athlete.

15. Additional hiring in athletics

Earlier mention was made of the university's focus on the academic performance of student-athletes. To strengthen this focus, the university hired an athletics academic advisor in 2006. A year later, the employee moved into compliance and a new athletics academic advisor was hired. This hire was approved by the director of athletics, president and provost upon the recommendation of the hiring committee, which included the FAR, a student-athlete, and senior associate athletic director/SWA.

In 2008, a second compliance officer was added to strengthen the program's dedicated commitment to follow and ensure compliance rules and regulations. This hire was approved by the director of athletics, president and provost upon the recommendation of the hiring committee, which included the FAR, a student-athlete, and the senior associate athletic director/SWA.

With increased emphasis on student-athlete welfare, an additional athletics trainer was also hired. This hire was approved by the director of athletics, president and provost upon the recommendation of the hiring committee, which included the FAR, a student-athlete, and the senior associate athletic director/SWA. A third athletics trainer will be hired by the end of the 2008-09 academic year.

By 2008, the program advanced with the hiring of two full-time media relations personnel to interact with and enhance the public affairs program.

Again, all these positions were filled following established norms, with the FAR, director of athletics and/or senior associate athletic director/SWA, and SAAC president participating in the screening, interviewing and hiring process.
6. Describe the institution's written governance policies regarding the administration and oversight of the athletics program, including the specific role and responsibilities of the institution's governing board. Describe how the policies are communicated to the governing board on an annual basis.

The IAAC functions in an advisory capacity to the university president in the oversight of intercollegiate athletics and related NCAA matters. The establishment of such an advisory body is referenced in the NCAA Constitution as a measure of institutional control over intercollegiate athletics. The IAAC's primary focus is to review the policies and scope of operations of CSUB intercollegiate athletics to ensure consistency with the university's academic mission and vision.

In addition, the IAAC assists the president and FAR in several areas related to the university's institutional control efforts. The committee annually reviews:
- NCAA Academic Performance Program (APP) data, including the Academic Progress Rates (APR) of all CSUB intercollegiate squads;
- athletics compliance systems and procedures, including the coordination of an annual compliance audit program;
- NCAA comparative data (i.e., dashboard indicators);
- the intercollegiate athletics budget, including accounting, purchasing and debt management;
- institutional violations; and
- adherence to NCAA expectations and standards regarding gender and diversity as well as federal legislation in this regard.

The IAAC also reviews the extent to which the athletics department collaborates with other university units and departments to (1) integrate student-athletes into the general student body; (2) promote student-athlete welfare; and (3) facilitate student-athlete's academic success, retention and graduation. Additionally, the IAAC reviews the compliance of intercollegiate athletics with institutional, conference, and NCAA policies and regulations. A majority of the committee's voting members must be members of the faculty. IAAC meets at least twice each quarter.

Voting members of the IAAC include:
1. Five faculty members appointed by the President from a pool nominated by the executive committee of the Academic Senate
2. Director of the Student Success and Retention Center
3. Alumni representative
4. Chair of the Academic Senate or designee,
5. ASI President or designee,
6. President of the SAAC or designee,
7. Dean of student life
8. Provost and vice president for academic affairs or designee
9. Chair of the Foundation Board athletics advisory committee
10. President of the Roadrunner Club board
11. Faculty Athletic Representative, who serves as chair of the committee.

Ex Officio members include:
1. Vice president for administrative and financial services or designee
2. Director of athletics
3. Senior associate director of athletics/SWA
4. Athletics compliance officer(s)

To assist in its various duties, the IAAC may form standing committees to review specific issues and report to the overall committee. These committees are:
1. Audit Committee
2. Athletics Report and Program Review Committee
3. Gender Equity Committee
4. Diversity Committee
5. Academic Integrity Committee
6. Student Welfare and Well-Being Committee

The IAAC bylaws will be available for inspection by the Peer-Review Team.

7. Since the institution's previous self-study, list the decisions related to intercollegiate athletics in which the institution's governing board or individual board members have been involved and describe the extent of the governing board's involvement with those decisions.

The IAAC has and is continually involved in all major decisions concerning intercollegiate athletics at CSUB. The committee makes recommendations directly to the president. The president also meets with the committee to discuss issues impacting athletics.
As described in item 1.1 # 5 (above), the IAAC has been significantly involved in decisions concerning:
- meeting gender equity and CSU Consent Decree requirements;
- planning for the transition to Division I;
- contract agreements with the Robobank Arena, the playing venue for men's basketball;
- fund raising and the hiring of fund-raising staff;
- the initiation of new sports;
- meeting financial commitments for moving to Division I;
- the initiation of a student fee dedicated to the move to Division I;
- review and approval of all strategic and financial plans for the athletics department;
- the initiation of various measures to improve academic support for student-athletes and to support and guarantee student-athlete welfare; and
- the hiring of additional coaches and athletics staff.

The IAAC also reviews reports of all violations and infractions of NCAA rules.

8. Describe how the institution's governing board decisions regarding the athletics program are consistent with those of other on-campus units.

The decisions of the IAAC regarding the athletics program are consistent with the governing decisions of the other on-campus units. In fact, these decisions are undertaken with a broad representative voice of each appropriately defined community.

9. For each of the following individuals or groups:

   a. Explain the role and authority of the individual or group as it relates to intercollegiate athletics;

   b. Describe how the individual or group has the opportunity (if any) to provide meaningful input into the formulation of athletics department policies (e.g., review admissions data, review academic performance data, receive periodic reports from athletics department); and

   c. Describe how the individual or group has the opportunity (if any) to periodically review policy implementation related to athletics.

1. Athletics board or committee;
2. Faculty senate (or other faculty governing body);
3. Faculty athletics representative;
4. Student-athlete advisory committee; and/or
5. Other individual(s) or campus group(s).

1. Intercollegiate Athletics Advisory Committee (IAAC):

   This broad-based committee reviews academic reports and data, academic improvement plans and data of all sports teams, and admissions data inclusive of special admissions. In addition, the IAAC also receives reports on compliance education, compliance issues, and any violations reported and resolved. The director of athletics, senior associate athletic director/SWA, compliance officers, SAAC, and FAR all make regular reports to this committee. The committee itself recommends policy and reviews implementation. The committee also audits different areas of the athletics department operations each year, such as finance, media relations, and the compliance office. All members of the IAAC are required to attend an NCAA compliance education session every fall.

2. Academic Senate:

   The FAR makes biannual reports to the Academic Senate on a variety of informative issues and topics related to academic performance and academic plans, special admissions, compliance, violations of rules and regulations, student welfare, SAAC related concerns, the annual student-athlete survey, senior student-athlete survey, and exit interviews. Senate members also receive a compliance education information session in the fall from the FAR and the senior associate athletic director/SWA.
3. Faculty Athletics Representative (FAR):

The FAR is intimately involved in all decisions affecting the athletics program. The FAR meets weekly with the compliance staff and senior associate athletic director/SWA to address issues of compliance, violations, student welfare, as well as academic, gender equity and diversity issues. The FAR reviews all Academic Performance Program (APP) data and the team academic improvement plans. The FAR oversees the implementation of the university absence policy. The FAR works closely with the athletics academic advisor in sending out progress reports to faculty members and informing coaches and students of the received information. The FAR meets monthly with the associate vice president for enrollment management, selected members of the evaluations and financial aid staff, and the senior associate athletic director/SWA. Monthly meetings are also held with compliance officers to monitor problems of eligibility and admissions.

The FAR oversees student grievance procedures and chairs the grievance committee and the hearings. The FAR participates in all compliance education sessions. The FAR meets regularly with the director of athletics and monthly with the university president. The FAR chairs the IAAC.

The FAR participates in the investigative processes for violations. The FAR is also a member of the various IAAC subcommittees. The FAR meets monthly with SAAC, oversees the mentor program, and is a member of the advisory committee of the Challenging Athletes' Minds for Personal Success (CHAMPS) program.

The FAR participates in the hiring process for all coaches and assistant coaches as well as other positions, such as the athletics academic advisor and compliance officers. The FAR and the senior associate athletic director/SWA are liaisons for the athletics department to the Safe Zone program, which focuses on issues of sexual orientation.

4. Student-Athlete Advisory Committee (SAAC):

The SAAC meets monthly with the director of athletics and FAR. The SAAC president participates on the IAAC, and members of the SAAC serve on various IAAC committees, as well as on the Student Grievance Committee. The SAAC receives reports on pending decisions, and their input is solicited on these issues.

The SAAC is also a forum for student-athletes to express any concerns about the athletics program or team issues. Student-athletes used the process during the 2008-09 academic year to advocate for new key pad locks on the locker rooms as well as new floor mats and towel racks. These requests were honored. The SAAC president or designee serves on hiring committees for coaches and other athletics positions. In addition, SAAC members receive a compliance education session each fall.

5. Roadrunner Club:

This group is a booster club, the members of which are regularly informed of important decisions affecting intercollegiate athletics. The group's input is frequently solicited by the athletics program. The director of athletics, FAR, senior associate athletic director/SWA, and athletics development and marketing personnel meet regularly with the Roadrunner Club. This group also receives a compliance education session each fall.

6. CSUB Foundation Intercollegiate Athletics Committee (IAC):

This committee oversees the Foundation's involvement in intercollegiate athletics and related programs of the university. The IAC encourages public interest in, and support for, intercollegiate athletes at the university; assists with the development of new activities; monitors the Foundation's fiscal interests, including programs designed to secure private support; and represents the intercollegiate athletic program and related activities to the Foundation board of directors. The chair of the CSUB Foundation IAC also serves on the IAAC. Furthermore, the IAAC, FAR, director of athletics, and senior associate athletic director/SWA meet regularly with this committee.

7. Athletic Grant-in-Aid Appeals Committee:

CSUB has a student-athlete grievance procedure in place for issues related to grant-in-aid awards. These procedures include a hearing process for student-athletes seeking to appeal a decision to cancel or reduce their award. The hearing committee is comprised of the director of financial aid and scholarships (as chair), assistant director of financial aid and scholarships, athletic grant-in-aid coordinator and financial aid counselor, ASI president, and a designated faculty member.
Student-athletes wishing to have such a hearing must complete and submit the Athletic Grant-in-Aid Appeal Form, available online, along with any supporting documentation, to the director of financial aid and scholarships.

The director reviews the appeal and convenes the Athletic Grant-in-Aid Appeals Committee. The appealing student-athlete has an opportunity to present his or her case to the committee in a closed and confidential session. Other involved parties (e.g., coaches, staff) will also have an opportunity to present their respective perspectives. The committee’s final determination is forwarded, in hard copy, to the student-athlete and copied to the director of athletics. This is the final appeal a student-athlete can make regarding his or her athletic grant-in-aid award package.

8. Student-Athlete Grievance Committee:

CSUB has a grievance procedure in place for issues related to a violation of an athletics department policy or procedure. The committee also deals with cases in which there is a perception that a policy or procedure is unfair or has been unfairly applied. In this case, the student-athlete meets first with the FAR to discuss the issue. If it is determined that a formal grievance should be filed, then the FAR will inform the student-athlete and related parties that a grievance has been initiated. The student-athlete prepares a written statement regarding the perceived violation of a policy or procedure, a perceived unfair policy or procedure, or the perceived unfair application of a policy or procedure. The athletics department is asked to prepare a written statement justifying the policy or procedure.

In the case of an alleged unfair application of a policy or procedure, the athletics department and/or relevant parties prepare a statement indicating why the application should not be perceived as unfair. The student-athlete then has the opportunity to present his or her case in a closed and confidential session. Both parties may have a support person present at the hearing, but this person does not participate in the proceedings.

The Student-Athlete Grievance Committee’s membership is comprised of the FAR (who chairs the committee), a member of the faculty, a representative from the office of student affairs, a member of SAAC from a women’s sport, and a member of SAAC from a men’s sport.

The actual form for a grievance is presented below as well as the policy and procedures.

Student-Athlete Grievance Form
Submitted to Faculty Athletic Representative

Student information: (Name, sport, class standing, major, scholarship or non-scholarship, address, student I.D., phone number and e-mail address)

__________________________________________________________________________________________________________________________ ...

Nature of the complaint: Please describe the nature of the complaint. What policy or procedure do you believe has been violated or is unfair or has been unfairly applied? State your reasons or justification.

__________________________________________________________________________________________________________________________ ...

Have you sought to resolve your complaint informally by meeting with the Faculty Athletic representative and the parties involved? Why not?

__________________________________________________________________________________________________________________________ ...

Student Signature________________ Date________________
Faculty Athletic Representative________________ Date________________

California State University, Bakersfield

Student-Athlete Grievance Procedures

This is a procedure is separate from the financial aid grievance concerning the reduction or cancellation of a scholarship, which is administrated by the office of financial aid.

A student-athlete grievance hearing is an administrative procedure, not a legal procedure. As such the following procedures will be utilized.

Initial Steps
1. If a student-athlete believes an athletics department policy or procedure has been violated, is unfair, or has been unfairly applied, the student-athlete should contact and meet with the Faculty Athletics Representative to discuss the issue.

2. Normally, the student-athlete should meet with the Faculty Athletics Representative and the parties involved in an attempt to informally resolve the issue.

3. If it is determined that a formal grievance should be filed, then the Faculty Athletics Representative will inform the student-athlete and related parties that a grievance has been initiated.

Grievance Hearing

1. The student-athlete will be asked to prepare a written statement regarding the perceived violation of a policy or procedure, a perceived unfair policy or procedure, or an unfair application of a policy or procedure.

2. The athletics department will be asked to prepare a written statement justifying the policy or procedure or, arguing that it is not an unfair policy or procedure. In the case of an alleged unfair application of a policy or procedure, again the Athletics Department and/or relevant parties will prepare a statement indicating why the application should not be perceived as unfair.

3. The parties to the grievance, i.e., the student-athlete and the athletics department may attach supporting documents and statements from other individuals for review of the Hearing Committee.

4. All written material must be provided at least 48 hours in advance of the scheduled hearing so all members of the Hearing Committee will have time to adequately prepare.

5. The student and the representative of the athletics department will be present during all parts of the hearing, except during the committee's deliberation. The student-athlete and the athletics department may have a support person but this individual cannot participate in the hearing process.*

6. All hearings are closed and all hearing information shall remain confidential. The appeal hearing will generally proceed in the following manner.
   - The committee chair will introduce the committee, the student-athlete, the athletics department representative, and any support persons, and ask if any participants have questions concerning procedures related to the hearing.
   - Both the student-athlete and the athletics department will be given five minutes to summarize the main points of the written statements.
   - The committee will direct questions to the student-athlete or athletics department representative.
   - The committee chair will determine when all appropriate information has been heard and call for deliberation. All persons are then excused from the hearing room except committee members.
   - The committee deliberates in executive session until a decision is made. The decision is based on the preponderance of evidence and is decided by a simple majority vote.
   - The student-athlete and athletics department will be notified of the committee's decision as soon as possible following conclusion of the committee's deliberations.

7. The committee's decision shall be final on the issue.

*Support Person:
1. A support person for the student-athlete is an individual who is present solely to provide emotional support and/or advice to the student. A support person for the student-athlete cannot participate in the hearing process, nor may he/she address any member of the committee or the athletics department representative.
2. A support person for the athletic department representative is generally the member of the athletics department most concerned with the area where the contested policy or procedure is operative or can also be a compliance person. A support person for the athletic department cannot participate in the hearing process, nor may he/she address any member of the committee or the student.

10. Describe how the activities of the institution's athletics booster groups, support groups and other representatives of the institution's athletics interests are maintained under the clear control of the institution, including whether institutional personnel serve on booster club, support group or foundation boards.

The Roadrunner Club, the main booster group for CSUB, is under the direct control of the CSUB Foundation board of directors. The athletics director, FAR, senior associate athletic director/SWA, the vice president for university
advancement, and athletics development and marketing personnel meet regularly with this board. Membership on this board is voluntary.

11. Provide the composition of the athletics board or committee (including titles and positions).

Voting members of the IAAC include
1. Five faculty members, appointed by the president from a pool of candidates nominated by the executive committee of the Academic Senate
2. Director of the Student Success and Retention Center
3. Alumni representative
4. Chair of the Academic Senate or designee
5. ASI president or designee
6. President of the SAAC or designee
7. Dean of student life
8. Provost and vice president for academic affairs or designee
9. Chair of the CSUB Foundation IAC
10. President of the Roadrunner Club board
11. FAR, who serves as chair of the committee.

Ex Officio members include
1. Vice president for administrative and financial services or designee
2. Director of athletics
3. Senior associate director of athletics/SWA
4. Athletics compliance officer(s)

12. Describe how the institution's chancellor or president and his/her designees maintain control with respect to the budget, accounting, purchasing and debt management of the athletics program. In addition, identify key individuals, other than the chancellor or president, with responsibilities in these areas.

Using the modality in place for the fiscal management of the university, the president maintains control over budget, accounting, and purchasing and debt management of the athletics program.

I. Budgets are set by the university's appropriate entity (i.e., divisions, schools). The director of athletics, with the aid of the business manager, establishes the operating budget for this unit, while budgets are set for other relevant units contributing to the athletics budget. For example, there are allocations to the athletics budget from at least three sources: 1. the general fund, 2. the ASI, including allocations for athletics scholarships, and 3. the CSUB Foundation, including money generated through fundraising.

II. Accounting records are maintained by the university's general accounting office. The business manager may request that specific expenditures be transferred to departments or entities depending on the source of funding to be used. However, the general accounting office is ultimately responsible for the review and approval of these expenditure transfers.

III. The procurement department handles purchasing and contracting needs of the athletics program. Only the president or his authorized designee, in this case the director of procurement, can execute campus contracts, including contracts for the athletics program.

IV. Debt management has historically been supervised by the CSUB Foundation. The university president serves as the board's corporate secretary.

V. Key individuals who review and approve the fiscal matters of the athletics program are the president, vice president of fiscal and business services, athletics program director, and business manager.

The CSU chancellor also plays a role in controlling these various areas. This is accomplished by way of internal audits of the campus and auxiliaries. These audits are routinely conducted. The conclusions and recommendations of these audits are reported directly to the chancellor.
13. Describe how the institution's chancellor or president and his/her designated authority review the budget of the athletics program to at least the same extent that they do for other on-campus programs and departments. In addition, identify the authority (e.g., president's cabinet, finance committee) designated with this responsibility.

The university's president reviews and approves the annual budget for the athletics program. The budget process described in 1.1 #12 (above) incorporates all departments of the university, including entities such as ASI and the CSUB Foundation that provide additional financial support to the athletics program.

Ultimately, budget oversight responsibility and final approval rest with the president. Before the president approves final budgets, they are reviewed at various administrative levels within the university. The athletics program budget is prepared by department staff and reviewed and approved by the director of athletics. However, before the director of athletics approves and finalizes the budget, the various constituencies of athletics, including the IAAC, CSUB Foundation IAC, SAAC and Roadrunner Club, have the opportunity for review and provide input.

14. Describe the process by which the institution's chancellor or president and his/her designee(s) conduct an administrative review of the NCAA comparative data (i.e., dashboard indicators) on an annual basis. In addition, specify the individual(s), other than the chancellor or president, involved in this administrative review.

Alex Smith from the NCAA has informed CSUB that we are not required to answer this question. The NCAA comparative data and dashboard indicators are not available for CSUB.

15. If the institution has developed a plan for improvement(s) for Operating Principle 1.1, describe the institution's efforts to ensure the plan for improvement was developed through a process involving broad-based participation and has received formal institutional approval.

To ensure broad-based participation in the development of the improvement plan, the university included a review by the director of athletics, the senior associate athletic director/SWA, FAR, IAAC, SAAC, ASI, Academic Senate, CSUB Foundation board of directors, Roadrunner Club, alumni, coaches, President's Cabinet, and president. In addition, the information was shared with the community through public forums and the university website.

Information to be available for review by the peer-review team, if requested:

- Minutes of athletics board or committee meetings.
- Composition of the institution's governing board (including titles and positions).
- Minutes of the institution's governing board meetings (Please flag those that relate to that athletics program or athletics interests).
- Published policies of the institution's governing board which relate to the athletics program or athletics interests.
- Institutional organizational chart.
- Athletics department organizational chart.
- List of athletics booster organizations and their officers.
- Description of athletics booster group policies and procedures (e.g., constitution and bylaws).
## Governance and Commitment to Rules Compliance

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<th>Elements</th>
<th>Goals</th>
<th>Steps to Achieve Goals</th>
<th>Individuals/Officers Responsible for Implementation</th>
<th>Specific Timetable for Completing the Work</th>
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<tr>
<td>Participation in governance and decision making</td>
<td>Measureable Goals</td>
<td>The revised IAAC should begin meeting in January 2009, and continue to meet quarterly thereafter.</td>
<td>FAR</td>
<td>Review annually from January 2009 - ongoing</td>
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<tr>
<td></td>
<td>Implement the new IAAC bylaws with the expanded membership</td>
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<tr>
<td></td>
<td>Implement fully the new subcommittee structure</td>
<td>Subcommittees should begin meeting in early 2009.</td>
<td>FAR</td>
<td>Commence subcommittee activities in early 2009 and then ongoing.</td>
</tr>
<tr>
<td></td>
<td>Conduct rules compliance meetings for all IAAC subcommittees</td>
<td>Rules compliance education sessions for all IAAC subcommittees should begin in early 2009 and be continued thereafter as needed and relevant.</td>
<td>Senior associate athletics director/SWA, compliance director, and compliance officers</td>
<td>Commence in early January 2009 and then ongoing</td>
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<tr>
<td></td>
<td>Full participation of Academic Senate and faculty in governance of athletics</td>
<td>Continue semiannual reports from FAR to the Academic Senate</td>
<td>FAR</td>
<td>Ongoing</td>
</tr>
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<td></td>
<td>Fully institute the Athletics Advising Council and educate in NCAA rules.</td>
<td>Educational sessions in January 2009 and thereafter three times a year.</td>
<td>FAR and senior associate athletics director/SWA</td>
<td>Fully functioning by February 2009 and then ongoing</td>
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<td></td>
<td>Institute annual meeting of athletics staff, coaches and personnel with faculty members (this will be a combined social and informational session)</td>
<td>Public meeting of faculty to review certification document in March 2009 and thereafter annual meetings will be held.</td>
<td>Director of athletics, senior associate athletics director/SWA, and FAR</td>
<td>Commence in February 2009 and then fall 2009 and ongoing</td>
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<td></td>
<td>Have a set of bylaws for the Student-Athlete Advisory Committee</td>
<td>Begin bylaw development and have bylaws passed and operative by May 2009.</td>
<td>Director of athletics and FAR</td>
<td>Bylaws should be complete and operative by May 2009 and then reviewed annually</td>
</tr>
</tbody>
</table>
Operating Principle

1.2 Rules Compliance

Self-Study Items

1. List all "conditions for certification" imposed by the Committee on Athletics Certification in its second-cycle certification decision (if any) as they relate to Operating Principle 1.2 (Rules Compliance). In each case, provide:

   a. The original "condition" imposed;
   b. The action(s) taken by the institution;
   c. The date(s) of the action(s); and
   d. An explanation for any partial or noncompletion of such required actions.

Please note, the institution is not required to respond to opportunities for enhancement developed by the peer-review team unless those same items were adopted by the Committee on Athletics Certification.

1. Condition

   As a reclassifying institution going through the self-study process for the first time, California State University, Bakersfield (CSUB) has no response to this area.

   Action

   Action Date
   Dec 15, 2008

   Explanation for partial or non-completion

2. List all actions the institution has completed or progress it has made regarding all plans for improvement/recommendations developed by the institution during its second-cycle certification process for Operating Principle 1.2 (Rules Compliance). In each case, provide:

   a. The original plan;
   b. The action(s) taken by the institution;
   c. The date(s) of the action(s); and
   d. An explanation for any partial or noncompletion of such plans.

Please note, the institution will not be required to fulfill an element of a second-cycle plan if the element does not affect conformity with a current operating principle.

1. Original Plan

   As a reclassifying institution going through the self-study process for the first time, CSUB has no response to this area.

   Action
3. Describe any additional plans for improvement/recommendations as they relate to Operating Principle 1.2 (Rules Compliance) developed by the institution since the second-cycle certification decision was rendered by the Committee on Athletics Certification.

As a reclassifying institution going through the self-study process for the first time, CSUB has no response to this area.

4. Describe how the institution ensures that rules compliance is a central element in personnel matters for individuals within the athletics department. Specifically, the institution must provide written evidence that all individuals inside the athletics department (e.g., coaches, staff) have statements regarding the importance of rules compliance in all of the following documents:
   a. Contracts or letters of appointment;
   b. Performance evaluations; and
   c. Job descriptions.

In all contracts for coaches, the following statement appears: "California State University, Bakersfield abides by NCAA policy which requires that coaches found in violation of NCAA regulations shall be subject to disciplinary or corrective action as set forth in the provision of the NCAA enforcement procedures, including suspension without pay or termination of employment for significant or repetitive violations as outlined in NCAA Bylaw 11.1.2."

In letters of appointment for coaches, the following statement appears: "As part of the contractual agreement coaches are advised that a coach found in violation of institutional and/or NCAA rules and regulations shall be subject to disciplinary or corrective action as set forth in the provision of the NCAA and institutional enforcement procedures, including suspension without pay or termination of employment for significant or repetitive violations as outlined in NCAA Bylaw 11.2.1."

The coaching evaluation form includes the category of rules compliance. The section on rules compliance begins with the statement "This is a very important criterion and will be evaluated on the basis of: A. Understands and complies with NCAA, conference and institutional rules and regulations; B. Successfully passes the NCAA Recruiting Examination; C. Understands and complies with Student-Athlete Recruiting Policies; and D. Accountable for sports specific boosters and assures that they will comply with University and NCAA rules and regulations."

Coaching job descriptions contain a statement under the listing of responsibilities that says: "commitment and record of compliance to follow NCAA institutional rules and regulations."

As for athletics department staff members, all job descriptions and position announcements contain the following statement: "Operates within the scope and intent of NCAA Conference and University Regulations."

With respect to performance evaluations, human resources will add to all such reports the statement "employees are held accountable for their job duties and expectations and any violations would be documented following the appropriate corrective actions."

All athletics department staff members, in addition to completing the coach's recruitment examination, attend compliance educational sessions on NCCA rules and sign the following statement:

"By signing I affirm that I have attended an athletics compliance educational meeting and have been made aware of NCAA rules that apply to my respective area and/or department. I will immediately notify my supervisor and the CSUB Athletic Compliance Office if I need clarification of NCAA policies or if I am aware of any improprieties that may apply to student-athletes."

Copies of these statements will be available for review by the NCAA Peer-Review Team.
All coaches and athletics staff receive copies of the Compliance Handbook and have access to the compliance website.

Further evidence for the commitment of athletics and the university to compliance issues appears in the following statement from the March 13, 2008 compliance review of the university’s athletics program conducted by Christopher Schoemann of Bond, Schoeneck, & King, PLC:

"Job descriptions and contract/letters of appointment were reviewed and it was found that all individuals inside the athletics department who are involved or associated with intercollegiate athletics have statements regarding the importance of athletics compliance in contracts or letters of appointment, performance evaluations and job descriptions.

The expectations that the university has for its athletics department employees are well stated. The university has created detailed job descriptions that help to ensure that each individual inside the athletics department has a clear understanding of athletics compliance. All individuals within the athletics department who were interviewed during the course of this review expressed an awareness of the importance of compliance and that such expectations were provided to them annually in writing." (p. 6)

Copies of job descriptions, letters of appointment and contracts will be available for review by the visiting team.

5. Describe how the institution ensures that rules compliance is a central element in personnel matters for individuals outside the athletics department who are involved in rules-compliance activities. Specifically, the institution must provide written evidence that all individuals outside the athletics department who are involved or associated with athletics (including, but not limited to, individuals who have responsibility for admission, certification of academic standing, evaluation of academic performance and administration of financial aid for student-athletes) have statements regarding the importance of rules compliance in all of the following documents:

a. Contracts or letters of appointment;
b. Performance evaluations; and
c. Job descriptions.

All job descriptions and position announcements for individuals outside the athletics department who will be involved or associated with athletics will contain the following statement: “Operates within the scope and intent of NCAA Conference and University Regulations.”

With respect to performance evaluations, human resources will add to all such reports the statement "employees are held accountable for their job duties and expectations and any violations would be documented following the appropriate corrective actions."

Further, all individuals who have responsibility for admissions, certification of academic standing, evaluation of academic performance, and administration of financial aid for student-athletes attend compliance educational sessions on NCAA rules and sign the following statement:

"By signing I affirm that I have attended an athletics compliance educational meeting and have been made aware of NCAA rules that apply to my respective area and/or department. I will immediately notify my supervisor and the CSUB Athletic Compliance Office if I need clarification of NCAA policies or if I am aware of any improprieties that may apply to student-athletes."

Copies of these sign-in statements will be available for review by the NCAA Peer-Review Team.

Additionally, in the athletics compliance review conducted by Christopher Schoemann of Bond, Schoeneck, & King, PLC, on March 13, 2008 (Document # 2), the following statements appear:

"Evidence was present that indicates that individuals outside the athletics department who are involved or associated with athletics have statements regarding the importance of compliance in contracts or letters of appointment, performance evaluations, and job descriptions.

The expectations that the university has for its campus employees who assist athletics (e.g. financial aid, registrar) are well stated. The university has done a good job of ensuring that each individual outside the athletics department is both aware of, and has an understanding of, the importance of compliance. In most cases, the expectation is stated in writing in their job descriptions.” (p. 7)
Copies of the appropriate letters of appointment, contracts, job descriptions and performance evaluation materials will be available for the Peer-Review Team during their visit.

In addition, Debbie Blowers, assistant director of admissions and evaluations; Chad Morris, assistant director of financial aid; and Christine Lopez, financial aid counselor and athletics financial grant-in-aid coordinator attended the NCAA compliance seminar in San Antonio, Texas in June 2007. These support staff members, as well as others, will attend the NCAA Compliance Seminar annually.

All individuals related to athletics receive copies of the Compliance Handbook.

6. Provide the name(s) and title(s) of the individual(s) who has ultimate responsibility in determining student-athlete's admission to the institution, certification of academic standing, and evaluation of academic performance.

The following is a list of the names and titles of the individuals who have ultimate responsibility in determining admission of student-athletes to the institution, their certification of academic standing, and evaluation of student-athletes performance.

- Jacqueline Mimms, associate vice president for enrollment management
- Debbie Blowers, assistant director of admissions and evaluations
- Rita Gustafson, registrar

7. Provide the name(s) and title(s) of the individual(s) (other than the institution's compliance officer/director) who the chancellor or president designates as being responsible for the institution's rules compliance.

Rules compliance for the athletics program has been assigned to the following individuals: Rudy Carvajal, director of athletics; Gloria Friedman, senior associate athletic director/SWA; and Jacquelyn Ann K. Kegley, faculty athletics representative (FAR).

8. Identify the individuals inside and outside the athletics department who have rules-compliance responsibilities. Describe the reporting lines for and responsibilities assigned to these individuals, including but not limited to:

   a. Faculty athletics representative;
   b. Director of athletics;
   c. Compliance officer/director;
   d. Coaches; and
   e. Other key individuals (e.g., admissions director, financial aid personnel, registrar) who are responsible for documenting and monitoring compliance with NCAA rules, including but not limited to:

      1. Eligibility certification;
      2. Investigation and self reporting of violations;
      3. Monitoring of financial aid; and
      4. The NCAA Division I Academic Performance Program (APP).

   a. Jacquelyn Ann K. Kegley, FAR, reports directly to the president in a monthly meeting. The FAR also chairs the Student-Athlete Grievance Committee and is involved in all investigations of rules infractions.
   b. Rudy Carvajal, director of athletics, reports directly to the president during weekly meetings.
   c. Gloria Friedman, senior associate athletic director/SWA, reports directly to the director of athletics and meets periodically with the president.
   d. Chenee Williams, compliance officer, reports directly to the senior associate athletic director/SWA.
e. Coaches: The following coaches report directly to Rudy Carvajal, director of athletics:

- Men's basketball: Keith Brown, head coach; Brain Dignan, senior assistant coach; John Mosley and Geoff Probst, assistant coaches
- Women's basketball: Tim Lakose, head coach; Greg McCall, Kristen Dowling and Janelle Mack, assistant coaches
- Men's soccer: Simon Tobin, head coach; Ben Graham, assistant coach
- Women's soccer: Nicole Van Dyke, head coach; to-be-named assistant coach
- Softball: Kathy Welter, head coach; Kristi Lansford and Christie Hall, assistant coaches
- Women's volleyball: John Price, head coach; Fabiana Abreu, assistant coach
- Baseball: Bill Kernan, head coach; Jody Robinson and Dennis Machado, assistant coaches

The following coaches report directly to Gloria Friedman, senior associate athletic director/SWA.

- Women's swimming: Pat Skehen, head coach; to-be-named assistant coach
- Men's swimming: Chris Hensen, head coach
- Diving: Cliff Johanson, coach
- Women's tennis: Dan McCain, head coach
- Golf: Dave Barber, director; Tracy Draa, women's coach
- Track and Field: Alan Collatz, head coach; Robert Boyles, Russ Brimes and Jemaine Spence, assistant coaches
- Cross Country: Robert Boyles, head coach; Wendi Plott, assistant coach
- Women's water polo: Jason Gall, head coach; Jennifer Laumea, assistant coach
- Wrestling: T.J. Kerr, head coach; Mike Mendoza, head coach

f. Other key individuals (e.g. admission director, financial aid personnel, registrar) who are responsible for documenting and monitoring compliance with NCAA rules, including but not limited to:

- Debbie Blowers, assistant director of admissions and evaluations, is primarily responsible for eligibility certification.
- Rudy Carvajal, director of athletics, Gloria Friedman, senior associate athletic director/SWA, Jacquelyn Ann K. Kegley, FAR, and Horace Mitchell, president, are primarily responsible for investigation and self-reporting of violations.
- Ron Radney, director of financial aid, chairs the Student-Athlete Financial Aid Grievance Committee; Chad Morris, assistant director of financial aid, and Christine Lopez, financial aid counselor and athletics financial grant-in-aid coordinator, are primarily responsible for monitoring rules compliance related to financial aid.
- Jacqueline Mimms, associate vice president, enrollment management; Laura Hecht, assistant vice president for institutional planning, research, and assessment; Jacquelyn Ann K. Kegley, FAR; and Gloria Friedman, senior associate athletic director/SWA are primarily responsible for NCAA Division I Academic Performance Program (APP).

9. Indicate by clicking "yes" or "no" by the areas below, whether the institution has written policies and step-by-step procedures that include assignment of specific responsibilities pertaining to rules compliance. Please note, all policies and procedures must be available during the evaluation visit.
10. Describe how the institution's written compliance policies and procedures are communicated on an annual basis to athletics department staff and individuals outside the athletics department with rules compliance responsibilities.

CSUB communicates the written compliance policies and procedure to the athletics department staff and other campus staff/administration that have rule-compliance responsibilities through a variety of methods. These communication methods include:

- providing related NCAA manuals, guides, and publications;
- ensuring the dissemination of the Compliance Handbook, and the "do's and don'ts" brochure;
- mandating a required attendance at a rules orientation meeting;
- hosting of monthly and/or annual compliance meetings specifically for each campus group that works directly with athletics;
- ensuring attendance at NCAA regional compliance seminars;
- hosting of weekly compliance questions and answers;
- providing access to the compliance officers for one-on-one rules interpretation;
- distributing well-crafted memos on a variety of topics ranging from questions from staff member to updates on rule changes and reviews of old rule.

In addition, the university also uses personal contact to ensure appropriate information reaches staff and administration responsible for rules-compliance.

Finally, an academic year calendar that combines timelines for the compliance officer, academic advisor and registrar has been developed. The calendar shows month-by-month the required deadlines for important compliance, academic and admissions documents and activities. This document should assure effective coordination between of these vital offices and functions for the benefit of the student-athlete, and will also assure rules compliance and progress toward degree. A copy of this document will be available for the Peer-Review Team.
11. Describe the institution’s rules-education efforts for all individuals associated with the athletics department, including the frequency and topics reviewed with each of the following groups:

   a. Boosters;
   b. Student-athletes;
   c. Athletics department staff;
   d. Coaches;
   e. Faculty; and
   f. Institutional staff outside the athletics department.

   a. BOOSTERS:
   The compliance office holds two meetings a year to discuss compliance issues with boosters. Compliance rules are also communicated to boosters through announcements made at booster events, personal contact, and the “do's and don't's” brochure. Topics include defining the role and responsibilities of a representative of athletic interests and extra benefits. Phone calls are encouraged. An e-mail question and answer process is in place that is shared with the boosters. Compliance information for boosters is also available on the university website and boosters are informed that they may contact the compliance staff anytime to have questions about rules answered.

   b. STUDENT-ATHLETES:
   Student-athletes attend two meetings: an annual NCAA eligibility meeting before the first practice day of the season and another at the end of the year. In addition, student-athletes are required to attend a number of seminars and team meetings. Topics covered during the two yearly seminars and team meetings include drug and alcohol abuse, date rape, HIV/AIDS, gambling, extra benefits, summer employment, and continuing academic eligibility. The program ensures that student-athletes have access to compliance officers and the FAR at all reasonable times.

   Student-athletes are also given a Student-Athlete Handbook. In addition to providing general information about university services and regulations, the handbook provides highlights on all the important department rules and NCAA rules and regulations. To further strengthen the sustainability of rules-education, the program undertakes mentoring of student-athletes by the student-athlete advisory committee supervised by the FAR and senior associate athletic director/SWA.

   In addition, the program seeks to ensure outcome-based effectiveness of its rules education. To this end, student-athletes are given opportunities for evaluation of the athletics program through a general annual survey, a senior student-athlete survey and an exit interview.

   c. ATHLETICS DEPARTMENT STAFF:
   All new departmental staff attend a required rules orientation meeting. All athletics staff members take the NCAA recruiting certification examination every fall, and they have the opportunity to discuss any questions that may arise with compliance personnel. They are also provided with printed reference materials that include NCAA Manual, CSUB’s Compliance Handbook, NCAA Weekly News, weekly compliance questions and answers, and memos. They also have access to the compliance coordinator for one-on-one rules compliance questions.

   The athletics department staff attends quarterly meetings that are used to discuss extra benefits and academic integrity. Self-reporting of potential or actual violations is encouraged, and this has been an ongoing process at CSUB.

   d. COACHES:
   All coaches are provided with printed reference materials including NCAA Manuals, NCAA Weekly News, CSUB’s Compliance Handbook, NCAA recruiting guides, clearinghouse memos and updates, official notice of adopted NCAA legislation, required NCAA compliance forms, NCAA Guide for the College-Bound Athlete, and NCAA specific sports rule guides.

   All new coaches are required to attend a rules orientation meeting. Topics covered at the orientation meeting include tickets, recruiting, financial aid, academics and other compliance-related issues. Monthly meetings are used to address compliance-related issues and to brief the coaches on communications received from, and exchanged with, counterparts in academic counseling, admissions and records, or financial aid.
Coaches are required to pass the annual NCAA recruiting certification test before they are allowed to recruit off-campus. Coaches receive both written clarification on policies and procedures as well as an updated e-mail briefing on NCAA legislation or rule interpretations. These rules interpretations and legislative briefings are also communicated to athletics administrators and staff. In addition, coaches are informed about rules-compliance issues through the "compliance question and answer of the week," one-on-one rules interpretations with the CSUB compliance officer, and briefings on the NCAA regional compliance seminars.

e. FACULTY:
The FAR meets on a regular basis with the Academic Senate and distributes a quarterly newsletter to all faculty members in order to communicate NCAA updates and rules-compliance information. In addition, faculty and staff have the opportunity to attend an annual rules-compliance education meeting. This meeting is used to address extra benefits and any other relevant compliance topics. An athletics advisory council, comprised of a faculty member from each academic program, has been established. This group also receives rules compliance education.

f. INSTITUTIONAL STAFF OUTSIDE THE ATHLETICS DEPARTMENT:
Monthly meetings are scheduled to relay information and discuss rules-education issues with enrollment management, financial aid, academic counseling, and admissions and records. Topics include regulations concerning changes to NCAA policy, continuing eligibility and financial aid. Financial aid information is now directly input into NCAA approved compliance software by a financial aid officer.

12. Provide the name(s) and affiliation(s) of the individual(s) responsible for conducting the institution's rules-compliance evaluation. Further, describe the process used in selecting this authority outside the athletics department to ensure the individual(s) does not have day-to-day compliance responsibilities for the institution's athletics department and is knowledgeable of NCAA legislation and rules-compliance practices. Also, provide the date of the institution's most recent rules-compliance evaluation.

Christopher Schoemann of Bond, Schoeneck, & King, PLC conducted CSUB's athletics compliance review for the NCAA on March 13, 2008. Another compliance review was conducted in February 2009.

In the March 2008 report the following statement demonstrates CSUB's engaged and functioning compliance practices: "... based upon the information gleaned in this process, it appears that the athletics compliance program is functioning well." (p. 4)

The February 2009 report states the following, "Based on the interviews we conducted and the documentation the University presented, CSUB has implemented all of the recommendations made in our 2008 report to the NCAA."

13. The rules-compliance evaluation must determine that the institution's compliance practices are engaged and functioning and must include the required areas listed below. Indicate by clicking "yes" or "no" which areas were included in the institution's most recent rules-compliance evaluation.
<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
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<tbody>
<tr>
<td>Governance and organization.</td>
<td>X</td>
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<tr>
<td>Initial-eligibility certification.</td>
<td>X</td>
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<tr>
<td>Continuing-eligibility certification.</td>
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<tr>
<td>Transfer-eligibility certification.</td>
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<tr>
<td>Academic performance program.</td>
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<td>Financial aid administration, including individual and team limits.</td>
<td>X</td>
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<td>Recruiting (e.g., official visit, etc.).</td>
<td>X</td>
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<tr>
<td>Camps and clinics.</td>
<td>X</td>
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<tr>
<td>Investigations and self-reporting of rules violations.</td>
<td>X</td>
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<tr>
<td>Rules education.</td>
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<tr>
<td>Extra benefits.</td>
<td>X</td>
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<tr>
<td>Playing and practice seasons.</td>
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<tr>
<td>Student-athlete employment.</td>
<td>X</td>
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<tr>
<td>Amateurism.</td>
<td>X</td>
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<tr>
<td>Commitment of personnel to rules-compliance activities.</td>
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</table>

14. Describe the process used by the institution during the development of the self-study to review the most recent rules-compliance evaluation to determine if corrective actions are necessary. In addition, identify the individuals involved with this review.

Changes to the present Compliance Handbook and Coaches' Procedure Manual were based on recommendations from the NCAA 2007-08 compliance review. Senior associate athletic director/SWA and the compliance officers as well as the FAR and director of athletics were included in the revision process. All recommended changes from the 2007-08 report have been implemented.

The compliance review was conducted Christopher Schoemann of Bond, Schoeneck, & King, PLC on March 13, 2008. A second compliance review was conducted in February 2009.

The February 2009 report states the following, "Based on the interviews we conducted and the documentation the University presented, CSUB has implemented all of the recommendations made in our 2008 report to the NCAA."

15. Identify relevant corrective actions planned as a result of the process described in Self-Study Item No. 14 or actions previously planned or implemented from the most recent rules-compliance evaluation. Provide:

   a. The plan or actions implemented; and
   b. The date(s) of actions taken or specific timetable for completion of the plan(s).

a. THE PLAN OR ACTIONS IMPLEMENTED

Based on recommendations from the March 2008 compliance review, CSUB initiated several measures to strengthen its rules-compliance processes and procedures. First, an additional compliance staff member was hired to reduce the workload and clerical needs of this department. Compliance assistance Internet database software was then installed. These measures have substantially increased CSUB’s ability to monitor compliance issues. Additionally, the software allowed for the creation of required forms and has led to an increase in frequency of rules-compliance education meetings with all relevant campus groups, including boosters, student-athletes, student employees, tutors, athletic department staff, coaches, faculty, and institutional staff outside of the athletics department.

Further, the CSUB athletics department developed and implemented a supplemental student-athlete form that monitors issues of amateurism. The CSUB athletics department is also educating athletic trainers, team managers
and equipment managers about NCAA extra-benefit rules. For this purpose, “stand-alone” booster brochures have been created.

Player-pass list complimentary admissions are allocated electronically through the Jump TV Guest Management system. Guests must show identification, sign the pass list by their name, get a torn ticket stub, and then receive a hand stamp. Ticket allowances for coaching staff are made through the marketing/ticketing office and require prior approval from the athletic compliance office. A committee comprised of representatives from enrollment management, financial aid, the athletics department and FAR reviews all athletic special admissions.

Finally, an approval form has been implemented. Student-athletes sign the form prior to participating in institutional promotional activities.

The university is using PeopleSoft to enable the financial aid department to have the capability to properly code or “flag” student-athletes who receive outside aid.

b. THE DATE OF ACTIONS TAKEN OR SPECIFIC TIMETABLES FOR COMPLETION OF THE PLAN

CSUB is working diligently to implement and develop a number of recommendations that were made in the March 2008 compliance review. These recommendations and actions include

- Provide Intercollegiate Athletics Advisory Committee (IAAC)-led oversight of the athletics compliance program and compliance audit program. This measure has been operational since May 2008.
- Gain signatures on written statement for all managers, tutors, and student workers who have received training regarding applicable NCAA rules. This measure was fully implemented in fall 2008.
- Long-range plans were developed to provide necessary personnel additions to undergird support of student-athletes’ academic work in September 2007. This measure is an ongoing project.
- Develop outside reporting relationships for the director of athletics in order to better integrate athletics with advising units on campus. This measure was implemented in September 2008.
- Coordinate two meetings a year with a representative from the Federal Bureau of Investigations in order to educate and address gambling issues. The first meeting will occur in spring 2009.
- Create a system to accurately monitor all awards received by student-athletes. This provision was implemented in fall 2008.
- Ensure that telephones within the athletics department utilize security codes. This measure will be completed by May 2009.
- Develop a system to ensure that all booster monies are reviewed and approved by the athletics compliance office. This measure was accomplished in fall 2008.
- Implement random sample testing of all phases of the eligibility-certification system. This measure was successfully accomplished in fall 2008.
- Evaluate annually the final certification of eligibly process. This measure was implemented in March 2008 and will remain an ongoing commitment. Evaluations will be made continuously throughout the year.
- Develop external oversight of the financial aid compliance program. This measure was implemented in fall 2008.
- Clarify the role of athletics compliance, university legal counsel, and the FAR with respect to investigating allegations of potential NCAA violations. This measure was operational in fall 2008.
- Compliance oversight responsibility for the review of any financial transactions that occur in the recruiting process. This measure was implemented in fall 2007.
- Implement a monitoring audit system for all telephone records. This initiative was implemented in fall 2008.
- Select a recruiting software package. This selection took place in June 2008.
- Include team travel procedures and compliance rules in the CSUB Compliance Manual. This procedure was completed in June 2008.

Christopher Schoemann completed a Phase II Athletics Compliance visit to California State University on February 4-5, 2009. The following summary appears in his letter of April 10, 2009 to President Horace Mitchell:

“Based on the interviews we conducted and the documentation the University presented, CSUB has implemented all of the recommendations made in our 2008 report to the NCAA. ... Overall, it appears that CSUB has meaningfully bolstered its already solid athletics compliance program by reacting to the recommendations that were made during our initial visit on behalf of the NCAA as well as our initial visit on behalf of the University. We believe CSUB’s athletics compliance program functions at a high level and will ultimately fit in nicely along side its new Division I peers.”
16. Submit a copy of the report from the institution's most recent rules compliance evaluation. [Please use the file upload link contained within this question to submit a copy of the institution's most recent rules compliance evaluation.]

CSUB's most recent rules compliance evaluation has been submitted.

17. If the institution has developed a plan for improvement(s) for Operating Principle 1.2, describe the institution's efforts to ensure the plan for improvement was developed through a process involving broad-based participation and has received formal institutional approval.

The governance and commitment to rules compliance self-study subcommittee developed an improvement plan in consultation with the director of athletics, senior associate athletic director/SWA, compliance officer and FAR. After the plan was reviewed and approved by the committee, the plan was further reviewed and approved by the FAR, director of athletics, senior associate athletic director/SWA, compliance officer, IAAC, Student-Athletes Advisory Committee (SAAC), Academic Senate, President's Cabinet, and president.

Information to be available for review by the peer-review team, if requested:

- Job descriptions for individuals inside the athletics department and individuals outside the athletics department who are involved in rules-compliance activities.
- Contracts or letters of appointment for individuals inside the athletics department and individuals outside the athletics department who are involved in rules-compliance activities.
- Performance evaluation criteria for individuals inside the athletics department and individuals outside the athletics department who are involved in rules-compliance activities.
- Rules compliance policies and procedures for all of the following areas: initial eligibility certification, continuing eligibility certification, transfer eligibility certification, academic performance program, financial aid administration, recruiting, camps and clinics, investigations and self-reporting of rules violations, rules education, extra benefits, playing and practice seasons, student-athlete employment and amateurism.
- Documentation required by the institution to maintain compliance with NCAA rules (e.g., compliance manual, samples of recruiting logs, sample of eligibility files).
- Documentation related to secondary rules violations for the last three years and the institutional response to these violations.
- Conference manual.
- Athletics department policies and procedures manual.
- Documentation related to rules education program for boosters, student-athletes, athletics department staff, coaches, faculty and institutional staff outside the athletics department (e.g., meeting agendas).
<table>
<thead>
<tr>
<th>Elements</th>
<th>Goals</th>
<th>Steps to Achieve Goals</th>
<th>Individuals/Officers Responsible for Implementation</th>
<th>Specific Timetable for Completing the Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Issues in the Self-Study</td>
<td>Measureable Goals</td>
<td>Review all contracts, letters of appointment, performance evaluation documents, and job</td>
<td>Director of athletics, senior associate athletic director/SWA</td>
<td>All relevant personnel documents shall have the appropriate statements about rule compliance by May 2009 and this should be an ongoing practice.</td>
</tr>
<tr>
<td>Ensuring rules compliance as a central element in personnel matters for</td>
<td>Include statements concerning rules compliance in the contracts, letters of appointment, performance evaluations and job</td>
<td>descriptions to verify statements about rules compliance and if missing revise or issue</td>
<td>All relevant personnel documents shall have the appropriate statements about rule compliance by May 2009 and this should be an ongoing practice.</td>
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<td>individuals within the athletics department</td>
<td>descriptions of all individuals within the athletics department.</td>
<td>new letters of assignment.</td>
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<tr>
<td>Ensuring rules compliance as a central element in personnel matters for</td>
<td>Include statements concerning rules compliance in the contracts, letters of appointment, performance evaluations and job</td>
<td>descriptions to verify statements about rules compliance and if missing revise or issue</td>
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<td>individuals outside the athletics department</td>
<td>descriptions of all individuals outside the athletics department.</td>
<td>new letters of assignment.</td>
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<td>Ensuring rules compliance policies and procedures are communicated on</td>
<td>Have Compliance Manual, Coaches Manual, Student-Athletes Handbook and</td>
<td>Update Compliance Handbook, Coaches' Procedure Manual, Student-Athletes Handbook and</td>
<td>Director of athletics, senior associate athletic director/SWA, compliance officers</td>
<td>All rules compliance documents should be completed by May 2009 and reviewed and revised as needed annually.</td>
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<tr>
<td>an annual basis to the athletics department and individuals outside the</td>
<td>printed rules and compliance documents for individuals in evaluations,</td>
<td>develop a rules compliance book for individuals in evaluations, financial aid and admissions</td>
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<td>athletics department with rules compliance responsibilities as a central</td>
<td>financial aid and admissions</td>
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<td>element in personnel matters for individuals within the athletics</td>
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<td>department</td>
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<td>Ensuring rules compliance is fully in accord with all recommendations</td>
<td>Have policies and procedures that comply with all recommendations of recent rules compliance evaluation.</td>
<td>Completed all recommendations in 2007 compliance evaluation and implemented appropriate actions.</td>
<td>Director of athletics, senior associate athletic director/SWA, FAR</td>
<td>Implementation of all appropriate actions have been completed and will be reviewed annually.</td>
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<td>of recent compliance evaluation.</td>
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Operating Principle

2.1 Academic Standards

Self-Study Items

1. List all "conditions for certification" imposed by the Committee on Athletics Certification in its second-cycle certification decision (if any) as they relate to Operating Principle 2.1 (Academic Standards). In each case, provide:

   a. The original "condition" imposed;
   b. The action(s) taken by the institution;
   c. The date(s) of the action(s); and
   d. An explanation for any partial or noncompletion of such required actions.

Please note, the institution is not required to respond to opportunities for enhancement developed by the peer-review team unless those same items were adopted as by the Committee on Athletics Certification.

1. Condition

   As a reclassifying institution going through the self-study certification process for the first time, California State University, Bakersfield (CSUB) has no response to this area.

   Action

   Action Date

   Dec 12, 2008

   Explanation for partial or non-completion

2. List all actions the institution has completed or progress it has made regarding all plans for improvement/recommendations developed by the institution during its second-cycle certification process as they relate to Operating Principle 2.1 (Academic Standards). Specifically include:

   a. The original plan;
   b. The action(s) taken by the institution;
   c. The date(s) of the action(s); and
   d. An explanation for any partial or noncompletion of such plans.

Please note, the institution will not be required to fulfill an element of a second-cycle plan if the element does not affect conformity with a current operating principle.

1. Original Plan

   As a reclassifying institution going through the self-study certification process for the first time, CSUB has no response to this area.

   Action
3. Describe any additional plans for improvement/recommendations as they relate to Operating Principle 2.1 (Academic Standards) developed by the institution since the second-cycle certification decision was rendered by the Committee on Athletics Certification, including any plans or recommendations developed through the institution's involvement in the Division I Academic Performance Program (APP) Data Review process, if applicable. Provide:

   a. The additional plan;
   b. The action(s) taken by the institution; and
   c. The date(s) of the action(s).

   As a reclassifying institution going through the self-study certification process for the first time, CSUB has no response to this area.

4. Describe the process by which student-athletes are admitted to your institution and identify the agencies vested with this responsibility. In what ways (if any) do the process and/or criteria used for the admission of student-athletes differ from the process for admitting students generally? Be specific and give careful attention to key decision points (e.g., establishment of admissions criteria, approval of special admissions) in these processes and the individuals or groups involved at each point, including the role, either formal or informal, the athletics department plays (if any) in the admissions process for student-athletes.

   The California State University (CSU) system is committed not only to higher education access, but also to the success of students admitted to each university. Special programs are available for students who need assistance to make the most of their university experience. Learning assistance programs, counseling services, and academic advising are available free of charge to all students. The CSU has admissions policies in place for applicants, including those entering CSUB. Student-athletes follow the same admissions procedures as the general student body.

   GENERAL ADMISSIONS INFORMATION
   An applicant may enroll at CSUB as a first-time freshman or as a transfer, graduate, post-baccalaureate or international student. The application process includes the following

   - A completed application form (either paper or online),
   - One official transcript from all schools attended,
   - Appropriate test scores (e.g., SAT, ACT, GRE, etc.), and
   - $55 non-refundable application fee or completed fee waiver form for students who demonstrate financial hardship.

   FIRST-TIME FRESHMEN
   A first-time freshman is a student who has earned no college credit beyond the summer immediately following high school graduation. First-time freshmen applicants must

   - Be a high school graduate.
   Although regulations do not stipulate graduation from accredited high schools, the CSU participates in the activities of the Western Association of Schools and Colleges (WASC) and its accrediting commissions for schools and encourages California high schools to be accredited by the association. Students who are home-schooled or attend non-accredited schools are expected to meet the same admission requirements as graduates of accredited high schools.
- Complete the 15-unit comprehensive "a-g" course pattern of college preparatory courses with a grade of "C" or better in each course.

"a-g" Subjects:
- a. History/Social Science - two years required, including one year of U.S. history and government
- b. English - four years required
- c. Mathematics - three years required (algebra, geometry and intermediate algebra)
- d. Laboratory Science - two years with laboratory required (one biological science and one physical science, both with laboratory components)
- e. Language other than English - two years of the same language
- f. Visual and Performing Arts - one year
- g. Elective (college preparatory) - one year

- Completion of a baccalaureate course with a grade of "C" or better that applies to the CSU General Education Breadth or Intersegmental General Education Transfer Curriculum (IGETC) requirement in social, political, and economic institutions will make up for the high school requirements.

- Have a qualifiable minimum eligibility index. The eligibility index is a weighted combination of high school grade point average (GPA) during the final three years of high school and a score on either the SAT or the ACT. GPAs are based on courses taken in the final three years of high school. Included in the calculation of GPA are grades earned in all college preparatory "a-g" subject requirements, and bonus points for approved honors courses. Up to eight semesters of honors courses taken in the last three years of high school, including up to two approved courses taken in the tenth grade can be accepted. Each unit of "A" in an honors course will receive a total of five points; "B" grades receive four points; and "C" grades receive three points.

- Graduates of California high schools or residents of California as defined for tuition purposes must have a minimum eligibility index of 2900 using the SAT or 694 using the ACT. Nonresidents of California must have a minimum index of 3502 using the SAT or 842 using the ACT. For California residents, there is a minimum of 2.00 GPA requirement regardless of test scores. For nonresidents, the minimum GPA is 2.00.

- The CSU eligibility index is calculated by using the SAT or ACT as follows:
  SAT: (scores in mathematics and critical reading) + (800 x high school grade point average)
  ACT: (10 x ACT composite score without the writing score) + (200 x high school grade point average)

- Submission of SAT/ACT test scores is highly recommended to establish the admission eligibility of California residents with high school GPA of 3.00 or above (nonresidents 3.61 or above).

If an applicant submits multiple score reports, the highest score earned in each single sub-score of the examination is used.

UNDERGRADUATE TRANSFER STUDENTS
The CSU generally considers an undergraduate transfer student as one who has enrolled in a community college or university following high school graduation. Students with fewer than 60 semester or 90 quarter units must have a GPA of 2.00 or better in all transferable units attempted, be in good standing at the last college or university attended, and meet any one of the following eligibility standards:

- The applicant meets the freshman admissions requirements in effect for the term for which the application is being made.

- The applicant was eligible as a freshman at the time of high school graduation and has been continuously enrolled in an accredited college since high school graduation.

- The applicant has a qualifiable eligibility index, based on the year of high school graduation (combination of GPA and test scores, if needed).

- The applicant has made up any missing course pattern(s).

UPPER DIVISION TRANSFER STUDENTS
Applicants are considered upper division transfer students if they have completed 60 transferable semester units or 90 quarter units. In addition, applicants must meet the following requirements:

- Must have an overall GPA of 2.00 or better (2.40 for nonresidents) in all transferable units and be in good standing at the last college or university attended.
- Complete at least 30 semester (45 quarter) units of general education courses, including one course in public speaking, one course in expository writing, one course in critical thinking and one course in mathematics/quantitative reasoning.

A grade of "C" or higher is required in each of these four courses.

POST-BACCALAUREATE AND GRADUATE STUDENTS
(Domestic and International)

A post-baccalaureate or graduate student is one who holds a bachelor's degree and wishes to continue his or her education for the purpose of personal enrichment or to meet professional needs via a certificate, credential, second bachelor's degree or a master's degree.

Admission to the university as a post-baccalaureate student does not constitute admission to any specific graduate program.

The requirements for admission to the university as a post-baccalaureate student are

- Completion of a four-year college course of study and an acceptable baccalaureate degree from an institution accredited by a regional accrediting association, or have completed equivalent academic preparation as determined by appropriate campus authorities

- Have attained a GPA of at least 2.50 (A = 4.00) in the last 60 semester (90 quarter) units attempted.

- Be in good academic standing at the last college or university attended.

- Meet the professional, personal, scholastic, and other standards for graduate study, including qualifying examinations, as appropriate campus authorities may prescribe.

In unusual circumstances, a campus may make exceptions to these criteria. Student-athletes follow the exact same criteria as other students at the university.

All graduate and post-baccalaureate applicants, regardless of citizenship, whose preparatory education was principally in a language other than English must demonstrate competence in English. Those who do not possess a bachelor's degree from a post secondary institution where English is the principal language of instruction must receive a minimum score of 550 on the Test of English as a Foreign Language (TOEFL). Some campuses require a higher score.

An applicant who does not qualify for admission to the university as specified above may be admitted as a post-baccalaureate unclassified student by special action. Such action will be based on the review of acceptable evidence provided by the applicant to the appropriate campus authorities. Admissions by special action will be based upon evidence that clearly supports the applicant's knowledge, skills, and abilities to perform at a level to achieve his/her educational objectives.

The office of admissions and records is the only department responsible for the collection, analysis, and admission of domestic/international post-baccalaureate and graduate programs. The admissions process for student-athletes does not differ from the admission of the general students. The athletics department does not have a formal or informal role in the admissions process.

INTERNATIONAL STUDENTS

International students follow the same admissions procedures as domestic applicants. International students have the following additional requirements:

- All foreign documents submitted must be translated into English. College and university transcripts must go through an educational credential service, such as the Institute for International Credentials Evaluation at California State University, Fresno.

- All foreign students must receive a TOEFL score of at least 500.

- Foreign applicants receiving a scholarship must submit proof of the amount of the scholarship being offered.

- Foreign students must submit a confidential financial statement form, in addition to a current bank statement.

The office of admissions and records is the only department responsible for the collection, analysis, and admission of domestic students. The international programs office is responsible for international student admissions and
follows the same procedures. The admissions process for student-athletes does not differ from the admission of the general students. The athletics department does not have a formal or informal role in the admissions process.

5. Describe the process by which students who do not meet the institutions standard or normal entrance requirements may be admitted, and identify the agencies vested with this responsibility. This should include any second-level or subsequent review processes or appeals procedures that may be used when students are not automatically admitted because they do not meet the institution's published entrance requirements.

Any applicant not otherwise eligible for admissions either as a first-time freshman or as a transfer applicant with fewer than 60 semester units may be admitted provided the number of applicants in each category does not exceed 4 percent of all undergraduate students enrolled for the first time.

Any incoming CSUB student (either student-athlete or general student) who does not meet the guidelines for admissions by falling deficient in one or all admissions criteria will automatically be reviewed by the director/associate director of admissions and evaluations and possibly other admissions and evaluations staff members. This review identifies and examines the deficiencies and any special circumstances a student may have to identify and include with their application for admissions. A number of different outcomes may result from reviewing the applications, including

- it may be determined that certain factors show a student's potential for academic success.
- it may be determined a student demonstrates aptitude or ability for achievement in a particular field.

A student who has such special circumstances may be admitted as a "special admit."

An applicant may appeal an admissions decision to the director/associate director of admissions and evaluations. Such an appeal is typically submitted in written form. The director/associate director may request an interview with the student and may ask for letters of support addressing the applicant's potential success. If an appeal is approved, the applicant will be offered a special admit.

The office of admissions and records is the only department responsible for granting special admit status. The athletics department does not have a formal or informal role in the special admit process. Student-athletes follow the same special admit procedures as the general student body.

6. Compare and explain any differences between the percentage of first-year student-athletes receiving athletics aid who were admitted through any of the processes described in Self-Study Item Number 5 and the percentage of first-year students in general who were so admitted. Provide these comparative data for the four most recent academic years.

During the last four years, the number of specially admitted first-year student-athletes on financial aid has ranged between 13 and 22 percent of the student population. The number of specially admitted student-athletes is expected to decrease significantly in the future as the quality of applicants increases due to our move to Division I status.

7. Compare and explain any differences in the admissions profiles of student-athletes who received athletics aid with the profiles of students in general by submitting the following information for the four most recent academic years: average standardized test scores for first-year student-athletes who received athletics aid (by gender, by racial or ethnic group, and according to the eight sport groups) and for all entering first-year students (by gender and by racial or ethnic group).

For the last five years, the number of specially admitted first-year student-athletes on financial aid has been between 13 and 22 percent of the total number of first-year student-athletes receiving financial aid. Male students have been outscoring female students on the SAT by 5 to 9 percent, and male student-athletes have been outscoring female student-athletes by 2 to 10 percent on the SAT for the last four years.
An examination of SAT scores for first-year students over the last four years by ethnicity shows white students scoring highest and African-American students scoring the lowest. The gap between these two ethnicities ranges from 13 to 21 percent. That same data for first-year student-athletes receiving financial aid shows the ethnicity gap between white student-athletes, who again scored the highest on the SAT, and African-American student-athletes, who again scored the lowest, to be between .5 and 21 percent.

8. Describe the institution’s specific academic support programs to ensure acclimation, academic success and retention of first-year student-athletes with special academic needs and first-year student-athletes admitted through any of the processes described in Self-Study Item Number 5.

Student-athletes at CSUB are provided with numerous academic support programs designed to ensure acclimation, academic success and retention of first-year student-athletes with special needs and first-year student-athletes admitted through any of the processes described in self-study item five.

CSUB provides a wide variety of support for student-athletes. The academic advisor for athletics assists student-athletes with academically related concerns or issues. This support includes advising, the creation of a four-year roadmap for graduation, written plans to monitor academic performance (including progress reports), recommendations and referrals to support services as needed, and routine follow-up to ensure compliance. Student-athletes who are beneficiaries of the Equal Opportunity Program (EOP) may also receive tutoring through the academic advancement center.

The Intercollegiate Athletic Advisory Committee (IAAC) is an oversight committee devoted to discussing current practices, issues and future plans. IAAC membership includes faculty members, the Associated Student, Inc. (ASI) president, an alumni representative, community members, staff members, the faculty athletic representative (FAR), and the director of athletics. The faculty academic advising team for athletics serves as a liaison to the athletics department. This team includes a faculty representative from each department. These faculty members serve as academic advisors and mentors to all our student-athletes. The Student-Athlete Advisory Council (SAAC) provides student-athletes a forum to give feedback on the quality of their experience and to suggest ways for improving the welfare of student-athletes. The academic support subcommittee of the IAAC also provides feedback to the IAAC on academic issues.

The Athletics Academic Advising Council (AAAC) is composed of one or two faculty members from each academic department and/or program selected by the faculty of that department or program, the athletics academic advisor, senior associate athletics directors/SWA, athletics evaluator, and FAR, who serves as council chair. The council functions as an advisory body to the FAR and the athletics department in dealing with all academic matters concerning student-athletes, including academic standards, academic support, and academic policies. In addition, the council serves as a liaison body facilitating communication between the athletics department and the academic departments of the university. Problems and issues will flow in both directions, as will suggestions for ways in which to support the academic success of student-athletes. The council will meet at least once each quarter. Faculty members chosen for the council will

- serve as advisors to student-athletes for each major on campus,
- be the contact person for the athletics evaluator concerning questions about the major,
- work closely with the athletics academic advisor in assuring progress towards degree for each student-athlete,
- work with the FAR on any academic problems or other issues concerning student-athletes,
- keep the FAR and the Athletics Advisor informed about requirements in each of the major programs, and
- attend an NCAA compliance educational session.

Additional support areas are available to all incoming freshman. CSUB students are required to complete CSUB 101, an orientation course that provides crucial information to help students acclimate to life at the university. Some highlights of CSUB 101 include an overview of campus policies and procedures; introduction to student support areas; opportunities to meet faculty and administration; introduction to campus clubs/organizations and campus life; sensitization to people who have diverse views and opinions; the process of choosing a major (if applicable); a basic understanding of the general education requirements; and direction in creating a plan for completing remedial requirements (if applicable). Student-athletes have the opportunity to take CSUB 101 with non-athletes, or they may choose sections designated for athletes.

CSUB students may utilize the Student Success and Retention Center (SSRC) for assistance with academic advising. Upon declaration of a major, students work with faculty members in their major academic discipline to develop a roadmap toward graduation. CSUB student-athletes have the option of working with an athletic academic advisor to guide them through institutional and general education requirements to meet their unique needs.
Like most universities, CSUB has a special admissions policy for those students who do not meet regular admission requirements. This policy was developed to assist those students who have a learning disability or may not meet other admission requirements. Student-athletes are also eligible to apply for special admission, if applicable.

Student-athletes who have a disability may work with the office of Services for Students with Disabilities (SSD) for assistance. SSD works in conjunction with student-athletes, faculty, and the athletics department to provide academically related accommodations. Student-athletes in need of a learning disability assessment to diagnose academic problems are also served through SSD.

Tutoring for all students is available in the Oasis Tutoring Center. The Oasis Tutoring Center provides tutoring for English and mathematics, as well as courses in a variety of disciplines (currently including chemistry, religious studies, biology, Spanish, philosophy/logic, history, psychology, French, business, nursing, and economics). The Math Tutoring Center is a part of the Oasis center but is in a separate location. Oasis employs 40 tutors and two counselors. The Oasis Tutoring Center is a major component of the academic support programs and is available to all students, including student-athletes, free of charge. The Oasis Tutoring Center and the Math Tutoring Center are open Monday through Friday from 8 a.m. to 6 p.m., Saturdays from 10 a.m. to 2 p.m., and Sundays from 1 to 5 p.m., and also on Saturdays and Sundays.

All students follow the same procedures for obtaining tutorial services. Student-athletes who need further assistance with reading and writing skills may sign up for Humanities/Behavioral Sciences 277 and 477. These courses are required for all freshman and sophomore student-athletes regardless of GPA and for junior and senior student-athletes who have less than a 2.50 GPA. Section 1, MyWritingLab, helps students with critical thinking, writing, grammar, and other related skills. This is a one-unit, credit/no credit course. Section 2, MyReadingLab, helps students with critical reading by combining diagnostics, practice exercises, and tests. MyReadingLab is also a one-unit, credit/no credit course. Both courses are taught by faculty from the English department.

9. For the four most recent academic years, assess and evaluate acclimation, retention and the academic success of student-athletes with special academic needs [as defined by the institution (e.g., at-risk, learning disabled)] and those student-athletes admitted through any of the processes described in Self-Study Item Number 5. If necessary, the institution must develop plans for improvement to ensure acclimation, retention and academic success for these student-athletes.

If the institution does not employ a special, or alternate, admissions process, the institution must assess and evaluate acclimation, retention and the academic success of student-athletes in the lowest (i.e., fourth) quartile of the institution's general student academic profile or for an alternate group defined by a different benchmark (e.g., quintile) typically used by the institution. If necessary, the institution must develop plans for improvement to ensure acclimation, retention and academic success for these student-athletes.

Student-athletes are admitted using the same standards that apply to the general student population. In addition, CSUB offers a special, or alternate, admissions process for all students, including student-athletes.

The CSUB One-Year Undergraduate Persistence report (available for review by the Peer-Review Team) presents data related to the acclimation, retention and academic success of the following student categories:
- students with disabilities
- student-athletes with disabilities
- students who were special admits
- student-athletes who were special admits

This report includes academic years 2004-05, 2005-06, 2006-07 and 2007-08. The total number of student-athletes in these categories is so small that it is difficult to infer any reliable pattern or trend from the data. While the differences between student-athletes and other students are probably not statistically significant due to the small sample size, over the four-year survey, the average persistence rates for student-athletes in both groups were clearly higher than those for students in the general population.

What can be inferred from the cumulated data given in the four-year average is that student-athletes with disabilities had lower dropout rates than general students: 76.9 percent persistence for student-athletes with disabilities versus 75.1 percent persistence for the general population of students with disabilities. Student-athletes who were special admits had a slightly higher persistence rate (71.9 percent) than non student-athletes (68.9 percent).
Even with such a small sample, the data indicates that the support services and other programs provided by CSUB are effective aids in acclimation, retention and academic success of student-athletes.

CSUB athletics has improvement academic success plans for all student-athletes and more detailed plans for those teams below 925 APR. In 2008-09, all teams improved their team APR scores.

10. List the step-by-step sequence of actions taken by particular individuals on the institution's campus to certify initial eligibility for student-athletes. In addition, provide name(s) and title(s) of the individual(s) who has ultimate responsibility in determining student-athletes' initial eligibility.

INITIAL ELEGIBILITY:
- Throughout the year, all coaches give names of recruits to the compliance officer to add to the NCAA Eligibility Center Institutional Request List.
- Coaches check online and also give unofficial transcripts to the compliance officer to review potential NCAA initial eligibility problems.
- Coaches give unofficial transcripts to one of the admissions evaluators to determine whether the recruit has potential CSUB admission problems.
- Coaches give unofficial transcripts to the athletic academic advisor, who starts files on the students.
- CSUB coaches routinely encourage recruits to correct potential eligibility issues, such as the need to retake the SAT or adding/repeating a high school course.
- The compliance officer reviews unofficial transcripts of recruits before they can make official visits or are awarded athletic scholarships.
- Recruits follow the same admission process as all other students.
- Coaches, the athletic academic advisor and compliance officer follow up with recruits to make sure that NCAA Eligibility Center documents are in order and that CSUB admissions files are complete.
- The FAR, compliance officer and senior associate athletic director/SWA meet monthly with the enrollment management team (the vice president of enrollment management, head and assistant evaluator, registrar, and two financial aid advisors) to review the admission and evaluation process.
- Before each fall quarter begins, coaches provide an updated roster to the compliance office.
- The compliance officer prints a final NCAA Eligibility Center report to determine NCAA initial eligibility rules compliance before a scholarship is awarded.
- Admissions and records reports confirm if new student-athletes are admitted to CSUB and registered for 12 units for the upcoming quarter.
- After initial eligibility is confirmed, the compliance officer checks that student-athletes have met all other NCAA eligibility requirements (e.g., attended an eligibility meeting, viewed a drug testing film, and signed and completed all NCAA and institutional paperwork in their eligibility packets).
- The compliance office prepares a list of eligible student-athletes arranged by sport.
- Finally, the FAR reviews and signs the lists provided by the compliance office. These lists are approved by the FAR and added to the compliance participation spreadsheet, which identifies those student-athletes who are eligible and not eligible.

ULTIMATE RESPONSIBILITY:
- Rita Gustafson, registrar, admissions and records
- Debbie Blowers, assistant director, admissions and evaluations
- Chenee Williams, compliance officer
- Gloria Friedman, senior associate athletic director/SWA
- Jacquelyn Ann K. Kegley, FAR, department chair, philosophy and religious studies
11. List the step-by-step sequence of actions taken by particular individuals on the institution's campus to certify transfer eligibility for student-athletes. In addition, provide name(s) and title(s) of the individual(s) who has ultimate responsibility in determining student-athletes' transfer eligibility.

TRANSFER ELIGIBILITY:
- Coaches give names of recruits to the compliance officer to add to the NCAA Eligibility Center Institutional Request List. Amateurism is checked, and NCAA transfer eligibility rules are reviewed.
- Coaches give unofficial transcripts to an admissions evaluator for a preliminary evaluation of CSUB admission issues, transferable units, transfer GPA and degree percentage.
- Transfer recruits follow the same admission process as all other transfer students.
- Coaches give the athletic academic advisor unofficial transcripts for the student's file. The athletic academic advisor then assists the student-athletes during the admission process.
- After the admissions and records office receives the official transcripts and an official evaluation is complete, the compliance officer prints the admission evaluator's final report of each transfer student's GPA and transferable units.
- The compliance officer requests an official evaluation of the transfer student-athlete's degree percentage from an admissions and records evaluator.
- The compliance officer reviews the above documentation and also confirms NCAA transfer eligibility rules (i.e., 4-4, 2-4, etc.).
- Steps for initial eligibility are also followed, and eligible transfer student-athletes are added to lists of eligible student athletes for the FAR to review and sign.
- Those student-athletes approved by the FAR are added to the participation spreadsheet that lists student-athletes who are eligible or those who not eligible.

ULTIMATE RESPONSIBILITY:
- Debbie Blowers, assistant director, admissions and evaluations
- Rita Gustafson, registrar, admissions and records
- Chenee Williams, compliance officer
- Gloria Friedman, senior associate athletic director/SWA
- Jacquelyn Ann K. Kegley, FAR, Dept. Chair Philosophy & Religious Studies

12. List the step-by-step sequence of actions taken by particular individuals on the institution's campus to certify continuing eligibility for student-athletes. In addition, provide name(s) and title(s) of the individual(s) who has ultimate responsibility in determining student-athletes' continuing eligibility.

CONTINUING ELIGIBILITY:
- At the end of each quarter after official grades are posted, the compliance officer requests from an admissions and records evaluator an eligibility check for GPA, units passed, and units completed towards degree for each student-athlete.
- The compliance officer then sends the coaches a spreadsheet showing GPA and confirming if six units were passed.
- The compliance officer follows that document with a more detailed progress-toward-degree spreadsheet that includes quarter and cumulative GPA, units attempted and earned, remedial units, degree progress units, major, and if the student-athlete passed six units and is currently enrolled in 12 or more units.
- Coaches receive a weekly spreadsheet updated throughout the quarter from the compliance office confirming if athletes on each roster are still carrying 12 or more units and remain eligible for competition. Twelve units are checked each day for all student-athletes.
- CSUB professors complete academic progress reports on student-athletes throughout the quarter. The reports address attendance, missed assignments, test grades, and suggestions for improvement. The reports are returned to the athletic academic advisor and reviewed by the FAR, coaches and student-athletes.
- Coaches receive copies of the academic progress reports throughout the quarter from the athletic academic advisor.

- The FAR meets weekly with the compliance officer, athletic academic advisor and senior associate athletic director/SWA to review the results of student-athlete academic progress reports and other compliance issues that may arise.

- Student-athletes who have declared a major meet quarterly with their major advisor to select classes and plan future coursework, and undeclared student-athletes meet with an athletic academic advisor.

- All student-athletes meet quarterly with the athletic academic advisor to review their class schedules and make certain that those classes will meet both NCAA degree progress requirements and CSUB graduation requirements. The schedules are also reviewed by an CSUB evaluator.

- At-risk student-athletes (identified by GPA, low units, coaches request or academic progress reports) meet throughout the quarter with the athletic academic advisor and, in addition to study table and extra tutoring, they may be referred to SSD or to the Counseling Center.

**ULTIMATE RESPONSIBILITY:**
- Debbie Blowers, assistant director, admissions and evaluations
- Chenee Williams, compliance officer
- Gloria Friedman, senior associate athletic director/SWA
- Jacquelyn Ann K. Kegley, FAR, department chair, philosophy and religious studies

13. Analyze, explain and address any differences between the most recent four-class average Federal Graduation Rate for student-athletes who received athletics aid and the most recent four-class average Federal Graduation Rate of all students.

If the most recent four-class average Federal Graduation Rate for student-athletes is lower than the most recent four-class average Federal Graduation Rate for all students, the institution must develop a plan for improvement to address the issue.

The 2006-07 federal graduation rate (FGR) for student-athletes who received athletics aid is 40 percent. The 2006-07 FGR for all students is also 40 percent.

14. Analyze, explain and address any differences between the most recent four-class average Federal Graduation Rate for all student-athlete subgroups (i.e., team, gender, ethnicity, ethnicity within team) and the most recent four-class average Federal Graduation Rate for all students, including comparable student-body subgroups (i.e., gender, ethnicity).

If the most recent four-class average Federal Graduation Rate of a student-athlete subgroup is lower than the most recent four-class average Federal Graduation Rate for all students or comparable student-body subgroup, the institution must develop a plan for improvement to address the issue.

The table “Federal Graduation Rates by Racial and Ethnic Group” shows 2006-07 Federal Graduation Rates by racial and ethnic group. The table also shows team FGRs by racial and ethnic group. The data in this table show that the FGR of male student-athletes is slightly higher than that of all male students (33 percent for male student-athletes compared to 31 percent for all male students). The FGR for female student-athletes is 43 percent. This is higher than the FGR for male student-athletes, however lower than that of all female students (46 percent).

The 2006-07 FGR scores by racial and ethnic group, shows that among males, Hispanic student-athletes have the highest FGR (50 percent), followed by white (41 percent) and African-American (20 percent). The rates for all three groups of student-athletes are higher than the rates for all male students within those racial and ethnic groups (Hispanic: 31 percent, white: 34 percent, and African-American: 19 percent). There were no student-athletes identified as American Indian/Alaska Native or Asian/Pacific Islander in 2006-07.
With females, the pattern is reversed. Among student-athletes identified as white, the FGR for female student-athletes was identical to the score for all white female students (50 percent). However, the FGR for female student-athletes in the remaining racial and ethnic groups shown in the table is lower than the scores for all female students in those groups. The FGR for Hispanic female student-athletes is 30 percent, Asian/Pacific Islander is 25 percent, nonresident alien is 33 percent, and “other” is 43 percent. In contrast, the FGR for all female students identified as Hispanic is 43 percent, Asian/Pacific Islander is 53 percent, nonresident alien is 56 percent, and “other” is 52 percent.

The table also shows FGRs for racial and ethnic groups by team. Because the numbers of student-athletes in many of the resulting sub-groups are very small (five or fewer), only a few scores are shown. What can be discerned from the available data is that African-American male student-athletes on the cross country/track team do quite well, with an FGR of 100 percent, compared to only 20 percent for all African-American student-athletes. The FGR for Hispanic male student-athletes in “other” teams (not basketball or cross country/track) is 50 percent, and for white male student-athletes in the same category the rate is 41 percent.

As for the women’s teams, only white student-athletes have FGRs above those of all female student-athletes. White female student-athletes in all of the teams shown (basketball, cross country/track, and “others”) have FGRs of 50 percent, compared to 43 percent for all female student-athletes (and 46 percent for all female students). Female student-athletes identified as “other” racial and ethnic groups on teams other than basketball or cross country/track have an FGR of 50 percent. The remaining team FGR scores by racial and ethnic group shown in the table all refer to “other” teams as well; among those female student-athletes, the FGR for Asian/Pacific Islanders is 25 percent, and the FGR for both Hispanics and nonresident aliens is 33 percent.

The table "Federal Graduation Rates by Sport" shows FGR data by all teams sponsored by CSUB.

The FGR varies substantially across teams. Among men’s teams, the team FGRs for cross country/track (100 percent) and wrestling (35 percent) are higher than that of all male student-athletes (33 percent), while the score for men’s swimming is equal to that score (33 percent). Falling below the average are the team FGRs for soccer (22 percent) and basketball (0 percent). Among women’s teams, three have FGRs above the average for all female student-athletes (43 percent): soccer (56 percent), swimming (55 percent), and water polo (50 percent). Women’s teams with FGRs below the average are volleyball (40 percent), and basketball, cross country/track, and softball (all are 33 percent).

The FGR for females in basketball and in cross country/track are both 33 percent and are much somewhat the FGR for all female students (46 percent) and for all female student-athletes (44 percent). The FGR for females in soccer (56 percent), swimming (55 percent), and water polo (50 percent), are well above the FGR for all female students (46 percent). The FGR for females in volleyball, 40 percent, is below the FGR for all female students (46 percent), and the FGR for females in softball, basketball, and cross country/track, all 33 percent, is also below the 46 percent. The FGR for females in tennis is 0 percent. There is also a score of 0 percent shown for women’s team handball, since CSUB does not sponsor such a team.

In summary, the total FGR score for male student-athletes is slightly higher than for all male students, while the FGR for all female student-athletes is slightly lower than for all female students. Among males, white and Hispanic student-athletes have higher FGRs than all white and Hispanic students, respectively, while African-American student-athletes have a lower FGR. An important exception is African-American student-athletes in cross country/track, which has an FGR of 100 percent.

Among females, student-athletes have a lower overall FGR than the total female student body, as do female student-athletes within each racial and ethnic group. The only exception is for white female student-athletes, the FGR is identical to that of all white female students and higher than that of all female students.

There are a wide variety of academic support programs available to student-athletes. These are described in detail under operating principle 2.2. Here, an explanation is provided of the processes that were created or expanded beginning in the fall of 2007 for the purpose of enhancing support for the academic progress of student-athletes. Furthermore, as the university began to transition from Division II to Division I, recruiting practices changed to emphasize a higher level of academic preparation among student-athletes accepted into the university.

The athletic academic advisor routinely refers student-athletes to academic support programs as needed. For example, student-athletes who are undecided about their major are referred to the Career Development Center to help them to match interests with areas of study. The athletic academic advisor also works with student support units to identify unmet needs. For example, at the urging of the academic advisor, the Oasis Tutoring Center added tutors for economics. This addition benefits all students, not just student-athletes.
In the fall of 2006, the athletics department began to formalize education sessions for coaches to inform them about academic progress goals, data that must be collected, and contemporary and historical penalties associated with the Academic Progress Rate (APR). In fall 2007, the education on these issues was provided through a series of compliance meetings conducted with coaches and student-athletes. Throughout the year, the athletic academic advisor and FAR maintain close contact with team coaches to ensure that they are aware of the academic progress of the student-athletes on their teams and to participate in strategies for supporting students who may be struggling. For example, all student-athletes with a GPA below 2.50 must spend a minimum of four hours per week at study table or tutoring, and coaches or the athletic academic advisor may increase this minimum. Coaches of teams that need to increase their academic performance may also hold required study table sessions in hotels while traveling. Academic improvement plans, also implemented in 2007-08, were created to specify measurable academic goals and the steps needed to achieve those goals and to assign implementation responsibilities to individuals (see discussion of item #15, below). In 2007-08, all men’s and women’s teams improved their team APR scores. APR scores for 2006-07 and 2007-08 will be made available to the Peer-Review Team during their visit.

15. Analyze, explain and address any differences between the corresponding Federal Graduation Rate projected by the most recent NCAA Division I Academic Progress Rate (APR) for each sports team and the most recent multiyear four-class average Federal Graduation Rate for all students.

If a sports team’s projected Federal Graduation Rate is lower than the most recent four-class average Federal Graduation Rate for all students, the institution must develop a plan for improvement to address the issue.

The 2006-07 FGR for all students is 40 percent. The APR scores for men’s swimming (958) and indoor track (938) teams were each above 925, and so the team projected FGR was not provided.

The projected FGR for each remaining men’s team is below the rate for all students. Of these, outdoor track has the highest projected team FGR, 35 percent. The team is not subject to contemporaneous penalties due to squad size adjustment, and the APR upper confidence boundary is 973. Men’s basketball, golf and soccer each have a projected team FGR of 0 percent. However, the APR scores for those teams are based on a one-year cohort, so the teams are not subject to contemporaneous or historical penalty. The projected FGR for the wrestling team is 30 percent, which is below the FGR for all students.

Among the women’s teams, five have APR scores above 925, so the projected team FGR was not provided. These include cross country (950), golf (950), softball (983), tennis (1000), and volleyball (979). Both women’s swimming and outdoor track teams had a projected FGR of 40 percent, which is equivalent to the 2006-07 FGR for all students. The projected team FGR for women’s soccer is 15 percent, though the team is not subject to contemporaneous penalties because of squad size adjustment, and the APR upper confidence boundary is 928. The projected FGR for both women’s basketball and water polo is 0 percent. However, the APR scores for those teams are based on a one-year cohort, so the teams are not subject to contemporaneous or historical penalty.

The athletic academic advisor and the FAR worked together to create detailed academic improvement plans for each team with an APR below 925 in 2006-07. These plans list issues pertinent to each team, measurable goals, steps toward achieving those goals, assignment of responsibility to individuals, and specific timelines and follow-up activities. The goals and the steps needed to achieve them range from requirements for struggling students (i.e., mandatory study table attendance and tutoring; mandatory tutoring for students enrolled in remedial mathematics or English classes, regardless of GPA; grade checks done a minimum of four times per quarter for each student-athlete; and weekly academic accountability meetings between student-athletes and coaches), to recruiting practices (i.e. recruiting student-athletes with the skills needed to succeed academically at the Division I level), to personnel changes (i.e. making changes in coaching staff to ensure that coaches understand Division I academic standards).

The strategies planned in 2006-07 and fully implemented in 2007-08 have been effective. APR scores have increased for nearly every team. Many of the single-year APR scores exceed 925. Among the men’s teams, the 2007-08 APR score for basketball rose to 950, soccer is 940, swimming is 951, indoor and outdoor track are both 943, and wrestling is 964. The single-year 2007-08 APR was low only for men’s golf, yet the score nevertheless represented an increase (797 in 2007-08 compared to 758 in 2006-07). The cohort that comprises the golf team is transitioning from Division II eligible student-athletes to Division I eligible student-athletes. The increase in APR from 2006-07 to 2007-08 reflects this transition. In 2008-09, this transition will be nearly complete, and this, together with the focused efforts of the coach, athletic academic advisor, and FAR, should result in an APR that meets or exceeds 925.
The 2007-08 single-year APR scores for women’s golf, softball, swimming, tennis, and indoor and outdoor track teams continued to exceed 925. The 2007-08 single-year APR score for women’s basketball did not reach 925; however, the score was significantly higher in 2007-08 (902) than it was in 2007-08 (780). The women’s water polo and soccer teams also showed a good deal of progress, although the 925 threshold was not reached. The single-year APR score for women’s volleyball decreased from 979 in 2006-07 to 895 in 2007-08, although the multi-year APR is still at 942. These teams are undergoing the type of transition in student-athlete cohorts described above in the discussion of the men’s golf team. The university expects that these teams will succeed in meeting or exceeding scores of 925 in 2008-09.

The changes and improvements implemented in 2007-08 seem to be working effectively to increase the academic progress of student-athletes as reflected in the clear increases in APR scores from 2006-07 to 2007-08. Continuing these practices will maintain and build on that progress. The careful and focused efforts of the athletic academic advisor, together with the FAR’s high level of support for student-athlete’s academic progress, are key to sustaining these trends. APR scores did fall for a number of women’s teams, although most scores are still well within the acceptable range. Given the enormously time-consuming nature of the services provided by the athletic academic advisor and the demonstrable effectiveness of the model adopted over the past year, the university recommends adding a second athletic academic advisor position to ensure that progress is not only maintained but increased.

16. Analyze, explain and address any differences between the most recent four-cohort average Graduation Success Rate (GSR) for each sports team and the most recent four-cohort GSR for all student-athletes.

If the most recent four-cohort GSR for any sports team is lower than the GSR for all student-athletes, the institution must develop a plan for improvement to address the issue.

As a reclassifying institution, CSUB is not able to provide a response to this item. Although the corresponding table contained pre-populated data, we have been instructed by Alex Smith to disregard this item.

17. Analyze, explain and address any differences between the most recent four-class retention rate for student-athlete subgroups (i.e., sport, gender, ethnicity, ethnicity within teams) and the most recent four-class retention rate for all student-athletes.

If the most recent four-class retention rate for any student-athlete subgroup is lower than the retention rate for all student-athletes, the institution must develop a plan for improvement to address the issue.

Retention rates were evaluated by analyzing the 2006-07 NCAA Retention Rate Report provided by NCAA.

MEN’S TEAMS

Three men’s teams have retention rates higher than the rate for all student-athletes. These include swimming (1000), outdoor track (933), and wrestling (899). Four teams have retention rates lower than the rate for all student-athletes, including indoor track (875), basketball (864), soccer (846), and golf (758). Improvement plans for these teams are provided.

Overall, the retention rate for all male student-athletes (887) was lower than that of all student-athletes (897), though this difference is quite small.

WOMEN’S TEAMS

Six women’s teams have retention rates above the rate for all student athletes. These include tennis (1000), golf (1000), cross country (969), softball (966), outdoor track (962), and volleyball (958). The remaining four teams have retention rates lower than the rate for all student-athletes, including swimming (895), basketball (800), soccer (797), and water polo (778). Improvement plans for these teams are provided.

The retention rate for all female student athletes (908) is higher than the rate for all student-athletes (897).

The practices designed to increase graduation rates and academic progress rates (see items #14 and #15, above) should also have positive effects on retention rates. The 2007-08 APR data are encouraging and indicate that student-athletes have made significant progress. Furthermore, recruitment practices have become more rigorous with respect to expectations of students’ academic records prior to matriculation at CSUB. Thus, the natural
succession of Division II student-athletes by students entering athletics under Division I rules is creating a cohort of student-athletes who expect to achieve academically, both as the result of their past educational experiences, expectations of the athletics department staff (including coaches), and the supportive environment provided by careful advising of student-athletes and the ready availability of academic support programs.

18. Describe the athletics department's written policies and procedures related to scheduling competitions and practices to minimize student-athletes' conflicts with class time and/or final examination periods due to participation in intercollegiate athletics, including how the institution monitors this area.

Scheduling competitions and practices to minimize student-athletes' conflicts with class time is the most important priority for the athletics department. At the beginning of every quarter, each faculty member receives a letter from the FAR outlining travel dates for competitions and practices for each student-athlete in his or her class (shown below - letter to faculty). Each student-athlete is responsible for making sure the faculty member receives the letter and for determining whether the professor will be able to accommodate the student-athlete's travel and practice schedule. If the faculty member approves of the student-athlete's schedule, the student will be responsible for completing all the assignments in the class on time. If the faculty member cannot work with the student-athlete's schedule, an alternative class will be given to the student-athlete.

However, if a class is required for degree completion, the student-athlete will be required to take the class, and the athletic academic advisor, FAR and the senior associate athletic director/SA will work with the coach and the student-athlete to discuss practice and competition schedules. In addition, the institution monitors the progress of each student-athlete by using a progress report sent by the FAR to the instructor of the class in which the student-athlete is enrolled (shown below - progress report). On the progress report, instructors are asked to list dates of absences and tardies, and to give the current grade and any missed assignments. They are also asked to make comments about attitude and participation, and suggestions for improvement. A copy of the progress report will be available for the Peer-Review Team.

In addition, the faculty member completes a worksheet at the beginning of each quarter indicating the specific assignments in the class that must be completed by the student-athlete during the approved absences due to competition and relevant travel (shown below - assignment worksheet).

LETTER TO FACULTY

TO: Faculty Colleague
FROM: Jacquelyn Ann K. Kegley
Professor of Philosophy
Faculty Athletics Representative

Re: Student-athlete who will miss class time

The student listed below is a member of the CSUB ________________ team and will miss some classes while representing the university in competition.

All teams seek to schedule games on weekends but the team will also be traveling or competing at these times and dates during the quarter which may conflict with some classes. These are the days that team members will need to miss classes during this quarter.

Any assistance that you can give these students in allowing them some flexibility to make up class requirements is greatly appreciated by the student, by the Athletics Department and by me. The athletics department is committed to supporting its student-athletes in their academic achievements and progress to graduation and will work with you to make sure that athletes are able to complete their academic assignments and requirements. A Student Worksheet is attached to this letter. This is to allow you to indicate work assignments that will need to be completed to make up for anticipated absences. Please give this worksheet to the student.

If, in your judgment, there are academic reasons that would prohibit you from working with this student-athlete on make-up work and covering absences from class, please contact me at 2249 immediately. If you have questions or other concerns please contact:

Jackie Kegley, Faculty Athletics Representative, 661-654-2249 or
Priscilla Long, Faculty Athletics Advisor, 661-654-3468

Student-athlete in your class who will need your assistance
PROGRESS REPORT

STUDENT-ATHLETE PROGRESS REPORT
QUARTER___________________

TO: _________________________________________________________________

FROM: J. A. Kegley, Faculty Athletics Representative

Progress to degree is crucial for student-athletes and we appreciate your helping students on this issue. To facilitate the academic progress of student-athletes enrolled in your class and to support your efforts in the classroom, we would appreciate it if you would complete this Academic Progress Report. Your comments may also be helpful in alerting us to potential problems and we will address them quickly. All student-athletes have signed a written release for this information to be shared with their academic advisors, coaches, and sport administrators. When the form is complete, please return to Priscilla Long, Athletic Academic Advisor, plong@csub.edu by ____________________

Thank you for your assistance and cooperation. It is because of your support that we are able to provide quality services to our student-athletes.

Student Name:
Class:

ATTENDANCE
Date(s) of Absences:
# of Tardies:
Current Grade:

MISSED ASSIGNMENTS (PLEASE ENTER DATE ASSIGNMENTS WERE DUE.)

COMMENTS: Attitude, participation, suggestions for improvement

Instructor Signature:
Date:
Sport:
Priscilla Long, Athletic Academic Advisor - 654-3468 - plong@csub.edu

ASSIGNMENT WORKSHEET
Missed Class Assignments Worksheet for Student-Athletes

Please indicate below specific assignments that must be done by the student-athlete in your class who will be missing class time due to competition and related travel. Please attach syllabus or relevant course materials.

Student name and I.D. ________________________________
Assignment # 1- Due Date: (Use additional page if necessary)
19. Describe the institution's written missed-class policies for all students, including any exceptions or differences that exist for student-athletes.

The university's absence policy was passed by the Academic Senate and approved in 2006. The absence policy states that when students must miss class, they are responsible for informing faculty members of the reason for the missed class (documentation may be required) and for arranging to make up any missed assignments, exams, quizzes, and class work to the extent that this is possible. Excusable absences include, but are not limited to, the following:

- illness or injury to the student
- death, injury, or serious illness of an immediate family member
- religious observances (per the California Education Code section 89320)
- military or other government obligation
- university sanctioned or approved activities, such as artistic performances, forensics presentations, participation in research conferences, intercollegiate athletic competitions, student government conferences, required class field trips, etc. Extra-curricular activities associated with campus organizations/clubs that are not part of an academic program do not qualify for excused absences.

Faculty are expected to make reasonable accommodations for excused student absences, provided students are not absent for an unreasonable number of times (as per course instructor) during the quarter and provided that make-up work can be accomplished without substantial additional time or resources from the academic department or instructor. All parties must recognize that not all learning activities and exercises during class times can be made up, and therefore students may not be able to make up missed work. The university absence policy is disseminated to faculty, student-athletes, school deans, advisors, director of athletics, FAR and coaches, and is included in appropriate university documents, the Coaches' Compliance Manual, Student-Athlete Handbook, and athletics department website. The policy is discussed in Student Athlete Advisory Committee (SAAC), as well as during coaches and student-athlete meetings. Student-athletes follow the university missed class policy and there are no exceptions or differences that exist for student-athletes.

20. Using supporting data, analyze, explain and address missed class time for the last two years for each sports team.

This question will be answered in three sections. The first will explain the scheduling of classes at CSUB; the second section will detail the university's absence policy; and the third will analyze the 19 sports teams' schedules to address absences from class for the last two years for each team.

First, the classes at CSUB are scheduled on Monday-Wednesday-Friday or Tuesday-Thursday. Typically, there are a limited number of classes offered on Friday. Therefore, on average, most students take classes on Monday through Thursday. The class schedule is important since some intercollegiate competitions are scheduled on Fridays, and not all student-athletes will be taking classes on a Friday.

Second, CSUB students can miss a class when their absence is related to the following:

- illness or injury to the student
- death, injury, or serious illness of an immediate family member
- religious observances (per the California Education Code section 89320)
- military or other government obligation
- university sanctioned or approved activities, such as artistic performances, forensics presentations, participation in research conferences, intercollegiate athletic competitions, student government conferences, required class field trips, etc. Extra-curricular activities associated with campus organizations/clubs that are not part of an academic program do not qualify for excused absences.
Students are responsible for informing faculty members of the reason for their absence (documentation may be required) and for arranging to make up any missed assignments, exams, quizzes, and class work to the extent that this is possible. All missed classes must have prior approval from the instructor.

Third, the athletics department is transitioning to full NCAA Division I status and, thus, competition schedules are guided by NCAA Division II membership requirements. Therefore, competition schedules for the 19 sport teams depend on these current membership requirements, resulting in matches frequently played away from home, sometimes during the week. Consequently, there may be absences during the week due to matches played away from home. These absences can be analyzed by referring to each sports team's schedule, which will estimate the potential absences from class due to competitions. The schedules for each sports team are analyzed below. All missed classes are approved prior by the instructor. If not approved, the student-athletes must attend class.

NUMBER OF CONTESTS
Despite CSUB's transition to Division I, all teams have fared very well regarding the number games played during the 2005-08 time frame. The following information highlights the number of contests for each athletic team at CSUB during the review period. All teams met NCAA Division I scheduling requirements.

Men's basketball included 31 games during the 2005-06 season, 29 games during the 2006-07 season, and 31 games during the 2007-08 season. Women's basketball included 31 games during the 2005-06 season, 30 games during the 2006-07 season, and 27 games during the 2007-08 season.

The women's cross country team participated in eight contests during the 2005-06 year, six contests during the 2006-07 year, and seven contests during the 2007-08 year.

Men's golf included 15 contests during the 2005-06 year, 13 contests during the 2006-07 year, and 10 contests during the 2007-08 year. The women's golf program was introduced during the 2006-07 year. Women's golf included seven contests during the 2006-07 year and 13 contests during the 2007-08 year.

Men's and women's soccer matches were consistent in terms of the number of contests. During the 2005-06 year, the women's and men's soccer teams had 21 matches each. During the 2006-07 year, the women's and men's soccer teams had 20 matches each. During the 2007-08 year, the women's and men's soccer teams had 19 matches each.

The women's softball team participated in 24 contests during the 2005-06 year, 26 contests during the 2006-07 year, and 50 contests during the 2007-08 year.

Men's swimming included 17 meets during the 2005-06 season, 11 meets during the 2006-07 season, and 14 meets during the 2007-08 season. Women's swimming included 17 meets during the 2005-06 season, 10 meets during the 2006-07 season, and 13 meets during the 2007-08 season.

Women's tennis contests included 14 during the 2005-06 season, 12 during the 2006-07 season, and 15 during the 2007-08 season.

Track and field competitions include both men and women participating together at meets. Track and field contests for both teams included 20 meets during the 2005-06 season, 17 meets during the 2006-07 season, and 18 meets during the 2007-08 season.

The women's volleyball team participated in 28 contests during the 2005-06 year, 22 contests during the 2006-07 year, and 28 contests during the 2007-08 year.

Women's water polo contests included 21 during the 2005-06 season, 26 during the 2006-07 season, and 25 during the 2007-08 season.

Men's wrestling included 22 meets during the 2005-06 year, 19 meets during the 2006-07 year, and 21 meets during the 2007-08 year.

CONTEST TIMES
Contest times have been reviewed, and a comprehensive summary of the review is listed below.

Men's basketball has consistently played at 7:00 p.m. throughout the week. During the 2005-06 and 2006-07 years, women's basketball typically played before the men's teams at 5:30 p.m. in what was considered doubleheaders. The women's basketball team switched to a predominantly evening schedule by starting most games at 7:00 p.m. during the 2007-08 year. This change in women's basketball competition times during the 2007-08 year represents
a specific request from the women's team to return to the Icardo Center, the on-campus basketball center, to provide more flexibility in scheduling opponents.

Women's cross country, men's and women's track and field, and women's water polo compete almost exclusively on Fridays, Saturdays and Sundays. The women's cross country schedule indicates that the team competes in the mornings. The men's and women's track and field competitions are almost exclusively daylong events each year. The women's water polo team competed primarily in events that were scheduled as daylong competitions during the 2005-06 year, but have since moved toward a variety of competition times during weekends by the 2007-08 year.

Invitational and tournament competitions are typically daylong events and are found in the men's and women's golf competitions and also in the men's and women's swim team competitions during the 2005-06 year. The men's and women's swim teams moved toward individual meets scheduled on Fridays, Saturdays and Sundays during the 2006-07 and 2007-08 years.

Women's softball has experienced some time-of-day changes in competitions. The 2005-06 and 2006-07 period included competition start times primarily in the early afternoon. The 2007-08 year indicates a shift with several morning start times due to the significant increase in the number of games played during the 2007-08 year. The significant increase in contests for women's softball during the 2007-08 year can be attributed to participation in more invitational contests.

The women's tennis team moved from 25 percent of all contests being daylong events during the 2005-06 year, to 13 percent of all contests scheduled as daylong events during the 2007-08 year. Competitions that are not daylong contests consistently have start times in the early afternoon.

Women's volleyball and men's wrestling have maintained scheduling patterns. Women's volleyball predominantly plays at 7:00 pm during a variety of week days, and men's wrestling has a range of scheduling, including daylong tournaments, evening and afternoon events.

PRACTICE TIMES
Practice times have been reviewed, and all teams meet NCAA regulations and requirements with respect to the number of practices, length and time of day. The data related to practice times can be found below

The men's basketball team practice days and times include Monday, Tuesday, Wednesday, Thursday and Friday from 2:15 - 5:00 p.m. and Saturdays from 1:00 - 4:00 p.m. The women's basketball team practice days and times include Monday, Tuesday, Wednesday, Thursday and Friday from 1:00 - 4:00 p.m.

The men's golf team practice days and times include Tuesday, Wednesday, Thursday and Friday from 1:00 - 5:00 p.m. The women's golf team practice days and times include Monday, Tuesday, Wednesday, Thursday and Friday from 1:00 - 4:00 p.m.

The men's soccer team practice days and times include Monday, Tuesday, Wednesday, and Thursday from 3:30 - 5:00 p.m. The women's soccer team practice days and times include Monday, Tuesday, Wednesday, Thursday and Friday from 9:30 - 11:00 a.m.

The men's swim team practice days and times include Monday, Tuesday, Wednesday and Thursday from 6:00 - 7:00 a.m. and 1:00 - 3:00 p.m.; Fridays from 6:00 - 7:00 a.m. and 2:00 - 4:00 p.m. and Saturdays from 8:00 - 10:00 a.m. The women's swim team practice days and times include Monday, Tuesday, Wednesday and Thursday from 7:00 - 8:00 a.m. and 1:00 - 3:00 p.m.; Fridays from 7:00 - 9:00 a.m. and 2:00 - 4:00 p.m.; and Saturdays from 8:00 - 10:00 a.m.

The men's and women's track and field team share practice days and times which are specifically broken down by discipline. The throwers practice Monday from 8:20 to 9:15 a.m. and 11:00 - 11:40 a.m., Tuesday from 10:00 - 11:30 a.m., Wednesday from 12:30 - 2:00 p.m., and Thursday from 11:00 - 11:45 a.m. and 1:30 to 4:00 p.m.; The runners are separated into three groups and practice Monday, Tuesday, Wednesday and Thursday for 1 - 11/2 hours with one group meeting from 6:00 - 7:30 a.m., another group meeting from 2:00 - 3:30 p.m., and the third group meeting from 4:00 - 5:00 p.m. The jumpers practice on Monday and Wednesday from 1:00 - 2:30 p.m.

The men's wrestling team practice days and times are Monday, Tuesday, Wednesday, Thursday and Friday from 3:00 - 5:30 p.m.

The women's softball team practice days and times are Monday, Tuesday, Wednesday, Thursday and Friday from 2:00 - 6:00 p.m.
The women's tennis team practice days and times are Monday, Tuesday, Wednesday, Thursday and Friday from 3:30 - 5:00 p.m. and Saturday from 11:00 a.m. - 1:00 p.m.

The women's volleyball team practice days and times are Monday, Tuesday, Wednesday, Thursday and Friday from 7:00 - 11:00 a.m.

The women's water polo team practice days and times are Monday, Tuesday, Wednesday, Thursday and Friday from 7:00 - 10:15 a.m.

Scheduling is the primary challenge experienced by men's and women's athletics to reach the number of desired competitions during the 2005-08 period. The lack of conference affiliation created difficulties for teams to schedule contests, and teams worked diligently to meet NCAA requirements.

The women's golf team demonstrates an excellent example of growth within a new program as the number of contests scheduled between year one and year two of the program increased significantly. Contests grew from seven in the first year of the program during the 2006-07 year to 13 in the second year during the 2007-08 year. This increase demonstrates an exceptional ability to promote female teams during the transition to NCAA Division I.

Practice times meet all NCAA requirements and CSUB is in compliance with requirements associated with number, length and time of day of practices.

21. Describe the means by which the athletics department's policies and procedures regarding the scheduling of athletics competition and practices (as described in Self-Study Item No. 18) and the institution's missed class policies (as described in Self-Study Item No. 19) are communicated in writing to student-athletes, athletics department staff members and appropriate faculty and administrative staff.

The scheduling of athletics competition and practices is communicated in writing in many different ways. Student-athletes are informed of the scheduling policy in team meetings, compliance meetings, and on the CSUB website. The information is also available in the Student-Athlete Handbook and communicated during the student-athlete orientation at the beginning of each year. The practice policy is included in the Student-Athlete Handbook and is communicated through ongoing compliance meetings with student-athletes. Student-athletes are given a copy of their team's playing and practice schedules. They must sign a form stating they have received the schedule. Student-athletes are advised to contact the compliance office if they have any questions or concerns regarding their playing and practice schedule.

Coaches are informed of the scheduling policy during staff meetings, team meetings, compliance meetings, and in the Coaches' Procedure Manual. The practice policy is included in the Coaches' Procedure and Eligibility Handbook, and ongoing education is provided through compliance meetings with coaches. The coaches must provide the athletic academic advisor with travel and competition schedules as soon as possible before the quarter involved. This information is communicated in the Athletics Academic Advising Council Handbook and the Compliance Handbook.

Instructors will receive a letter outlining the practice and competition schedules for each student-athlete enrolled in their classes. If the instructor cannot work with the student-athlete on make-up work and covering absences from class, the instructor will meet with the FAR to determine the best course of action. This information is communicated in the Athletics Academic Advising Council Handbook.

The institution's absence policy (as described in self-study item #19) is communicated in writing to a variety of key groups. The policy is communicated in the Student-Athlete Handbook and on page 70 of the 2007-09 University Catalog. The absence policy for athletic department staff members is communicated in the Athletics Academic Advising Council Handbook and on page 70 of the 2007-09 University Catalog. For faculty members, the absence policy is communicated on page 70 of the 2007-09 University Catalog. In addition, at the beginning of each quarter, the FAR sends several documents to the faculty, including a letter specifically addressing competition and practice schedules for student-athletes, the university absence policy, and a worksheet.

22. If the institution has developed a plan for improvement(s) for Operating Principle 2.1, describe the institution's efforts to ensure the plan for improvement was developed through a process involving broad-based participation and has received formal institutional approval.

The institution has developed a plan for improvement for Operating Principle 2.1, which will be available for the Peer-Review Team during their visit. The improvement plan is in the program areas of graduation rate, graduation
rate success, academic progress reports, academic standards, compliance, practicing and scheduling policy, and academic support. The improvement plan involves broad-based participation from individuals in the campus community who would be responsible for implementing the program areas mentioned above. The participants involved in the improvement plan are the president, director of athletics, senior associate athletic director/ SWA, FAR, athletic academic advisor, compliance officer, coaches, faculty, provost for academic affairs, vice president for student affairs, associate vice president for enrollment management, institutional research office, the office of financial aid, and Academic Success Center. A timetable for completion has been included in the improvement plan for each program area, which has future dates for completing the work and achieving the measurable goals.

Information to be available for review by the peer-review team, if requested:

- Most recent Federal Graduation Rates report.
- Most recent Academic Progress Rate report.
- Most recent Graduation Success Rate report.
- Most recent institutional catalog and/or bulletin.
- Institution's standard or regular, published entrance requirements, including the provisions under which students may be admitted by special exception to the institution's standard or normal entrance requirements.
- Information regularly reported to the president or chancellor, faculty senate or director of athletics concerning the academic performances of sports teams (if any).
- A random sampling of student-athlete eligibility files (including, when appropriate, final high school transcripts, high schools' lists of approved core courses and final certification reports, verification of standardized test scores, NCAA student-athlete statements, institutional transcripts, and transfer documentation).
- Athletics department manual and/or policies and procedures.
- Student-athlete handbook.
- Institutional handbook for students.
- Scheduling policies.
- Missed class policies.
## Academic Integrity

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<th>Elements</th>
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<th>Steps</th>
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<td>Graduation Rate success- CSUB cannot meet expectations due to transition status</td>
<td>Complete the GRS data</td>
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<td>Graduation Rate - Currently student-athlete rate exceeds that of general student body</td>
<td>Increase this rate</td>
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<td>Complete annually</td>
<td>Work with coaches on plans to achieve 925.</td>
<td>Athletics academic advisor, senior associate athletic director/SA, FAR</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Academic Progress Report - Educating all parties</td>
<td>Continual education</td>
<td>Educational sessions with coaches, student-athletes, faculty and Academic Senate</td>
<td>Athletics academic advisor, senior associate athletic director/SA, FAR</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Academic Standards - Student-athletes are held to the same academic expectations as the general student body</td>
<td>Maintain high standards</td>
<td>Provide resources to ensure student-athlete success by integrating existing services available to all students - disability, counseling and mentoring with athletics.</td>
<td>Athletics academic advisor, associate vice president for admissions, FAR, coaches</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Academic Standards - Have tracking system to monitor conditional admits</td>
<td>Refine this system</td>
<td>Work with admissions to make system clear and to allow comparison data.</td>
<td>Athletics academic advisor, senior associate athletic director/SA, FAR</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Academic Standards - Add to tracking system data on financial aid to SAT, ACT scores of student-athletes and make comparison with incoming freshmen and transfers</td>
<td>Provide NCAA test score results to admissions</td>
<td>Work with admissions to add data to tracking system.</td>
<td>Athletics academic advisor, senior associate vice president for admissions</td>
<td>2008-09</td>
</tr>
<tr>
<td>Compliance - Compliance needs to be university-wide</td>
<td>Develop compliance forms for indicating eligibility in all kinds of cases</td>
<td>Work with admissions and financial aid to set up system</td>
<td>Compliance officer, financial aid, associate vice president for admissions, senior associate athletic director/SA</td>
<td>Implementing</td>
</tr>
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## Academic Integrity

<table>
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<th>Elements</th>
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<th>Specific Timetable for Completing the Work</th>
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<td>Issues in the Self-Study</td>
<td>Measureable Goals</td>
<td>Have all relevant parties educated about and aware of existing policy and practices</td>
<td>Have coaches provide competition schedules to student-athletes and relevant faculty members.</td>
<td>Director of athletics, senior associate athletic director/SWA, athletics academic advisor, FAR, head coaches</td>
</tr>
<tr>
<td>Practicing and Scheduling Policy - The Academic Senate passed a policy on class absences that asks students, faculty to collaborate in minimizing student-athlete conflicts with missed class and exam times.</td>
<td>To fully integrate student-athlete support services with those for all students.</td>
<td>Work with provost for academic affairs, associate vice president for admissions, vice president for student affairs, director of advising center to fully integrate support services for student-athletes with university-wide services.</td>
<td>senior associate athletic director/SWA, provost, associate vice president for admissions, vice president for student affairs, director of advising center, FAR</td>
<td>Ongoing</td>
</tr>
</tbody>
</table>
Operating Principle

2.2 Academic Support

Self-Study Items

1. List all conditions for certification imposed by the Committee on Athletics Certification in its second-cycle certification decision (if any) as they relate to Operating Principle 2.2 (Academic Support). In each case, provide:

   a. The original condition imposed;
   b. The action(s) taken by the institution;
   c. The date(s) of the action(s); and
   d. An explanation for any partial or noncompletion of such required actions.

Please note, the institution is not required to respond to opportunities for enhancement developed by the peer-review team unless those same items were adopted by the Committee on Athletics Certification.

1. Condition

   As a reclassifying institution going through the self-study certification process for the first time, California State University, Bakersfield (CSUB) has no response to this area.

   Action

   Action Date
   Dec 12, 2008

   Explanation for partial or non-completion

2. List all actions the institution has completed or progress it has made regarding all plans for improvement/recommendations developed by the institution during its second-cycle certification process as they relate to Operating Principle 2.2 (Academic Support). Specifically include:

   a. The original plan;
   b. The action(s) taken by the institution;
   c. The date(s) of the action(s);
   d. An explanation for any partial or noncompletion of such plans.

Please note, the institution will not be required to fulfill an element of a second-cycle plan if the element does not affect conformity with a current operating principle.

1. Original Plan

   As a reclassifying institution going through the self-study certification process for the first time, CSUB has no response to this area.

   Action
3. Describe any additional plans for improvement/recommendations in the area of Operating Principle 2.2 (Academic Support) developed by the institution since the second-cycle certification decision was rendered by the Committee on Athletics Certification. Please provide:
   a. The additional plan;
   b. The action(s) taken by the institution; and
   c. The date(s) of the action(s).

As a reclassifying institution going through the self-study certification process for the first time, CSUB has no response to this area.

4. Explain how the institution is organized to provide academic support and advising services to student-athletes, either through institutional programming or student-athlete support services. In addition, provide a description of reporting lines and responsibilities assigned to specific staff members.

Through its division of enrollment management, CSUB has focused on increasing coordination and integration of the following student-athlete academic support services: admissions, advising and registration, counseling, advising on academic eligibility issues, monitoring degree progress, mentoring and tutorial services, career counseling, and campus life activities.

First, CSUB provides admissions services and programs to support student-athlete success. The division of enrollment management has developed and implemented systems and mechanisms for the effective administration and implementation of the university's admissions policies that impact student-athletes (admissions and records). The division has also designated and trained an admissions evaluator to assist with more efficient processing of applications from student-athletes. This individual facilitates the coding of student-athletes into the PeopleSoft system soon after admission to the university. This coding extends the privilege of priority registration to student-athletes, with the expectation that all student-athletes will register within the designated 24-hour window of opportunity.

The progress of student-athlete registration is tracked through student grouping reports provided by admissions and records. Student-athletes receive additional support in academic advising and their academic progress is tracked by the athletic academic advisor. The athletic academic advisor and admissions and records coordinate among various departments with clearing registration holds for student-athletes. Scholarship benefits are also coordinated for student-athletes with the financial aid office to avoid student-athletes being deregistered.

Currently, academic advising is mandatory for all student-athletes prior to registration. Advising for students and for student-athletes occurs in either the Student Success and Retention Center (SSRC) or the athletic advising area, the school in which the student is majoring, through the dean's office, a departmental office, or a faculty advisor. To support student-athletes, the division of enrollment management, in collaboration with the athletic department and the various academic departments, has developed and implemented a comprehensive academic advising program (enrollment management, advising, and senior associate athletic director). CSUB has

- recruited, hired and trained a full-time coordinator of academic advising for student-athletes to work in conjunction with the academic advisement center, major advisor and AAAC;

- ensured that the academic advising coordinator is thoroughly knowledgeable about the particulars for all campus programs, such as lower division cognates for all programs, rotating schedules in programs that can only offer required classes every other year, and selection of electives for specialized programs (admissions and records, advising);

- provided comprehensive advising and counseling to student-athletes through the athletic academic advisor who also assists in planning educational programs consistent with the requirements of their degree program and with student-athletes' own goals, interests, and abilities;
- ensured the athletic academic advisor assists student-athletes in creating a comprehensive academic plan, identifies their academic problems, monitors their academic performance and eligibility to ensure compliance with NCAA and conference rules, and assists the compliance office with academic progress reports;

- made certain that the athletic academic advisor monitors and evaluates student success and implements corrective measures when necessary;

- communicated with faculty, coaches, and athletic administrators about student-athletes’ academic progress through the athletic academic advisor;

- implemented the use of technology in improving the advising process (enrollment management); and

- developed and implemented a new CSUB 103-303 course designed specifically for student-athletes that focuses on achieving success both as a student and as an student-athlete.

The reporting lines and oversight are visually reflected in an organizational chart that will be made available to the Peer-Review Team. In descriptive terms, the reporting lines are as follows.

The president of CSUB maintains clear and direct oversight of the athletics program. The director of athletics reports directly to the president and meets with him weekly. The FAR also reports directly to the president and meets with him at least monthly. The senior associate athletic director/SWA reports to the director of athletics and also meets periodically with the president to report on compliance and other issues.

In addition to the director of athletics and FAR, the CSUB Foundation Intercollegiate Athletics Committee (IAC) and the Intercollegiate Athletics Advisory Committee (IAAC) also make recommendations directly to the president. The vice president for university advancement reports directly to the president.

The director of major gifts for athletics and the athletics director of development both report directly to the vice president for university advancement. The reporting line for the director of special events is shared, with 75 percent of responsibilities to the director of athletics and 25 percent to the vice president for university advancement. The director of marketing, the ticket manager, and other marketing staff also have shared reporting to both the director of athletics and the vice president for university advancement.

The senior associate athletic director/SWA reports directly to the director of athletics and directly supervises the athletics academic advisor, compliance officers, head athletic trainer, and the three assistant athletic trainers. The senior associate athletic director/SWA also directly supervises the coaching staff for women's swimming, men's swimming, tennis, men's and women's track and field, water polo, wrestling, and men's and women's golf.

The assistant athletic director for media relations reports directly to the director of athletics, as does the athletics business manager. The director of athletics supervises the coaching staff for men's basketball, women's basketball, men's soccer, women's soccer, softball, baseball, and volleyball.

5. Explain how the institution's staffing, physical space and financial support for student-athlete academic support services has been reviewed by appropriate institutional academic authorities to ensure they meet the academic needs of student-athletes at the institution.

The directors of programs that provide academic support services were surveyed to solicit assessments of the adequacy of staffing, space and financial support for meeting the needs of the students they serve, including student-athletes. Directors contacted include Janice Clausen, director, SSD; Isabel Sumaya, director, SSRC and associate professor of psychology; Maria Escobedo, program director, Title V Program (Oasis Tutoring Center); Priscilla Long, athletic academic advisor; Jacquelyn Ann K. Kegley, FAR; and Gloria Friedman, senior associate athletic director/SWA.

The information was collected and compiled by Laura Hecht, assistant vice president for institutional research, planning, and assessment, and submitted for review to Jacqueline Mimms, associate vice president for enrollment management.
6. Using the program areas for academic support services, describe the following (this program analysis must be conducted as part of the self-study process):

   a. The specific academic support services offered to student-athletes (if any);
   b. Any policies that govern which students can use these services;
   c. The mechanisms by which student-athletes are made aware of these services;
   d. The mechanism for evaluation of these services by academic authorities outside athletics at least once every four years; and
   e. The mechanism for periodic approval of these services by academic authorities outside athletics.

If the institution has additional or different academic support services not included in the following list of examples, please click "Add Academic Support Area."

1. Academic counseling/advising. Course selection, class scheduling, priority registration.

   a. The specific academic support services offered to student-athletes (if any).

      All CSUB students, including student-athletes, have access to academic counseling/advising from several sources. The SSRC is the most centralized and comprehensive advising resource on campus. The center provides advising and assistance related to university requirements, registration issues, evaluations of progress-toward-degree, and life skills. The SSRC also engages in outreach to students facing academic difficulties and offers workshops to assist students on academic probation or facing academic disqualification so they can acquire skills needed to boost their performance.

      Undeclared and "pre-major" students are advised at the SSRC. Once students declare a major, they are assigned to a faculty advisor who assists them with major course selection, course sequencing and career advice. These students are encouraged to meet with their assigned advisor at least once per quarter during the pre-registration period. Some students prefer to utilize their faculty advisor for all advising needs; however, many continue to use the SSRC as well.

      All students may track their academic progress through the online campus portal (myCSUB) and may meet with an evaluator in admissions and records at any time to check on their progress-toward-degree.

      Three programs that target students from disadvantaged backgrounds - Educational Opportunity Program (EOP), Student Achievement, Academic, and Retention Program (STAAR), and College Assistance Migrant Program (CAMP) - also provide advising services to the students enrolled in those programs.

      In addition to advising services available to all students, a full-time athletic academic advisor provides academic counseling and assistance to student-athletes. The athletic academic advisor tracks progress-toward-degree and courses needed in the coming term, and also works to design course schedules that will minimize conflicts between class attendance and travel. The athletic academic advisor ensures that student-athletes receive priority registration.

   b. Any policies that govern which students can use these services.

      Academic counseling and advising from the SSRC, faculty advisors, admissions and records evaluators, and MyCSUB is open to all CSUB students, including student-athletes. To receive services from EOP, STAAR, and CAMP, students must apply to the programs and meet the eligibility criteria (generally a combination of low family income, racial or ethnic minority, first-generation college student, learning disabled, etc.). Student-athletes who meet the criteria are eligible to enroll in the programs.

      The athletic academic advisor advises freshmen and sophomore student-athletes, while faculty members in the students’ majors advise junior and senior student-athletes. These major advisors work closely with the athletics academic advisor and make up the Athletics Academic Advising Council (AAAC).

   c. The mechanisms by which student-athletes are made aware of these services.
New student-athletes initially meet with the athletic academic advisor and other athletics department staff who personally provide information about academic support services. All students, including student-athletes, also learn about these services during the university orientation. The academic athletic advisor conducts a special session during orientation for student-athletes. Representatives of the SSRC are present at orientations, and the center’s website provides information for students regarding policies, services and how to access those services. Information is also provided in the student-athletes handbook, website, eligibility meetings, team meetings and CSUB handbook for students.

d. The mechanism for evaluation of these services by academic authorities outside athletics at least once every four years.

The position of assistant vice president for institutional research, planning, and assessment was created and staffed in August 2007 and charged with creating a system of ongoing assessment of academic support service programs. During the current academic year, the assistant vice president for institutional research, planning, and assessment met with directors and staff from each department that provides academic support services to CSUB students, including student-athletes, and discussed the status of program assessment and evaluation to date, collected reports of assessments done over the past few years, and wrote brief summaries of those findings and recommendations for the future.

The assistant vice president for institutional research, planning, and assessment is currently working with program directors to create multi-year assessment plans, a process which entails specifying measurable program goals, designing indicators and measurement methods, and creating a timeline to guide data collection. A reporting template is also being developed. These tasks are expected to be complete by the end of the 2009-10 academic year. Data will be collected, analyzed, and reported each year thereafter, with specific goals assessed each year as designated by the timeline. The university leadership expects that all goals will be assessed, reported, and acted upon within three- to four-year cycles (i.e. not every goal will necessarily be assessed every year, but no goal will be left unevaluated for more than three to four years). Assessment and evaluation of academic support services that are not affiliated with the athletics department will be carried out in partnership between the appropriate staff in the office of institutional research, planning, and assessment and the directors and staff of the programs being assessed. Assessment and evaluation of academic support services provided by athletics will be conducted solely by staff in the office of institutional research, planning, and assessment. The first Academic Support Services Evaluation was recently completed and is available to the Peer-Review Team.

e. The mechanism for periodic approval of these services by academic authorities outside athletics.

Annual assessment/evaluation reports will be submitted to the associate vice president of enrollment management for approval and recommendation.

2. Tutoring. Availability; procedures and criteria for obtaining assistance; assignment, qualifications, training, experience, etc.; compensation, rate of pay, pupil loads, qualifications, experience, other terms and conditions of employment.

a. The specific academic support services offered to student-athletes (if any).

The Oasis Tutoring Center provides tutoring for English and mathematics, as well as courses in a variety of disciplines (currently including chemistry, religious studies, biology, Spanish, philosophy/logic, history, psychology, French, business, nursing, and economics). The Math Tutoring Center is a part of the Oasis center, but is in a separate location. Oasis employs 40 tutors and two counselors. The center is a major component of the academic support programs and is available to all students, including student-athletes, free of charge. The Oasis Tutoring Center and the Math Tutoring Center are open Monday through Friday from 8 a.m. to 6 p.m., Saturdays from 10 a.m. to 2 p.m., and Sundays from 1-5 p.m.

b. Any policies that govern which students can use these services.

Tutoring services are available to all students, including student-athletes, on a drop-in basis. Students sign-in upon arrival and note the name of their course and professor. Student-athletes who are struggling academically may be required by the athletics academic advisor or a coach to attend tutoring at the Oasis
Tutoring Center. All students, including student-athletes, are cautioned that tutoring is not a substitute for attending class and that they should be prepared for each tutoring session by completing all assigned reading and bringing course materials and drafts of papers.

c. The mechanisms by which student-athletes are made aware of these services.

Student-athletes are informed about tutoring services during CSUB orientation and also by their professors, faculty advisors, the athletic academic advisor, coaches, advisors from the SSRC, the FAR, Oasis program website, librarians, advertising flyers posted on campus, Student-Athlete Handbook, athletics department website, and student-athlete orientation meetings.

d. The mechanism for evaluation of these services by academic authorities outside athletics at least once every four years.

Please refer to the response provided for operating principle 2.2, self-study item 6.1.d.

e. The mechanism for periodic approval of these services by academic authorities outside athletics.

Annual assessment/evaluation reports will be submitted to the associate vice president of enrollment management for approval and recommendation.

3. Academic progress monitoring and reporting. Individual's responsibility, frequency, procedures for periodic grade and attendance checks.

a. The specific academic support services offered to student-athletes (if any).

The athletic academic advisor, FAR and compliance officer take primary responsibility for monitoring student-athletes' attendance, grades, and progress toward a degree. Student-athletes are advised on course selection and course sequencing and are referred to appropriate academic support services if they begin to struggle in their classes. Progress letters are also sent to faculty on behalf of student-athletes requesting information on the students' attendance, participation, grades and completion of assignments. In addition to the work done by the athletic academic advisor, FAR, and compliance officer, a lead evaluator in admissions and records reviews the transcripts of all student-athletes each quarter to ensure continued eligibility and calculates progress toward degree completion. The AAAC and the IAAC's Academic Integrity and Academic Support Committee review academic progress.

b. Any policies that govern which students can use these services.

All student-athletes are required to participate in advising sessions with the athletic academic advisor and the compliance officer at least once per quarter.

c. The mechanisms by which student-athletes are made aware of these services.

Student-athletes are made aware of these services and requirements during orientation.

d. The mechanism for evaluation of these services by academic authorities outside athletics at least once every four years.

Please refer to the response provided for operating principle 2.2, self-study item 6.1.d.

e. The mechanism for periodic approval of these services by academic authorities outside athletics.

Annual assessment/evaluation reports will be submitted to the associate vice president of enrollment management for approval and recommendation.

a. The specific academic support services offered to student-athletes (if any).

All students, including student-athletes, with a learning disability (or any other type of disability) are entitled to the services of SSD. The services offered provide appropriate accommodations and resources to students with verified permanent or temporary disabilities. Also, the department provides appropriate assessment for students to identify accommodations and services necessary for academic access. In addition, the department works with faculty, administration and staff to create and maintain an inclusive and supportive environment where individuals with disabilities have full and equal access to all university programs.

b. Any policies that govern which students can use these services.

There are no policies that govern which students can use these services other than verification of the disability. CSUB does not have a learning disabilities specialist on staff, so students who have not already been diagnosed prior to matriculation are provided with a list of community providers who can perform learning disabilities assessments. The cost of this assessment is not covered by CSUB.

The university does not discriminate on the basis of disability in admission or access to its programs, services and activities. The university complies with the requirements of Title VI of the Civil Rights Act of 1964 and the regulations adopted hence: No person shall, on the grounds of race, color or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any programs.

c. The mechanisms by which student-athletes are made aware of these services.

Student-athletes are made aware of these services in various ways, such as the Student-Athlete Handbook, SSD website, one-on-one meetings with the FAR, athletics academic advisor, senior associate athletics director/SWA, coaches, and faculty, CSUB 101 classes, and resource fairs throughout the academic year. This information is also provided to SAAC and at student-athlete orientation meetings.

d. The mechanism for evaluation of these services by academic authorities outside athletics at least once every four years.

Please refer to the response provided for operating principle 2.2, self-study item 6.1.d.

e. The mechanism for periodic approval of these services by academic authorities outside athletics.

Annual assessment/evaluation reports will be submitted to the associate vice president of enrollment management for approval and recommendation.


a. The specific academic support services offered to student-athletes (if any).

SSRC serves "at-risk" students through advising and assistance and through workshops offered under the Resources for Academic Change (REACH) program. REACH was initiated in 2007 and serves all students, including student-athletes, on academic probation. The workshops focus on academic and personal skills needed to succeed in college. In addition, students who encounter academic difficulties are served in numerous ways, including a variety of general studies courses; GST 210: Succeeding in College; GST 211: Succeeding in Careers; GST 212: Succeeding in Life; GST 118: Making it in College; and GST 102: Improving Academic Fitness.

EOP, STAAR, and CAMP serve students who may be "at-risk" because they belong to underserved groups (low family income, racial or ethnic minority, first-generation college student, learning disabled, etc.).
b. Any policies that govern which students can use these services.

All students may avail themselves of the services provided through the SSRC. Students must qualify for and enroll in EOP, STAAR and CAMP to have access to the services provided by those programs.

c. The mechanisms by which student-athletes are made aware of these services.

The athletics academic advisor, advisors from SSRC, faculty, coaches, FAR, SAAC representatives, Athletics Academic Advising Council members, orientation, program websites, catalog, and librarians.

d. The mechanism for evaluation of these services by academic authorities outside athletics at least once every four years.

Please refer to the response provided for operating principle 2.2, self-study item 6.1.d.

e. The mechanism for periodic approval of these services by academic authorities outside athletics.

Annual assessment/evaluation reports will be submitted to the associate vice president of enrollment management for approval and recommendation.

6. Academic support facilities. Availability of study rooms, computers and labs.

a. The specific academic support services offered to student-athletes (if any).

Coaches use their own facilities. Student-athletes, as with all CSUB students, have access to study rooms and computer labs at various locations across the campus, including the library, the student union, and the Oasis and Math Tutoring Centers.

b. Any policies that govern which students can use these services.

These services are available to all CSUB students, including student-athletes.

c. The mechanisms by which student-athletes are made aware of these services.

Students are made aware of services by the athletics academic advisor, advisors from SSRC, faculty, coaches, FAR, orientation, program websites, librarians, and Athletics Academic Advising Council members, and SAAC representatives.

d. The mechanism for evaluation of these services by academic authorities outside athletics at least once every four years.

Please refer to the response provided for operating principle 2.2, self-study item 6.1.d.

e. The mechanism for periodic approval of these services by academic authorities outside athletics.

Annual assessment/evaluation reports will be submitted to the associate vice president of enrollment management for approval and recommendation.

a. The specific academic support services offered to student-athletes (if any).

The office of admissions and records evaluates transcripts of all student-athletes based on the supporting documentation submitted to determine eligibility. The lead evaluator in the department evaluates all transcripts, whether the student is a freshman or transfer, to determine eligibility. In addition, any student not normally admissible may request special admission to the university. The decision is made by the admission director or assistant director.

b. Any policies that govern which students can use these services.

All students have their transcripts evaluated by admissions and records prior to receiving a final admission decision.

c. The mechanisms by which student-athletes are made aware of these services.

This is part of the application process and occurs automatically once the application for admission to the university is submitted.

d. The mechanism for evaluation of these services by academic authorities outside athletics at least once every four years.

Please refer to the response provided for operating principle 2.2, self-study item 6.1.d.

e. The mechanism for periodic approval of these services by academic authorities outside athletics.

Annual assessment/evaluation reports will be submitted to the associate vice resident of enrollment management for approval and recommendation.

8. Student-athlete degree selection. Degree program assistance.

a. The specific academic support services offered to student-athletes (if any).

Student-athletes are expected to choose a major by the end of their second year. All students, including student-athletes, discuss degree/major selection with their advisors at the SSRC, and representatives of the various academic programs are present during orientation. All entering freshman are required to take CSUB 101, a course that includes discussions of majors and careers. Student-athletes are also advised by the athletics academic advisor, who may refer student-athletes having difficulty choosing a major to the Career Development Center to meet with a career counselor.

b. Any policies that govern which students can use these services.

All students, including student-athletes, may use the advising services of the SSRC, as well as the Career Development Center. All freshman, including student-athletes, are required to take CSUB 101. Only student-athletes are advised by the athletics academic advisor.

c. The mechanisms by which student-athletes are made aware of these services.

Students learn of the SSRC in their admission letters, during orientation and through the SSRC website. They are directed to enroll in CSUB 101 during orientation. Students may learn of the services provided by the Career Development Center via referral, the center’s website, campus postings, and e-mail.

d. The mechanism for evaluation of these services by academic authorities outside athletics at least once every four years.

Please refer to the response provided for operating principle 2.2, self-study item 6.1.d.
e. The mechanism for periodic approval of these services by academic authorities outside athletics.

Annual assessment/evaluation reports will be submitted to the associate vice president of enrollment management for approval and recommendation.

9. **Learning assessments.** Provisions for testing and evaluation (e.g., placement testing).

a. The specific academic support services offered to student-athletes (if any).

At the Testing Center, students take English and mathematics placement tests, TOEFL, waiver exams, and a variety of other assessments, including interest inventories and graduate admission tests. Approximately 20 different tests are administered at the center. The Testing Center does not administer diagnostic tests.

b. Any policies that govern which students can use these services.

All students may use the services of the Testing Center. All new undergraduate students, including student-athletes, must take English and mathematics placement tests, unless they are exempted by their Scholastic Aptitude Test (SAT) or ACT, advanced placement, or early assessment program scores, or by the completion and transfer of a college level course that satisfies the requirement (with a grade of "C" or better). Students may satisfy the upper division graduation writing requirements by taking a test or by completing a qualified course with a grade of "C" or better. Others tests are available for students who request them.

c. The mechanisms by which student-athletes are made aware of these services.

Student-athletes are made aware of these services by the athletic academic advisor, advisors from SSRC, faculty, coaches, FAR, orientation, program websites, and librarians.

d. The mechanism for evaluation of these services by academic authorities outside athletics at least once every four years.

Please refer to the response provided for operating principle 2.2, self-study item 6.1.d.

e. The mechanism for periodic approval of these services by academic authorities outside athletics.

Annual assessment/evaluation reports will be submitted to the associate vice president of enrollment management for approval and recommendation.

10. **Success skills.** Study skills, note and test taking, writing and grammar skills, time-management skills.

a. The specific academic support services offered to student-athletes (if any).

Student-athletes are required to take Humanities 277/477: Intensive Writing Lab to enhance writing skills. The university offers several programs that are open to all students, including student-athletes. There are many programs available on campus to assist students with academic success, including CAMP, EOP and STAAR. The programs assist students with skills such as time management, study skills, test taking, relationship skills, career opportunities, and interviewing skills.

All first-time freshmen, including student-athletes, must complete CSUB 101: Roadrunner RUSH-A Seminar. This course includes a focus on skills needed to succeed in college (e.g., time management skills). The SSRC assists students who encounter academic difficulties and offers several courses designed to support student success, including GST 210: Succeeding in College, GST 211: Succeeding in Careers, and GST 212: Succeeding in Life. During the 2007-08 academic year the SSRC initiated the REACH program that serves students on academic probation. Through REACH, students are assisted with understanding the sources of study problems and are taught tools and skills to improve performance.
b. Any policies that govern which students can use these services.

- REACH students must be on academic probation.
- EOP students must be low-income or a member of an underserved ethnic or racial group. They must show potential for college success.
- CAMP students must be identified as migrants.
- STAAR students are from low-income families and first generation college students.
- CSUB 101, General Studies (GST) courses, and Humanities 277/477 are open to all students, including student-athletes.

c. The mechanisms by which student-athletes are made aware of these services.

Student-athletes are made aware of these services by the athletic academic advisor, advisors from SSRC, faculty, coaches, FAR, orientation, program websites, and course catalog.

d. The mechanism for evaluation of these services by academic authorities outside athletics at least once every four years.

Please refer to the response provided for operating principle 2.2, self-study item 6.1.d.

e. The mechanism for periodic approval of these services by academic authorities outside athletics.

Annual assessment/evaluation reports will be submitted to the associate vice president of enrollment management for approval and recommendation.

11. Study hall. Availability, facilities, attendance policies.

a. The specific academic support services offered to student-athletes (if any).

The athletic academic advisor oversees "study table" for student-athletes. Coaches may choose to utilize the senior student-athletes to work as "study buddies" with younger student-athletes. When appropriate, successful student-athletes are assigned to work with struggling student-athletes.

b. Any policies that govern which students can use these services.

Study table is available to all student-athletes. However, students with GPAs lower than 2.50 are required to spend four to eight hours a week at study table. Students who need tutoring may see the athletic academic advisor to discuss shifting hours from the evening study table to meeting with an appropriate tutor in the Oasis Tutoring Center or the Math Tutoring Center. Students must sign-in to create a record of their attendance.

c. The mechanisms by which student-athletes are made aware of these services.

Students learn about the academic support through the orientation program, coaches, FAR, compliance officer, athletic academic advisor and posted advertisements.

d. The mechanism for evaluation of these services by academic authorities outside athletics at least once every four years.

Please refer to the response provided for operating principle 2.2, self-study item 6.1.d.

e. The mechanism for periodic approval of these services by academic authorities outside athletics.
Annual assessment/evaluation reports will be submitted to the associate vice president of enrollment management for approval and recommendation.

12. First year/transfer orientation. Availability, attendance requirements.

a. The specific academic support services offered to student-athletes (if any).

All students, including student-athletes, attend a CSUB orientation session. Orientation sessions attended by student-athletes include presentations by the compliance officer, athletic academic advisor, FAR and a student-athlete, as well as the SSRC director and representatives from admissions, financial aid and enrollment management. In addition to attending orientation, student-athletes meet with the compliance officer and other athletics department staff and are personally informed of all available services.

b. Any policies that govern which students can use these services.

All students are required to attend an orientation session that includes presentations by representatives from key areas of the campus. Student-athletes also attend specific orientation sessions that include the athletic academic advisor, compliance officer and FAR.

c. The mechanisms by which student-athletes are made aware of these services.

Student-athletes are informed of the orientation schedule in their admission letter. In addition, the athletic academic advisor ensures that the students are made aware of the requirement to attend orientation.

d. The mechanism for evaluation of these services by academic authorities outside athletics at least once every four years.

Please refer to the response provided for operating principle 2.2, self-study item 6.1.d.

e. The mechanism for periodic approval of these services by academic authorities outside athletics.

Annual assessment/evaluation reports will be submitted to the associate vice president of enrollment management for approval and recommendation.


a. The specific academic support services offered to student-athletes (if any).

There are several formal mentoring programs available on campus, including CAMP, EOP and STAAR. The programs assist students with skills, such as time management, study skills, test taking, relationship skills, career opportunities and interviewing skills. The Roadrunner Faculty Mentor Program enrolls students from underrepresented groups, including first generation college students. These programs are designed to inspire students to set high goals as well as to provide assistance in working toward those goals. In addition, many students form informal mentoring relationships with faculty and/or staff where they receive in-depth advising and assistance, and students work with faculty on research or creative activities, programs and events.

b. Any policies that govern which students can use these services.

These services are available to all CSUB students, including student-athletes. Students must qualify for and enroll in CAMP, EOP, STAAR, and the Roadrunner Faculty Mentor Program to participate in those services.

c. The mechanisms by which student-athletes are made aware of these services.
Students learn about mentoring through the orientation program, coaches, FAR, compliance officer, athletic academic advisor, websites and posted advertisements.

d. The mechanism for evaluation of these services by academic authorities outside athletics at least once every four years.

Please refer to the response provided for operating principle 2.2, self-study item 6.1.d.

e. The mechanism for periodic approval of these services by academic authorities outside athletics.

Annual assessment/evaluation reports will be submitted to the associate vice president of enrollment management for approval and recommendation.

14. Post eligibility programs. Availability of scholarships, assistantships and academic support.

a. The specific academic support services offered to student-athletes (if any).

All academic support services available to student-athletes while they are eligible remain available after their eligibility is exhausted, with the exception of study table.

b. Any policies that govern which students can use these services.

Special programs (CAMP, STAAR, EOP, and Roadrunner Faculty Mentor Program) require students to be qualified for and enrolled in the programs to receive services. All other services are available to all students without special application or status.

c. The mechanisms by which student-athletes are made aware of these services.

Students learn about post eligibility programs through the orientation program, coaches, FAR, compliance officer, athletic academic advisor, websites and posted advertisements.

d. The mechanism for evaluation of these services by academic authorities outside athletics at least once every four years.

Please refer to the response provided for operating principle 2.2, self-study item 6.1.d.

e. The mechanism for periodic approval of these services by academic authorities outside athletics.

Annual assessment/evaluation reports will be submitted to the associate vice president of enrollment management for approval and recommendation.

7. Please submit a copy of the written report from the most recent academic support services evaluation. [Please use the file upload link contained within this question to submit a copy of the institution's most recent academic support services evaluation.]

The academic standards and support self-study subcommittee has conducted a comprehensive evaluation of CSUB's academic support services. A copy of the report is attached.

8. Identify the academic authorities outside the athletics department responsible for conducting the institution's academic support services evaluation and explain the process used in selecting these individuals to ensure they do not have day-to-day responsibilities in the academic support services area. Also, provide the date of the institution's most recent academic support services evaluation.
The division of enrollment management is responsible for conducting CSUB's academic support services evaluation. The division of enrollment management will convene a task force to include representatives from student affairs, faculty, athletics, assessment, and institutional planning to review, assess, and evaluate current academic support programs and services to determine their effectiveness and responsiveness to student athlete needs and learning outcomes.

The division of enrollment management reinforces the following procedures:
- ensure that the CSUB's written policies pertaining to the recruitment, admission, financial aid, and continuing eligibility of student-athletes are monitored annually by the IAAC;
- ensure that all scholarships, grants-in-aid, loans, and student employment, as well as all income from various sources and expenditures for athletics programs, have appropriate administrative oversight independent of the athletics program (financial aid);
- maintain a procedure to appropriately audit all such income and expenditures (financial aid);
- explore means of increasing job opportunities on campus for student-athletes (senior associate athletic director/ SWA, athletics business manager).

Summer athletic scholarships will be provided to student-athletes as allowed under NCAA rules with a priority given to student-athletes under Title V (athletic director, senior associate athletic director/SWA).

The athletics department is responsible for providing non-state general holds for this purpose (athletic director, senior associate athletic director/SWA). Additionally, evaluation processes continue to be an integral element in this comprehensive plan. Institutional Research and Planning (IRP) has implemented an ongoing evaluation of activities to document the improvement of the overall graduation and retention rates of student-athletes. The graduation rate survey will continue to monitor graduation rates of CSUB student-athletes to ensure that the rates are not lower than the graduation rates for the entire CSUB first-time freshmen cohort. In the history of this report, the graduation rate for student-athletes has always been equal to or better than the rate for all freshmen.

The Academic Progress Rate report is used to enter term-by-term transcript data for all student-athletes to show their progress throughout the academic year. This report monitors the year-by-year progress of student-athletes towards graduation (IRP). A database of all CSUB student-athletes is maintained and includes the sports in which students participate and the basis for their admission to the university. This database is used to provide information about student-athletes who did not meet regular admission requirements (IRP). This process will continue to be regularly and systematically evaluated to ensure that it is an effective and integral part of the education of student-athletes and is in keeping with the educational purpose of the university (assessment, IRP). Individual and group student-athlete exit interviews are conducted following the final season of play in an effort to obtain candid remarks about the CSUB experience (FAR, senior associate athletic director/SWA, IRP).

An innovative team has been created to provide long-range planning about the best way to serve the needs of student-athletes (athletics department). A process has been established to have reports reviewed by the Academic Senate and/or other appropriate campus units. The examination of data will determine whether or not the university is realizing its goals and maintaining academic standards consistent with the its educational mission. IRP, in collaboration with the Academic Senate and other key academic departments, provides regular informational reports about the institution's athletics program. The Academic Senate and other key departments encourage recommendations, where appropriate, about athletics department policies that affect academic standards (IRP, assessment). A committee has been charged with seeking appropriate review of cases in which it appears that faculty members or administrators have abused academic integrity in order to promote athletic programs (provost, academic affairs).

CSUB has also developed career and graduate school opportunities for student-athletes, and the student affairs division has implemented the following programs:
- career services programs to maximize opportunities for career readiness for student-athletes (career services, student affairs),
- job development activities for student-athletes (career services), and
- workshops inviting speakers to answer questions on getting a job, interviewing, or general career questions (career services).

In addition, career services and graduate admissions promote graduate school opportunities for student-athletes. Workshops have been conducted to encourage student-athletes to gain early entry to graduate school.
9. If the institution used an outside individual or entity (e.g. conference office, peer colleagues) to assist in the coordination or facilitation of the academic support services evaluation, provide the name(s) and affiliation(s) of the individual(s). Further, describe the process used in selecting this authority outside the institution to ensure the individual(s) is knowledgeable of academic support services. Also, provide a description of the authority(s) involvement in the academic support services evaluation.

The university has engaged Bond, Schoeneck & King, PLLC, an outside law firm with extensive experience in handling athletics compliance and infractions matters, to assist with all these efforts. During the last compliance review, an analysis of the academic support services was done and found to be functioning adequately. The relationship with this firm was initiated in June 2008.

10. Describe the process used by the institution during development of the self-study to review the most recent academic support services evaluation to determine if corrective actions are necessary. In addition, identify the individuals involved in this review.

An academic standards and support self-study subcommittee was formed in October 2008 and included the director of SSRC, the director of student support services, and the associate vice president for CSUB's Antelope Valley Center. The associate vice president of enrollment management chaired the subcommittee. The subcommittee thoroughly reviewed university documents, programs, and services relevant to academic support services for student-athletes.

11. Identify relevant corrective actions planned as a result of the process described in Self-Study Item No. 10 or actions previously planned or implemented from the most recent academic support services evaluation. Please provide:

a. The plan or actions implemented; and
b. The date(s) of actions taken or specific timetable for completion of the plan(s).

ACADEMIC COUNSELING AND/OR ADVISING RESOURCES AND SERVICES

After consultation with the director and the academic advisor of the Student Success and Retention Center (SSRC), the athletic academic advisor, and the athletic compliance officer, four recommendations were generated in this area.

1. The self-study subcommittee recommends adding at least one additional athletic academic advisor to service the academic counseling and advising needs of 400 student-athletes. CSUB will survey other comparable institutions by winter 2010 to determine the proper ratio of student-athletes to athletic academic advisors. If the results of the survey indicate the need for additional athletic academic advisors, this will be considered during the 2010-11 budget planning cycle.

2. To encourage student-athletes to become more proactive in reading and understanding their catalog and degree requirements, every student and student-athlete will be given a catalog at Freshmen Orientation beginning in fall 2009. When a student or student-athlete selects a major, the advisor will provide the major's roadmap to the student beginning in fall 2009.

3. A recommendation has been made to hire at least two additional full-time advisors in the SSRC. CSUB will survey other comparable institutions by winter 2010 to determine the proper ratio of student-athletes to academic advisors, keeping in mind the schedule of the athletic academic advisor, who is also available to advise. If the results of the survey indicate the need for additional academic advisors for student-athletes in the SSRC, this will be considered during the 2010-11 budget planning cycle.

4. An analysis to determine the most efficient way to provide after-hours advising to student-athletes was recommended, as there are currently very few evening and weekend advising opportunities. Such an analysis may be able to determine if additional athletics academic advisors and/or SSRC advisors are necessary or if it would be more efficient to schedule the current advisors in staggered shifts to cover evenings and weekends. Staggered shifts could ease the advising backup during regular office hours. Alternate advising delivery methods such as telephone, web-based, and online chat will be explored. CSUB will conduct this analysis by fall 2009.
TUTORING
The athletic academic advisor and the compliance officer, along with the director of the College Assistance Migrant program (CAMP) and Title V programs, were interviewed regarding tutoring. There are five recommendations for this area.

1. It was recommended that tutorial programs be certified. A tutor certification program, such as the one offered by the College Reading and Learning Association (CRLA), is nationally recognized and ensures that student-athletes have tutors with the proper content knowledge and the ability to communicate that knowledge. An exploration of the feasibility of tutor certification will be conducted no later than spring 2010.

2. An analysis to determine the most efficient way to provide after-hours tutor access for student-athletes was recommended, as there are currently no evening and weekend tutoring opportunities. Alternate tutoring delivery methods such as telephone, web-based, and online chat will be explored. CSUB will conduct this analysis by fall 2010.

3. Efforts must be made to recruit tutors for subject areas such as physics, biology and history. Historically, recruiting tutors for these subject areas has been difficult. Faculty teaching upper division sections of these subjects will be asked to help recruit tutors in these areas beginning in fall 2009. Additional funding to increase pay for these hard-to-hire disciplines will also be explored starting fall 2009.

4. It was recommended that two full-time tutor coordinator positions be created to have direct oversight of the daily activities of the tutoring centers. Currently, faculty members are given released time to do this job on a part-time basis. As the number of students receiving tutoring services has increased, the need for direct oversight has become vital. The 2010-11 budget will be examined to see if these much-needed positions can be funded.

5. The tutoring centers are currently funded by grants that are scheduled to end after September 2009. Because student-athletes depend heavily on the services provided by tutors, the 2009-10 budget will be examined to see if institutional funding can be made available to support the tutoring centers.

ACADEMIC PROGRESS MONITORING AND REPORTING
The athletic academic advisor and the compliance officer were interviewed regarding academic progress monitoring and reporting.

The self-study subcommittee recommends that the assistant director of admissions and evaluations train additional staff to perform the quarterly progress reviews of student-athletes. The additional support would increase throughput, expand the knowledge base of staff members, and ease the workload placed on the assistant director of admissions and evaluations. Training will begin for selected staff members by fall 2009.

ASSISTANCE FOR SPECIAL ACADEMIC NEEDS
The director of Services for Students with Disabilities, along with the athletic academic advisor and the compliance officer, were interviewed regarding assistance for special academic needs. Two recommendations were produced.

1. CSUB does not currently perform diagnostic testing learning disabilities for students or student-athletes. Student progress and achievement may be impeded due to undiagnosed learning disabilities. The campus will perform an analysis regarding the resources needed to perform on-campus diagnostic testing for learning disabilities by winter 2010.

2. It was recommended the campus hire a full-time learning disabilities specialist. The specialist would perform diagnostic testing and provide guidance regarding learning strategies appropriate to the disability. The resources needed for the learning disabilities specialist should be a part of the analysis to be done regarding on-campus diagnostic testing, which will be completed by winter 2010.

ASSISTANCE FOR AT-RISK STUDENTS
The director of the Student Success and Retention Center, along with the athletic academic advisor and the compliance officer, were interviewed regarding assistance for at-risk students. They had two recommendations.

1. CSUB does not currently perform diagnostic testing for at-risk students or student-athletes. At-risk students are currently self-referred or identified by coaches, faculty or staff. The campus will perform an analysis of the resources needed to perform on-campus diagnostic testing for at-risk students by winter 2010.
2. It was recommended that the campus hire a learning specialist. The specialist would perform diagnostic testing and provide guidance regarding learning strategies appropriate to the disability. The resources needed for the learning disabilities specialist should be a part of the analysis to be done regarding on-campus diagnostic testing, which will be completed by winter 2010.

ACADEMIC SUPPORT FACILITIES
The athletic academic advisor and the compliance officer were interviewed regarding academic support facilities. They had one recommendation.

The library currently has limited hours on Friday, Saturday and Sunday evenings. The recommendation is to expand these hours so resources and facilities are available to students during weekend evenings. The 2009-10 budget should be examined to see if the necessary resources are available for expanded library hours.

ACADEMIC EVALUATION OF PROSPECTIVE STUDENT-ATHLETES
The senior associate athletic director/SWA and the assistant director of admissions and evaluations were interviewed regarding academic evaluation of prospective student-athletes. Two recommendations were produced.

1. An official visit protocol for prospective student-athletes should be established. During the official visit, an evaluation of transcripts can be done and coaches informed regarding deficiencies and the possible need for a special admission request. The senior associate athletic director/SWA and the assistant director of admissions and evaluations, in consultation with the coaches and the FAR, will draft a proposed visit protocol to present to the provost and vice president for academic affairs no later than spring 2010.

2. It was recommended that the criteria for special admissions should be quantified and published. The assistant director of admissions and evaluations will add this information to the admissions and records website by fall 2009.

STUDENT-ATHLETE DEGREE SELECTION

ACADEMIC EVALUATION OF PROSPECTIVE STUDENT-ATHLETES
The athletic academic advisor and the compliance officer were interviewed regarding student-athlete degree selection. They had two recommendations.

1. An analysis of degree-selection trends for student-athletes will be conducted. A formal review of this type could enable the university to direct resources where they are needed most. This analysis will be completed by spring 2010.

2. Student-athletes will be surveyed regarding their satisfaction level with the current selection of majors offered. The results of such a survey could assist the university in shaping future curriculum offerings. This survey will be conducted by Winter 2010.

12. List all NCAA Division I Academic Progress Rate (APR) improvement plans developed and approved by the institution if required by the NCAA Division I Committee on Academic Performance. Please provide:

   a. The original plan;
   b. The action(s) taken by the institution;
   c. The date(s) of the action(s); and
   d. An explanation for any partial or noncompletion of such required actions.

   1. Original Plan

      Provide academic support for teams with multi-year APRs below the 900 benchmark: men's basketball; men's golf; men's soccer; women's basketball; women's soccer; women's water polo

      Action
Established a 925 APR target for the 2007-08 academic year, with the goal to improve single year APR every year. To achieve the goal, CSUB educated the coaches and the student-athletes about the APR standards, the penalties for substandard performance, and the Division I continuing eligibility requirements. Additional steps taken include

1) Academic advising each quarter
2) Four hours of study table each week for student-athletes below a 2.50 GPA
3) Supervised study table required for all team members on three-day, or longer, road trips.
4) Grade checks sent to the instructors every two weeks
5) Weekly academic accountability meetings between student-athletes and coach
6) Provided a quarterly degree progress spreadsheet on each student-athlete

**Action Date**
Oct 03, 2006

**Explanation for partial or non-completion**
Each team improved their single year APR in 2007-08. This is an ongoing process to be reviewed every quarter. The current plan will be maintained.

2. **Original Plan**
   
   Established a plan to address recruitment of prospective student-athletes, evaluation of academic readiness, and admission of prospective student-athletes with respect to men's basketball, men's golf, men's soccer, wrestling, women's basketball, women's soccer, and women's water polo.

   **Action**
   To achieve the goal, action was taken to recruit student-athletes who meet the Division I standards for initial and transfer eligibility and CSUB regular admissions criteria. The transcripts of prospects were thoroughly evaluated. Special admits are not permitted. Any recruiting transcript below 2.50 is reviewed by the FAR for academic readiness and admission.

   **Action Date**
   Oct 03, 2006

   **Explanation for partial or non-completion**
   All teams improved their APR scores in 2007-08 and incoming student-athletes have higher GPAs. The current plan will be maintained.

3. **Original Plan**

   Created a plan to address academic accountability as it relates to retention for men's basketball, men's golf, men's soccer, wrestling, women's basketball, women's soccer, and women's water polo.

   **Action**
   Established a plan to ensure all student-athletes maintain above a 2.50 GPA and are meeting NCAA Division I degree progress requirements. Student-athletes with less than a 2.50 GPA meet weekly with an assistant coach to discuss work submitted, grades received that week, and upcoming assignments. These meetings are focused on the information gleaned from the course syllabus for each class and from academic progress reports received three times a quarter.

   **Action Date**
   Oct 03, 2006

   **Explanation for partial or non-completion**
All teams have improved student-athlete progress towards degree and APR. The current plan will be maintained.

4. Original Plan

Established a goal to evaluate academic readiness in order to improve academic performance with regard to individual GPA and team GPA for men's basketball, men's golf, men's soccer, wrestling, women's basketball, women's soccer, and women's water polo.

Action

Set goals to 1) Recruit high school prospects who meet the increased NCAA standard of 16 core courses and recruit transfers who meet the NCAA degree progress requirements upon entry to CSUB. 2) Have all student-athletes maintaining a 2.00 minimum GPA, with an expectation of a 3.00 GPA.

Goals will be achieved through use of study table, tutoring, and weekly academic accountability meetings for student-athletes below a 2.50 GPA. Academic attendance and grade checks will be conducted twice per quarter (minimum). Student-athletes who achieve a 3.00+ GPA will be recognized at the year-end academic awards banquet, quarterly academic achievement list posting, and letters of congratulations from the FAR.

Action Date

Oct 03, 2006

Explanation for partial or non-completion

All teams improved their APR in 2007-08. The current plan will be maintained.

5. Original Plan

To address missed class time, the university and athletics department developed a policy for missed class time. While this action was implemented for all students, it was specifically related to APR for men's basketball, men's golf, men's soccer, wrestling, women's basketball, women's soccer, and women's water polo.

Action

The plan includes working with faculty members to ensure that student-athletes obtain prior approval from instructors to be away for competition and have instructions and opportunity to do the required class work for each class as indicated in the university absence policy. If a faculty member is not comfortable with this arrangement, the student-athlete takes the course during a quarter when he/she is not in competition. Further, student-athletes who need required courses for graduation will take the courses regardless of practice and competition.

To achieve the goal, each quarter instructors receive competition schedules from student-athletes. Instructors then complete a homework assignment sheet and attach it to the syllabus for the student-athletes and coaches. Completing these requirements is monitored by coaches and the FAR.

Action Date

Oct 03, 2006

Explanation for partial or non-completion

The process has been in place since 2006 and is reviewed quarterly. The current program will be maintained and necessary adjustments made to continually improve the process.

6. Original Plan

The plan included steps to improve the single year APR for men's basketball from 818 in 2006-07 to 957 in 2007-08.
Action

To achieve the 925 APR target for the 2007-08 academic year, actions included
1) Academic advising each quarter;
2) Four hours of study table each week for the student-athletes below a 2.50 GPA;
3) Supervised study table required for all team members on three-day, or longer, road trips;
4) Grade checks sent to the instructors every two weeks;
5) Weekly academic accountability meetings between the student-athlete and coach; and
6) Each quarter provide a degree progress spreadsheet on each student-athlete.

Action Date
Oct 03, 2006

Explanation for partial or non-completion

The men's basketball team improved significantly from 818 to 957 in 2007-08. The current plan will be maintained with ongoing reviews to ensure continuous progress.

7. Original Plan

Created a plan for the men's wrestling team to improve its single year APR of 856 and multi-year APR of 906 in 2006-07 to a single year score of 964 and multi-year score of 903 in 2007-08.

Action

Set a goal APR of 925 with improvement each year. To improve the single year ARR, the plan included recruiting student-athletes who meet NCAA Division I initial eligibility standards as freshmen and continuing eligibility standards for transfer students. Additionally, the plan included
1) Academic advising each quarter;
2) Four hours of study table each week for student-athletes below a 2.50 GPA;
3) Supervised study table required for all team members on three-day, or longer, road trips;
4) Grade checks sent to the instructors every two weeks;
5) Weekly academic accountability meetings between the student-athlete and coach; and
6) Each quarter provide a degree progress spreadsheet on each student-athlete.

Action Date
Oct 03, 2006

Explanation for partial or non-completion

Team ARP improved in 2007-08. The current plan will be maintained and reviewed to ensure ongoing improvement.

8. Original Plan

Created a plan for men's golf team to improve its single year APR of 758 in 2006-07 to a single year score of 797 in 2007-08.

Action
Set a goal APR of 925 with improvement each year. To improve the single year APR, the plan included recruiting student-athletes who meet NCAA Division I initial eligibility standards as freshmen and continuing eligibility standards for transfer students. Additionally, the plan included:
1) Academic advising each quarter;
2) Four hours of study table each week for student-athletes below a 2.50 GPA;
3) Supervised study table required for all team members on three day, or longer, road trips;
4) Grade checks sent to the instructors every two weeks;
5) Weekly academic accountability meetings between the student-athlete and coach;
6) Each quarter provided a degree progress spreadsheet on each student-athlete.

**Action Date**
Oct 03, 2006

**Explanation for partial or non-completion**
Team ARP improved in 2007-08. The current plan will be maintained and reviewed to ensure ongoing improvement.

9. **Original Plan**

Created a plan for men’s soccer team to improve its single year APR of 800 in 2006-07 to a single year score of 940 in 2007-08.

**Action**
Set a goal APR of 925 with improvement each year. To improve the single year APR, the plan included:
1) Academic advising on a quarterly basis for each student to review degree progress;
2) Recruit students who have the skills and motivation to succeed academically;
3) Mandatory tutoring for all student-athletes in remedial classes;
4) Mandatory study table for all student-athletes with less than a 2.50 CSUB GPA, or at the coaches’ recommendation; and
5) Work to ensure that student-athletes who leave the university are academically eligible.

**Action Date**
Oct 03, 2006

**Explanation for partial or non-completion**
Team ARP improved in 2007-08. The current plan will be maintained and reviewed to ensure ongoing improvement.

10. **Original Plan**

Created a plan for the women’s basketball team to improve its single year APR of 780 in 2006-07 to a single year score of 902 in 2007-08.

**Action**
Set a goal APR of 925 with improvement each year. To improve the single year APR, the plan included:
1) Academic advising on a quarterly basis for each student to review degree progress;
2) Recruit students who have the skills and motivation to succeed academically;
3) Mandatory tutoring for all student-athletes in remedial classes;
4) Mandatory study table for all student-athletes with less than a 2.50 CSUB GPA or at the coaches’ recommendation; and
5) Work to ensure that student-athletes who leave the university are academically eligible.

**Action Date**
Oct 03, 2006

Explanation for partial or non-completion
Team ARP improved in 2007-08. The current plan will be maintained and reviewed to ensure ongoing improvement.

11. Original Plan
Created a plan for the women's soccer team to improve its single year APR of 870 in 2006-07 to a single year score of 894 in 2007-08.

Action
Set a goal APR of 925 with improvement each year. To improve the single year ARR, the plan included
1) Academic advising on a quarterly basis for each student to review degree progress;
2) Recruit students who have the skills and motivation to succeed academically;
3) Mandatory tutoring for all student-athletes in remedial classes;
4) All student-athletes are required to do two hours of study table per week; student-athletes with between a 2.99-2.75 are required to do four study table hours per week; student-athletes below a 2.74 are required to do six hours of study table per week; and
5) Attendance and grade checks at least once per quarter.

Action Date
Oct 03, 2006

Explanation for partial or non-completion
Team ARP improved in 2007-08. The current plan will be maintained and reviewed to ensure ongoing improvement.

12. Original Plan
Created a plan for the women's water polo team to improve its single year APR of 787 in 2006-07 to a single year score of 832 in 2007-08.

Action
Improved retention and eligibility to the NCAA 925 minimum because of the head coaching change and the subsequent recruiting philosophy to Division I standards and the emphasis on academic performance.

Action Date
Oct 03, 2006

Explanation for partial or non-completion
Team APR improved in 2007-08. The current plan will be maintained and reviewed to ensure ongoing improvement.

13. If the institution has developed a plan for improvement(s) for Operating Principle 2.2, describe the institution's efforts to ensure the plan for improvement was developed through a process involving broad-based participation and has received formal institutional approval.

In an effort to ensure continuous improvement in the overall effectiveness of academic support services for student-athletes, CSUB President Horace Mitchell appointed an Academic Standards and Support Services Evaluation Team to conduct ongoing assessment and evaluation of the university's academic support services. The members of the team include
- Dr. Doreen Anderson-Facile, EnACT coordinator, faculty teaching and learning and assistant professor, sociology
- Dr. Dirk Baron, department chair and professor, physics and geology
- Janice Clausen, director, services for students with disabilities
- Roopa Dave, student conduct coordinator, student life
Members of the team represent faculty, staff, and administration and are all external to the athletics department.

Additionally, to ensure broad-based participation in the development of the improvement plan, the university included a review by the director of athletics, the senior associate athletic director/SWA, FAR, IAAC, SAAC, ASI, Academic Senate, CSUB Foundation Board, Roadrunner Club, alumni, coaches, President's Cabinet, and president. In addition, the information was shared with the community through public forums and the university website.
### Academic Advising - Education of academic advisors about progress to degree (PTD) legislation.

- **Issue**: Have university advisors mentor, assist student-athletes with PTD
- **Steps**:
  1. Solicit academic advisors interested in mentoring and advising student-athletes.
  2. Conduct educational sessions for advisors and student-athletes as well as coaches.
  3. Inform academic advisors of their PTD status by providing them with NCAA Clearinghouse results and periodic grade checks.
  4. Provide recognition of advisors.
- **Responsible for Implementation**: Athletic academic advisor, senior associate athletic director/SWA, FAR
- **Specific Timetable for Completing the Work**: Ongoing

### Departmental liaisons - Need to have departmental and major requirements and to be aware of curricular changes

- **Issue**: Conduct annual educational sessions for departmental liaisons on PTD.
- **Steps**:
  1. Solicit departmental liaisons
  2. Provide recognition for departmental liaisons.
- **Responsible for Implementation**: Athletic academic advisor, senior associate athletic director/SWA, FAR
- **Specific Timetable for Completing the Work**: Winter 2007, Ongoing

### Staffing - Need to have someone dedicated to overseeing student-athlete PTD and evaluations for graduation

- **Issue**: Recruit and have a person full-time who serves as the resource for student-athletes, coaches, FAR, athletics academic advisor
- **Steps**:
  1. Need to establish a budget for the position and create a job description and then post for hiring.
- **Responsible for Implementation**: Associate vice president for admissions, senior associate athletic director/SWA
- **Specific Timetable for Completing the Work**: Fall 2008, Ongoing

### Staffing - There is a need for a student intern to assist the athletic academic advisor

- **Issue**: Recruit and a student intern
- **Steps**:
  1. Budget for the position.
- **Responsible for Implementation**: Senior associate athletic director/SWA
- **Specific Timetable for Completing the Work**: Ongoing

### Program Development - Need to have tutoring available for student-athletes in evening and other times needed

- **Issue**: Work with new Academic Success Center to achieve the integration of services for student-athletes.
- **Steps**:
  1. Budget for and recruit tutors.
- **Responsible for Implementation**: Associate vice president for admissions, senior associate athletic director/SWA, director of advising center
- **Specific Timetable for Completing the Work**: Fall 2008, Ongoing
### Academic Support

#### Program Development - Need to have study hall facilities and computer labs for student-athletes
- **Goal:** Work with new Academic Success Center to achieve this goal.
- **Steps:** Seeking funding for athletic academic center integrated with new university center.
- **Individuals/Officers Responsible for Implementation:** Director of athletics, provost for academic affairs, associate vice president for admissions, university advancement
- **Specific Timetable for Completing the Work:** Use Oasis Tutorial Center

#### Academic Support - Have established an orientation course for student-athletes
- **Goal:** Work with dean of undergraduate studies to have more such classes.
- **Steps:** Recruit more coaches and faculty to teach RUSH-A
- **Individuals/Officers Responsible for Implementation:** Senior associate athletic director/ SWA, athletic academic advisor
- **Specific Timetable for Completing the Work:** Fall 2007 and ongoing

#### Academic Support - There is a need to have testing for learning disabilities for student-athletes
- **Goal:** Have full support for student-athletes with learning disabilities.
- **Steps:** Work with director of disability services to set up a testing schedule for student-athletes that is convenient for them.
- **Individuals/Officers Responsible for Implementation:** Vice president for student affairs, director of disability services, senior associate athletic director/ SWA
- **Specific Timetable for Completing the Work:** Fall 2010

#### Academic Support - There is a need to have student-athletes take the English and mathematics placement tests as soon as they are admitted.
- **Goal:** Have full support for student-athletes with remediation needs.
- **Steps:** Work with dean of undergraduate studies and testing office to provide ELM and EPT testing as needed by student-athletes.
- **Individuals/Officers Responsible for Implementation:** Dean of undergraduate studies, athletic academic advisor, testing office
- **Specific Timetable for Completing the Work:** January 2008, Ongoing

#### Academic Support - There is a need for student-athletes who have exhausted their athletic eligibility to continue to use their support services and to finish their degrees.
- **Goal:** To require student-athletes who have finished athletic eligibility to continue PTD.
- **Steps:**
  1. To evaluate the PTD status of each student-athlete that has exhausted athletic eligibility.
  2. Educate student-athletes and coaches about the importance of finishing degrees.
  3. Provide financial support for fifth-year students.
- **Individuals/Officers Responsible for Implementation:** Athletics academic advisor, senior associate athletic director/SWA, coaches, FAR, athletic alumni from different sports
- **Specific Timetable for Completing the Work:** Ongoing
## Special-Admissions

**FOR FIRST-YEAR STUDENTS GENERALLY**  
**AND FIRST-YEAR STUDENT-ATHLETES ON ATHLETICS AID**

<table>
<thead>
<tr>
<th>Year</th>
<th>All First-Year Students</th>
<th>All First-Year Student-Athletes on Athletics Aid</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>19.8%</td>
<td>%</td>
</tr>
<tr>
<td>2008</td>
<td>16.5%</td>
<td>13%</td>
</tr>
<tr>
<td>2007</td>
<td>14.6%</td>
<td>22.4%</td>
</tr>
<tr>
<td>2006</td>
<td>10.1%</td>
<td>22.2%</td>
</tr>
</tbody>
</table>

Name of person completing this chart: Kathy Miller  
Title: Report writer
Special-Admissions by Sport

FOR FIRST-YEAR STUDENT-ATHLETES ON ATHLETICS AID BY SPORTS GROUP

<table>
<thead>
<tr>
<th>Year</th>
<th>All First Year Student-Athletes</th>
<th>Baseball</th>
<th>Men's Basketball</th>
<th>Football</th>
<th>Men's Track/ Cross Country</th>
<th>Men's Other Sports and Mixed Sports</th>
<th>Women's Basketball</th>
<th>Women's Track/ Cross Country</th>
<th>Women's Other Sports</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008-2009</td>
<td>10</td>
<td>76</td>
<td>2</td>
<td>12</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>2007-2008</td>
<td>11</td>
<td>76</td>
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<td>2006-2007</td>
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<td>0</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>2005-2006</td>
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<td>0</td>
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<td>0</td>
<td>2</td>
<td>10</td>
</tr>
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Name of person completing this chart: Kathy Miller
Title: Report writer
## Test Scores by Gender

**FOR FIRST-YEAR STUDENTS GENERALLY AND FIRST-YEAR STUDENT-ATHLETES ON ATHLETICS-AID**

<table>
<thead>
<tr>
<th>Year</th>
<th>Male Students</th>
<th>Male Student Athletes</th>
<th>Female Students</th>
<th>Female Student Athletes</th>
</tr>
</thead>
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<td>2007-2008</td>
<td>947</td>
<td>1021</td>
<td>899</td>
<td>970</td>
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<tr>
<td>2006-2007</td>
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<td>906</td>
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<td>912</td>
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</tr>
<tr>
<td>2004-2005</td>
<td>997</td>
<td>1012</td>
<td>910</td>
<td>950</td>
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</table>

Name of person completing this chart: Kathy Miller  
Title: Report writer
### Test Scores by Racial or Ethnic Group

#### FOR FIRST-YEAR STUDENTS GENERALLY AND FIRST-YEAR STUDENT-ATHLETES ON ATHLETICS-AID

<table>
<thead>
<tr>
<th>Racial or Ethnic Group - All Entering First-year Students</th>
<th>Am. Ind/An</th>
<th>Asian/PI</th>
<th>Black</th>
<th>Hispanic</th>
<th>White</th>
<th>N-R Alien</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year</td>
<td>Score</td>
<td># of Students</td>
<td>Score</td>
<td># of Students</td>
<td>Score</td>
<td># of Students</td>
<td>Score</td>
</tr>
<tr>
<td>----------------</td>
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<td>-------</td>
<td>----------------</td>
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<tr>
<td>2007-2008</td>
<td>971</td>
<td>8</td>
<td>903</td>
<td>57</td>
<td>869</td>
<td>89</td>
<td>867</td>
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<tr>
<td>2006-2007</td>
<td>916</td>
<td>6</td>
<td>921</td>
<td>59</td>
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<td>1025</td>
<td>9</td>
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<td>42</td>
<td>818</td>
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<td>885</td>
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<td>2004-2005</td>
<td>988</td>
<td>9</td>
<td>951</td>
<td>56</td>
<td>851</td>
<td>68</td>
<td>858</td>
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</table>

#### Racial or Ethnic Group - All Entering First-year Student Athletes on Aid

<table>
<thead>
<tr>
<th>Racial or Ethnic Group - All Entering First-year Student Athletes on Aid</th>
<th>Am. Ind/An</th>
<th>Asian/PI</th>
<th>Black</th>
<th>Hispanic</th>
<th>White</th>
<th>N-R Alien</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year</td>
<td>Score</td>
<td># of Students</td>
<td>Score</td>
<td># of Students</td>
<td>Score</td>
<td># of Students</td>
<td>Score</td>
</tr>
<tr>
<td>---------------------------</td>
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<td>-------</td>
<td>----------------</td>
<td>-------</td>
<td>----------------</td>
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</tr>
<tr>
<td>2007-2008</td>
<td>0</td>
<td>970</td>
<td>2</td>
<td>803</td>
<td>4</td>
<td>930</td>
<td>8</td>
</tr>
<tr>
<td>2006-2007</td>
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<td>2</td>
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<td>2005-2006</td>
<td>1</td>
<td>0</td>
<td>970</td>
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<td>1</td>
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<td>3</td>
</tr>
</tbody>
</table>

Name of person completing this chart:  Kathy Miller  
Title:  Report writer  

Date Printed Apr 28, 2009  
Page 84 of 178
### Test Scores and GPA by Sport

**FOR FIRST-YEAR STUDENT-ATHLETES ON ATHLETICS-AID**

<table>
<thead>
<tr>
<th>Year</th>
<th>Football</th>
<th>Men's Basketball</th>
<th>Baseball</th>
<th>Men's Track/Cross Country</th>
<th>Men's Other Sports and Mixed Sports</th>
<th>Women's Basketball</th>
<th>Women's Track/Cross Country</th>
<th>Women's Other Sports</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Core GPA</td>
<td>Core GPA # of Students</td>
<td>Core GPA</td>
<td>Core GPA # of Students</td>
<td>Core GPA # of Students</td>
<td>Core GPA</td>
<td>Core GPA # of Students</td>
<td>Core GPA # of Students</td>
</tr>
<tr>
<td>2008-2009</td>
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<td>3.7</td>
<td>2 11</td>
<td>3.25</td>
<td>2 11</td>
<td>3.17</td>
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</tr>
<tr>
<td>2007-2008</td>
<td>2.91</td>
<td>2 1</td>
<td>3.07</td>
<td>1 15</td>
<td>3.04</td>
<td>2 15</td>
<td>3.05</td>
<td>9 20</td>
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<td>2006-2007</td>
<td>3.1</td>
<td>1 1</td>
<td>2.99</td>
<td>1 11</td>
<td>2.89</td>
<td>3 11</td>
<td>3.52</td>
<td>2 19</td>
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<tr>
<td>2005-2006</td>
<td>2.79</td>
<td>3 1</td>
<td>2.95</td>
<td>3 11</td>
<td>3.18</td>
<td>3 11</td>
<td>3.3</td>
<td>2 23</td>
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</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>Football</th>
<th>Men's Basketball</th>
<th>Baseball</th>
<th>Men's Track/Cross Country</th>
<th>Men's Other Sports and Mixed Sports</th>
<th>Women's Basketball</th>
<th>Women's Track/Cross Country</th>
<th>Women's Other Sports</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Score</td>
<td>Score # of Students</td>
<td>Score</td>
<td>Score # of Students</td>
<td>Score # of Students</td>
<td>Score</td>
<td>Score # of Students</td>
<td>Score # of Students</td>
</tr>
<tr>
<td>2008-2009</td>
<td>700</td>
<td>1 12</td>
<td>1410</td>
<td>2 11</td>
<td>1005</td>
<td>2 11</td>
<td>852</td>
<td>6 30</td>
</tr>
<tr>
<td>2007-2008</td>
<td>953</td>
<td>3 1</td>
<td>1034</td>
<td>2 11</td>
<td>925</td>
<td>3 11</td>
<td>775</td>
<td>2 23</td>
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<tr>
<td>2006-2007</td>
<td>870</td>
<td>2 1</td>
<td>1047</td>
<td>1 11</td>
<td>740</td>
<td>2 11</td>
<td>875</td>
<td>9 20</td>
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<tr>
<td>2005-2006</td>
<td>1090</td>
<td>1 1</td>
<td>1011</td>
<td>1 11</td>
<td>990</td>
<td>3 11</td>
<td>985</td>
<td>2 19</td>
</tr>
</tbody>
</table>

Name of person completing this chart: Kathy Miller  
Title: Report writer
**Federal Graduation Rates - Comparison Chart**

Information obtained to complete this chart
- 2006-2007 NCAA Federal Graduation Rates Report

<table>
<thead>
<tr>
<th></th>
<th>FGR</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>40%</td>
</tr>
<tr>
<td>Student Athletes</td>
<td>41%</td>
</tr>
</tbody>
</table>
Federal Graduation Rates by Racial and Ethnic Group

Information obtained to complete this chart
- 2006-2007 NCAA Federal Graduation Rates Report

<table>
<thead>
<tr>
<th>Men's Team</th>
<th>Team FGR by Racial and Ethnic Group</th>
<th>Team FGR</th>
<th>All SA's</th>
<th>All Male SA's</th>
<th>All Male Students</th>
<th>All Male Students FGR by Racial and Ethnic Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basketball</td>
<td>AM.Ind/AN</td>
<td>Asian/PI</td>
<td>Black</td>
<td>Hispanic</td>
<td>White</td>
<td>N-R Alien</td>
</tr>
<tr>
<td>CC Track</td>
<td>%</td>
<td>%</td>
<td>100%</td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>Others</td>
<td>0%</td>
<td>%</td>
<td>%</td>
<td>50%</td>
<td>%</td>
<td>41%</td>
</tr>
<tr>
<td>All Male SA's</td>
<td>0%</td>
<td>%</td>
<td>20%</td>
<td>50%</td>
<td>41%</td>
<td>0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Women's Team</th>
<th>Team FGR by Racial and Ethnic Group</th>
<th>Team FGR</th>
<th>All SA's</th>
<th>All Female SA's</th>
<th>All Female Students</th>
<th>All Female Students FGR by Racial and Ethnic Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basketball</td>
<td>AM.Ind/AN</td>
<td>Asian/PI</td>
<td>Black</td>
<td>Hispanic</td>
<td>White</td>
<td>N-R Alien</td>
</tr>
<tr>
<td>CC Track</td>
<td>0%</td>
<td>%</td>
<td>%</td>
<td>0%</td>
<td>50%</td>
<td>%</td>
</tr>
<tr>
<td>Others</td>
<td>0%</td>
<td>25%</td>
<td>%</td>
<td>33%</td>
<td>50%</td>
<td>33%</td>
</tr>
<tr>
<td>All Female SA's</td>
<td>0%</td>
<td>25%</td>
<td>%</td>
<td>30%</td>
<td>50%</td>
<td>33%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>All Students</th>
<th>All Students FGR by Racial and Ethnic Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>AM.Ind/AN</td>
<td>40%</td>
</tr>
<tr>
<td>Asian/PI</td>
<td>33%</td>
</tr>
<tr>
<td>Black</td>
<td>44%</td>
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<tr>
<td>Hispanic</td>
<td>27%</td>
</tr>
<tr>
<td>White</td>
<td>39%</td>
</tr>
<tr>
<td>N-R Alien</td>
<td>44%</td>
</tr>
<tr>
<td>Other</td>
<td>33%</td>
</tr>
<tr>
<td>Other</td>
<td>40%</td>
</tr>
</tbody>
</table>
## Federal Graduation Rates by Sport

Information obtained to complete this chart

- 2006-2007 NCAA Graduation Success Rates Report (Columns 1-2 below)
- 2006-2007 NCAA Federal Graduation Rates Report (Columns 3-6 below)

<table>
<thead>
<tr>
<th>Men's Team</th>
<th>Team FGR</th>
<th>All Students FGR</th>
<th>All Male Students FGR</th>
<th>All SA's FGR</th>
<th>All Male SA's FGR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basketball</td>
<td>0%</td>
<td>40%</td>
<td>31%</td>
<td>41%</td>
<td>36%</td>
</tr>
<tr>
<td>CC Track</td>
<td>100%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-NCAA Sponsored Sport</td>
<td>71%</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Soccer</td>
<td>22%</td>
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<td></td>
<td></td>
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<tr>
<td>Swimming</td>
<td>33%</td>
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</tr>
<tr>
<td>Wrestling</td>
<td>35%</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Women's Team</th>
<th>Team FGR</th>
<th>All Students FGR</th>
<th>All Female Students FGR</th>
<th>All SA’s FGR</th>
<th>All Female SA’s FGR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basketball</td>
<td>33%</td>
<td>40%</td>
<td>46%</td>
<td>41%</td>
<td>44%</td>
</tr>
<tr>
<td>CC Track</td>
<td>33%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-NCAA Sponsored Sport</td>
<td>53%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Soccer</td>
<td>56%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Softball</td>
<td>33%</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Swimming</td>
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<tr>
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<tr>
<td>Tennis</td>
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</tr>
<tr>
<td>Water Polo</td>
<td>50%</td>
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### Academic Progress Rates

Information obtained to complete this chart

- 2006-2007 NCAA Academic Progress Rate Report (Columns 1-2 below)
- 2006-2007 NCAA Projected Federal Graduation Rate Chart (Columns 3 below)
- 2006-2007 NCAA Federal Graduation Rates Report (Columns 4 below)

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<th>1</th>
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<th>4</th>
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<tbody>
<tr>
<td>Men's Team</td>
<td>Team MultiYear APR</td>
<td>Team Projected FGR</td>
<td>All Students FGR</td>
</tr>
<tr>
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<td>40%</td>
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<tr>
<td>Golf</td>
<td>758</td>
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</tr>
<tr>
<td>Soccer</td>
<td>800</td>
<td>0%</td>
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</tr>
<tr>
<td>Swimming</td>
<td>958</td>
<td>%</td>
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<tr>
<td>Track, Indoor</td>
<td>938</td>
<td>%</td>
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<tr>
<td>Track, Outdoor</td>
<td>917</td>
<td>35%</td>
<td></td>
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<tr>
<td>Wrestling</td>
<td>906</td>
<td>30%</td>
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</table>

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
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</thead>
<tbody>
<tr>
<td>Women's Team</td>
<td>Team MultiYear APR</td>
<td>Team Projected FGR</td>
<td>All Students FGR</td>
</tr>
</tbody>
</table>
## Academic Integrity

<table>
<thead>
<tr>
<th>Sport</th>
<th>Score</th>
<th>Percentage</th>
</tr>
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<tbody>
<tr>
<td>Basketball</td>
<td>780</td>
<td>0%</td>
</tr>
<tr>
<td>Cross Country</td>
<td>950</td>
<td>%</td>
</tr>
<tr>
<td>Golf</td>
<td>950</td>
<td>%</td>
</tr>
<tr>
<td>Softball</td>
<td>983</td>
<td>%</td>
</tr>
<tr>
<td>Soccer</td>
<td>870</td>
<td>15%</td>
</tr>
<tr>
<td>Swimming</td>
<td>921</td>
<td>40%</td>
</tr>
<tr>
<td>Tennis</td>
<td>1000</td>
<td>%</td>
</tr>
<tr>
<td>Track, Outdoor</td>
<td>923</td>
<td>40%</td>
</tr>
<tr>
<td>Volleyball</td>
<td>979</td>
<td>%</td>
</tr>
<tr>
<td>Water Polo</td>
<td>787</td>
<td>0%</td>
</tr>
</tbody>
</table>
## Graduation Success Rates

Information obtained to complete this chart

- 2006-2007 NCAA Graduation Success Rates Report (Columns 1-2 below)
- 2006-2007 NCAA Federal Graduation Rates Report (Columns 3 below)

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Men's Team</td>
<td>Team GSR</td>
</tr>
<tr>
<td>Basketball</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td>CC Track</td>
<td>33%</td>
<td></td>
</tr>
<tr>
<td>Golf</td>
<td>0%</td>
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</tr>
<tr>
<td>Non-NCAA Sponsored Sport</td>
<td>71%</td>
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</tr>
<tr>
<td>Soccer</td>
<td>38%</td>
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</tr>
<tr>
<td>Swimming</td>
<td>56%</td>
<td></td>
</tr>
<tr>
<td>Wrestling</td>
<td>60%</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Women's Team</td>
<td>Team GSR</td>
</tr>
<tr>
<td>Basketball</td>
<td>63%</td>
<td></td>
</tr>
<tr>
<td>CC Track</td>
<td>60%</td>
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<tr>
<td>Non-NCAA Sponsored Sport</td>
<td>53%</td>
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</tr>
<tr>
<td>Soccer</td>
<td>53%</td>
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<tr>
<td>Softball</td>
<td>70%</td>
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<tr>
<td>Swimming</td>
<td>76%</td>
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<tr>
<td>Team Handball</td>
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</tr>
<tr>
<td>Tennis</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>Volleyball</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>Water Polo</td>
<td>100%</td>
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</tbody>
</table>
## Retention Rates - Women's Sports

Information obtained to complete this chart

- 2006-2007 NCAA Academic Progress Rate Report
- 2006-2007 NCAA Retention Rate Report

<table>
<thead>
<tr>
<th>Men's Team</th>
<th>Team Retention by Ethnicity</th>
<th>Team Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>AM.Ind/AN</td>
<td>Asian/PI</td>
</tr>
<tr>
<td>Basketball</td>
<td>864</td>
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</tr>
<tr>
<td>Golf</td>
<td></td>
<td>758</td>
</tr>
<tr>
<td>Soccer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Swimming</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Track, Indoor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Track, Outdoor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wrestling</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ALL SA's</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ALL Male SA's</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Retention Rates - Women's Sports

Information obtained to complete this chart
- 2006-2007 NCAA Academic Progress Rate Report
- 2006-2007 NCAA Retention Rate Report

<table>
<thead>
<tr>
<th>Women's Team</th>
<th>Team Retention by Ethnicity</th>
<th>Team Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>AM.Ind/AN</td>
<td>Asian/PI</td>
</tr>
<tr>
<td>Basketball</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cross Country</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Golf</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Softball</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Soccer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Swimming</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tennis</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Track, Outdoor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Volleyball</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Water Polo</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ALL SA's</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ALL Female SA's</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Basketball: 800
- Cross Country: 969
- Golf: 1000
- Softball: 966
- Soccer: 797
- Swimming: 895
- Tennis: 1000
- Track, Outdoor: 962
- Volleyball: 958
- Water Polo: 778
- ALL SA's: 897
- ALL Female SA's: 908
Operating Principle

3.1 Gender Issues

Self-Study Items

1. List all "conditions for certification" imposed by the Committee on Athletics Certification in its second-cycle certification decision (if any) as they relate to Operating Principle 3.1 (Gender Issues). In each case, provide:

   a. The original "condition" imposed;
   b. The action(s) taken by the institution;
   c. The date(s) of the action(s); and
   d. An explanation for any partial or noncompletion of such required actions.

Please note, the institution is not required to respond to opportunities for enhancement developed by the peer-review team unless those same items were adopted by the Committee on Athletics Certification.

1. Condition

   As a reclassifying institution going through the self-study process for the first time, California State University, Bakersfield (CSUB) has no response to this area.

   Action

   Action Date

   Dec 12, 2008

   Explanation for partial or non-completion

2. Report on the implementation of the plan for improvement to address gender issues developed by the institution during its second-cycle certification process. In each case, provide:

   a. The original plan;
   b. The action(s) taken by the institution;
   c. The date(s) of the action(s); and
   d. An explanation for any partial or noncompletion of such plans.

The Committee on Athletics Certification will not accept the following explanations for partial completion or noncompletion:

- The institution did not possess sufficient funds to implement the plan.
- The institution has had personnel changes since the original development of the plan.

Within gender-issues and diversity-issues written plans, specific numerical targets may place an institution at legal risk and are not expected in an institution's written plan, particularly as it relates to hiring practices. In the program area of hiring practices, institutions may submit plans that have broad, flexible non numeric hiring goals. As it relates to other program areas, including but not limited to, participation rates and budget increases, specific numerical targets may be appropriate.
1. Original Plan

As a reclassifying institution going through the self-study process for the first time, CSUB has no response to this area.

Action

Action Date

Dec 12, 2008

Explanation for partial or non-completion

3. Describe any additional plans for improvement as they relate to Operating Principle 3.1 (Gender Issues) developed by the institution after the second-cycle certification decision was rendered by the Committee on Athletics Certification. In each case, provide:

a. The additional plan;
b. The action(s) taken by the institution;
c. The date(s) of the action(s); and
d. An explanation for any partial or noncompletion of such plans.

As a reclassifying institution going through the self-study process for the first time, CSUB has no response to this area.

4. Explain how the institution is organized to further its efforts related to the gender-issues operating principle for both athletics department staff and student-athletes.

The institution is organized to further its efforts related to gender issues by ensuring that the following entities are directly involved in policy development, review and evaluation associated with the athletics department staff and student-athletes: the director of athletics, senior associate athletic director/SWA, faculty athletics representative (FAR), Intercollegiate Athletics Advisory Committee (IAAC), IAAC gender equity and diversity subcommittee, Student-Athlete Advisory Committee (SAAC), Associated Students, Inc. (ASI), Academic Senate, CSUB Foundation board of directors, Roadrunner Club, alumni, coaches, President's Cabinet, and president.

5. Describe how matters concerning gender equity are monitored, evaluated and addressed on a continuing basis.

The institution maintains a gender equity plan that defines the mission and goals for gender equity and outlines the issues, timelines and responsible staff. In addition, there is an annual review during which information from the annual student-athlete survey, senior exit interview and end of the year survey, conducted by an on campus entity not connected to the athletics program, is presented to the IAAC’s gender equity and diversity subcommittee. The subcommittee is comprised of constituencies from across campus, including the senior associate athletic director/ SWA, director of athletics and FAR. If there are issues of concern, the information is referred to the IAAC for review. The president is always contacted if there are any discrepancies and approves all changes. The institution has formally adopted a written plan for the future of its intercollegiate athletics programs that is equitable to both genders and was signed by the university president in June 2008.

6. For the three most recent academic years in which information is available, analyze your institution’s Equity in Athletics Disclosure Act (EADA) report (i.e., participation, head coaches and assistant coaches). If any differences exist, your institution must explain (using supporting data) and address any deficiencies in your gender-issues plan for improvement.
The self-study gender subcommittee fully reviewed the Equity in Athletics Disclosure Act (EADA) reports for years 2005-06, 2006-07 and 2007-08. The institution is in compliance with Title IX and is either fully compliant with the California State University (CSU) Consent Decree or making significant progress to meet and exceed the CSU Consent Decree requirements. Participation rates are exceptional and exceed the CSU Consent Decree requirements that the female student-athlete participation rate must be within 5 percent of NCAA eligible female enrollment on campus. In 2005-06, CSUB's enrollment of NCAA eligible women was 65.8 percent, and the athletic participation rate was 68.5 percent. In 2006-07, CSUB's enrollment of NCAA eligible women was 65.4 percent, and the athletic participation rate was 67.2 percent. In 2007-08, CSUB's enrollment of NCAA eligible women was 66.7 percent, and the athletic participation rate was 70.2 percent. The three-year period shows that athletic participation rates have consistently been approximately 3 percent more than NCAA eligible enrollment numbers.

In a review of coaching salaries from 2005-08, coaching salaries continue to increase annually for women's sports and diminish annually for men's sports. During the academic year 2005-06, 47.1 percent of the coaching salary budget was allocated for men's sports, and 52.9 percent was allocated for women's sports. During the academic year 2006-07, 46.9 percent of the coaching salary budget was allocated for men's sports, and 53.1 percent was allocated for women's sports. During the academic year 2007-08, 44.5 percent of the coaching salary budget was allocated for men's sports and 55.5 percent was allocated for women's sports. (Please note that these percentages are adjusted for coaches serving sports across genders.) The institution continues to ensure that compensation, qualifications and working conditions are fair and equitable.

7. For the three most recent academic years in which information is available, analyze your institution's NCAA financial report (all revenue and expense categories). If any differences exist, your institution must explain (using supporting data) and address any deficiencies in your gender-issues plan for improvement.

The self-study gender subcommittee conducted a thorough review of the financial report. Total revenues and expenses for CSUB athletics are as follows:
Total revenues for 2005-06 were $8,748,079 and total expenses were $5,806,599.
Total revenues for 2006-07 were $10,982,315 and total expenses were $7,170,423.
Total revenues for 2007-08 were $7,838,832 and total expenses were $7,956,189.

A breakdown by gender indicates that the university is committed to ensuring that female student-athletes benefit from excellent resources, thus creating a thriving culture for female athletes and teams. The revenues and expenses by gender are as follows:
Total revenues for female sports for the 2005-06 year were $325,483.
Total revenues for male sports for the 2005-06 year were $362,330.
Total expenses for female sports for the 2005-06 year were $1,619,014.
Total expenses for male sports for the 2005-06 year were $1,358,158.

Total revenues for female sports for the 2006-07 year were $885,165.
Total revenues for male sports for the 2006-07 year were $1,241,473.
Total expenses for female sports for the 2006-07 year were $1,890,044.
Total expenses for male sports for the 2006-07 year were $1,719,320.

Total revenues for female sports for the 2007-08 year were $1,268,531.
Total revenues for male sports for the 2007-08 year were $1,264,674.
Total expenses for female sports for the 2007-08 year were $2,858,776.
Total expenses for male sports for the 2007-08 year were $1,977,318.
(Source: EADA Reports)

For the years 2005-08, women's teams at CSUB received more funding than men's teams. During the year 2007-08, expenses for women's sports were 59 percent of total expenditures compared to 41 percent for men's programs. These consistent increases in expenditures for women's sports demonstrate CSUB's continued emphasis on female sports.

CSUB is in compliance with the CSU Consent Decree and Title IX.

The university maintained a strong balance sheet with excellent revenues in relation to expenses during the 2005-06 and 2006-07 academic years. Due to a loss in student fee revenues during the 2007-08 academic year, the institution did face a reduction of nearly $2 million. However, CSUB successfully compensated for that loss by raising $7.5 million in private contributions to support the athletics program.
Direct institutional support of women’s sports increased by 61 percent during the 2007-08 academic year, thus demonstrating an institutional commitment to the underrepresented gender.

Scholarship funding for student-athletes continues to grow, specifically for female student-athletes. The five-year plan notes a stable growth in scholarship funding for male student-athletes with a continued significant increase in scholarship funding for female student-athletes.

Expenditures for equipment, uniforms and supplies increased significantly during the three-year period due to increased commitment to offering all teams excellent equipment and supplies. During the 2005-06 academic year, the institution spent $375,512, $409,285 during the 2006-07 academic year, and $619,776 during the 2007-08 academic year. The expenditures meet the CSU Consent Decree requirements related to gender equity.

CSUB met the CSU Consent Decree and is in compliance with expenditures for recruitment. Additionally, funds designated for recruiting female athletes increased by well over 30 percent during the 2007-08 academic year, with a continued commitment to increase recruiting budgets for all female teams.

Revenues and expenses related to gender are proportionally equitable. Other non-gender related revenues and expenses reviewed in the financial report have remained steady without unusually significant increases or declines.

8. Using the program areas for gender issues:
   a. Describe how the institution has ensured a complete study of each of the 17 program areas. This study must be conducted as part of the self-study process;
   b. Provide data demonstrating the institution’s status and commitment, including resource allocation, across each of the 17 areas;
   c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the underrepresented gender within the athletics program; and
   d. Explain how the institution’s written, stand-alone plan for gender issues addresses each of the 17 areas.

[Note: The institution may want to refer to the equitable medical care section of the NCAA Sports Medicine Handbook as a guide in responding to Item No. 9 of the program area checklist.]

1. Accommodation of interests and abilities  Participation proportionate to enrollment; and/or history and continuing practice of program expansion for the underrepresented gender within the athletics program; and/or full and effective accommodation for the underrepresented gender within the athletics program; and equivalent levels of competition. Institutions must clearly identify methods (e.g., proportionality, history of program expansion, etc.) for addressing accommodation of interests and abilities when presenting gender-issues plans for the future.
   a. Describe how the institution has ensured a complete study of each of the 17 program areas.

   To ensure that a thorough study of accommodation of interests and abilities was completed, the university included a review by the director of athletics, senior associate athletic director/SWA, FAR, IAAC, SAAC, ASI, Academic Senate, CSUB Foundation board of directors, Roadrunner Club, alumni, coaches, President's Cabinet, and president. In addition, the information was shared with the community through public forums and the university website. EADA reports, squad lists, interest survey results, the athletic department five-year plan, and enrollment data from the institutional planning and research office were reviewed.

   b. Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 17 areas.
EADA reports include NCAA eligible enrollment data and athletic participation data as follows: The 2005-06 academic year data indicate that 34.2 percent of the NCAA eligible student population was male, while 65.8 percent of the NCAA eligible student population was female. Student-athlete participation rates for the 2005-06 year include 31.5 percent male with 68.5 percent female.

The 2006-07 academic year data indicate that 34.6 percent of the NCAA eligible student population was male, while 65.4 percent of the NCAA eligible student population was female. Student-athlete participation rates for the 2006-07 year include 32.8 percent male with 67.2 percent female.

The 2007-08 academic year data indicate that 33.3 percent of the NCAA eligible student population was male, while 66.7 percent of the NCAA eligible student population was female. Student-athlete participation rates for the 2007-08 year include 29.8 percent male with 70.2 percent female.

(Source: EADA Reports)

c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the underrepresented gender within the athletics program.

CSUB is meeting gender equity requirements by following the CSU Consent Decree, which states that the female student-athlete participation rate must be within 5 percent of NCAA eligible women enrolled on campus. The university is in compliance with female athletic participation rates.

Participation in female sports measures slightly higher than the NCAA eligible female university enrollment numbers, and participation in male sports measures lower than NCAA eligible male university enrollment numbers.

Institutions typically administer interest surveys every five to eight years. The most recent interest survey was conducted in 1995 to solicit input regarding adding women's sports. CSUB has accommodated all interests by adding every female sport in which significant interest has been expressed. Baseball was added during 2007-08 to meet conference requirements. The university offers 11 intercollegiate women's sports compared with eight intercollegiate men's sports. Proportionally, this means that 72.7 percent of all sports offered on campus are women's sports. Additionally, the five-year plan shows that recruitment and scholarship expenditures will remain stable for men's sports, but show consistent increases for all women's sports.

No deficiencies have been identified.

d. Explain how the institution's written, stand-alone plan for gender issues addresses each of the 17 areas.

Although the university is fully compliant regarding participation rates, administration of an interest survey is due for the primary purpose of making women aware of the opportunities for participation in intercollegiate athletics at CSUB. The university will continue to monitor the equitable balance of athletic participation annually.

2. Athletics scholarships Scholarship dollars to be awarded to women and men at same proportion as their respective rate of participation in the intercollegiate athletics program.

a. Describe how the institution has ensured a complete study of each of the 17 program areas.

To ensure that a thorough study of athletics scholarships was completed, the university included a review by the director of athletics, senior associate athletic director/SWA, FAR, IAAC, SAAC, ASI, Academic Senate, CSUB Foundation board of directors, Roadrunner Club, alumni, coaches, President's Cabinet, and president. In addition, the information was shared with the community through public forums and the university website. EADA reports, squad lists and financial aid and scholarship information generated by the financial aid office were also reviewed.

b. Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 17 areas.
EADA reports and financial aid information include NCAA eligible enrollment data and athletic scholarship data as follows:

The 2005-06 academic year data indicate that 34.2 percent of the NCAA eligible student population was male, while 65.8 percent of the NCAA eligible student population was female. Student-athlete scholarship disbursement for the 2005-06 year indicate that 38.5 percent male student-athletes received scholarship funding, while 61.5 percent female student-athletes received scholarship funding.

The 2006-07 academic year data indicate that 34.6 percent of the NCAA eligible student population was male, while 65.4 percent of the NCAA eligible student population was female. Student-athlete scholarship disbursement for the 2006-07 year indicate that 34.99 percent male student-athletes received scholarship funding, while 64.05 percent female student-athletes received scholarship funding, with .96 percent not allocated by gender.

The 2007-08 academic year data indicate that 33.3 percent of the NCAA eligible student population was male, while 66.7 percent of the NCAA eligible student population was female. Student-athlete scholarship disbursement for the 2007-08 year indicate that 38.2 percent male student-athletes received scholarship funding, while 61.4 percent female student-athletes received scholarship funding, with .4 percent not allocated by gender.

(Source: EADA Reports)

c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the underrepresented gender within the athletics program.

The university is meeting the needs of women during the periods 2005-08 and is in compliance with the CSU Consent Decree with a difference of nearly 5 percent or less for the period under review. The CSU Consent Decree states that the scholarship budget for female student-athletes must be within 5 percent of NCAA eligible women enrolled on campus.

The 2005-06 academic year posted a difference of 4.3 percent between scholarship funding for women and NCAA eligible enrollment.

The 2006-07 academic year indicates significant improvement with a difference of just 1.4 percent between scholarship funding for women and NCAA eligible enrollment numbers.

The 2007-08 academic year posts a 5.3 percent difference between scholarship funding for women and NCAA eligible enrollment, which is very near the 5 percent requirement.

Academic years 2006-07 and 2007-08 do show scholarship funding that was not allocated by gender. These scholarship expenditures were used to fund graduate assistants in the areas of sports information, marketing and athletic training. The institution demonstrates continued emphasis on funding female student-athletes.

The five-year plan indicates that scholarship expenditures will remain stable for men's sports while noting consistent increases for all women's sports.

d. Explain how the institution's written, stand-alone plan for gender issues addresses each of the 17 areas.

CSUB plans to increase the women's overall scholarship budget and proportionately balance athletic aid between male and female teams based on enrollment percentages. The university will also account for the specific funds not allocated by gender.

3. Equipment and supplies  Quality, amount, suitability, maintenance and replacement and availability of equipment and supplies.

a. Describe how the institution has ensured a complete study of each of the 17 program areas.

To ensure that a thorough study of equipment and supplies was completed, the university included a review by the director of athletics, senior associate athletic director/SWA, FAR, IAAC, SAAC, ASI,
Academic Senate, CSUB Foundation board of directors, Roadrunner Club, alumni, coaches, President's Cabinet, and president. In addition, the information was shared with the community through public forums and the university website. EADA reports and 2008 student survey data were also reviewed and interviews with the university equipment technician and the athletics business manager were conducted.

b. Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 17 areas.

EADA reports include a breakdown of expenditures for equipment and supplies. Annual expenditures for equipment and supplies include the following:

Expenditures for equipment and supplies during the year 2005-06 included $79,172 dedicated to male student-athletes, $153,290 dedicated to female student-athletes, and $143,050 (or 38 percent) not allocated by gender.

Expenditures for equipment and supplies during the year 2006-07 included $76,042 dedicated to male student-athletes, $140,224 dedicated to female student-athletes, and $193,019 (or 47 percent) not allocated by gender.

Expenditures for equipment and supplies during the year 2007-08 included $102,971 dedicated to male student-athletes, $161,375 dedicated to female student-athletes and $355,430 (or 57 percent) not allocated by gender.

(Source: EADA Reports)

Equipment and supplies expenditures were also analyzed by gender in relation to compliance with the CSU Consent Decree.

The 2005-06 academic year data indicate that 34.2 percent of the NCAA eligible student population was male, while 65.8 percent of the NCAA eligible student population was female. Expenditures for equipment and supplies for the 2005-06 year demonstrate that 34 percent of the expenditures were dedicated to male student-athletes, while 66 percent of the expenditures were dedicated to female students.

The 2006-07 academic year data indicate that 34.6 percent of the NCAA eligible student population was male, while 65.4 percent of the NCAA eligible student population was female. Expenditures for equipment and supplies for the 2006-07 year demonstrate that 35 percent of the expenditures were dedicated to male student-athletes, while 65 percent of the expenditures were dedicated to female students.

The 2007-08 academic year data indicate that 33.3 percent of the NCAA eligible student population was male while 66.7 percent of the NCAA eligible student population was female. Expenditures for equipment and supplies for the 2007-08 year demonstrate that 30 percent of the expenditures were dedicated to male student-athletes, while 70 percent of the expenditures were dedicated to female students.

(Source: EADA Reports)

c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the underrepresented gender within the athletics program.

CSUB is meeting the commitment to gender equity related to equipment and supplies. The university continues to increase expenditures in each sport for additional equipment and supplies. The "not allocated by gender" section of the EADA report has increased substantially for necessary maintenance and the purchase of equipment and supplies, as well as costs associated with supplies, telephones, postage and printing for both genders. The academic year 2007-08 included a large expenditure of $202,000 for scoreboards in the Icardo Center, the on-campus facility used for athletic events by both genders.

The university is meeting gender equity requirements by following the CSU Consent Decree. The CSU Consent Decree states that athletic budget expenditures must be within 10 percent of the campus enrollment percentages for women. During academic years 2005-06 and 2006-07, the expenditures for female sports was exactly equivalent to female enrollment percentages. The expenditure percentage and enrollment percentage for women during the 2005-06 academic year were both measured at 66 percent. The expenditure percentage and enrollment percentage for women during the 2006-07 academic year were both measured at 65 percent. The 2007-08 academic year experienced a slight shift, with expenditures for women increasing to 70 percent, while enrollment percentage for women was 67 percent.
CSUB is honoring the CSU Consent Decree by meeting and exceeding this 10 percent requirement by consistently funding women's equipment and supplies at or higher than the enrollment percentage for women.

Men and women are provided the same quality of equipment. No deficiencies have been identified regarding the expenditures associated with gender.

d. Explain how the institution's written, stand-alone plan for gender issues addresses each of the 17 areas.

CSUB is meeting and exceeding the CSU Consent Decree and will continue to monitor balance and compliance in the area of equipment and supplies as well as create a specific breakdown of expenditures that are not allocated by gender.

4. Scheduling of contests and practice time Number of contests; number, length, and time of day of practices; time of day of contests; preseason and postseason opportunities, including foreign tours.

a. Describe how the institution has ensured a complete study of each of the 17 program areas.

To ensure that a thorough study of scheduling of contests and practice times was completed, the university included a review by the director of athletics, senior associate athletic director/SWA, FAR, IAAC, SAAC, ASI, Academic Senate, CSUB Foundation board of directors, Roadrunner Club, alumni, coaches, President's Cabinet, and president. In addition, the information was shared with the community through public forums and the university website. All contest schedules for all sports for years 2005-08 were reviewed. The EADA reports were reviewed. Time of day of contests, preseason and postseason opportunities, and information about international tours was obtained from the athletics business manager and coaches. Practice schedules were reviewed and students were interviewed.

b. Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 17 areas.

**NUMBER OF CONTESTS**

Despite the Division I transition that CSUB has experienced, all teams have fared very well regarding the number games played during the 2005-08 time frame. The following information highlights the number of contests for each athletic team at CSUB during the review period. No gender bias has been identified.

The men's basketball team played 31 games during the 2005-06 season, 29 games during the 2006-07 season, and 31 games during the 2007-08 season. The women's basketball team played 31 games during the 2005-06 season, 30 games during the 2006-07 season, and 27 games during the 2007-08 season.

The women's cross country team participated in eight contests during the 2005-06 year, six contests during the 2006-07 year, and seven contests during the 2007-08 year.

Men's golf participated in 15 contests during the 2005-06 year, 13 contests during the 2006-07 year, and 10 contests during the 2007-08 year. The women's golf program was introduced during the 2006-07 year and played seven contests during the opening year and 13 contests during the 2007-08 year.

Men's and women's soccer matches were consistent in terms of number of contests. During the 2005-06 year, the women's and men's soccer teams had 21 matches each. During the 2006-07 year, the women's and men's soccer teams had 20 matches each. During the 2007-08 year, the women's and men's soccer teams had 19 matches each.

The women's softball team participated in 24 contests during the 2005-06 year, 26 contests during the 2006-07 year, and 50 contests during the 2007-08 year.

The men's swimming team competed in 17 meets during the 2005-06 season, 11 meets during the 2006-07 season, and 14 meets during the 2007-08 season. The women's swimming team competed in 17 meets during the 2005-06 season, 10 meets during the 2006-07 season, and 13 meets during the 2007-08 season.
Women's tennis contests included 14 during the 2005-06 season, 12 during the 2006-07 season, and 15 during the 2007-08 season.

Track and field competitions include both men and women participating together at meets. Track and field contests for both teams included 20 meets during the 2005-06 season, 17 meets during the 2006-07 season, and 18 meets during the 2007-08 season.

The women's volleyball team participated in 28 contests during the 2005-06 year, 22 contests during the 2006-07 year, and 28 contests during the 2007-08 year.

Women's water polo contests included 21 during the 2005-06 season, 26 during the 2006-07 season and 25 during the 2007-08 season.

Men's wrestling participated in 22 meets during the 2005-06 year, 19 meets during the 2006-07 year, and 21 meets during the 2007-08 year.

CONTEST TIMES
 Contest times have been reviewed, and a comprehensive summary of the review is listed below:

Men's basketball has consistently played in the early evenings at 7:00 p.m. throughout the week. During the 2005-06 and 2006-07 years, women's basketball typically played before the men's games at 5:30 p.m. in what was considered doubleheaders. The women's basketball team switched to a predominantly evening schedule by starting most games at 7:00 p.m. during the 2007-08 year. This change in women's basketball competition times during the 2007-08 year represents a specific request from the women's team to return to the Icardo Center, the CSUB on-campus basketball center, to provide more flexibility in scheduling opponents.

Women's cross country, men's and women's track and field, and women's water polo compete almost exclusively on Fridays, Saturdays and Sundays. The women's cross country schedule indicates that the team competes in the mornings. The men's and women's track and field competitions are almost exclusively daylong events each year. The women's water polo team competed primarily in events that were scheduled as daylong competitions during the 2005-06 year, but have since moved toward a variety of competition times during weekends by the 2007-08 year.

Invitational and tournament competitions are typically daylong events and are found in the men's and women's golf competitions and in the men's and women's swim team competitions during the 2005-06 year. The men's and women's swim teams moved toward individual meets scheduled on Fridays, Saturdays and Sundays during the 2006-07 and 2007-08 years.

Women's softball has experienced some time-of-day changes in competitions. The 2005-06 and 2006-07 period included competition start times primarily in the early afternoon. The 2007-08 year indicates a shift, with several morning start times due to the significant increase in the number of games played during the 2007-08 year. The increase in contests for women's softball during the 2007-08 year can be attributed to participation in more invitational contests.

The women's tennis team moved from 25 percent of all contests being daylong events during the 2005-06 year to 13 percent of all contests scheduled as daylong events during the 2007-08 year. Competitions that are not daylong consistently have start times in the early afternoon.

Women's volleyball and men's wrestling have maintained consistent scheduling patterns. Women's volleyball typically plays at 7:00 p.m. during a variety of week days, and men's wrestling has maintained a range of scheduling, including daylong tournaments, and afternoon and evening events.

PRACTICE TIMES
 Practice times have been reviewed, and all teams meet NCAA regulations and requirements associated with number of practices, length and time of day. No gender bias has been identified. The data related to practice times can be found below:

The men's basketball team practice days and times are Monday, Tuesday, Wednesday, Thursday and Friday from 2:15 - 5:00 p.m. and Saturdays from 1:00 - 4:00 p.m. The women's basketball team practice days and times are Monday, Tuesday, Wednesday, Thursday and Friday from 1:00 - 4:00 p.m.

The men's golf team practice days and times are Tuesday, Wednesday, Thursday and Friday from 1:00 - 5:00 p.m. The women's golf team practice days and times are Monday, Tuesday, Wednesday, Thursday and Friday from 1:00 - 4:00 p.m.
The men's soccer team practice days and times are Monday, Tuesday, Wednesday, and Thursday from 3:30 - 5:00 p.m. The women's soccer team practice days and times include Monday, Tuesday, Wednesday, Thursday and Friday from 9:30 - 11:00 a.m.

The men's swim team practice days and times are Monday, Tuesday, Wednesday and Thursday from 6:00 - 7:00 a.m. and 1:00 - 3:00 p.m.; Fridays from 6:00 - 7:00 a.m. and 2:00 - 4:00 p.m.; and Saturdays from 8:00 - 10:00 a.m. The women's swim team practice days are Monday, Wednesday and Thursday from 7:00 - 8:00 a.m. and 1:00 - 3:00 p.m.; Fridays from 7:00 - 9:00 a.m. and 2:00 - 4:00 p.m.; and Saturdays from 8:00 - 10:00 a.m.

The men's and women's track and field team share practice days and times which are specifically broken down by discipline. The throwers practice Monday from 8:20 to 9:15 a.m. and 11:00 - 11:40 a.m., Tuesday from 10:00 - 11:30 a.m., Wednesday from 12:30 - 2:00 p.m., and Thursday from 11:00 - 11:45 a.m. and 1:30 to 4:00 p.m. The runners are separated into three groups and practice Monday, Tuesday, Wednesday and Thursday for 1 - 1 1/2 hours with one group meeting from 6:00 - 7:30 a.m., another group meeting from 2:00 - 3:30 p.m., and the third group meeting from 4:00 - 5:00 p.m. The jumpers practice on Monday and Wednesday from 1:00 - 2:30 p.m.

The men's wrestling team practice days and times are Monday, Tuesday, Wednesday, Thursday and Friday from 3:00 - 5:30 p.m.

The women's softball team practice days and times are Monday, Tuesday, Wednesday, Thursday and Friday from 2:00 - 6:00 p.m.

The women's tennis team practice days and times are Monday, Tuesday, Wednesday, Thursday and Friday from 3:30 - 5:00 p.m. and Saturday from 11:00 a.m. - 1:00 p.m.

The women's volleyball team practice days and times are Monday, Tuesday, Wednesday, Thursday and Friday from 7:00 - 11:00 a.m.

The women's water polo team practice days and times are Monday, Tuesday, Wednesday, Thursday and Friday from 7:00 - 10:15 a.m.

c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the underrepresented gender within the athletics program.

Scheduling is the primary challenge experienced by men's and women's athletics to reach the number of desired competitions during the 2005-08 period. The lack of conference affiliation made it difficult for teams to schedule contests, and teams worked diligently to meet NCAA requirements.

The women's golf team demonstrates an excellent example of growth within a new program, as the number of contests scheduled between year one and year two of the program increased significantly. Contests grew from seven in the first year of the program during 2006-07 to 13 in the second year during 2007-08. This increase in contests demonstrates an exceptional ability to promote female teams during the transition to NCAA Division I.

Practice times meet all NCAA requirements, and there are no gender issues related to practice days and times. CSUB is in compliance with requirements associated with number, length and time of day of practices.

PRESEASON AND POSTSEASON OPPORTUNITIES
Preseason opportunities included several exhibition and scrimmage contests for almost every team. No gender differences were identified. Preseason opportunities are specifically tied to finding teams willing and interested in playing, while postseason opportunities are tied to performance in the sport. Additionally, postseason opportunities did not exist for sports where CSUB does not have a conference affiliation. No foreign travel occurred during the 2005-08 period.

d. Explain how the institution's written, stand-alone plan for gender issues addresses each of the 17 areas.

No unexplained practices or problems that could be identified as gender bias were identified. CSUB will continue to monitor balance and compliance in the area of scheduling of contests and practice times.
5. Travel allowance  Modes of transportation, housing furnished during travel, length of stay before and after competitive events, dining arrangements and per diem for institutional competition and other competitive opportunities (e.g., under NCAA Bylaw 16.8.1.3).

   a. Describe how the institution has ensured a complete study of each of the 17 program areas.

      To ensure that a thorough study of travel allowance was completed, the university included a review by the director of athletics, senior associate athletic director/SWA, FAR, IAAC, SAAC, ASI, Academic Senate, CSUB Foundation board of directors, Roadrunner Club, alumni, coaches, President's Cabinet, and president. In addition, the information was shared with the community through public forums and the university website. EADA reports were reviewed, and the athletics business manager was also consulted.

   b. Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 17 areas.

      The director of athletics allocates travel budgets to the coaches.

      Team travel expenditures for 2005-06 were $154,880, or 51.5 percent, for male student-athletes, and $145,591, or 48.5 percent, for female student-athletes.

      Team travel expenditures for 2006-07 were $130,553, or 46 percent, for male student-athletes, and $153,656, or 54 percent, for female student-athletes.

      Team travel expenditures for 2007-08 were $206,867, or 48 percent, for male student-athletes, and $226,440, or 52 percent, for female student-athletes.

      The athletics department has established a gender-neutral per diem policy. Every student-athlete traveling receives a full day's per diem for each day. Currently, the per diem is $22 per day ($6 for breakfast, $6 for lunch and $10 for dinner). A similar gender-neutral per diem policy exists for coaches. The coaches also receive a per diem of $22 per day.

   c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the underrepresented gender within the athletics program.

      Travel expenses are not associated with gender, but are directly related to preseason, regular season and postseason play, which is dependent on competition options and the performance of teams. The only year representing a lower budget allocation for women's travel than men took place during 2005-06 because three men's programs (soccer, swimming and wrestling) qualified for postseason competition.

      Travel per diem is gender neutral with both men's and women's teams receiving the same amount for travel related expenses. The allocation between the genders is fair, and equity is consistently maintained.

   d. Explain how the institution's written, stand-alone plan for gender issues addresses each of the 17 areas.

      The university has a well-established gender-neutral per diem policy. Travel and per diem budgetary allocations are made in an equitable fashion, regardless of gender, with additional resources allocated to teams that qualify for postseason competition.

      CSUB is compliant, with no deficiencies identified. CSUB will continue to monitor the equitable balance of travel and per diem budgetary allocations in relation to gender.

6. Academic support services  Availability of, and equitable access to, academic support services that meet the needs of student-athletes based on individual student-athlete academic profiles and/or performance, and equitable criteria for obtaining assistance.
a. Describe how the institution has ensured a complete study of each of the 17 program areas.

To ensure that a thorough study of academic support services, the university included a review by the director of athletics, senior associate athletic director/SWA, FAR, IAAC, SAAC, ASI, Academic Senate, CSUB Foundation board of directors, Roadrunner Club, alumni, coaches, President's Cabinet, and president. In addition, the information was shared with the community through public forums and the university website. A review was conducted of the following materials, including the Athletics Academic Advising Council Handbook, Compliance Handbook, 2008-09 Student-Athlete Handbook, first- and second-year reports, the five-year plan, CSUB academic standards plan, CSUB academic support plan, comprehensive plan for the academic support of student-athletes, Oasis tutorial manual/schedule, and faculty guidelines and academic support. Additionally, an interview was conducted with the athletic academic advisor.

b. Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 17 areas.

Several areas pertaining to academic support services were reviewed to demonstrate the institution's status and commitment to the underrepresented gender.

OASIS TUTORING CENTER
Tutoring services are provided through the Oasis Tutoring Center housed in academic affairs and under the direction of the associate vice president for enrollment management. The Oasis Tutoring Center provides free tutoring for all undergraduate students, as well as student-athletes, for most general education courses and on-going assistance in general content areas.

Tutors are available seven days a week (hours vary by day). Tutoring is available on a walk-in basis, and the hours are clearly noted on the CSUB website, postings on campus, and by individual department offices. Many subject areas require all students on campus to log tutoring hours as part of their grade. Selection, training and compensation of the tutors is the responsibility of the Oasis Tutoring Center.

Student-athletes are informed of the services at the Oasis Tutoring Center when attending the new student orientation and as part of the student planner distributed the week prior to the commencement of school. All student-athletes receive tutoring services regardless of gender. Student-athletes with a grade point average (GPA) of 2.50 or below are required to go to the Oasis Tutoring Center for four hours per week during the quarter. Some coaches require students who have a 3.00 GPA or below to attend the tutoring center. The Oasis Tutoring Center provides feedback reports to the coaches about attendance of student-athletes.

STUDY TABLE
The athletics department offers a program called "study table," which is a "study hall" for specifically for student-athletes. The athletic academic advisor actively checks each student-athlete's GPA to determine if study table hours are necessary. Study table is mandatory for all student-athletes with a GPA lower than 2.50. The FAR and the athletic academic advisor determine the number of required study hours. Study hours must be logged by the student and verified by the athletic academic advisor to ensure compliance. All student-athletes are included in a GPA review regardless of gender.

COACHES
Faculty members receive progress report forms for all student-athletes three times each quarter. The data from the reports is summarized weekly and shared with the coaches, FAR, athletics academic advisor and senior associate athletic director/SWA. Coaches receive these weekly progress reports from the academic advisor regarding all student-athletes regardless of gender. The progress report contains information about the student-athlete's attendance, study table and/or tutoring attendance, class schedule changes, and progress reporting from professors. Coaches also receive a degree progress spreadsheet each quarter generated by the university evaluation office. The degree progress spreadsheet includes specific information about each student-athlete related to progress-toward-degree, including percentage benchmarks met for third, fourth and fifth year student-athletes. Coaches receive information about study hall participation. Additionally, coaches and or assistant coaches volunteer for one or more nights at study table per quarter.
ADVISING SERVICES
All lower-division student-athletes, regardless of gender, are required to meet individually with the athletic academic advisor each quarter to select courses and ensure progress-toward-degree. The student-athlete first meets with an advisor within the academic discipline and then the athletics academic advisor to ensure progress-toward-degree and NCAA academic compliance. The athletic academic advisor offers the student-athlete major/career information; acts as a liaison between faculty, student and coach; provides emotional support and encouragement; offers referrals to pertinent campus services/offices; and ensures appropriate scheduling around practice/competition times. CSUB currently has one athletic academic advisor with an advising load of 426 student-athletes for the 2007-08 academic year. As the athletic program continues to grow, the addition of another athletic academic advisor is critical to ensure that the institution meets the needs of the underrepresented gender. The Athletics Academic Advising Council is available and works with each program.

c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the underrepresented gender within the athletics program.

No gender deficiencies have been identified. The university is meeting the needs of the underrepresented gender by equitably offering the same services to both genders.

d. Explain how the institution's written, stand-alone plan for gender issues addresses each of the 17 areas.

The institution will continue to monitor the equitable balance of academic support services in relation to gender. Additionally, the gender self-study subcommittee does recommend adding another athletic academic advisor to ensure that all student-athletes receive appropriate academic support.

7. Coaches Availability of full-time, part-time, assistant and graduate assistants. Training, experience, professional standing, and other professional qualifications. Total rate of compensation package, duration of contracts, conditions relating to contract renewal, experience, nature of coaching duties, working conditions and other terms and conditions of employment.

a. Describe how the institution has ensured a complete study of each of the 17 program areas.

To ensure that a thorough study of coaches was completed, the university included a review by the director of athletics, senior associate athletic director/SWA, FAR, IAAC, SAAC, ASI, Academic Senate, CSUB Foundation board of directors, Roadrunner Club, alumni, coaches, President's Cabinet, and president. In addition, information was shared with the community through public forums and the university website. Documents reviewed included EADA reports for the last three years, the NCAA strategic plan, and CSUB coach appointment data for the 2005-06, 2006-07 and 2007-08 fiscal years as compiled by human resources. Interviews were also conducted with the director of compliance and the athletic department's business manager.

b. Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 17 areas.

All sports have full-time head coaches. Some teams share the same head coaches (men's and women's track/field and men's and women's golf). No changes in the gender of head coaches occurred during the past year.

The number of coaches and gender for the women's programs as of 2007-08 follows:

Women's basketball: male head coach, male assistant coach, female assistant coach, female graduate assistant
Women's cross country: male head coach, female assistant coach
Women's diving: male head coach
Women's golf: male head coach, female assistant coach
Women's soccer: female head coach, female assistant coach
Women's softball: female head coach, female assistant coach, female assistant coach
Women's swim: female head coach, female assistant coach, female assistant coach
Women's tennis: male head coach
Women's indoor track and field: male head coach, male assistant coach, female graduate assistant
Women's outdoor track and field: male head coach, male assistant coach, female graduate assistant
Women's volleyball: male head coach, female assistant coach
Women's water polo: male head coach, female assistant coach

The number of coaches and gender for the men's programs as of 2007-08 follows:

Men's baseball: male head coach, male assistant coach, male assistant coach
Men's basketball: male head coach, male assistant coach, male assistant coach, male assistant coach
Men's wrestling: male head coach, male assistant coach, male assistant coach
Men's golf: male head coach, female assistant coach
Men's soccer: male head coach, male assistant coach, male graduate assistant
Men's swimming: male head coach, female graduate assistant
Men's indoor track and field: male head coach, male assistant coach, female graduate assistant
Men's outdoor track and field: male head coach, male assistant coach, female graduate assistant

A review of the qualifications of the current coaching staff indicates that, across the board, they are well prepared to be head coaches. All 14 head coaches have bachelor's degrees, and half hold master's degrees. Qualifications of full-time assistants range from completed master's degrees to recent college graduates. All full-time assistants have a minimum of a bachelor's degree. All coaches meet or exceed the minimum requirements for employment per university and state regulations.

Coaches' compensation is based on qualifications, years of experience, length of tenure, and, to some degree, market value. In two "like" sports with different coaches (basketball and soccer), salary for the men's head coach exceeds that of the women's coach due to experience and tenure. In the third "like" sport (swimming), salary for the women's head coach exceeds that of the men's coach due to experience and tenure. Other salaries follow the same consistent pattern. The majority of head coaches are employed on either an academic year or 10-month contract. Both men's and women's basketball head coaches have multi-year contracts.

A total package compensation comparison of all coaches' for men's and women's teams shows continual improvement in allocations to women's sports over the past three years.

The following data demonstrates continued success in compensation for female teams: Women's sports were allocated 52.9 percent of the salary and compensation budget for the year 2005-06 while men's sports received 47.1 percent of the salary and compensation budget.

Women's sports were allocated 53.1 percent of the salary and compensation budget for the year 2006-07, while men's sports received 46.9 percent of the salary and compensation budget.

Women's sports were allocated 55.5 percent of the salary and compensation budget for the year 2007-08, while men's sports received 44.5 percent of the salary and compensation budget.

(Source: EADA reports adjusted for coaches serving sports across genders)

c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the underrepresented gender within the athletics program.

The analysis of combined total compensation for coaches indicates that CSUB is within one-half of one-percent of target required and meets the CSU Consent Decree. No deficiencies have been identified.

d. Explain how the institution's written, stand-alone plan for gender issues addresses each of the 17 areas.

The director of athletics will continue to review salaries annually for head and assistant coaches and make salary adjustments when necessary. CSUB is in compliance and will continue to maintain equitable balances.
8. Locker rooms, practice and competitive facilities  Quality, availability, and exclusivity of practice and competitive facilities; quality and availability of locker rooms; maintenance and preparation of practice and competitive facilities.

a. Describe how the institution has ensured a complete study of each of the 17 program areas.

To ensure that a thorough study of locker rooms, practice and competitive facilities was completed, the university included a review by the director of athletics, senior associate athletic director/SWA, FAR, IAAC, SAAC, ASI, Academic Senate, CSUB Foundation board of directors, Roadrunner Club, alumni, coaches, President's Cabinet, and president. In addition, the information was shared with the community through public forums and the university website. The athletic facilities coordinator was interviewed. Various documents were examined, including the second-year report, CSUB news information, and the campus master plan. Information was also obtained from the CSUB athletics department website.

b. Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 17 areas.

Women's and men's teams are provided with the same caliber of facilities. Many of the athletic facilities are shared by men's and women's programs for practices and competition, including the Icardo Center, outdoor track, soccer field, Hillman Aquatic Center, and the old gym. Moreover, both women's and men's teams share training facilities such as the weight room. The locker rooms for women and men are identical in size and have the same amenities.

Competitive facilities have undergone improvements in the last year. The softball field's infield was replaced with a new infield mix, and some grassy areas were replaced with new sod. The wood on the dugouts was replaced and repainted. Work was done to improve the outfield fence. The soccer field team benches were moved from the west side to the east side of the field. Fifty palm trees were planted along the fence line of the field, and the public address system was replaced. For the Icardo Center, the floor was refinished, the walls were repainted, a new scoreboard and message board were purchased, and the lights were all replaced. Wireless Internet was added to the gym, and keypads were installed in the Icardo Center locker rooms. The locker rooms are in good condition and have been upgraded with new floors and repainted walls. The old gym's locker room had some rows of lockers removed and benches repainted to house the women's soccer team. Weight/training rooms have undergone complete remodeling, including new flooring, painted walls and ceilings, new lighting, air conditioning, and furniture.

c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the underrepresented gender within the athletics program.

CSUB is meeting the needs of women's sports by equitably offering the same caliber of facilities to both genders. A few minor deficiencies exist specific to women's sports, including softball's need for a new sprinkler system that will cover the entire field, and the women's tennis team is in need of court upkeep. There is a problem keeping the courts clean and safe due to falling leaves and needles from trees that surround the area.

d. Explain how the institution's written, stand-alone plan for gender issues addresses each of the 17 areas.

CSUB is in compliance and will continue to monitor balance and compliance in the area of locker rooms, practice and competitive facilities. Additionally, the institution will address the softball team's need for a new sprinkler system and the women's tennis team's need for court maintenance until new courts are built.

9. Medical and training facilities and services  Availability of medical personnel; availability and quality of weight training and conditioning facilities; availability and qualifications of athletics trainers; health, accident, and injury insurance coverage; provision of medical and training expenses.
a. Describe how the institution has ensured a complete study of each of the 17 program areas.

To ensure that a thorough study of medical and training facilities and services was completed, the university included a review by the director of athletics, senior associate athletic director/SWA, FAR, IAAC, SAAC, ASI, Academic Senate, CSUB Foundation board of directors, Roadrunner Club, alumni, coaches, President's Cabinet, and president. In addition, the information was shared with the community through public forums and the university website. A review was conducted of the policies and guidelines in the NCAA Sports Medicine Handbook, as well as the pre-physical information supplied to student-athletes. Interviews were conducted with the head athletic trainer, both assistant athletic trainers and the director of compliance. The CSUB sports medicine physician's team and their responsibilities were reviewed. Tours of the athletic training facilities and equipment occurred.

b. Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 17 areas.

CSUB is committed to providing the best medical care and injury/illness prevention services to meet NCAA Division I standards and guidelines. The athletic training program provides injury/illness prevention information, care, and treatment for student-athletes in accordance with all NCAA and National Athletics Trainers' Association (NATA) guidelines. Staffing includes a male full-time head athletic trainer and two full-time assistant trainers, one male and one female. All trainers are on 10-month contracts and are NATA and National Strength and Conditioning Association (NSCA) certified. Training facilities, care, treatment and rehabilitation are equally available to both genders and all sports. There are no specific team assignments, and the trainers' team travel is based upon athletic coaches' requests, depending upon availability due to scheduled home contests. A trainer is provided for practice at off-campus practice facilities.

A comprehensive medical team of 27 physicians, covering all areas of medical specialization, has been added to the CSUB sports medicine team to ensure quality care and rehabilitation of student-athletes. The head team physician provides weekly on-site coverage in the training room. Physicians provide pre-participation physicals and are readily available for referrals.

There are three athletic training areas: the main athletic training room, a physician's examination room, and a room located next to the gym. All are equally available to both genders of all sports and are well maintained.

Medical insurance is required of all international student-athletes, and the university provides medical insurance to cover uninsured and underinsured student-athletes. These insurance contracts and coverage are reviewed annually.

Currently, CSUB does not employ a strength and conditioning coach. Each sport is responsible for its own strength and conditioning program. The on-campus weight room is available to all sports with in-season sports receiving scheduling priority. Efforts to accommodate all sports and genders are made to ensure that every team has equal access. The CSUB training staff and sports physical therapist team provide strength training for the rehabilitation of injured student-athletes. Medical and training services provided to the student-athletes are equitable.

Medical treatment of student-athletes also appears to be balanced. The training room was remodeled and expanded in 2007-08 to allow improved access and available treatment and rehabilitation space.

c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the underrepresented gender within the athletics program.

CSUB is meeting the needs of the women by providing equal medical and training facilities and services to bother genders. An additional female full-time trainer will be added to the sports medical team in 2009-10 to promote continuous gender balance and additional athletic training coverage. Additionally, a newly published manual focusing on medical training procedures will be provided to all coaches. No gender equity deficiencies exist.

d. Explain how the institution's written, stand-alone plan for gender issues addresses each of the 17 areas.
CSUB is in compliance. Annual monitoring by the director of athletics, the senior associate athletic director/SWA, and the director of compliance will continue to ensure balance and compliance.

10. Housing, dining facilities and services  Housing provided; special services as part of housing; dining arrangements.

a. Describe how the institution has ensured a complete study of each of the 17 program areas.

To ensure that a thorough study of housing, dining facilities and services was completed, the university included a review by the director of athletics, senior associate athletic director/SWA, FAR, IAAC, SAAC, ASI, Academic Senate, CSUB Foundation board of directors, Roadrunner Club, alumni, coaches, President's Cabinet, and president. In addition, the information was shared with the community through public forums and the university website. Financial aid data, the 2008 gender equity plan, housing website, and Student-Athlete Handbook were reviewed, and an interview was conducted with the housing office staff.

b. Provide data demonstrating the institution’s status and commitment, including resource allocation, across each of the 17 areas.

Student-athletes living off campus receive the same dollar amount for housing regardless of gender or sport. Housing at CSUB is available to all students, including student-athletes. Student-athletes use the same dining hall as non-student-athletes. All students can request a box lunch/dinner if they are leaving early or returning late due to classes, or, in the case of student-athletes, due to practice or competition. Student-athletes are not provided any special consideration in terms of early check-in or extensions on check-out. Student-athletes are treated exactly the same as the general student population, and there are no gender differences in terms of housing, dining or services associated with the residence halls. Currently, vacation period on-campus housing is unavailable to students.

c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the underrepresented gender within the athletics program.

The university is meeting the needs of the underrepresented gender by offering the same housing, dining and services for all students regardless of whether they are student-athletes or non-student-athletes. No deficiencies have been identified.

d. Explain how the institution’s written, stand-alone plan for gender issues addresses each of the 17 areas.

The senior associate athletic director/SWA will continue working with the housing office and the student affairs division to investigate the opportunity of providing on-campus housing during vacation periods.

11. Publicity and awards  Availability and quality of sports information personnel; access to other publicity resources; quantity and quality of publications and other promotional devices; availability and quality of institutional awards; opportunity for application and/or nomination for other outside awards (e.g., NCAA, national or conference awards).

a. Describe how the institution has ensured a complete study of each of the 17 program areas.

To ensure that a thorough study of publicity and awards was completed, the university included a review by the director of athletics, senior associate athletic director/SWA, FAR, IAAC, SAAC, ASI, Academic Senate, CSUB Foundation board of directors, Roadrunner Club, alumni, coaches, President’s Cabinet, and president. In addition, the information was shared with the community through public forums and the university website. EADA reports, the five-year business plan and the first- and second-year reports were...
reviewed. Interviews were conducted with the CSUB sports information office and the athletics program marketing department.

b. Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 17 areas.

The following list of publicity and marketing staff includes years of experience on the job for each staff member:

Assistant athletic director: 20 years of experience
Director of media relations: 7 years of experience
Assistant director of media relations: 5 years of experience
Director of sales and marketing: 6 years of experience
Marketing manager: 1 year of experience
Promotions coordinator: .5 years of experience
Ticket manager: 3.5 years of experience

SPORTS INFORMATION OFFICE
The CSUB sports information office is staffed by three professionals, each of whom assumes responsibility for certain sports each season. Unlike many Division I schools, CSUB's sports information office employs three staff members, rather than student interns, to assist each sport with publicity. Each member of the sports information office has a bachelor's degree, with two of those degrees in journalism. The third staff member has a master's degree.

The office is overseen by the assistant athletic director who reports to the director of athletics. The staff publishes media guides for men's and women's basketball. These guides are bound, full-color publications, with statistics present and past, highlights from past games, opponent details, and photos of CSUB players. There are equally professional publications used for media and for recruitment purposes.

There is no difference in media effort expended for what are known as "-tiered sports," though more office attention is paid to sports the Big West Conference prioritizes. More attention is also paid to what are known as "ticketed sports." These are sports attracting an audience and the news media. Eighty percent of what the office does is reactive, in the sense that office personnel answer questions and produce statistics and biographies for the news media, often in the form of a weekly notebook and court-side/field-side information. The news media follows ticketed sports, which results in more attention to men's and women's basketball, women's volleyball, and men's and women's soccer. The office writes biographical details and complies statistics for each player in each sport. These media guides are available online at www.gorunners.com for journalists who write advance stories and need access to players and team details. ESPN, for example, gets up-to-date statistics provided online by the sports information office during men's and women's basketball season. If one of the non-ticketed sports, such as women's water polo, receives television coverage, then the office will do the same as has been done for basketball. When the local news media travels with teams, then an office staff member will also be with the team to provide court-side/field-side media assistance. Traditionally, the local news media (external to CSUB) only travel with the men's basketball team. When a team faces an opponent for which there is local media interest, such as University of California, Los Angeles, then the staff members who are responsible for that sport will attend the game, even when no news media is traveling with the team. The staff member is responsible for providing necessary information to local sports media. An office staff member will also travel with a team when the team pays for expenses.

PROMOTIONS
The marketing department in athletics has four full-time employees, including the director, who reports to the director of athletics. Each has a bachelor's degree: three in marketing and one in graphic design. Each is responsible for a certain area:
- the director is in charge of all sales and management of the office;
- the second staff member is in charge of account management;
- the third staff member is responsible for game-day planning, cheerleading and promotional coordination;
- the fourth employee oversees ticketing.

The office does promotions for all ticketed sports, and no external promotions for non-ticketed sports. The office promotes women's basketball, women's soccer, volleyball and softball, and men's soccer, men's basketball, wrestling and baseball.
Minimal effort is used to promote men's and women's soccer, wrestling or softball. However, there are some co-promotional efforts for baseball and softball. The largest expenditure for marketing and promotions is for basketball. This includes television ads, which involve a more aggressive campaign for both men's and women's basketball. Local magazines, the CSUB student newspaper and other local printed media are targets for promotional materials. When the local newspaper wanted to run a free full-page feature on men's basketball, the marketing office bought the equivalent space to run a spread on women's basketball. The office is trying to maximize everything it does for both genders. As a result, schedule cards, direct mail, e-mail, flyers and advertisements purchased from the local media are done equitably for both men's and women's basketball. The office is now working to establish social networking sites so that students can be more involved in athletic events.

AWARDS
The marketing office organizes an awards banquet each year. This is to announce awards outside of the team awards (which teams are in charge of selecting). The major award, the President's Award, honors the overall student-athlete of the year in terms of athletic achievement, GPA and community service. This is a single award. The Flachmann Awards go to the male and female student-athlete with the best athletic achievement. The Kegley-MCall Awards go to the male and female teams with the best GPAs. The Roadrunner of the Year Awards honor the top female and top male student-athletes as chosen by the SAAC. The Captain's Award is given to the captain of each team. Regardless of gender, undergraduate athletes who meet specific criteria receive a special sash to wear at the graduation ceremonies. Gold Card winners, athletes who were members of a sport for four years, receive two free passes for life to any regular season game in any sport. The athletic department also nominates student-athletes for the NCAA post-graduate scholarship. The athletics department also has a staff member on the national coordination committee for the Academic All-American Award, and CSUB student-athletes are nominated for this award. There is gender equity in awards, as several are awarded to both men and women, and the others are based on criteria other than gender.

c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the underrepresented gender within the athletics program.

The institution is meeting the needs of the underrepresented gender since publicity and awards are not tied to gender. Publicity activity is directly connected to sports the Big West Conference prioritizes and to “ticketed sports.” The sports information office and the marketing office work to equitably publicize and market the CSUB athletics program. When disparities arise, both offices respond effectively to ensure that women's sports receive equitable publicity and marketing. Awards are not tied to gender. Awards are directly connected to accomplishments, including academic achievement, longevity and post-graduate scholarships. No deficiencies have been identified.

d. Explain how the institution's written, stand-alone plan for gender issues addresses each of the 17 areas.

CSUB is in compliance and will continue to monitor the equitable balance of publicity and awards annually.

12. Support services Administrative, secretarial, clerical support and office space.

a. Describe how the institution has ensured a complete study of each of the 17 program areas.

To ensure that a thorough study of support services was completed, the university included a review by the director of athletics, senior associate athletic director/SWA, FAR, IAAC, SAAC, ASI, Academic Senate, CSUB Foundation board of directors, Roadrunner Club, alumni, coaches, President's Cabinet, and president. In addition, the information was shared with the community through public forums and the university website. EADA reports were reviewed, and an interview with the athletics department business manager was conducted.

b. Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 17 areas.
Based on interviews with the director of athletics and head coaches, administrative support is supplied to the entire athletics program without regard to gender. Coaches are responsible for their own administrative support needs, as resources are currently not available to provide clerical services to coaches. The old gym was renovated in 2007 to create adequate and equitable office space for head and assistant coaches.

Salary information regarding support staff was reviewed. Support staff/administrative salaries, benefits, and bonuses each year are as follows:

Expenditures for the year 2005-06 totaled $1,250,443 for support services and salaries. Expenditures for the year 2006-07 totaled $1,516,521 for support services and salaries. Expenditures for the years 2005-07 did not include any specific allocations by gender.

Expenditures for the year 2007-08 totaled $1,650,939 for support services, with 1.5 percent allocated by gender. During 2007-08, support services and salaries included $16,013 allocated to men's sports and $9,497 allocated to women's sports. These gender allocations are directly related to salaries for coaching staff who oversaw the maintenance and supervision of the pool. A men's team coach supervised pool maintenance ($16,013), while a female team coach supervised the pool ($9,497). The coaches were compensated equitably based on time devoted to each task. The maintenance and supervision of the pool serves both genders.

(Source: EADA Reports)

c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the underrepresented gender within the athletics program.

The support and administrative staff provide services to the entire athletics department regardless of gender. Office space for coaches and assistant coaches is allocated equitably. During the 2007-08 academic year, salary and expenses were allocated by gender with $16,013 allocated to men's sports and $9,497 allocated to women's sports. The total amount, $25,510 allocated by gender is 1.5 percent of the entire support staff/administrative staff salaries. A men's team coach supervised pool maintenance ($16,013), while a female team coach supervised the pool, ($9,497). The coaches were compensated equitably based on time devoted to each task. No deficiencies have been identified.

d. Explain how the institution's written, stand-alone plan for gender issues addresses each of the 17 areas.

CSUB is in compliance and will continue to monitor balance and compliance in this area.

13. Recruitment of student-athletes Equal opportunities for professional personnel to recruit; availability of financial and other resources for recruitment; equivalent benefits, opportunities and treatment of prospective student-athletes.

a. Describe how the institution has ensured a complete study of each of the 17 program areas.

To ensure that a thorough study of recruitment of student-athletes was completed, the university included a review by the director of athletics, senior associate athletic director/SWA, FAR, IAAC, SAAC, ASI, Academic Senate, CSUB Foundation board of directors, Roadrunner Club, alumni, coaches, President’s Cabinet, and president. In addition, the information was shared with the community through public forums and the university website. EADA reports, CSUB Compliance Handbook, and CSUB Recruiting Guide were reviewed. An interview with the director of compliance was conducted.

b. Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 17 areas.

CSUB is committed to recruiting excellent student-athletes, including ensuring that recruits are likely to be successful academically. Further, CSUB is committed to gender equity in the resources and energies dedicated to student-athlete recruitment.
Examination of the EADA reports indicates that CSUB has significantly improved in the area of gender equity in recruiting expenditures over the past three years.

The 2005-06 academic year data indicate that 34.2 percent of the NCAA eligible student population was male, while 65.8 percent of the NCAA student population was female. Student-athlete recruiting expenditures for the 2005-06 year indicate that 57.9 percent of the recruiting budget was used for male student-athletes, while 42.1 percent was used for female student-athlete recruitment.

The 2006-07 academic year data indicate that 34.6 percent of the NCAA eligible student population was male, while 65.4 percent of the NCAA student population was female. Student-athlete recruiting expenditures for the 2006-07 year indicate that 63.4 percent of the recruiting budget was used for male student-athletes, while 36.6 percent was used for female student-athlete recruitment.

The 2007-08 academic year data indicate that 33.3 percent of the NCAA eligible student population was male, while 66.7 percent of the NCAA student population was female. Student athletic recruiting expenditures for the 2007-08 year indicate that 31.56 percent of the recruiting budget was used for male student-athletes, while 68.44 percent was used for female student-athlete recruitment.

(Source: EADA Reports)

According to the CSUB 2007-08 EADA report and the NCAA strategic plan, women’s teams utilized a larger portion of the total recruiting budget than men’s teams, demonstrating significant improvement in recruitment funding for women’s sports. The addition of baseball to meet conference requirements did not redirect recruiting dollars to men’s teams. In fact, the portion of recruiting funds spent on women’s sports in 2007-08 increased by well over 30 percent. The year 2007-08 demonstrates that the institution met and exceeded the CSU Consent Decree.

(Source: NCAA 2007-08 strategic plan)

Commitment to gender equity in recruitment of student-athletes is evident in the CSUB Compliance Handbook and in the CSUB Recruiting Guide. In both documents, the institution outlines rules and regulations governing recruitment of student-athletes. These rules and regulations apply equally to both men’s and women’s teams. In addition, the institution's policies with respect to giving prospective student-athletes complimentary tickets to sporting events is based on NCAA regulations and is gender neutral, with the same rules and regulations applying to male and female student-athletes.

c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the underrepresented gender within the athletics program.

Significant gains have been made over the past three years in the gender equity of recruiting expenditures with a continued commitment to increasing the recruiting budget for female sports. An increase of 30 percent in recruiting expenditures for the year 2007-08 demonstrates a sincere and continued commitment to recruiting female student-athletes to the university. The five-year plan also notes a continued increase in funding recruitment for female sports teams.

d. Explain how the institution's written, stand-alone plan for gender issues addresses each of the 17 areas.

CSUB is in compliance and will continue to dedicate funds to female recruiting budgets to meet and exceed the CSU Consent Decree.

14. Retention Programs and services to address retention of staff, coaches and student-athletes from the underrepresented gender within the athletics program; review of retention and promotion of staff and coaches from the underrepresented gender within the athletics program, including professional development opportunities (e.g., mentoring programs), rate of compensation, duration of contracts, conditions relating to contract renewal; programs and services to address retention of student-athletes who are members of the underrepresented gender within the athletics program.
a. Describe how the institution has ensured a complete study of each of the 17 program areas.

To ensure that a thorough study of retention was completed, the university included a review by the director of athletics, senior associate athletic director/SWA, FAR, IAAC, SAAC, ASI, Academic Senate, CSUB Foundation board of directors, Roadrunner Club, alumni, coaches, President's Cabinet, and president. In addition, the information was shared with the community through public forums and the university website. EADA reports, Athletics Academic Advising Handbook, Compliance Handbook, Student-Athlete Handbook and the 2006-07 Academic Progress Rate institutional report were reviewed. Additionally, an interview was conducted with the director of compliance.

b. Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 17 areas.

CSUB is committed to retaining excellent staff, coaches and student-athletes. As indicated in the university's mission statement, the institution aims to attain excellence in all areas and will achieve that goal by recruiting, developing, and promoting a diverse staff. Several focus areas pertaining to staff, coaches and student-athletes are reviewed to ensure retention has been addressed.

**SUPPORT STAFF SALARIES**

Salary information regarding support staff was reviewed. Support staff/administrative salaries, benefits, and annual bonuses follows

Expenditures for the year 2005-06 totaled $1,250,443 for support services and salaries. Expenditures for the year 2006-07 totaled $1,516,521 for support services and salaries. Expenditures for the years 2005-07 did not include any specific allocations by gender.

Expenditures for the year 2007-08 totaled $1,650,939 for support services, with 1.5 percent allocated by gender. During 2007-08, support services and salaries included $16,013 allocated to men's sports and $9,497 allocated to women's sports. These gender allocated amounts are directly connected to salaries for coaching staff who oversaw the maintenance of the pool and the actual supervision of the pool. A men's team coach supervised pool maintenance ($16,013), while a female team coach supervised the pool ($9,497). The coaches were compensated equitably based on time devoted to each task. The maintenance and supervision of the pool serves both genders.

Support staff provides services to all sports without regard to gender. CSUB is in compliance.

(Source: EADA Report)

**COACHES SALARIES**

Coaches' compensation is based on qualifications, years of experience, length of tenure, and, to some degree, market value. In two "like" sports with different coaches (basketball and soccer) salary for the men's head coach exceeds that of the women's coach due to experience and tenure. In the third "like" sport (swimming), salary for the women's head coach exceeds that of the men's coach due to experience and tenure. Other salaries follow the same consistent pattern.

A comparison of all coaches' total package compensation for men's and women's teams demonstrates continued improved allocation to women's sports over the past three years. The following data demonstrates continued success in compensation for female teams:

Women's sports were allocated 52.9 percent of the salary and compensation budget for the year 2005-06, while men's sports received 47.1 percent of the salary and compensation budget.

Women's sports were allocated 53.1 percent of the salary and compensation budget for the year 2006-07, while men's sports received 46.9 percent of the salary and compensation budget.

Women's sports were allocated 55.5 percent of the salary and compensation budget for the year 2007-08, while men's sports received 44.5 percent of the salary and compensation budget.

(Source: EADA reports adjusted for coaches serving sports across genders)

The majority of head coaches are employed on either an academic year or 10-month contract. Both the men's and women's basketball head coach have three year, 12-month contracts.
A comparison of all coaches total package compensation for men's and women's teams demonstrates continued improved allocation to women's sports over the past three years.

COACHES JOB TENURE
The director of athletics provided the CSUB intercollegiate athletics organizational chart and indicated how many years each coach has been in his or her position. As indicated below, head coaches of women's teams have been in their positions from two to 24 years, with an average of 8.67 years. It should be noted that the positions of head coach for soccer, tennis, and golf are new positions, and the individuals in those positions are the original coaches. Head coaches of men's teams have been in their positions from two to 25 years, with an average of 9.57 years. Baseball is a new sport, and the head coach of that team is the original coach. Although the coaches of the men's teams, on average, have been in their positions longer than the coaches of the women's teams, statistical analysis indicates this difference is not significant.

A comparison of female head coaches to male head coaches reveals that female head coaches, on average, have been in their positions longer than male head coaches. Specifically, the four female head coaches have been in their positions for an average of 11.75 years, and the male head coaches have been in their positions for an average of 8.27 years. These averages seem to indicated that CSUB is doing a better job of retaining females in head coaching positions. However, consideration must be given to the fact that three male head coaches are in brand new positions that were only created in the last three years.

A list of head coaches and years in position are listed as follows:
Women's basketball: eight years in position
Women's soccer: three years in position
Women's volleyball: 12 years in position
Women's softball: 24 years in position
Women's swimming: 19 years in position
Women's tennis: two years in position
Women's golf: two years in position
Women's indoor/outdoor track and field: six years in position
Women's water polo: two years in position

Women's head coaches have an average of 8.67 years serving in coaching positions.

Men's basketball: four years in position
Men's soccer: 20 years in position
Men's baseball: two years in position
Men's swimming: one year in position
Men's golf: nine years in position
Men's indoor/outdoor track and field: Six years in position
Men's wrestling: 25 years in position

Men's head coaches have an average of 9.57 years serving in coaching positions.
(Source: Rudy Carvajal, director of athletics)

STUDENT-ATHLETE HANDBOOK
Examination of the Student-Athlete Handbook reveals the institution's dedication to gender equity in its athletic programs. The handbook makes a clear statement that no discrimination will be tolerated, including gender discrimination. Further, the policies outlined are gender neutral, indicating that male and female students are expected to abide by the same rules, regulations and expectations in all areas - including expectations for behavioral and ethical conduct, sexual harassment, hazing, student grievances, class attendance, and academic advising. The handbook outlines a policy for student-athlete pregnancy. In this policy, student-athletes who become pregnant are guaranteed their financial aid for the current year. Finally, student-athletes have the opportunity to be members of the SAAC.

ACADEMIC SUPPORT SERVICES FOR ATHLETES
Faculty members monitor academic progress of student-athletes through communication with the FAR, athletic academic advisor and coaches. Faculty members are informed of the student-athlete's competition schedule and anticipated absences due to travel at the beginning of each quarter by the FAR. Academic progress is further monitored by the admissions and records evaluator assigned to athletes, the
compliance coordinator, and the athletics advisor. SAAC has established a peer mentoring program for freshmen and new transfer athletes to help with the academic, athletic and social transition to university life.

Tutoring services are provided through the Oasis Tutoring Center housed in academic affairs and under the direction of the associate vice president for enrollment management. The Oasis Tutoring Center provides free tutoring for all undergraduate students, including student-athletes.

The athletics department has a program called "study table," which is a "study hall" for student-athletes. Study table is mandatory for all student-athletes with a GPA lower than a 2.50. The FAR and athletic academic advisor determine the number of required study hours. Study hours must be logged by the student and verified by the athletic academic advisor to ensure compliance.

Coaches receive a weekly progress report from the athletic academic advisor regarding the student-athlete's attendance, study table and/or tutoring attendance, class schedule changes, and progress reports from professors.

All lower-division student-athletes are required to meet individually with the athletic academic advisors each quarter to select courses and ensure progress-toward-degree. Once students have declared a major, the student-athlete must first meet with an advisor within the academic discipline and then the athletics academic advisor to ensure progress-toward-degree and NCAA academic compliance. The athletic academic advisor offers student-athletes major/career information; acts as a liaison between faculty, student and coach; provides emotional support and encouragement; offers referrals to pertinent campus services/offices; and ensures appropriate scheduling around practice/competition times.

The university has created an advising body referred to as the Athletics Academic Advising Council (AAAC). This council is comprised of faculty from all academic programs on campus and serves in an advisory capacity to the FAR and athletics department. The AAAC serves as a liaison for all academic matters related to the academic progress of student-athletes, regardless of gender, including academic standards, academic support and academic policies. Each council member serves as an advisor to student-athletes for their respective majors and, thus, guides student-athletes in steady progress toward degree completion.

To ensure student-athletes are making successful progress toward degree completion, faculty representatives are regularly provided with progress-to-degree reports for each student-athlete enrolled in their department. If problems are identified relative to the academic progress of student-athletes, the athletic academic advisor works directly with each AAAC faculty representative. The AAAC faculty representatives also serve as a contact with the university evaluator who conducts athletics evaluations. The AAAC faculty representatives are available to answer questions from colleagues regarding progress reports, refer colleagues to the FAR, encourage colleagues to return progress reports and worksheets, and provide feedback to the FAR about the progress reports or other related matters.

ATHLETE ACADEMIC PROGRESS

Examination of the 2006-07 Academic Progress Rate (APR) institutional report indicates that, in comparison to male athletes, female student-athletes demonstrate better academic progress. As indicated below, the average scores for eligibility/graduation, retention, and APR are higher for female student-athletes than for male student-athletes. Although statistical comparison of the mean scores for male and female athletes in each of these categories did not indicate a significant mean difference, these data do indicate that CSUB's female athletes are making better academic progress than CSUB's male athletes.

The APR data related to eligibility and graduation includes the following:

The average multi-year score for male teams is 859.14.
The average score for 2006-07 is 849.43.
The average multi-year score for female teams is 916.
The average score for 2006-07 is 916.

(Source: 2006-07 APR Institutional Report)

Retention data includes the following:

The average multi-year score for male teams is 882.14.
The average score for 2006-07 is 877.57.
The average multi-year score for female teams is 912.50.
The average score for 2006-07 is 912.50.
(Source: 2006-07 APR Institutional Report)

The APR data includes the following:
The average multi-year score for male teams is 870.71.
The average score for 2006-07 is 863.57.
The average multi-year score for female teams is 914.30.
The average score for 2006-07 is 914.30.
(Source: 2006-07 APR Institutional Report)

ACADEMIC PERFORMANCE OF ATHLETES
Academic achievement contributes to retention. Data from CSUB’s office of institutional planning and research indicates that in 2005-06 the average GPA for female student-athletes was higher than that of their male counterparts. Further, GPAs for both male and female student-athletes were higher than those for the overall campus. The GPA for the campus indicates that all student-athletes perform better than non-student-athletes.

Additionally, data for the 2005-06 academic year supports the assertion that female student-athletes boast a stronger academic performance than their male counterparts. The supportive data includes the following:

The average campus GPA for male students was 2.65 in fall 2005, and 2.61 for fall 2006.
The average campus GPA for female students was 2.75 in fall 2005, and 2.71 for fall 2006.

The 2005-06 academic year includes average GPA data for student-athletes:

The 2005-06 average GPA for the male basketball team was 2.70.
The 2005-06 average GPA for the female basketball team was 2.88.
The 2005-06 average GPA for the male soccer team was 2.49.
The 2005-06 average GPA for the female soccer team was 2.66.
The 2005-06 average GPA for the female softball team was 2.95.
The 2005-06 average GPA for the male swim team was 2.74.
The 2005-06 average GPA for the female swim team was 3.04.
The 2005-06 average GPA for the female tennis team was 2.98.
The 2005-06 average GPA for the male track and field team was 2.42.
The 2005-06 average GPA for the female track and field team was 2.99.
The 2005-06 average GPA for the male golf team was 2.50.
The 2005-06 average GPA for the male wrestling team was 3.59.
The 2005-06 average GPA for the female water polo team was 2.58.

The 2005-06 average GPA for male student-athletes was 2.74, while the average GPA for the female student-athletes was 2.86.
(Source: CSUB Institutional Planning and Research)

STUDENT-ATHLETE SCHOLARSHIPS
Examination of EADA reports for the last three years indicates that CSUB is achieving its goal of gender equity in the area of student-athlete scholarships. For the past three years, as indicated below, the gender distribution in the total dollar amount of scholarships awarded has reflected campus enrollment within 5 percent during the 2005-06 and 2006-07 academic years. The 2007-08 academic year difference between funding and enrollment was 5.3 percent, a slight overage in relation to the 5 percent requirement of the CSU Consent Decree. This small difference is considered an unusual circumstance given the institutional commitment to scholarship equity.

EADA reports and financial aid information include NCAA eligible enrollment data and athletic scholarship data as follows

The 2005-06 academic year data indicate that 34.2 percent of the NCAA eligible student population was male, while 65.8 percent of the NCAA student population was female.
Student-athlete scholarship disbursement for the 2005-06 year indicates that 38.5 percent male student-athletes received scholarship funding, while 61.5 percent female student-athletes received scholarship funding.

The 2006-07 academic year data indicate that 34.6 percent of the NCAA eligible student population was male, while 65.4 percent of the NCAA student population was female.

Student-athlete scholarship disbursement for the 2006-07 year indicates that 34.99 percent male student-athletes received scholarship funding, while 64.05 percent female student-athletes received scholarship funding, with .96 percent not allocated by gender.

The 2007-08 academic year data indicate that 33.3 percent of the NCAA eligible student population was male, while 66.7 percent of the NCAA student population was female.

Student-athlete scholarship disbursement for the 2007-08 year indicates that 38.2 percent male student-athletes received scholarship funding, while 61.4 percent female student-athletes received scholarship funding, with .4 percent not allocated by gender.

(Source: EADA Reports)

The university is meeting the needs of women during the periods 2005-08 and is in compliance with the CSU Consent Decree, with a difference of nearly 5 percent or less for the period under review. The CSU Consent Decree states that the scholarship budget for female student-athletes must be within 5 percent of NCAA eligible women enrolled on campus.

The 2005-06 academic year posted a difference of 4.3 percent between scholarship funding for women and NCAA eligible enrollment. The 2006-07 academic year indicates significant improvement with a difference of just 1.4 percent between scholarship funding for women and NCAA eligible enrollment numbers. The 2007-08 academic year posts a 5.3 percent difference between scholarship funding for women and NCAA eligible enrollment, which is very near the 5 percent requirement.

During the 2006-07 and 2007-08 academic years, some scholarship funding was not allocated by gender. These scholarship expenditures for the period were used to fund graduate assistants in the areas of sports information, marketing and athletic training. The institution demonstrates continued emphasis on funding female student-athletes. The five-year plan indicates that scholarship expenditures will remain stable for men's sports while noting consistent increases for all women's sports.

c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the underrepresented gender within the athletics program.

CSUB is meeting the needs of female student-athletes as retention-related services and activities are provided equally and without regard to gender. No deficiencies have been identified regarding job tenure. No deficiencies have been identified with support staff salaries. No significant deficiency has been identified regarding student-athlete scholarships. No deficiencies have been identified regarding academic progress. Coaching salaries should be carefully reviewed as the institution is minimally meeting the requirements of the CSU Consent Decree. Hiring an additional athletic academic advisor is necessary to meet the needs of a growing athletic program.

d. Explain how the institution's written, stand-alone plan for gender issues addresses each of the 17 areas.

CSUB is compliant and will continue its commitment to the retention of staff, coaches and student-athletes. The athletic academic advisor, FAR, and director of compliance will continue to work with student-athletes, coaches, faculty, and student academic support staff to ensure the retention and high academic achievement of all student-athletes, regardless of gender. The director of athletics and the senior associate athletic director/SWA will continue to monitor support and coaching staff issues to ensure equity, including salary equity.
15. Programs and activities (staff and coaches) Programs and activities that provide opportunities for all athletics department staff and coaches to address gender issues, including those designed to address the needs of the underrepresented gender within the athletics program.

a. Describe how the institution has ensured a complete study of each of the 17 program areas.

To ensure that a thorough study of programs and activities was completed, the university included a review by the director of athletics, senior associate athletic director/SWA, FAR, IAAC, SAAC, ASI, Academic Senate, CSUB Foundation board of directors, Roadrunner Club, alumni, coaches, President's Cabinet, and president. In addition, the information was shared with the community through public forums and the university website. The 2008 NCAA compliance review, 2008 compliance review responses, and the Compliance Handbook were reviewed. Interviews were conducted with the director of compliance and the main athletics department staff person charged with this area.

b. Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 17 areas.

CSUB is committed to gender equity at all levels, including providing information and training to staff and coaches. Providing opportunities to athletics coaches and staff to address gender issues is under the purview of the senior associate athletic director/SWA, who holds weekly staff meetings, compliance meetings, monthly coaches meetings, and individual meetings. In each of these, gender equity is discussed. New coach orientation includes training on gender equity policies for compliance. Coaches utilize the Compliance Handbook and adhere to the policies. Binders with gender-equity policies are regularly updated and reviewed. Starting from the CSUB president, a strong philosophy of gender equity influences coach and staff training. The senior associate athletic director/SWA has an open-door policy.

The president, director of athletics, FAR, compliance officer, financial aid representative, head evaluator, registrar, senior associate athletic director/SWA, and athletics academic advisor all attend the compliance seminar and convention each year. When the NCAA sends training via PowerPoint, this information is shared with coaches and staff.

The senior associate athletic director/SWA was involved in many committees when CSUB was at the Division II level.

Students' perceptions and experiences of gender equity are solicited through surveys as well as random solicitation of student perceptions on gender issues by the FAR and senior associate athletic director/SWA. Surveys are administered at the end of each season through an extensive exit survey collected from senior athletes. These surveys are analyzed, and information is shared with staff and coaches to address any gender inequities.

c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the underrepresented gender within the athletics program.

The institution is meeting the needs of the underrepresented gender through a continuous commitment to training and education related to gender equity. In response to the March 2008 athletics compliance review, the SWA increased regular meetings with staff and coaches. Compliance and coaches' meetings now occur on a monthly basis, and staff members meet weekly. These regular meetings provide a forum to address gender equity issues as necessary. No deficiencies have been identified.

d. Explain how the institution's written, stand-alone plan for gender issues addresses each of the 17 areas.

The athletics department will continue professional development for senior administration, who will continue to train coaches and staff. Beginning in September 2009, the senior associate athletic director/SWA, FAR and several coaches will attend an annual diversity conference and return to provide workshops to coaches and students.
16. Programs and activities (student-athletes)  Programs and activities that provide opportunities for all student-athletes to address gender issues, including those designed to address the needs of the underrepresented gender within the athletics program.

a. Describe how the institution has ensured a complete study of each of the 17 program areas.

To ensure that a thorough study of accommodation of interests and abilities was completed, the university included a review by the director of athletics, senior associate athletic director/SWA, FAR, IAAC, SAAC, ASI, Academic Senate, CSUB Foundation board of directors, Roadrunner Club, alumni, coaches, President's Cabinet, and president. In addition, the information was shared with the community through public forums and the university website. The Compliance Handbook and the Student-Athlete Handbook were reviewed, and an interview as conducted with the athletics academic advisor.

b. Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 17 areas.

CSUB is committed to programs and activities for all students, including athletes. Currently the university has approximately 87 registered student organizations that range in focus from academics to multiculturalism and diversity. Also, the athletic department has specifically established community service programs for all student-athletes regardless of gender, which gives all student-athletes the opportunity to serve as mentors. SAAC donated money to campus programming regarding sexual assault prevention during Sexual Assault Awareness Month. The campus provides programming about alcohol and other drugs through a NCAA CHOICES GET ROWDY grant along with relationship violence and conflict resolution programs. CSUB has a Challenging Athletes' Minds for Personal Success (CHAMPS)/Life Skills Program. The director of athletics and FAR have become allies through training in the campus Safe Zone project. The SAAC president attended the APPLE Conference to develop additional alcohol and other drug programming on campus.

c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the underrepresented gender within the athletics program.

CSUB is meeting the needs of the underrepresented gender within the athletics program by ensuring that all programs and activities do not discriminate using gender as a basis. The institution requires that all student organizations sign a nondiscrimination statement pledging that the organization will not discriminate based on race, religion, national origin, ethnicity, color, age, gender, marital status, citizenship, sexual orientation, or disability. No deficiencies have been identified.

d. Explain how the institution's written, stand-alone plan for gender issues addresses each of the 17 areas.

CSUB is in compliance. The university encourages active learning that takes place outside the classroom for all students regardless of gender. This is achieved through programs and activities that lend themselves to the professional development of all students. CSUB will continue to monitor programs and activities for student-athletes.

17. Participation in governance and decision making  Involvement of athletics department staff, coaches and student-athletes from the underrepresented gender within the athletics program in the governance and decision-making processes of the athletics department; provision of leadership opportunities for all student-athletes (e.g., participation on student-athlete advisory committee) and athletics department staff and coaches (e.g., participation at the conference and/or national level).

a. Describe how the institution has ensured a complete study of each of the 17 program areas.
To ensure that a thorough study of participation in governance and decision-making was completed, the university included a review by the director of athletics, senior associate athletic director/SWA, FAR, IAAC, SAAC, ASI, Academic Senate, CSUB Foundation board of directors, Roadrunner Club, alumni, coaches, President’s Cabinet, and president. In addition, the information was shared with the community through public forums and the university website.

**b.** Provide data demonstrating the institution’s status and commitment, including resource allocation, across each of the 17 areas.

A variety of opportunities are available for staff, coaches and student-athletes to participate in the governance and decision-making processes, not only within the athletics department but throughout the university. Several methods are described below.

The IACC is an advisory group comprised of faculty, staff, students and student-athletes. The majority of the members on the committee are faculty. Members of the IACC are charged with supporting presidential oversight of intercollegiate athletics. The IAAC reports directly to the president. The committee utilizes six subcommittee: (1) Audit Committee; (2) Athletics Report and Program Review Committee; (3) Gender Equity Committee; (4) Diversity Committee; and (5) Academic Integrity Committee and (6) Student Welfare and Well-Being Committee.

Students are represented by the SAAC president or a designee and ASI president or a designee. The director of athletics, senior associate director of athletics/SWA and the athletics compliance officer serve as ex offico members. The FAR chairs this committee.

The SAAC is the formal body for student-athlete participation. The committee meets monthly with the director of athletics and FAR.

The University Council meets monthly during the academic year. This group serves as a sounding board for all campus constituencies and is chaired by the university president. Faculty, staff and student members are elected by their respective constituencies to serve on the council.

ASI is the student government organization at CSUB.

Administrators from the athletics department are also included on the board of the Roadrunner Club, CSUB’s booster club. CSUB staff members utilize Staff Forum as a formal voice in governance matters, the members of which are elected.

Coaches who are faculty are eligible for election to the Academic Senate, although no coach has served in that capacity in at least the past 10 years. One coach is an active member of a standing committee of the Academic Senate, and several coaches have served on academic affairs ad hoc committees and task forces.

In addition, the athletics department encourages the participation of students, staff and coaches in outside and other professional organizations. Examples include one coach who serves on the Budget and Planning Committee of the Academic Senate and another coach who serves on the International Programs Committee.

c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the underrepresented gender within the athletics program.

Female students are the majority in the campus governance structures. When membership is appointed, campus administrators have been active in recruiting diversity in membership across staff and student groups. CSUB is in compliance with the gender equity plan and with CSUB’s mission statement.

d. Explain how the institution’s written, stand-alone plan for gender issues addresses each of the 17 areas.

CSUB is in compliance and will continue to monitor the equitable balance of governance and decision making on an annual basis.
9. Using the "plan for improvement" section, provide an institutional gender issues plan that addresses all 17 aforementioned program areas for the athletics department. The plan must include all required elements of a plan as noted by the committee. If a deficiency does not exist in a program area(s), the institution must include an evaluation mechanism to monitor the institution's status in that program area(s).

Within gender-issues and diversity-issues written plans, specific numerical targets may place an institution at legal risk and are not expected in an institution's written plan, particularly as it relates to hiring practices. In the program area of hiring practices, institutions may submit plans that have broad, flexible non numeric hiring goals. As it relates to other program areas, including but not limited to participation rates and budget increases, specific numerical targets may be appropriate.

10. Describe how the institution will review its gender-issues plan on an annual basis, including how it will compare the plan with its EADA reports and NCAA financial reports. Further, please provide the names and titles of those individuals who will be responsible for this review.

CSUB will review the gender issues plan at the close of each academic year to assess and evaluate progress associated with all program areas. At this time, the institution will also plan for activities associated with improvements for the next academic year. The primary individuals responsible for the annual review include the director of athletics, the senior associate athletic director/SWA and the athletics business manager.

11. Describe the institution's efforts to ensure the gender-issues plan for improvement was developed through a process involving broad-based campus participation and has received formal institutional approval. Further, please identify the length (e.g., five years) of this plan, including the specific years this plan will be active.

If a plan concludes prior to the commencement of the institution's next self-study, the institution is expected to create a new five-year plan for improvement, even if each of the actions in the institution's original plan were ongoing in nature. The institution must develop a new five-year plan that will maintain conformity with the operating principle.

CSUB developed a gender issues plan by creating a gender subcommittee under the larger self-study steering committee comprised of a diverse group of campus representatives - including faculty, staff and students - who thoroughly reviewed the EADA documents and reports and conducted relevant interviews. Based on this work, the subcommittee created a gender issues plan approved by the university. To create alignment with the most current plan for gender issues, the committee's plan will utilize dates that coincide with the most current five-year plan, 2007-12. The plan created through the self-study is valid from 2008-12.

To ensure broad-based participation in the development of the improvement plan, the university included a review by the director of athletics, senior associate athletic director/SWA, FAR, IAAC, SAAC, ASI, Academic Senate, CSUB Foundation board of directors, Roadrunner Club, alumni, coaches, President's Cabinet, and president. In addition, the information was shared with the community through public forums and the university website.

**Information to be available** for review by the peer-review team, if requested:

- Documentation assessing the institution's goals and actions regarding Title IX (if applicable).
- Equity in Athletics Disclosure Act survey forms and worksheets. [Please note: For confidentiality purposes, the committee will permit an institution to provide the EADA worksheets with salary information in the form of a percentage.]
- NCAA financial reports for the three most recent academic years.
<table>
<thead>
<tr>
<th>Program Area</th>
<th>Accommodation of interests and abilities</th>
<th>Athletics scholarships</th>
<th>Equipment and supplies</th>
<th>Scheduling of contests and practice time</th>
<th>Travel allowance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Elements</strong></td>
<td>The institution has met and exceeded the CSU Consent Decree requirement. Athletic participation rates are within 5 percent of NCAA eligible enrollment.</td>
<td>CSUB has met the CSU Consent Decree requirement with continuous increases in athletic scholarship funding allocated to women's sports.</td>
<td>Expenditures for female sports are exactly equivalent to female enrollment percentages. Equipment and supplies are primarily shared by both genders.</td>
<td>Scheduling of contests and practice times occur without regard to gender.</td>
<td>The institution has a gender-neutral per diem policy. Travel and per diem budgetary allocations are made in an equitable fashion with additional resources allocated to teams qualifying for postseason competition.</td>
</tr>
<tr>
<td><strong>Goals</strong></td>
<td>1) Continue to meet and exceed the CSU Consent Decree. 2) Increase awareness of opportunities for participation by conducting an interest and abilities survey by 2010.</td>
<td>A proportionately balanced scholarship budget for female student-athletes.</td>
<td>To ensure transparency, produce a detailed accounting of expenditures for equipment and supplies not allocated by gender.</td>
<td>Continue to monitor scheduling of contests and practice times to ensure gender neutrality.</td>
<td>Travel allowance continues to include gender neutrality.</td>
</tr>
<tr>
<td><strong>Steps</strong></td>
<td>1) In alignment with the CSU Consent Decree, continue to promote participation in women's athletics. 2) Create and administer interest survey.</td>
<td>CSUB will continue to proportionately balance athletic aid.</td>
<td>Create an annual detailed accounting of expenditures for equipment and supplies not allocated by gender to be included in the annual report.</td>
<td>Create a practice time form to ensure practice compliance.</td>
<td>Continue to monitor travel allowance equity.</td>
</tr>
<tr>
<td><strong>Individuals/Officers Responsible for Implementation</strong></td>
<td>Director of athletics, senior associate director of athletics/SWA, compliance officer, and FAR</td>
<td>Director of athletics, senior associate director of athletics/SWA, compliance officer, and FAR</td>
<td>Athletics business manager and senior associate director of athletics/SWA</td>
<td>Director of athletics, senior associate director of athletics/SWA, head coaches, and FAR</td>
<td>Senior associate athletic director/ SWA, athletics business manager and FAR</td>
</tr>
<tr>
<td><strong>Specific Timetable for Completing the Work</strong></td>
<td>1) Annually monitor participation numbers to ensure compliance with the CSU Consent Decree. 2) Monitor female participation rates as an outcome of survey and subsequent marketing as part of the current five-year plan.</td>
<td>1) CSUB will continue to balance scholarship budget as part of the current five-year plan.</td>
<td>The institution will begin providing a detailed accounting of expenditures for equipment and supplies not allocated by gender by the 2009-10 academic year.</td>
<td>Annually monitor contests schedules and practice time to ensure gender equity.</td>
<td>Annually monitor travel allowance to ensure gender equity.</td>
</tr>
</tbody>
</table>
## Academic Support Services

### Goals
1. **Gender neutral academic support services provided to students.**
2. **Continuous review of academic support services provided to students.**

### Steps
1. **Gender neutral academic support services provided to students.**
2. **Continuous review of academic support services provided to students.**

### Responsible for Implementation
Senior associate director of athletics/ SWA, athletic academic advisor and FAR

### Specific Timetable for Completing the Work
1) **Annually monitor the academic support services provided to students.**

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## Coaches

### Goals
1. **Equity in coaches compensation, qualifications and working conditions.**
2. **Continue to monitor coaches compensation, qualifications and working conditions are equitable.**

### Steps
1. **Equity in coaches compensation, qualifications and working conditions.**
2. **Continue to monitor coaches compensation, qualifications and working conditions are equitable.**

### Responsible for Implementation
Director of athletics, senior associate director of athletics/ SWA, and athletics business manager

### Specific Timetable for Completing the Work
Annually monitor coaches compensation, qualifications and working conditions.

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## Locker Rooms, Practice and Competitive Facilities

### Goals
1. **A new sprinkler system for the women's softball team and additional maintenance on the women's tennis courts.**
2. **Install a new sprinkler system for women's softball and provide necessary maintenance for the women's tennis team.**

### Steps
1. **A new sprinkler system for the women's softball team and additional maintenance on the women's tennis courts.**
2. **Install a new sprinkler system for women's softball and provide necessary maintenance for the women's tennis team.**

### Responsible for Implementation
Director of athletics and senior associate director of athletics/ SWA

### Specific Timetable for Completing the Work
Continue to monitor gender equity annually. Install a new sprinkler system and provide maintenance by 2009.

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## Medical and Training Facilities and Services

### Goals
1. **Gender neutral medical and training facilities and services.**
2. **Continue to monitor medical and training facilities and services.**

### Steps
1. **Gender neutral medical and training facilities and services.**
2. **Continue to monitor medical and training facilities and services.**

### Responsible for Implementation
Director of athletics, senior associate director of athletics/ SWA, athletics business manager, and FAR

### Specific Timetable for Completing the Work
Continue to monitor medical and training facilities and services on an annual basis. Additional full-time female trainer to be added to staff during the 2009-10 academic year.
<table>
<thead>
<tr>
<th>Program Area</th>
<th>Issues in the Self-Study</th>
<th>Measureable Goals</th>
<th>Steps to Achieve Goals</th>
<th>Individuals/Officers Responsible for Implementation</th>
<th>Specific Timetable for Completing the Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Housing, dining facilities and services</td>
<td>The institution provides housing and food services to student-athletes using the same</td>
<td>Work toward creating on-campus vacation period housing for student-athletes.</td>
<td>CSUB will work directly with housing administration to create vacation period housing.</td>
<td>Senior associate athletic director/SWA and athletics business manager</td>
<td>The institution will continue to monitor housing and food services. The institution will work directly with housing administration to create vacation period housing as part of the current five-year plan.</td>
</tr>
<tr>
<td>Publicity and awards</td>
<td>The marketing office focuses most efforts on the Big West Conference sport prioritization and ticketed sports. There are no gender deficiencies.</td>
<td>Ensure the equitable balance of publicity and awards annually.</td>
<td>The marketing office will continue to monitor the equitable balance of publicity and awards annually.</td>
<td>Director of athletics, assistant athletics director of media relations, and director of marketing</td>
<td>CSUB will continue to annually monitor publicity and awards to ensure gender equity continues.</td>
</tr>
<tr>
<td>Support services</td>
<td>Support services are provided to the entire athletics program without regard to gender. No deficiencies exist.</td>
<td>Ensure that the institution will continue to provide support services to the entire athletics program without regard to gender.</td>
<td>Continue monitoring of support staff services to ensure that gender equity is maintained.</td>
<td>Director of athletics and senior associate director of athletics/SWA</td>
<td>Annually review support services to ensure that gender equity is maintained.</td>
</tr>
<tr>
<td>Recruitment of student-athletes</td>
<td>The institution is in compliance with the CSU Consent Decree.</td>
<td>Continue to show increases in recruiting budgets for women.</td>
<td>Follow five-year plan that indicates increased funding for recruitment for females.</td>
<td>Director of athletics, senior associate director of athletics/SWA, and FAR</td>
<td>CSUB will increase the women's recruiting budget as part of the current five-year plan (2008-12).</td>
</tr>
<tr>
<td>Retention</td>
<td>Services associated with retention are provided without regard to gender. All student-athletes have access to the same services and support to increase retention.</td>
<td>Measure retention through the APR and graduation data.</td>
<td>Annually review the APR and graduation data to ensure women are making progress to degree and graduating in a timely manner.</td>
<td>Director of athletics, senior associate director of athletics/SWA, athletic advisor, and FAR</td>
<td>The institution will continue to monitor retention annually.</td>
</tr>
<tr>
<td>Program Area</td>
<td>Issues in the Self-Study</td>
<td>Measureable Goals</td>
<td>Steps to Achieve Goals</td>
<td>Individuals/Officers Responsible for Implementation</td>
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</tr>
<tr>
<td>Programs and activities (staff and coaches)</td>
<td>The institution is meeting the needs of the underrepresented gender. No deficiencies are identified.</td>
<td>Ensure that staff and coaches are provided with continuous training and education related to gender equity.</td>
<td>Continue to offer regular training and education related to gender equity.</td>
<td>Senior associate athletic director/SWA</td>
<td>The institution will annually monitor training and education for staff and coaches.</td>
</tr>
<tr>
<td>Programs and activities (student-athletes)</td>
<td>The institution is meeting the needs of the underrepresented gender. All student-athletes have the same access to programs and activities as non-student-athletes regardless of gender.</td>
<td>Continued gender neutrality regarding programs and activities.</td>
<td>Continue to offer access to promote programs and activities to student athletes via the academic advisor, coaches, publications and announcements.</td>
<td>Senior associate athletic director/SWA, athletic academic advisor, and FAR</td>
<td>The institution will annually monitor access to programs and activities for student-athletes.</td>
</tr>
<tr>
<td>Participation in governance and decision making</td>
<td>The institution is meeting the needs of the underrepresented gender by offering opportunities for students, staff and coaches from the underrepresented gender to participate in governance and decision making.</td>
<td>Continued gender neutrality regarding governance and decision making.</td>
<td>Continue to promote opportunities to participate in governance and decision making activities for the underrepresented gender.</td>
<td>Senior associate athletic director/SWA, academic advisor, and FAR</td>
<td>The institution will continue to monitor the equitable balance of governance and decision making involvement by the underrepresented gender on an annual basis.</td>
</tr>
</tbody>
</table>
Operating Principle

3.2 Diversity Issues

Self-Study Items

1. List all "conditions for certification" imposed by the Committee on Athletics Certification in its second-cycle certification decision (if any) as they relate to Operating Principle 3.2 (Minority Issues). In each case, provide:

   a. The original "condition" imposed;
   b. The action(s) taken by the institution;
   c. The date(s) of the action(s); and
   d. An explanation for any partial or noncompletion of such required actions.

Please note, the institution is not required to respond to opportunities for enhancement developed by the peer-review team unless those same items were adopted by the Committee on Athletics Certification.

1. Condition

As a reclassifying institution going through the self-study certification process for the first time, California State University, Bakersfield (CSUB) has no response to this area.

   Action

   Action Date

   Dec 17, 2008

   Explanation for partial or non-completion

2. Report on the implementation of the plan for improvement to address minority issues developed by the institution during its second-cycle certification process. In each case, provide:

   a. The original plan;
   b. The action(s) taken by the institution;
   c. The date(s) of the action(s); and
   d. An explanation for any partial or noncompletion of such plans.

The Committee on Athletics Certification will not accept the following explanations for partial completion or noncompletion:

- The institution did not possess sufficient funds to implement the plan, and
- The institution has had personnel changes since the original development of the plan.

Within gender-issues and diversity-issues written plans, specific numerical targets may place an institution at legal risk and are not expected in an institution's written plan, particularly as it relates to hiring practices. In the program area of hiring practices, institutions may submit plans that have broad, flexible non numeric hiring goals. As it relates to other program areas, including but not limited to participation rates and budget increases, specific numerical targets may be appropriate.
1. Original Plan

As a reclassifying institution going through the self-study certification process for the first time, CSUB has no response to this area.

Action

Action Date

Dec 17, 2008

Explanation for partial or non-completion

3. Describe any additional plans for improvement in the area of Operating Principle 3.2 (Minority Issues) developed by the institution after the second-cycle certification decision was rendered by the Committee on Athletics Certification. In each case, provide:

   a. The additional plan;
   b. The action(s) taken by the institution;
   c. The date(s) of the action(s); and
   d. An explanation for any partial or non-completion of such plans.

As a reclassifying institution going through the self-study certification process for the first time, CSUB has no response to this area.

4. Explain how the institution is organized to further its efforts related to the diversity issues operating principle for both athletics department staff and student-athletes.

CSUB is a public university committed by law to non-discriminatory policies. The president is accountable to a public board of trustees and the chief executive officer (the chancellor) of the California State University (CSU) system. Both the university and its athletics department identify diversity as a key component of their mission.

On campus, diversity is embraced at the highest levels. The president has five cabinet members, two of whom have direct roles in assuring diversity on campus. The provost and vice president for academic affairs and the vice president for student affairs are responsible for diversity in the athletic program and among the student body as a whole. They also serve as co-chairs for the NCAA certification self-study. Among the provost's responsibilities is assuring that the athletic program maintains primacy for student-athletes' academic goals. The vice president for student affairs oversees student extracurricular life, as well as discipline and all activities not instructional per se. Both share responsibility for diversity goals among the other objectives for the athletics program. The president and these two administrators themselves represent diversity: one African-American man and two women - one African-American and one Latina.

Along with these cabinet members, the director of athletics also reports directly to the president. This assures that all components of the athletic program, including the commitment to diversity, receive a hearing at the highest administrative level. Assisting the president and director of athletics in the governance of the program are the senior associate director of athletics/SWA, the faculty athletic representative (FAR), as well as the Intercollegiate Athletic Advisory Committee (IAAC) - on which there is a majority of faculty members - the IAAC's subcommittees of gender equity, diversity, and well-being, the Student Athletic Advisory Committee (SAAC), and various auxiliary bodies, such as the CSUB Foundation, Roadrunner Club and President's Advisory Council. Each of these individuals and groups has received written statements about the university’s commitment to diversity and has had multiple occasions to discuss among themselves, with the President, director of athletics, senior associate director of athletics/SWA, and FAR the issues that arise in assuring maintenance and consistency in the commitment to diversity.

In addition, one recent innovation was the creation of University Council. Chaired by the president, this is a body composed of elected persons designed to operate as an open forum. The council has an agenda of “old business,”
but its primary purpose is to assure that new issues are raised by anyone who cares to attend these meetings. The group has the freedom to ask for investigation and responses by the cabinet and university staff, and does so on a regular basis. In addition to this open forum, the university has several e-mail forums, including one created by the president, where students, faculty, staff and members of the community can read statements committing us to diversity and can send messages directly to the president about any issue that the writer believes should be brought forward.

5. Describe how matters concerning diversity issues are monitored, evaluated and addressed on a continuing basis.

The process for assuring definition, refinement and maintenance of the university's commitment to diversity resides primarily in the structure described in #4 above. For athletics in particular, the process requires close consultation among these persons and groups. The president attends meetings with the IAAC, coaches, and SAAC at least twice a year. The director of athletics meets weekly with the president. The FAR also reports directly to the president and meets with him monthly. The senior associate director of athletics/SWA meets periodically with the president on specific issues, including diversity.

The IAAC has a diversity subcommittee, which includes two student-athletes as well as faculty members, a representative of the office of Services for Students with Disabilities (SSD), a representative of international student-athletes, two coaches, a member of the counseling staff, the FAR, senior associate director of athletics/SWA and director of student activities. This subcommittee is instrumental in identifying diversity issues as it brings together members of IAAC, SAAC, the athletics department and others.

The FAR chairs the IAAC, membership of which includes the director of athletics, senior associate athletic director/SWA, chair of the Academic Senate and president of SAAC. Six faculty members serve on the IAAC and comprise the majority of the committee's membership. The IAAC also includes the chair of the CSUB Foundation Intercollegiate Advisory Committee, an alumni representative, as well as representatives from student government, and the administrative offices of student affairs, academic affairs, and business affairs.

The SAAC meets monthly with the director of athletics and FAR. The SAAC president participates on the IAAC, and members of the SAAC serve on various IAAC subcommittees, as well as on the Student Grievance Committee. SAAC receives reports on pending decisions, and their input is solicited on these issues.

The SAAC is also a forum for student-athletes to express any concerns about the athletics program or team issues. The SAAC president or designee serves on hiring committees for coaches and other athletics positions.

6. For the three most recent academic years, analyze and explain the data regarding the racial or ethnic composition for the following:

   a. Full-time senior administrative athletics department staff members (i.e., assistant athletics directors up through the athletics director level);
   b. Other full- and part-time professional (i.e., non-clerical) athletics department staff members (such as trainers, ticket managers, academic support staff, and facility managers, even if the position is not funded by or does not report to the athletics department);
   c. Full- and part-time head coaches;
   d. myQuestionMarkFull- and part-time assistant coaches (including graduate assistant and volunteer coaches);
   e. Faculty-based athletics board or committee (e.g., faculty senate subcommittee on athletics, faculty athletics committee) members; and
   f. Other advisory or policy-making group (e.g., governing board subcommittee for athletics, student athlete advisory committee) members (if any).

   a. The senior athletic administration has not changed in racial and ethnic diversity in the last three years. The director of athletics is a Hispanic male, and the other six administrators are white, five of whom are women. The athletic administration is very stable, resulting in minimal personnel changes. While this stability may limit immediate opportunities to increase diversity, the major advantage is continuity and a depth of experience that results from five
administrators each with over 20 years experience at CSUB. This strong and stable leadership ensures a thorough understanding of the university's history, vision and commitments.

b. Racial and ethnic diversity for the professional staff has been relatively unchanged for the last three years. The athletics department has no Native Americans, no nonresident aliens, and one staff member who is designated as "other." Two racial categories have increased: white has been 8, 8 and 11 for the three-year period, and African-American has been 0, 0 and 1. One racial category has decreased: Hispanic 4, 4 and 3 for the last three years. Overall, there has been no net gain in diversity, and numbers have remained constant.

c. In the head coach category, all of whom are full-time, the number increased by two (11, 11, and 13), but not the diversity - all are white. Again, there is no increase in diversity, which is a target for our 2008-13 plan.

d. Among the assistant coaches, there have been no Native Americans, nonresident aliens, or Asians in the last three years. Among the full-time assistant coaches, there have been two African-Americans for all three years; the "other" were 0, 0, and 1 for the last three years; the whites also increased by one (4, 4, 5), as did also the Hispanics (0, 0, and 1) for the last three years. These data show that there have been slight gains in diversity in this category. As for the part-time assistants, the number of whites has remained at 7 for the last three years, whereas there was an increase of two in the African-American part-time assistant coaches (1, 1, and 3) for the most recent three years.

e. The faculty-based IAAC was created in the mid-1970s. For the past two years, the committee's overall membership and diversity has remained basically unchanged during (white 15 and 10; Hispanic 3 and 2; and African-American 3 and 1). This could also be a target of diversity increases in the five-year plan.

f. There were no Native Americans or nonresident aliens on the SAAC during the three year period. For the same three years, the other ethnic groups were Asians 0, 1, and 0; African-Americans 2 in all three years; "other" 2, 2, and 0; Hispanics 1, 1, and 2; and whites 26, 26, and 25. Again, the SAAC has diversity, but increasing diversity on this committee will be a goal for the immediate future.

7. For the three most recent academic years, analyze and explain the data regarding the racial or ethnic composition for student-athletes who received athletics aid and for all students.

The number of CSUB students on financial aid rose from 4,554 in 2005-06 to 5,489 the following year. However, in 2007-08, the number of students on financial aid declined to 4,978. The number of student-athletes on financial aid has risen and leveled off in the three years examined (164 to 215 to 213).

Three years may not be long enough to be certain of trends. Furthermore, data based on self-identification of ethnic categories may be erratic because individuals and groups of individuals may not consistently report their race, ethnicity, or other diversity attributes. Focusing on diversity categories and trends among all students, self-identification in most categories has remained relatively consistent, with small annual variations that directly relate to the total number of financial aid recipients. The only exception is the Native American category, where a significant variation was noted. During the three year period, the numbers increased from two in 2005-06 to 81 in 2006-07, receding to 71 in 2007-08. Nonresident alien is a new category that goes beyond U.S. ethnic identities. In this category, there were no students among all recipients two and three years ago, but 84 were identified in 2007-08. Comparably, there were no "others" reported two and three years ago, but 22 in the most recent year.

Taken together, the data suggest that there is no dramatic shift in either the diversity of all students on financial aid or student-athletes on financial aid.

8. For the three most recent academic years, analyze and explain the data regarding the racial or ethnic composition of student-athletes who received athletics aid by the eight sport groups listed in the NCAA Federal Graduation Rates Report.

The data for diversity by the eight sport groups provides an opportunity to assess student-athlete diversity in greater detail. The table for diversity and financial aid by sport groups shows that there are 218 student-athletes who are financial aid recipients. This number represents true participants, which is a smaller number than the number of all participants counted by sport groups. Many of our student-athletes on financial aid, particularly women, participate
in more than one sport, particularly women. Participation counted by each sport, including indoor and outdoor track, is a larger number than when the sports are grouped and duplicate participation of individuals is eliminated.

Data for the most recent year, 2007-08, shows that the racial and ethnic diversity of participants varies from sport to sport. Only the student-athletes in men's golf are all white. Moreover, across all sports there are only three participants who are Native American. Women's volleyball and women's water polo report only one African-American and three Hispanic participants respectively. All the other sports include greater numbers and/or variety in the diversity among African-American, Hispanic, Asian-Pacific Islander, and white student-athletes. Diversity among student-athletes is very good as a whole, although the university aspires to more.

The diversity self-study subcommittee also has available additional data on racial, ethnic and cultural diversity among the student-athletes not on financial aid, and these will be made available to the NCAA Peer-Review Team.

9. Using the program areas for diversity issues:

a. Describe how the institution has ensured a complete study of each of the nine program areas. This study must be conducted as part of the self-study process;

b. Provide data demonstrating the institution's status and commitment across each of the nine areas;

c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of its student-athletes and staff with diverse racial, ethnic and other backgrounds; and

d. Explain how the institution's written, stand-alone plan for diversity issues addresses each of the nine areas.

1. Institutional and athletics department commitment and organization Written statements (e.g., vision statements, mission statements, diversity statements, policies, plans) that address the issues of diversity, including where the statements are published; description of how the institution and athletics department are organized to address diversity through policies and/or organizational structure, including how athletics department's commitment to diversity connects with the institution's commitment; communication of expectations regarding diversity to staff, coaches and student-athletes.

a. Describe how the institution has ensured a complete study of each of the nine program areas. This study must be conducted as part of the self-study process.

The diversity self-study subcommittee met regularly and identified the university's strengths and weaknesses in each of the nine areas. Subcommittee members interviewed student-athletes, athletic department administrators, coaches, student government leaders, and others regarding evidence of commitment to diversity. Further, requests were submitted and information was received from the director of athletics, senior associate director of athletics/SWA, FAR, university's office of financial aid, and office for institutional planning. Materials were also gathered in the public realm, such as sports publicity and other campus publications, including postings on the university website, which is updated at least daily.

b. Provide data demonstrating the institution's status and commitment across each of the nine areas.

CSUB is taking action in each area identified in its 2007-08 plan. The institution and athletics department commitment to diversity principles has been re-affirmed and is found on page 11 of the Student-Athlete Handbook and page 4 of the Coaches' Procedures Manual. Additionally, goal IV, objective C of the athletics department mission statement and 2008-09 objective number 5 affirm the diversity commitments, stating: "The California State University, Bakersfield Athletics Department promotes respect for and sensitivity to the dignity of every person and refrains from discrimination prohibited by federal and state law. We will adhere to a zero tolerance policy regarding discrimination towards any person due to gender, ethnicity, and/or sexual orientation."
The senior associate director of athletics/SWA, FAR and athletics department personnel regularly attend NCAA forums and meetings where diversity issues are prominent. These representatives bring back issues to coaches, other administrators, and student-athletes for campus-wide discussion and recommendations for action.

c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of its student-athletes and staff with diverse racial, ethnic and other backgrounds.

The responses that follow in each section of this self-study demonstrate that the university is meeting diversity goals and needs of racial and ethnic minority student-athletes. However, the diversity self-study subcommittee believes that the statements of commitment to racial, ethnic, and cultural diversity are not as prominent as those for gender equity and well-being and should be highlighted further. The subcommittee's belief is based, in part, on the lack of a separate section in the student-athletes and coaches manual on race relations that would parallel those on sexual harassment and hazing.

d. Explain how the institution's written, stand-alone plan for diversity issues addresses each of the nine areas.

The plan addresses the need for "visibility" in the statements of commitment to diversity, primarily asking for greater emphasis and prominence in publications and public pronouncements.

2. Assessment  
Assessment of athletics department activities to evaluate it's consistency with objectives set forth in the institution's and athletics department's written diversity statements; assessment of campus climate through evaluation of various campus constituencies.

a. Describe how the institution has ensured a complete study of each of the nine program areas. This study must be conducted as part of the self-study process.

This self-study has been both extensive and intensive, building on the continuous forms of self-evaluation already taking place within the athletics program. The institutionalized self-evaluation includes meetings between the president, senior administrators and advisory groups. Additionally, coaches meetings, student-athlete surveys, and reports to the faculty and community ensure continuous self-evaluation.

In addition to ongoing discussions, the athletics department has sought out data that can prove useful in increasing diversity, including information that will help identify areas of needed improvement. Admissions and records, institutional planning, academic affairs, financial aid, student affairs and other departments provide data for review. The FAR also has independent authority delegated by the president to seek information from departments and degree programs in order to assure that academic integrity, gender, racial, and ethnic equity, and student well-being are maintained.

b. Provide data demonstrating the institution's status and commitment across each of the nine areas.

Student-athlete exit surveys provide feedback on satisfaction or dissatisfaction with athletic participation experiences. The survey and 2007-08 results are available for inspection by the NCAA Peer-Review Team.

The spring 2008 survey has been restructured to achieve a higher response rate. Additionally, in 2008-09 the survey is being conducted at the end of each sport season rather than just in the spring for all sports. This should remedy the fact that responses for men's sports were underrepresented in the 2008 survey. The responses will continue to be evaluated by graduate students in public administration who are not associated with the athletics department.

Among those student-athletes who responded in spring 2008, the most negative items were that CSUB was not the student's first choice (2.29 on a 5.00 scale) and that laptop computers were not available for travel (2.43). On the other hand, such items as coaches' compliance with rules (4.32), helpfulness of the athletic academic advisor (3.86), and school and tuition costs (4.09) were strong positives. These data suggest that CSUB's primary problems, especially in increasing student-athlete diversity and supporting
the racial and ethnic minorities, are recruitment and resources. The university’s structures appear to be more than adequate, but perceptions of recruits and scarce resources are challenges that must be met.

Furthermore, the university has formulated an interview protocol so that it can fulfill the standards set by the NCAA for face-to-face feedback from student-athletes, especially those who leave the university without a degree after they have exhausted their eligibility. The interview protocol explicitly addresses diversity issues, and the 2009 data will be available to the NCAA Peer-Review Team.

Finally, the diversity self-study subcommittee itself is extremely diverse and is a part of strengthening the commitment to diversity in the athletics program. The group’s membership includes one Asian, two Africans, two African-Americans, two Hispanics, one Native American, and one European international student, as well as two white male faculty and coaching staff members. This mix of representatives ensures strong and diverse participation from outside the athletics department. The subcommittee has independently assessed the processes used by those persons who are defining diversity for the program and devising ways to meet the diversity objectives.

The diversity self-study subcommittee assessed progress toward meeting the goals defined in the transition plans for years one and two. A most important area of progress has been the constitution of the IAAC and strengthening of SAAC. Both committees are now institutionalized forums for diversity, gender equity and well-being considerations. Except for the need to increase minority participation in these bodies, these groups are doing what is required by meeting, evaluating results, and planning for the future.

c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of its student-athletes and staff with diverse racial, ethnic and other backgrounds.

Most importantly, the university’s mission for athletics states clearly the need to insure student-athlete academic success. For the department personnel, especially coaches, this means attention to scholarship and graduation. The evidence for this comes from a variety of sources, including meetings and conversations with coaches. These discussions demonstrate that the coaches are sensitive to the impact that socioeconomic, racial and ethnic factors play in student-athlete academic success.

d. Explain how the institution’s written, stand-alone plan for diversity issues addresses each of the nine areas.

The plan stipulates the need for systematic data gathering, e.g. grades and graduation rates, as well as continuous monitoring of the social climate on campus and its influence on racial and ethnic minorities. The plan includes annual identification of the most pressing issues and the action agenda for those issues.

3. Recruitment

Institutional and athletics department programs and strategies for recruiting administrators, coaches and student-athletes from underrepresented groups or diverse backgrounds.

a. Describe how the institution has ensured a complete study of each of the nine program areas. This study must be conducted as part of the self-study process.

The diversity self-study subcommittee examined athletic department job announcements, candidate pools, and hires of coaches and staff for the year 2008. Inquiries were also made of the senior athletics department staff and university human resources staff. The subcommittee examined differences in procedures for hiring coaches versus other athletics staff. Based on information in the announcements, hiring procedures, and ongoing development of candidate pools and places for advertising, the subcommittee has made recommendations in the 2008-2013 diversity plan for strengthening diversity in hiring. However, we address issues of recruiting student-athletes from diverse backgrounds in number 9.3. c below and in the responses below regarding retention.

b. Provide data demonstrating the institution's status and commitment across each of the nine areas.
A summary of all hires during 2008 was acquired from athletics and human resources, including one in progress. The summary is available to the NCAA Peer-Review Team. The hiring outcomes were two persons of Portuguese descent (male and female), one Asian (male), two African-Americans (male and female), four white males, and two white females. These results are anticipated to be typical for annual growth in diversity hiring, and the process and the results are described further in 9.4.

In addition to the data previously analyzed regarding diversity and financial aid for student-athletes, along with the data on non-scholarship student-athletes, discussions with student-athletes who are U.S. racial and ethnic minorities or international students of diverse cultural backgrounds suggest they are very comfortable at the university. The testimony from these students is that many, but not all, are pleasantly surprised by the campus’ diversity. Despite the desire for a larger, metropolitan environment, student-athletes see campus diversity and the relatively small size as advantages. In addition, there is a tremendous amount of evidence about campus life to demonstrate a highly diverse student body. There are gaps and areas that need attention, however, especially in connecting student-athletes to student life in other areas and non-athletes with the intercollegiate program.

There is no separate evidence from coaches and staff about their job satisfaction, so that is a matter for additional inquiry. Discussion should continue about the best ways to assess progress relative to comparable Division I institutions, especially those in the CSU and in non-metropolitan areas. All coaches are subject to performance reviews in which any matters bearing on their treatment of student-athletes, including perceptions of differences in treatment, are put forth for response. One explicit area for evaluation is commitment to the university’s and athletics department’s missions and goals, which, as noted, are stated in the Coaches’ Procedure Manual.

c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of its student-athletes and staff with diverse racial, ethnic and other backgrounds.

The recruitment of student-athletes is not wholly a separate process from outreach to all potential students, and the university’s outreach programs give substantial attention to high schools and community colleges with diverse student bodies. This outreach includes not only those directly in the university’s service region, but also those outside the service region, an initiative that is supported by the CSU. Currently, the campus has a plurality of Hispanics, and no single racial or ethnic group as a majority. By all definitions CSUB is a Hispanic-Serving Institution (HSI). In addition, special outreach programs are in place for metropolitan areas where Hispanics, African-Americans, and Asians are majorities in urban high schools. The evidence we have gathered from student-athletes indicates that the coaches are sensitive to their needs, which is a positive factor.

The athletics department staff is diverse, but the department aspires to increase its diversity. The subcommittee’s recommendations speak to the need to do more in diversity recruitment, particularly among Native American, African American, and Hispanic candidates for coaching and staff positions.

d. Explain how the institution’s written, stand-alone plan for diversity issues addresses each of the nine areas.

The plan addresses coach and staff recruiting under hiring practices in the next two sections. In this section, the plan’s focus is on assuring that the “best practices” in diversity student-athlete recruitment continue and become highly institutionalized. The plan targets increased contact between racial and ethnic minority recruits and the faculty and staff on campus, beginning with recruiting visits and continuing after the student-athlete enrolls.
4. Hiring practices  Assessment and comparison of institutional and athletics department hiring practices to ensure the athletics department demonstrates a commitment to diversity in hiring procedures for athletics department staff and coaches. Description, comparison and explanation of any differences between institutional hiring practices and athletics department hiring practices. Description of institutional and/or athletics department polices related to use of outside firms (e.g., search firms) to ensure a diverse candidate pool. Description of actual hiring practices since previous self-study for any positions (e.g., coaches, staff) determined to be high profile at the institution.

a. Describe how the institution has ensured a complete study of each of the nine program areas. This study must be conducted as part of the self-study process.

The senior athletics administrators, especially the senior associate director of athletics/SWA, and human resources personnel have been primary sources for information and assessment of hiring practices. The president, director of athletics, and human resources personnel insure that the search committees represent gender, race, ethnic, and other types of diversity.

b. Provide data demonstrating the institution's status and commitment across each of the nine areas.

The senior associate director of athletics/SWA provided a summary of efforts to increase the diversity of newly hired employees. Formal recruitment begins with a position announcement for both coaches and other staff. Each announcement contains, in bold-face type, a statement affirming the university's commitment to diversity. Position announcements emphasize the commitment to diversity of all types. The athletics department also advertises with the Black Coaches Association, NCAA News, and national coaches associations.

In the process for staff hires, human resources mails announcements to 125 public and private agencies on its affirmative action list. Each announcement is also sent to all CSU departments of intercollegiate athletics. The major goal for the future would be to hire minority applicants for head coaching positions. The university does have an "apprenticeship" situation allowing for the mentorship of minority candidates in graduate, assistant coaching, and staff positions who may achieve higher levels of responsibility in the future.

c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of its student-athletes and staff with diverse racial, ethnic and other backgrounds.

The diversity self-study subcommittee's minutes contain a summary of the athletic department's efforts. In addition to formalities, such as statements in announcements and advertising in minority organizations, the senior associate athletic director/SWA explains that the athletics department has also "networked with individuals externally and internally to increase the diversity of applicants." In other words, professional and personal acquaintances are asked for recommendations for coaching and staff vacancies.

d. Explain how the institution's written, stand-alone plan for diversity issues addresses each of the nine areas.

Despite the severe budget problems facing the state of California, recruiting and hiring a diverse staff is one area in which the diversity self-study subcommittee believes an infusion of funding is critical. The budget for recruitment requires modest, but systematic, increases to account for expenses associated with advertisements and candidate visits. Although funding is necessary, it is equally important that the senior administration, the coaches already in place, and other support organizations continue to use their professional networks to identify potential candidates for positions. The racial and ethnic minority assistant coaches should be encouraged to engage in professional development that will make them competitive for head coaching positions as those become available. The director of athletics and senior associate athletic director/SWA should take direct charge of such mentoring.
5. **Retention** Programs and services to address retention and acclimation of diverse staff, coaches and student-athletes; review of retention and promotion of staff and coaches who are members of underrepresented groups, including professional development opportunities (e.g., mentoring programs), compensation, duration of contracts, conditions relating to contract renewal.

a. Describe how the institution has ensured a complete study of each of the nine program areas. This study must be conducted as part of the self-study process.

   The diversity self-study subcommittee's timeline did not allow for a study of coaches and staff retention efforts, which are just under way for the new hires. As the study continues, student-athlete retention data that identifies minority students' graduation rates will be reviewed. However, the athletics department itself has in place annual evaluations of its coaching staff, including identification of each coach's sensitivity to diversity issues. Such evaluations focus attention on areas of needed improvement, if any.

b. Provide data demonstrating the institution's status and commitment across each of the nine areas.

   The university is committed to studying salaries, benefits and opportunities for promoting coaches and staff. EADA data has been compiled as a part of making certain that the criteria for assuring proportionate support for each sport are met. The president and other members of the President's Cabinet are directly involved in approving budgets, including those for personnel and recruitment. The university is also committed to fund raising that not only makes student-athlete scholarships available, but also promotes programmatic support to student-athletes beyond individual scholarships.

   The diversity self-study subcommittee conducted interviews with four male athletes of diverse backgrounds. Also, the subcommittee membership included one of those athletes (a white European) and two students of African background. All three actively participanted in subcommittee deliberations. Not surprising, the student-athletes' comments indicated that being well informed is critical to satisfaction and retention. This includes information about unit requirements, financial aid and housing alternatives. Coaches are the initial sources of information for student-athletes, but offices in academic affairs and student affairs have independent roles in providing information.

c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of its student-athletes and staff with diverse racial, ethnic and other backgrounds.

   A recently hired African-American coach commented to a group at an athletics department event about the extra support and assistance provided to him and his family in their transition to his new job. Those efforts are critical in not only hiring, but also retention.

   Again, both the student-athlete surveys and interviews assisted the self-study subcommittee in assessing current levels of satisfaction and the resulting impact on retention. The positive student-athlete experience has at least three critical steps. The first is communication with the recruit and his or her family and prior coaches. The second is problem solving during the student-athlete's years of eligibility, especially with academic demands, finances and family emergencies. The third critical item is completion of degree requirements, which is typically within one to three quarters after athletic participation ceases. The student-athletes interviewed were very positive about their experiences and those of other student-athletes they know.

d. Explain how the institution's written, stand-alone plan for diversity issues addresses each of the nine areas.

   The plan suggests that the retention efforts would be strengthened by involving the student-athlete from the beginning with faculty in his major, with diversity faculty, and with experts in areas of academic support.
6. Partnerships  Collaboration and integration between athletics department and other institutional units or external organizations to enhance diversity efforts in programs, activities and services.

a. Describe how the institution has ensured a complete study of each of the nine program areas. This study must be conducted as part of the self-study process.

The subcommittee has accumulated evidence regarding faculty and staff support for the student athlete, as well as that of external groups.

b. Provide data demonstrating the institution’s status and commitment across each of the nine areas.

The university commitment to all team sports is evident in fund-raising and many other aspects of its partnerships with campus and community segments. The athletics department's mix of media and marketing gives attention to the newer sports as well as to the well established ones with greater fan attendance. For example, the athletics department's sports publicity for women's basketball, volleyball, women's soccer, men's soccer, and baseball not only shows diversity in a very positive light, but enhances the possibilities for student-athlete recruitment, particularly in the Hispanic community. The visibility of African-American student-athletes in basketball, track and cross country is well documented at the institution.

In addition, the 2007-08 Equity in Athletics Disclosure Act (EADA) statistics show that direct institutional support of men’s sports is 87 percent to the men’s sports with greatest squad diversity; that is, those squads where 40 percent or more of the team members are racial and ethnic minorities. Using the same criterion for the women's sports, 46 percent of the direct institutional support is allocated to women's sports with the greatest squad diversity. International student-athletes also contribute to many types of diversity, including race, ethnicity and culture. Summaries about this area will be available for review by the NCAA Peer-Review Team.

c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of its student-athletes and staff with diverse racial, ethnic and other backgrounds.

The criterion for "squad diversity" in the previous paragraph was whether at least 40 percent of the team is composed of racial and ethnic minorities. Even if the criterion is raised to 50 percent, the majority of direct institutional aid for men's sports is allocated to the teams with the greatest diversity. To the extent that fiscal resources are an important measure of institutional commitment, there is strong evidence that racial, ethnic and gender diversity receive at least proportionate support.

d. Explain how the institution’s written, stand-alone plan for diversity issues addresses each of the nine areas.

The Student-Athlete Handbook and other university documentation shows that there are at least 14 clubs on campus whose purposes directly serve gender, racial and ethnic diversity. When diversity is more broadly defined to include culture and religion, and if well-being is also included, the number of organizations committed to these needs is even higher. The self-study subcommittee’s members assessed the relationship between these organizations, the student government, and intercollegiate athletics. The review concludes that student fees are critical to supporting athletics, but more collaboration and programmatic activity is needed to make certain all students benefit from athletics and vice versa. The subcommittee recommends that student government's relationship with intercollegiate athletics be strengthened to benefit both campus life and the student fan base for the athletic program, even in the sports that are already the most visible, such as men's and women's basketball, men's wrestling, and women's volleyball.
7. Programs and activities (staff and coaches)  Programs and activities that provide opportunities for all athletics department staff and coaches to address diversity issues, including those designed to address the needs of underrepresented groups or diverse backgrounds.

a. Describe how the institution has ensured a complete study of each of the nine program areas. This study must be conducted as part of the self-study process.

While "top-down" processes are not always best, the self-study subcommittee believes that coaches and athletics administrators can be more proactive than they already are in promoting the participation of racial and ethnic minorities in university and student life. At the same time, faculty (led by the FAR) and administrative staff in student affairs and other campus units must also be active and supportive in identifying student-athletes with the time, interest, and potential for being involved in other areas of student and university life.

b. Provide data demonstrating the institution's status and commitment across each of the nine areas.

The IAAC and its diversity subcommittee are now a vigorous operating component in athletic department program development. The IAAC's diversity subcommittee takes the lead in assuring that the university adheres to the diversity principles. With two coaches and three student-athletes (one of whom is an international student) on the IAAC subcommittee, members are informed directly about issues where coaches and student-athletes have the most insightful information.

Overall, the IAAC itself could be even more diverse. The president, faculty senate, director of athletics and senior associate athletic director/SWA will be asked to work at increasing minority representation on the committee. The self-study subcommittee was also pleased to learn that the university's athletics program is starting its participation in NCAA Challenging Athlete's Minds for Personal Success (CHAMPS) program. Such a program is evidence that the athletics department is providing more structure and opportunity for student-athletes of all backgrounds to lay the basis for career and life success after college.

c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of its student-athletes and staff with diverse racial, ethnic and other backgrounds.

The university has insured the opportunity for representation through the collaboration of the director of athletics and senior associate athletic director/SWA with the IAAC and other advisory bodies, while the role of coaches in the subcommittees, including the one for diversity, is central to bringing together faculty, administrators, coaches, and student-athletes for discussion of diversity issues.

d. Explain how the institution's written, stand-alone plan for diversity issues addresses each of the nine areas.

The plan suggestions for greater involvement of coaches in university governance come despite full knowledge that coaches' time commitments are year-round and intense. However, the coaches are role models and critical advisors in the student-athletes' development and ability to achieve academic goals. A recent example of serving this need is a head coach as member of the search committee for a new international student advisor in the department of enrollment management. The detailed protocols in the Compliance Manual do not satisfy the need that might exist for conversation between coaches and other faculty, even on an occasional basis, e.g. workshops during University Day at the academic year's beginning. This recommendation should be brought to the attention of the president and the Academic Senate.

8. Programs and activities (student-athletes)  Programs and activities that provide opportunities for all student-athletes to address diversity issues, including those designed to address the needs of under-represented groups or diverse backgrounds.
a. Describe how the institution has ensured a complete study of each of the nine program areas. This study must be conducted as part of the self-study process.

The self-study subcommittee believes that academics are the priority for all student-athletes, and the evidence indicates that coaches support this priority. The subcommittee's assessment of participation in other university programs proceeds on that basis.

b. Provide data demonstrating the institution's status and commitment across each of the nine areas.

The membership list for SAAC shows that this important committee has only one African-American male, one African-American female, and one Hispanic female. Despite the quality of representation that these students bring, one university and athletic department goal will be to increase racial and ethnic minority membership on that committee.

c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of its student-athletes and staff with diverse racial, ethnic and other backgrounds.

The university has insured the opportunity for representation in all forums, but the athletic department, administration, coaches, and staff need to push participation in these bodies more than exists presently.

d. Explain how the institution's written, stand-alone plan for diversity issues addresses each of the nine areas.

The plan contemplates asking all coaches to nominate minority student-athletes for appointments in governance and advisory committees; if nominations are minimal, the director of athletics must ask again. One alternative will be to also ask faculty and staff for nominations since they often can identify student-athletes who are articulate and who would be good advocates.

9. Participation in governance and decision making  Involvement of athletics department staff, coaches and student-athletes from underrepresented groups or diverse backgrounds in the governance and decision-making processes of the athletics department; provision of leadership opportunities for all student-athletes (e.g., participation on student-athlete advisory committee) and athletics department staff and coaches (e.g., participation at the conference and/or national level).

a. Describe how the institution has ensured a complete study of each of the nine program areas. This study must be conducted as part of the self-study process.

As noted previously, "top-down" processes are not always the best to increase participation and involvement. Because the diversity self-study subcommittee believes that the participation of racial and ethnic minorities is less than it should be in university-wide governance and on advisory bodies, it is recommended that athletics administrators and coaches take additional steps to recruit underrepresented student-athletes for the advisory committees, including seeking assistance of faculty and non-athletic department staff in identifying such student-athletes.

b. Provide data demonstrating the institution's status and commitment across each of the nine areas.

The university has available the membership lists for the SAAC and the IAAC. These two committees are central for input from all student-athletes into university affairs.
c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of its student-athletes and staff with diverse racial, ethnic and other backgrounds.

The university has insured the opportunity for representation in all of these forums, but the athletic department, administration, coaches, and staff need to encourage greater participation in these bodies more than exists presently, especially for the student-athletes from diversity or underrepresented backgrounds.

d. Explain how the institution's written, stand-alone plan for diversity issues addresses each of the nine areas.

The plan contemplates asking all coaches to nominate themselves and student-athletes for appointments in governance and advisory committees; if nominations are minimal, the director of athletics must ask again. One role for the president, director of athletics, senior associate athletic director/SWA, FAR, and the vice presidents for academic and student affairs would be to identify positions in university governance where coaches and student-athletes can make significant contributions.

10. Using the "plan for improvement" section, provide an institutional diversity issues plan that addresses all nine aforementioned program areas for the athletics department. The plan must include all required elements of a plan as noted by the committee. If a deficiency does not exist in a program area(s), the institution must include an evaluation mechanism to monitor the institution's status in that program area(s).

Within gender-issues and diversity-issues written plans, specific numerical targets may place an institution at legal risk and are not expected in an institution's written plan, particularly as it relates to hiring practices. In the program area of hiring practices, institutions may submit plans that have broad, flexible non numeric hiring goals. As it relates to other program areas, including but not limited to participation rates and budget increases, specific numerical targets may be appropriate.

11. Describe how the institution will review its diversity-issues plan on an annual basis, including how it will compare the plan with its assessment (see Program Area No. 2). Further, identify those individuals who will be responsible for this review.

The university should continue the type of process now under way in 2008-09. The current diversity subcommittee includes one Asian, two African-Americans (male and female), two Hispanics (male and female), two Africans (male and female), one Native American man, and two white males. Four members are faculty, one a head coach, three staff, and three are students. One of the students is a student government officer and an international student; another is an international student-athlete; and the third is a graduate student who also earned a bachelor's degree at CSUB. Such diverse membership of a committee outside the athletics department is an important step to insuring input and critical analysis of the department's needs and goals in diversity.

In each area of the plan, the time of year has been identified in which annual review updates, setting new targets and assessing readiness for new initiatives, should occur. Special action should take place in 2009 for the most critical areas, specifically strengthening statements on diversity in publications, starting incremental budget supplements for recruiting coaches and staff with diverse racial and ethnic backgrounds, and increasing the participation of minority student-athletes in governance. In all instances annual, quarterly or "season" reviews are generally mandated and will be further specified by the athletics department and its advisory groups, including the IAAC diversity subcommittee. The individual responsible for initiating review will be the senior associate athletic director/SWA for each area in which the president or the director of athletics does not assign the responsibility to another designee.
12. Describe the institution's efforts to ensure the diversity-issues plan for improvement was developed through a process involving broad-based campus participation and has received formal institutional approval. Further, please identify the length (e.g., five years) of this plan, including the specific years this plan will be active.

If a plan concludes prior to the commencement of the institution's next self-study, the institution is expected to create a new five-year plan for improvement, even if each of the actions in the institution's original plan were ongoing in nature. The institution must develop a new five-year plan that will maintain conformity with the operating principle.

The plan has been developed beginning with broad based participation on the diversity self-study subcommittee and close review by the steering committee with representation from all other elements of self-study from compliance to well-being.

The first meeting of the subcommittee was devoted to open statements of issues and concerns, and even as the subcommittee formulated its specific responses, notes have been kept on issues that need more discussion than has yet occurred. The plan is being sent forward after approval by the self-study steering committee and the chief academic and student affairs officers of the university. The diversity plan is being updated annually, even in years not requiring reporting to the NCAA, so that a new five-year plan for 2013-18 will have continuity built into it from the beginning.

**Information to be available** for review by the peer-review team, if requested:

- Written statements that address diversity (e.g., vision statements, mission statements, diversity statements, policies, plans).
- Written policies related to hiring policies and procedures, including any policies related to the use of outside firms (e.g., search firms).
- Written or published information related to the recruitment and retention of diverse staff, coaches and student-athletes.
- Written or published information related to programs and activities for staff, coaches and student-athletes.
<table>
<thead>
<tr>
<th>Program Area</th>
<th>Issues in the Self-Study</th>
<th>Measureable Goals</th>
<th>Steps to Achieve Goals</th>
<th>Individuals/Officers Responsible for Implementation</th>
<th>Specific Timetable for Completing the Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institutional and athletics department commitment and organization</td>
<td>Institution and athletics department diversity statement not strongly worded or communicated as widely as desired.</td>
<td>Communicate institution and athletics department statement in more visible ways to coaches, staff, and student athletes.</td>
<td>1. Add new section on diversity to athletic department manuals.</td>
<td>Director of athletics and SAAC</td>
<td>December 2009</td>
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<td></td>
<td></td>
<td></td>
<td>2. Post on athletics department web site and bulletin boards.</td>
<td>Director of athletics and SAAC</td>
<td>December 2009</td>
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<td>Assessment</td>
<td>Follow up on 2008-09 diversity subcommittee discussions of identified issues.</td>
<td>Identify two or three most relevant diversity issues on which to focus each academic year.</td>
<td>Annually review IAAC diversity subcommittee notes and identify the next stage for study and action.</td>
<td>Provost and vice president for student affairs or successor co-chairs of annual reviews</td>
<td>In October each year identify focus issues and designate committees responsible for study and action</td>
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<td>Recruitment</td>
<td>Increase opportunity for diversity recruits to meet with selected diversity faculty and staff.</td>
<td>Insure at least one such meeting for each diversity recruit.</td>
<td>Identify faculty willing to participate; make faculty names known to all coaching staff. Also, study ways to increase numbers of Hispanic and Native American student-athletes.</td>
<td>Director of athletics and coaches committee</td>
<td>Ongoing through recruitment season for each sport</td>
</tr>
<tr>
<td>Hiring practices</td>
<td>Identify additional ways to increase diversity and candidate pools, especially for coaches. Increase advertising budget for minority publications.</td>
<td>Set advertising budget increase at an average of $750 per position.</td>
<td>Include recommendation in memo to president and athletic director.</td>
<td>President and director of athletics</td>
<td>June 2009 budget planning; review for feasibility of additional increases in advertising and recruitment each year</td>
</tr>
<tr>
<td>Program Area</td>
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<td>Retention</td>
<td>a. Does the athletics department have a clear plan for retaining staff? b. Students: Athletics department retention programs are not differentiated from the institution's plans for all students despite need for focus on student-athletes' different needs.</td>
<td>a. Request one community organization to introduce new staff to community groups.</td>
<td>a. Identify relevant community organizations known to welcome new professional members.</td>
<td>a. Senior associate athletic director/SWA</td>
<td>a. Annual review with president</td>
</tr>
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<td>b. Establish early intervention as guiding principle and target retention program availability to student-athletes.</td>
<td>b. Request coaches identify team members most predictably in need of writing and math assistance. Also, ask for assistance from office for Services to Students with Disabilities. Establish peer mentoring program between non-athletes and student-athletes. Quarterly agenda item for SAAC.</td>
<td>b. Athletics academic advisor in consultation with FAR and academic department advisors</td>
<td>b. Review on quarterly basis with each sport's coaching staff and arrange for student-athlete assistance.</td>
</tr>
<tr>
<td>Partnerships</td>
<td>Strengthen collaboration with academic departments, student government, and career development center.</td>
<td>Continue efforts to identify advisors by discipline; meet with ASI officers and student union board, and career development director.</td>
<td>Schedule meetings with faculty, staff, student leaders, and student-athletes during university week to set agendas for increased collaboration.</td>
<td>FAR and IAAC Diversity Subcommittee</td>
<td>Set targets for each goal in collaboration and review annually.</td>
</tr>
<tr>
<td>Programs and activities (staff and coaches)</td>
<td>Provide for coaches and staff training, for attendance at conferences and appointments to university-wide committees and governance bodies.</td>
<td>Ensure that every head coach and assistant coach has one opportunity for participation outside department of intercollegiate athletics.</td>
<td>Request a statement of interests and time availability from all coaches and plan for implementation in 2009-10 academic year; modify procedures in subsequent years to increase effective participation.</td>
<td>FAR consulting with director of athletics, Academic Senate chair</td>
<td>Initiate appointments as early as possible in 2009-10 in every academic year.</td>
</tr>
<tr>
<td>Program Area</td>
<td>Issues in the Self-Study</td>
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<td>Programs and activities (student-athletes)</td>
<td>Request from student-athletes identification of areas of service and interest outside of athletics.</td>
<td>Promote student participation in committees with student members, in addition to SAAC.</td>
<td>Consult with senior associate athletic director, FAR, student union director, ASI officers</td>
<td>Senior associate athletic director/SWA and coaches committee</td>
<td>Ongoing with annual orientation for student-athletes.</td>
</tr>
<tr>
<td>Participation in governance and decision making</td>
<td>Insure diversity or input for each governing body for athletics including booster and support groups.</td>
<td>Combine efforts with recommendations and actions named in partnerships and programs.</td>
<td>Combine efforts with actions named in partnerships and programs.</td>
<td>Senior associate athletic director/SWA and coaches committee</td>
<td>Ongoing</td>
</tr>
</tbody>
</table>
Operating Principle

3.3 Student-Athlete Well-Being

Self-Study Items

1. List all "conditions for certification" imposed by the Committee on Athletics Certification in its second-cycle certification decision (if any) as they relate to Operating Principle 3.3 (Student-Athlete Well-Being). In each case, provide:

   a. The original "condition" imposed;
   b. The action(s) taken by the institution;
   c. The date(s) of the action(s); and
   d. An explanation for any partial or noncompletion of such required actions.

Please note, the institution is not required to respond to opportunities for enhancement developed by the peer-review team unless those same items were adopted by the Committee on Athletics Certification.

1. Condition

   As a reclassifying institution going through the self-study certification process for the first time, California State University, Bakersfield (CSUB) has no response to this area.

   Action

   Action Date
   Dec 17, 2008

   Explanation for partial or non-completion

2. List all actions the institution has completed or progress it has made regarding all plans for improvement/recommendations developed by the institution during its second-cycle certification process as they relate to Operating Principle 3.3 (Student-Athlete Well-Being). In each case, provide:

   a. The original plan;
   b. The action(s) taken by the institution;
   c. The date(s) of the action(s); and
   d. An explanation for any partial or noncompletion of such plans.

Please note, the institution will not be required to fulfill an element of a second-cycle plan if the element does not affect conformity with a current operating principle.

1. Original Plan

   As a reclassifying institution going through the self-study certification process for the first time, CSUB has no response to this area.

   Action
3. Describe any additional plans for improvement/recommendations as they relate to Operating Principle 3.3 (Student-Athlete Well-Being) developed by the institution since the second-cycle certification decision was rendered by the Committee on Athletics Certification.

As a reclassifying institution going through the self-study certification process for the first time, CSUB has no response to this area.

4. Please submit a copy of the student-athlete exit-interview instrument with the submission of your self-study report. [Please use the file upload link contained within this question to submit a copy of your current student-athlete exit interview instrument.]

The athletics department had not done in-person exit interviews with student-athletes in the past. An exit interview instrument was developed during winter quarter under the supervision of Jacquelyn Ann K. Kegley, FAR. This instrument was created in light of the example questions listed in the self-study report checklist for this item. With Institutional Review Board permission, a pilot study exit interview was conducted with a random sample of seven student-athletes who had exhausted their eligibility. The interviews were conducted in March 2009 by Laura Hecht, professor of sociology and assistant vice president for institutional research, planning and assessment, and Gail Davidson, associate professor of nursing.

The current version of the exit interview is attached, and a copy of the exit interview report will be available to the Peer-Review Team. The exit interview process will be fully implemented in the 2009-10 academic year. This instrument will become part of a three-fold survey process by which the opinions of student-athletes are gathered. Currently, all student-athletes complete the student-athlete annual survey, which is a paper-pencil format (the full document will be available to the Peer-Review Team). This survey has 12 multi-part questions that address issues such as reason for choosing CSUB, academic advising, athletic facilities and equipment, evaluation of coaches, evaluation of athletic trainers, team travel, recruiting, rules compliance, diversity, and sexual harassment. In addition to this survey, senior student-athletes are given the senior student-athlete exit survey, which is also a paper-pencil format (the full document will be available to the Peer-Review Team). This survey has 37 multi-part questions that address a broad range of topics, including overall experience, achievement of personal goals, areas of improvement, time commitments, opportunities to evaluate the coaches, integration into the student body, equitable treatment, personal well-being, and NCAA rules compliance. Although these surveys are not in-person interviews, the content addresses most of the areas expected for the exit interview and provides an opportunity for student-athletes to provide feedback about their experiences in the athletics department. The surveys and the exit instrument will be reviewed, analyzed, and summarized by a graduate student research team in public administration and a full report will be provided to the FAR and the athletics department at the end of spring quarter.

5. Describe opportunities other than the student-athlete exit-interview process that are available to student-athletes to provide input regarding student-athlete well-being issues (e.g., student-athlete advisory committee, open-door policy of athletics administrators, including the director of athletics, senior woman administrator, and/or faculty athletics representative).

The Student-Athlete Advisory Committee (SAAC) meets monthly and serves as the formal communication link between the student-athletes and the athletics department administration. SAAC membership includes at least one student-athlete from each team, the director of athletics, senior associate athletic director/SWA and faculty athletic representative (FAR). The role of the SAAC is explained on page 14 of the Student-Athlete Handbook. However, the athletics department website (www.gorunners.com) does not clearly provide a link to the SAAC, nor does it include current year information.
Several other structured methods are used to solicit student-athlete input. The ‘Runner student-athlete annual survey (full document will be available for the Peer-Review Team) has 12 multi-part questions that address issues such as reason for choosing CSUB, academic advising, athletic facilities and equipment, evaluation of coaches, evaluation of athletic trainers, team travel, recruiting, rules compliance, diversity, and sexual harassment. The senior student-athlete exit survey (the full document will be available for the Peer-Review Team) has 37 multi-part questions that address a broad range of topics, including overall experience, achievement of personal goals, areas of improvement, time commitments, opportunities to evaluate the coaches, integration into the student body, equitable treatment, personal well-being, and NCAA rules compliance. The student-athlete version of the sports medicine satisfaction survey (the full document will be available for the Peer-Review Team) has 12 questions that provide the student-athletes an opportunity fully evaluate their athletic training staff, services, and facilities.

The athletics department also uses an "open-door" policy to encourage feedback and interaction with administrators. According to the senior associate athletic director/SWA, in an October 21, 2008 interview, the open-door policy is communicated to all student-athletes at the annual compliance eligibility meeting.

The well-being self-study subcommittee recommends the inclusion of a statement in the Student-Athlete Handbook regarding the athletic department’s support and encouragement of student-athlete feedback and input on a wide-range of departmental issues. The statement should also include the methods available to student-athletes, including structured, informal, and anonymous opportunities. The subcommittee further recommends that information on the athletics department website regarding the SAAC be expanded, made more easily accessible, and regularly updated. Finally, because the primary way that the administration's open-door policy is communicated to the student-athletes is verbal, the subcommittee recommends that discussion of the open-door policy at the annual compliance meeting be clearly documented, most likely on the meeting agenda.

6. Describe the athletics department's written grievance and/or appeals procedures available to student-athletes in areas mandated by NCAA legislation (i.e., financial aid and transfers). Also, provide the name(s) and title(s) of the individual(s) responsible for overseeing the administration of these grievance and/or appeals procedures. Describe the means by which these grievance and/or appeals procedures are communicated in writing to student-athletes and athletics department staff members.

**FINANCIAL AID:**

CSUB has a hearing process in place for student-athletes who would like to appeal a decision made to cancel or reduce their athletics aid. This procedure was designed in accordance with NCAA guidelines. Student-athletes wishing to have such a hearing should contact the office of financial aid to receive an Athletic Grant Appeal Form. The student-athlete should submit that form, with any supporting documentation he or she believes is important, to the director of financial aid. A five person Financial Aid Appeals Committee, which does not have any members from intercollegiate athletics, will then hear the appeal. The committee will notify the student-athlete of the outcome of the appeal.

Procedures for appeal of a reduction or cancellation of an athletic grant-in-aid award are available to students in the Student-Athlete Handbook and the athletics department website and are outlined as follows:

A financial aid appeal hearing is an administrative procedure, not a legal procedure. As such, the following procedures will be utilized.

Initial Decision:
1. If a coach recommends that a student-athlete’s athletic scholarship should be reduced or canceled, the senior associate athletic director/SWA is notified.

2. The senior associate athletic director/SWA will review documentation related to the appeal to determine appropriate due process, implications for the specific sport, implications for the student, etc. The senior associate athletic director/SWA will review the situation with the director of athletics and will either confirm the original decision or indicate a revised decision.

3. The office of financial aid and scholarships’ athletic grant-in-aid coordinator is notified in writing of any decision by the athletics department to revise a student-athlete’s award.

4. The office of financial aid and scholarships notifies the student of the change in financial aid, as well as the opportunity for the student to appeal.
Appeal:
1. The student-athlete may either accept the decision or request an appeal hearing by completing the Athletic Grant-in-Aid Appeal Form, available online at http://www.csub.edu/finaid/pdf/2007-08/bathap.pdf. The student-athlete may attach supporting documents and statements from other individuals for review by the hearing committee.

2. The athletics department will be asked to prepare a written statement explaining why the athletic scholarship should be reduced or canceled. The athletics department may attach supporting documents and statements from other individuals for review by the hearing committee.

3. All written materials must be provided at least 48 hours in advance of the scheduled hearing so all members of the hearing committee will have time to adequately prepare.

4. The student-athlete and the representative from the athletics department will be present during all parts of the hearing, except during the committee's deliberation. Both the student-athlete and the athletics department may have a support person present, but this individual cannot participate in the hearing process*.

5. All hearings are closed, and all hearing information shall remain confidential. The appeal hearing will generally proceed in the following manner:
   a. The committee chair will introduce the committee, the student-athlete, the athletics department representative, and any support persons, and ask if any participants have questions concerning procedures related to the hearing.
   b. Both the student-athlete and the athletics department will be given five minutes to summarize the major points from their written statements.
   c. The committee will direct questions to the student-athlete or the athletics department representative.
   d. The committee chair will determine when all appropriate information has been heard and call for deliberation. All persons are then excused from the hearing room except the committee members.
   e. The committee deliberates in executive session until a decision is made. The decision is based on the preponderance of evidence and is decided by a simple majority vote.
   f. The student-athlete will be notified in writing of the committee's decision as soon as possible following the conclusion of the hearing.

6. The decision of the committee shall be the final appeal related to the financial aid package.

*Support Person:
1. A support person for the student-athlete is an individual who is present solely to provide emotional support and/or advice to the student. A support person for the student cannot participate in the hearing process, nor may he/she address any member of the committee or the athletics department representative.

2. A support person for the athletics department is generally the head coach of the sport in which the student-athlete competed as a scholarship athlete. A support person for the athletics department cannot participate in the hearing process, nor may he/she address any member of the committee or the student.

The Hearing Committee
The committee for this hearing is comprised of the director of financial aid and scholarships (as chair), assistant director of financial aid and scholarships, athletic grant-in-aid coordinator and financial aid counselor, Associated Student, Inc. (ASI) president, and a designated faculty member. The current members of the athletic grant-in-aid appeals committee for 2008-09 academic year are

Ron Radney, director of financial aid (661) 654-3271  
Chad Morris, assistant director (661) 654-3267  
Christine Lopez, grant-in-aid coordinator (661) 654-2504  
Carlos Ortiz, ASI president (661) 654-2418  
B.J. Moore, assistant professor of public administration (661) 654-3026

Information for financial aid appeals is available to students in the Student-Athlete Handbook. The procedures and forms are also available on both the athletics (under compliance) and financial aid (under grant-in-aid) websites, as well as in paper form in the financial aid and athletics compliance offices. The athletics department reviews the
Student-Athlete Handbook in detail at each student-athlete orientation. The Athletic Grant-in-Aid Appeal Form includes the following information to assist the student in this process:

All athletic grant-in-aid scholarship renewals are determined by the coach and approved by the director of athletics. If you have already discussed your scholarship concerns with your coach, as well as with the director of athletics, and the issues are still not resolved, you may file a formal grievance under the following circumstances:

Student-Athlete Grievance Procedures for Issues Related to a Reduction or Cancellation of Athletic Grant-in-Aid Award:
CSUB has a hearing process in place for student-athletes who would like to appeal a decision made to cancel or reduce their athletic grant-in-aid. The procedure was designed in accordance with NCAA guidelines. Student-athletes wishing to have such a hearing should complete and submit this form, along with any supporting documentation, to the director of financial aid and scholarships.

Student-Athlete Grievance Procedures for Issues Related to Athletics Staff and/or Policies:
Student-athletes with appeals or grievances related to athletics staff or policies not involving the cancellation or reduction of athletics aid should NOT use this form, but instead file a written statement directly to CSUB's FAR, Jacquelyn Ann K. Kegley. This process also applies to student-athletes who would like to appeal a decision made by the director of athletics in response to the student-athlete's policy violation (e.g., drug and alcohol policy, honor code violation, etc.). The statement should outline the issue(s) and include reasons the student-athlete believes the decision or policy is incorrect or unfair. The student-athlete may meet with the FAR to discuss the appeal and request that the FAR schedule an appeal meeting. The FAR will notify the director of athletics and/or the senior associate director of athletics/SWA and compliance that a meeting has been requested. The FAR will request information from the director of athletics and/or the athletics staff and member(s) referenced in the appeal/grievance.

Student-Athlete Grievance Procedures for Issues Related to Faculty, Staff, and/or Procedures (outside of Intercollegiate Athletics):
Student-athletes with grievances involving faculty, staff, and/or procedures outside intercollegiate athletics should follow the university's regular grievance procedures. These procedures can be found in the CSUB Handbook.

Transfers and Non-Financial Aid Grievances:
Student-athletes with appeals or grievances related to athletics staff or policies not involving the cancellation or reduction of athletics aid should file a written statement with the FAR. This process also applies to student-athletes who would like to appeal a decision made by the director of athletics in response to the student's policy violation (e.g., drug and alcohol policy, honor code violation, etc.).

Student-Athlete Grievance Procedures for Non-Financial Aid Grievances are available to students in the Student-Athlete Handbook and on the athletics department website and are outlined as follows:

This is a procedure separate from the financial aid grievance concerning the reduction or cancellation of a scholarship which is administrated by the office of financial aid. A student-athlete grievance hearing is an administrative procedure, not a legal procedure. As such the following procedures will be utilized.

Initial Steps:
1. If a student-athlete believes an athletics department policy or procedure has been violated, is unfair, or has been unfairly applied, the student-athlete should contact and meet with the FAR to discuss the issue.
2. Normally, the student-athletes should meet with the FAR and the parties involved in an attempt to informally resolve the issue.
3. If it is determined that a formal grievance should be filed, then the FAR will inform the student-athlete and related parties that a grievance has been initiated.

Grievance Hearing:
1. The student-athlete will be asked to prepare a written statement regarding the perceived violation of a policy or procedure, a perceived unfair policy or procedure, or an unfair application of a policy or procedure.
2. The athletics department will be asked to prepare a written statement justifying the policy or procedure or arguing that it is not an unfair policy or procedure. In the case of an alleged unfair application of a policy or procedure, again the athletics department and/or relevant parties will prepare a statement indicating why the application should not be perceived as unfair.
3. The parties to the grievance, i.e. the student-athlete and the athletics department, may attach supporting documents and statements from other individuals for review of the hearing committee.

4. All written material must be provided at least 48 hours in advance of the scheduled hearing so all members of the hearing committee will have time to adequately prepare.

5. The student-athlete and the representative of the athletics department will be present during all parts of the hearing, except during the committee's deliberation. The student-athlete and the athletics department may have a support person, but this individual cannot participate in the hearing process.*

6. All hearings are closed and all hearing information shall remain confidential. The appeal hearing will generally proceed in the following manner.

a. The committee chair will introduce the committee, the student-athlete, the athletics department representative, and any support persons and ask if any participants have questions concerning procedures related to the hearing.

b. Both the student-athlete and the athletics department will be given five minutes to summarize the main points of the written statements.

c. The committee will direct questions to the student-athlete or athletics department representative.

d. The committee chair will determine when all appropriate information has been heard and call for deliberation. All persons are then excused from the hearing room except committee members.

e. The committee deliberates in executive session until a decision is made. The decision is based on the preponderance of evidence and is decided by a simple majority vote.

f. The student-athlete and athletics department will be notified of the committee's decision as soon as possible following conclusion of the committee's deliberations.

7. The committee's decision shall be final on the issue.

*Support Person:
1. A support person for the student-athlete is an individual who is present solely to provide emotional support and/or advice to the student. A support person for the student-athlete cannot participate in the hearing process, nor may he/she address any member of the committee or the athletics department representative.

2. A support person for the athletics department representative is generally the member of the athletics department most concerned with the area where the contested policy or procedure is operative or it can also be a compliance person. A support person for the athletics department cannot participate in the hearing process, nor may he/she address any member of the committee or the student.

Student-Athlete Grievance Committee membership is comprised of the FAR (as chair), a member of the faculty other than the FAR, a representative from the office of student affairs, a member of the SAAC from a women's sport, and a member of the SAAC from a men's sport.

The current members of the athletics hearing panel for the 2008-09 academic year are:

Jacqueline Ann K. Kegley, FAR (661) 654-2249
Michael Flachmann, faculty member of IAAC (661) 654-2121
E.J. Callahan, assistant director student activities (661) 654-3347
Stefanie Frei, student-athlete (661) 212-4436
Mike McCarthy, student-athlete (925) 240-8356
Associated Students, Inc. (currently vacant)

Recommendations:
1. Update the Student-Athlete Handbook on the department of athletics website to include the current issue (2008-09 academic year)

2. Clarify that transfer grievances are included in the procedures that are "non-financial aid" related. It is not clear that those procedures include transfer issues, and the word "transfer" needs to be included in the subheading or text of the student-athlete grievance procedures section of the Student-Athlete Handbook.

3. Consider inclusion of the FAR on the athletics department website and an explanation of that position's function and responsibilities for the athletics department.
4. Add the CSUB grievance procedures to the Student-Athletes Handbook and departmental website (compliance page on grievance procedures).

5. Add ombudsman information (function, name and contact number) to the departmental website (compliance page on grievance procedures).

6. Include all student-athlete grievance procedures and forms available to coaches in a comprehensive Coaches’ Procedure Manual in case a student goes directly to a trusted coach with an issue rather than the athletics director, assistant director, or compliance officer.

7. Describe the institution’s written grievance and/or appeals procedures available to student-athletes in other areas (e.g., harassment, hazing, abusive behavior, discrimination). Also, provide the name(s) and title(s) of the individual(s) responsible for overseeing the administration of these grievance and/or appeals procedures. Describe the means by which these grievance and/or appeals procedures are communicated in writing to student-athletes and athletics department staff members.

Student-athlete grievances, in areas other than those mandated by NCAA legislation, are handled by either the office of undergraduate studies or the dean of student life.

The Office of Undergraduate Studies

Student complaints and grievances directed toward “faculty, administrators, staff in admissions and records, financial aid, counseling, placement or other student services offices” are handled by the office of undergraduate studies and are overseen by

Dr. Mustafah Dhada, associate vice president for academic programs and division of undergraduate and graduate studies
Education Building, Room 242
Phone: (661) 654-3420
Fax: (661) 654-6911
Webpage: http://www.csub.edu/undergradstudies/

A link to "student complaint and grievance procedures" is found on the main page of the office of undergraduate studies:

http://www.csub.edu/undergradstudies/Student_Grievance_Procedures.shtml

This link takes students to the following information:
Student Complaint and Grievance Procedures
CSUB offers students a process whereby they may grieve a grade or non-academic situation. Complaints and grievances are covered under the policy known as "Student Complaint and Grievance Procedures." Students may initiate a complaint or grievance against faculty, administrators, staff in admissions and records, financial aid, counseling, placement or other student services offices. The complaint and grievance may be filed if an individual or office has failed to comply with written campus policies or procedures.

Students should carefully read and follow the steps outlined for academic and non-academic complaints and grievances. Requests for formal resolution will not be accepted until the informal process has been exhausted. Incomplete Student Grievance Forms will not be accepted.

A link at the bottom of the page [see below] entitled "student grievance procedures and form" takes students to the complete "student complaint and grievance procedures":
http://www.csub.edu/undergradstudies/pdf/student_complaint_and_grievance.pdf

The Division of Students Affairs/Dean of Student Life

Student complaints and grievances directed toward other students are handled by the dean of student life within the division of students affairs, and are overseen by

Dr. Shelley Ruelas, vice president for student affairs
CAF 107
Phone: (661) 654-2161
Webpage: http://www.csub.edu/studentaffairs/

A link to "dean of student life/student conduct" is found on the main page of the division of student affairs:
http://www.csub.edu/studentconduct/

This page directs students to the "resources for students" link:
http://www.csub.edu/studentconduct/students/

This page contains links to information that fully explains university policies, the student conduct process, and resources for maintaining academic integrity. An additional link on this page takes students to the CSUB Student Conduct Manual:

The Student Conduct Manual explains the student conduct process thoroughly. The grievance and appeals procedures are communicated in writing through the following means:
University Handbook: beginning on page 42; "rights and responsibilities" and "principles of academic freedom"; sections 8 and 9.
The Student-Athlete Handbook includes the following paragraph (pg. 20):

"Student-athletes with grievances involving faculty, staff and/or procedures outside of intercollegiate athletics should follow the university's regular grievances procedures. These procedures can be found in the CSUB Handbook and in the rights and responsibilities section of the schedule of classes."

Recommendations:
1. Specify in the Student-Athlete Handbook as well as the University Handbook and University Catalog that there are two different processes, depending on whether the grievance is directed toward students or faculty/administration/staff.
2. Give a more complete explanation of the grievance process, including links to the various pages where the information can be found.

8. Describe the institution’s educational and support programs in the area of sexual orientation. Also, describe the institution’s structure and/or policies that ensure the provision of a safe environment for all students, including student-athletes with diverse sexual orientations.

Both the California State University (CSU) system and CSUB have policies prohibiting discrimination based on sexual orientation. CSU Executive Order 927 states that

CSU will not tolerate unlawful harassment based on race, color, religion, national origin, ancestry, age, sex, sexual orientation, marital status, veteran status (as defined by the Vietnam-Era Veterans’ Readjustment Assistance Act of 1974, as amended), physical disability, mental disability, or medical condition.

Individuals covered within the scope of this executive order who believe they have been subjected to harassment should promptly report it to the campus administrators designated to receive harassment complaints.

The CSUB non-discrimination and harassment policy states that

The university affirms and protects the rights of students and employees to seek and obtain the services of the university without unlawful discrimination. No employee or student shall on the basis of race, color, gender, religion, age, sexual orientation, marital status, pregnancy, disability, veteran status (as defined by the Vietnam-Era Veterans’ Readjustment Assistance Act of 1974, as amended), or national or ethnic origin be excluded from participation in, be denied the benefits of or be otherwise subjected to unlawful discrimination, including discriminatory harassment, under any program of the university. In addition, discrimination against employees on the basis of covered veteran status is prohibited. Employees and students who cause these rights to be violated may be subject to discipline.

Student-athletes who believe that they have been discriminated against or harassed based on their sexual orientation can file a grievance within the athletics department through the Gloria Friedman, senior associate athletics director/SWA, or Jacquelyn Ann K. Kegley, FAR. Gloria Friedman reports that all student-athletes are informed of the non-discrimination policy and her open-door policy regarding the reporting of violations or concerns during orientation and compliance meetings.

Outside of the athletics department, the CSUB non-discrimination policy states that
Individuals wishing to initiate either informal resolution or file a formal complaint based on race, color, national origin, sex or sexual orientation pursuant to the applicable grievance procedures may do so by contacting one of the following offices:

For complaints filed by or against staff employees, contact the human resources director, Kellie Garcia, administration 104, (661) 654-2266

For complaints filed by or against faculty or complaints involving solely students as parties, contact the office of the provost and vice president for academic affairs, administration 100, (661) 654-2154.

CSUB policies prohibit retaliation against persons who file complaints of discrimination or assist with or participate in a CSUB or government agency investigation, proceeding or hearing concerning complaints of discrimination.

Through the Counseling Center, CSUB instituted a lesbian/gay/bisexual/transgender (LGBT) safe zone program in February 2008. The purpose of the safe zone program is to establish a university-wide network of easily visible allies who can provide support, information, and assistance to LGBT students. Allies are trustworthy, knowledgeable and sensitive people who can provide a safe and nondiscriminatory environment on campus for members of the LGBT community. Allies are faculty, staff members and administrators who have attended the safe zone ally orientation and agreed to be visible allies of the LGBT community on campus. Allies can be identified by their display of the safe zone decal. The senior associate athletics director/SWA is the first safe zone ally for the athletics department, and other members of the department are anticipated to participate in the program as it expands.

LGBT students can participate in the Gay, Lesbian, Straight Student Network, a campus club dedicated to providing a supportive environment to LGBT students. CSUB also has two courses, Gay/Lesbian Issues (GST 149) and The Psychology of Sexual Orientation (Psych 342), which students can take to expand their awareness of issues related to sexual orientation.

Information about the policy prohibiting discrimination based on sexual orientation and the appropriate grievance procedures for student-athletes should be added to the Student-Athlete Handbook.

9. Using the seven program areas for student-athlete well-being issues:

a. Describe how the institution has ensured a complete study of each of the seven program areas for student-athlete well-being. This study must be conducted as part of the self-study process;

b. Provide data demonstrating the institution's commitment and current efforts across each of the seven areas for all student-athletes;

c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of its student-athletes; and

d. If the institution identifies any deficiency(ies) related to a student-athlete well-being program area, explain how the institution's written, stand-alone plan for student-athlete well-being addresses the deficiency(ies).

1. Organization and structure Policies, organization and structure of the athletics department to enhance student-athlete well-being. Commitment of the institution to enhance the overall student-athlete educational experience. How issues are monitored, evaluated and addressed on a continuing basis, including the periodic review by institutional personnel of programs and activities provided by the athletics department and institution.

a. Describe how the institution has ensured a complete study of each of the seven program areas for student-athlete well-being. This study must be conducted as part of the self-study process.

The well-being self-study subcommittee reviewed all relevant policies and procedures related to student-athlete well-being. As part of this process, administrators, coaches and student-athletes were interviewed.
to better understand how these policies are carried out. Also, to ensure that the organization and structure of the athletics department is conducive to student-athlete well-being, the university included a review by the director of athletics, the senior associate athletic director/SWA, FAR, Intercollegiate Athletics Advisory Committee (IAAC), SAAC, ASI, Academic Senate, CSUB Foundation board of directors, Roadrunner Club, alumni, coaches, President's Cabinet, and president. In addition, the information was shared with the community through public forums and the university website.

b. Provide data demonstrating the institution's commitment and current efforts across each of the seven areas for all student-athletes.

The athletics department has shown its commitment to the well-being of student-athletes in many ways. For example, the total amount of scholarship money available to individual teams and student-athletes has been increased, which has allowed more students-athletes to focus on academics and athletics rather than on earning money to by their fees. A full-time athletics academic advisor was added in order to provide student-athletes with the guidance necessary to move toward graduation. The coaches' ability to communicate academic concerns due to travel and other issues has improved by coordination with the athletic academic advisor and FAR. An increase in athletic training staff has resulted in teams having the benefit of a trainer when they travel. Consequently, student-athletes now have greater access to the training staff, as well as opportunities to meet with an orthopedic specialist and a general practitioner who visit campus weekly. The new equipment added to the weight room has increased the ability of student-athletes to train for peak performance. Specifically, the addition of three treadmills, two stairmasters, and two elliptical machines has given student-athletes a better opportunity to train with lower impact than conditioning on harder surfaces.

Administrators and coaches elicit feedback on a wide range of well-being issues through the 'Runner student-athlete annual survey, given to all student-athletes, and the senior student-athlete exit survey, given to student-athletes who have exhausted their eligibility. The FAR, director of athletics, and senior associate athletics director/SWA receive a full report on these surveys at the end of each academic year. This report is reviewed, and any necessary follow-up actions are taken.

The SAAC meets monthly and serves as the communication link to athletics administration. The committee is comprised of one or more student-athletes from each sport team. The team representatives communicate issues and concerns from the teams to the SAAC and communicate SAAC issues and concerns to the sports teams. The representatives make recommendations on policy that relate to the health and welfare of all student-athletes.

The IAAC and its subcommittees carry out formal program reviews annually. The IAAC's primary focus is to review the policies and scope of operations of CSUB intercollegiate athletics to assure consistency with the university's academic mission and vision. Further, the IAAC assists the president and FAR in the university's institutional control efforts by annually reviewing NCAA Academic Performance Program (APP) data (including the Academic Progress Rates of all CSUB intercollegiate squads); athletics compliance systems and procedures (including the coordination of an annual compliance audit program); NCAA comparative data (i.e. dashboard indicators); the intercollegiate athletics budget, including accounting, purchasing and debt management; institutional violations; and adherence to NCAA expectations and standards regarding gender and diversity as well as federal legislation in this regard. The IAAC also reviews the extent to which the athletics department collaborates with other university units and departments to (1) integrate student-athletes into the general student body; (2) promote student-athlete welfare; and (3) facilitate student-athlete's academic success, retention and graduation. Additionally, the IAAC reviews the compliance of intercollegiate athletics with institutional, conference, and NCAA policies and regulations. A majority of the committee's voting members must be members of the faculty.

The Student Welfare and Well-being Committee of the IAAC is responsible for monitoring and evaluating the well-being of student-athletes and the fairness of treatment. The committee monitors the various grievance and appeals procedures available to student-athletes and makes any recommendations in this regard. The committee also has the responsibility for monitoring programs to protect the health and to provide a safe environment for each of the university's student-athletes.

The Athletics Report and Program Review Committee of the IAAC is responsible for auditing the following areas of the athletics department: budget and finance; marketing; media relations; development; training; facilities/fame management/equipment; and compliance. After such reviews, the committee reports back to the IAAC.
The Academic Integrity Committee of the IAAC is responsible for overseeing compliance of athletics concerning the NCAA standards on academic integrity and academic support. The committee assesses academic support services for student-athletes in terms of ensuring acclimation, retention, and academic success as well as assessing the effectiveness of academic support services in terms of progress toward degree and graduation success rates. This committee annually reviews academic progress rates and all related academic improvement plans and makes recommendations in this regard to the IAAC.

The athletics department communicates information and policies related to student-athlete well-being to student-athletes and coaches in multiple ways. Most policies and procedures are made available using the Student-Athlete Handbook, the Coaches’ Procedure Manual, and the Compliance Handbook. The resources can also be accessed through the athletics department website. Communication of these policies is further reinforced at the yearly orientation and compliance meetings.

c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of its student-athletes.

The self-study subcommittee finds that the athletics department has a strong commitment to student-athlete well-being and makes academic success the priority for student-athletes. The athletics department does annual reviews of its programs related to well-being and academics. Athletics administrators have provided student-athletes with multiple opportunities to express concerns, formally and informally. Important policies and procedures are communicated to both student-athletes and coaches through regular orientation and compliance meetings, various athletics department handbooks and manuals, and the department website.

d. If the institution identifies any deficiency(ies) related to a student-athlete well-being program area, explain how the institution's written, stand-alone plan for student-athlete well-being addresses the deficiency(ies).

No deficiencies were noted in the structure and organization of the athletics department in supporting student-athlete well-being.

2. Participation in governance and decision making

Involvement of student-athletes in the governance and decision-making processes of the athletics department including the student athlete advisory committee.

a. Describe how the institution has ensured a complete study of each of the seven program areas for student-athlete well-being. This study must be conducted as part of the self-study process.

The well-being self-study subcommittee reviewed the ways in which student-athlete well-being is included in the governance and decision-making processes in the athletics department. As part of this initiative, the policies and structures related to governance that allow for student-athlete participation were reviewed. Administrators, coaches and student-athletes were interviewed to better understand how these policies are carried out. Also, to ensure that the organization and structure of the athletics department is conducive to student-athlete well-being, the university included a review by the director of athletics, the senior associate athletic director/SWA, FAR, IAAC, SAAC, ASI, Academic Senate, CSUB Foundation board of directors, Roadrunner Club, alumni, coaches, President's Cabinet, and president. In addition, the information was shared with the community through public forums and the university website.

b. Provide data demonstrating the institution's commitment and current efforts across each of the seven areas for all student-athletes.

The SAAC is comprised of one or more student-athletes from each sports team at CSUB. The team representative serves to communicate issues and concerns from the team to the SAAC and to communicate the SAAC issues and concerns to the sports team. The committee meets monthly and serves as the communication link to the athletics department administration. SAAC develops and executes
fundraising and community outreach efforts and makes recommendations on policy that relate to the health and welfare of all student-athletes.

Student-athletes are included on many of the athletics department committees. At least one student-athlete, most often the SAAC president, is included as part of all athletics department hiring committees. The Athletics Hearing Panel must include at least one student-athlete; currently, two student-athletes are members. This panel hears appeals and grievances related to transfers and non-financial aid grievances. The SAAC president is included on the IAAC. Student-athletes are included on the four IAAC subcommittees: Gender Equity Committee, Diversity Committee, Academic Integrity Committee, and the Student Welfare and Well-being Committee.

The Gender Equity Committee of the IAAC includes a SAAC representative and two student-athletes representing women's sports. This committee is responsible for overseeing compliance of athletics with federal regulations and NCAA standards on gender equity, including review of the 17 program areas for gender issues as well as the Equity in Athletics Disclosure Act (EADA) and NCAA financial reports relative to gender issues, and reporting back to the IAAC according to an established review calendar.

The Diversity Committee of the IAAC includes a student-athlete representing men's sports and one representing women's sports. This committee is responsible for overseeing compliance of athletics with NCAA standards on diversity issues, including review of the institution's five-year plan for addressing diversity issues as well as any improvement plans provided. These plans should address the nine program areas for diversity issues designated by the NCAA.

The Academic Integrity Committee of the IAAC includes two SAAC representatives. This committee is responsible for overseeing compliance of athletics concerning the NCAA standards on academic integrity and academic support. The committee must periodically assess academic support services for student-athletes in terms of ensuring acclimation, retention, and academic success as well as assessing the effectiveness of academic support services in terms of progress toward degree and graduation success rates. This committee should review annually Academic Progress Rates and all related Academic Improvement Plans and make recommendations in this regard to the IAAC.

The Student Welfare and Well-Being Committee of the IAAC includes two student-athletes representing men's sports and two student-athletes representing women's sports. This committee is responsible for monitoring and evaluating, on a continuing basis, the well-being of student-athletes and the fairness of their treatment. The committee will also monitor the various grievance and appeals procedures available to student-athletes and make any recommendations in this regard. A third task is to monitor programs in place to protect the health and to provide a safe environment for each of the university student-athletes.

c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of its student-athletes.

The well-being self-study subcommittee believes that the athletics department is committed to having student-athletes participate in the governance and decision making process. The athletics department gives student-athletes frequent opportunities to participate in and provide feedback about the policies and decisions that affect them. Student-athletes appear to have multiple ways to voice concerns, opinions and suggestions. The SAAC is active throughout the year, and members take their leadership roles seriously.

d. If the institution identifies any deficiency(ies) related to a student-athlete well-being program area, explain how the institution's written, stand-alone plan for student-athlete well-being addresses the deficiency(ies).

No deficiencies were found. The subcommittee finds that the SAAC representatives are most often asked to serve on athletics department committees, which can make participation on the SAAC a major commitment. As a result, the subcommittee suggests that student-athletes other than the SAAC representatives regularly be given the opportunity to serve on athletics department committees or that the SAAC representatives be given the right to nominate a representative if they feel unable to take on another time commitment. Also, the committee recommends updating the SAAC webpage information and placing a link to this page on the athletics department homepage.
3. **Student-athlete exit interviews**  Methods used to conduct exit interviews and description of the process to evaluate and implement outcomes. Inclusion of questions to effectively measure and evaluate issues and areas related to the student-athlete experience.

   a. **Describe how the institution has ensured a complete study of each of the seven program areas for student-athlete well-being.** This study must be conducted as part of the self-study process.

      The well-being self-study subcommittee reviewed the current student-athlete survey, given to all student-athletes, and the senior student-athlete survey. The committee also had several discussions with Gloria Friedman, senior associate athletics director/SWA, and Jacquelyn Ann K. Kegley, FAR, regarding the development of an in-person exit interview. The self-study subcommittee, as well as the IAAC's Student Welfare and Well-being Committee reviewed the new exit survey instrument. To ensure that a thorough study of the new student-athlete exit interview was completed, the university included a review by the director of athletics, IAAC, SAAC, ASI, Academic Senate, CSUB Foundation board of directors, Roadrunner Club, alumni, coaches, President's Cabinet, and president. In addition, information was shared with the community through public forums and the university website.

   b. **Provide data demonstrating the institution's commitment and current efforts across each of the seven areas for all student-athletes.**

      In the past, the athletics department has elicited feedback from all student-athletes using a survey with an additional survey for student-athletes who have exhausted their eligibility. The athletics department has not done an in-person/phone interview format in the past. Between January and March 2009, a comprehensive list of exit interview questions, a format for conducting these interviews, and a process for communicating the results of these interviews was developed by Jacquelyn Ann K. Kegley, FAR, and Laura Hecht, assistant vice president of institutional research, planning, and assessment. With Institutional Review Board permission, a pilot study exit interview was conducted with a random sample of seven student-athletes who had exhausted their eligibility. The interviews were conducted in March 2009 by Laura Hecht, professor of sociology and assistant vice president for institutional research, planning and assessment, and Gail Davidson, associate professor of nursing.

   c. **Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of its student-athletes.**

      An in-person exit interview was conducted on a pilot basis this academic year. Further, student-athletes who have exhausted their eligibility are given the opportunity to complete the senior student-athlete exit survey (the full document will be available to the Peer-Review Team). The data from the two existing surveys is compiled by a student-research team under the supervision of B.J. Moore, professor of public administration. The FAR, director of athletics, and senior associate athletics director/SWA receive a full report on these surveys at the end of each academic year. This report is reviewed and any necessary follow-up actions are taken. The report from last year was reviewed by the IAAC, whose judgment was that the institution is doing a good job of meeting the needs of student-athletes.

   d. **If the institution identifies any deficiency(ies) related to a student-athlete well-being program area, explain how the institution's written, stand-alone plan for student-athlete well-being addresses the deficiency(ies).**

      The current senior student-athlete exit survey document was reviewed by the well-being self-study subcommittee and was found to insufficiently address many important areas expected to be included in the exit interview. The committee recommended that an exit interview be created and include questions regarding barriers to academic success, evaluations of the SAAC, the institution's commitment to safety, concerns related to the administration of each sport, and the effectiveness of the institution's self-monitoring processes. Over the course of the self-study process, an exit interview instrument was created that addresses these concerns. A pilot study was completed in March 2009 using this new instrument. A copy of the instrument will be available to the Peer-Review Team, as well as a report on the pilot administration of the interview tool. The exit interview will be added to the current well-being plan.
4. Programs and activities  CHAMPS/Life Skills (or an equivalent program) or other institutional programs that address the needs and issues affecting student-athletes (e.g., career counseling, personal counseling, nutrition, diversity, gambling, alcohol and drug guidelines, sexual orientation, personal development, leadership). Policies and procedures in place to encourage and assure student-athletes' access to these programs.

a. Describe how the institution has ensured a complete study of each of the seven program areas for student-athlete well-being. This study must be conducted as part of the self-study process.

The well-being subcommittee thoroughly examined the resources available to student-athletes on campus and in athletics. The subcommittee elicited feedback from student-athletes, athletics department administrators, and university administrators. Information regarding the Challenging Athletes' Minds for Personal Success (CHAMPS) program was collected from Keith Powell, director for the program at CSUB. To ensure that the needs of student-athletes are being sufficiently addressed, the university included a review by the director of athletics, the senior associate athletic director/SWA, FAR, IAAC, SAAC, ASI, Academic Senate, CSUB Foundation board of directors, Roadrunner Club, alumni, coaches, President's Cabinet, and president. In addition, the information was shared with the community through public forums and the university website.

b. Provide data demonstrating the institution’s commitment and current efforts across each of the seven areas for all student-athletes.

The university offers a variety of programs that address student-athlete well-being, including CSUB Student-Athlete Mentoring Program; CHAMPS/Life Skills Program; Career Development Center; College Assistance Migrant Program; Counseling Center; Educational Opportunity Program; Helen Louise Hawk Honors Program; Student Achievement, Academic, and Retention Program; and Student Health Services. The university also provides a variety of clubs and activities through the office of student activities.

The university is in the process of instituting the NCAA CHAMPS/Life Skills Program to integrate existing campus programs and provide additional programs and training for its student-athletes. Keith Powell, CHAMPS program director at CSUB, is currently completing a needs assessment survey of all student-athletes to determine the types of programs that might be useful and/or effective for the campus. The assessment addresses an assortment of issues, including time management, campus resources, student health, alcohol and drug use, study skills, self-esteem, diversity, and finances. Programs will then be designed and implemented that fit these needs. The programs may have various forms, such as providing seminars and guest speakers or making improvements to existing resources, such as advising and study hall.

The CHAMPS program stresses integration with existing programs as well as the inclusion of student-athletes with the general student population. The program will include academics, career development, personal development, service, and athletics. The CHAMPS program director is in the process of identifying which existing campus programs include these component areas and will be attending NCAA training sessions in the spring of 2009 to assist in the program's implementation. An advisory committee will be formed with representatives from various campus departments to administer and oversee the program, which should be operational by fall 2009.

The CSUB Student-Athlete Mentoring Program, provided by the SAAC, pairs all incoming freshmen student-athletes with junior or senior student-athletes who will serve as mentors. The mentoring relationship is structured so that the more experienced student-athletes can provide advice and support to the freshmen as they adjust to the rigors of university life and Division I athletics. This relationship helps younger student-athletes achieve success and learn the values of CSUB athletics. The program also provides the mentor student-athletes with a platform for exercising leadership skills and perpetuating the culture of CSUB athletics.

CSUB has recently received an NCAA CHOICES grant, which was highlighted in the NCAA's brochure titled "Best of CHOICES: Alcohol Education 1998-2008." As part of this grant, an alcohol and drug education presentation is given to at least one athletic team per quarter, outreach tables are provided at athletic events at least 10 times per quarter, two athletic tournaments are held per academic year to raise
awareness, a university-wide alcohol screening day is scheduled, and an annual coaches’ conference is provided to help CSUB coaches recognize and address substance use issues on their teams.

Student Health Services provides quality basic health and preventive services to CSUB students. The goal is to assist all students in maintaining their maximum physical and mental health so they can fully realize the educational opportunities afforded by the university. The services provided include routine health care, women’s health, minor surgery, urgent care, and basic x-ray, laboratory and pharmacy services.

The Counseling Center provides mental health counseling and consultation services to undergraduate and graduate students. The center offers short-term counseling to help students with personal, academic and career concerns. The primary goal of counseling is to help students develop the personal awareness and skills necessary to overcome problems and to grow and develop in ways that will allow them to take advantage of the educational opportunities at the university. The center provides individual counseling on a one-on-one basis, a variety of one-unit general studies courses with a mental health/educational focus, and crisis intervention assistance.

Services for Students with Disabilities provides appropriate accommodations and resources to students with verified permanent or temporary disabilities, such as a learning disability, physical disabilities, mental illness, or physical injury. They provide appropriate assessment for students to identify accommodations and services necessary for academic access. They work as advocates and facilitators on campus to create and maintain an inclusive and supportive environment where individuals with disabilities have full and equal access to all university programs.

The Student Success and Retention Center is the academic advising center on campus and the primary resource for students needing assistance with choosing classes, registering, and making progress toward graduation.

The Oasis Tutoring Center provides free tutoring to students in a wide variety of subjects, including math, English, biology, chemistry, French, Spanish, psychology, philosophy, nursing, business, and economics. The center is open Monday through Friday, with weekend hours for some subject areas.

The Career Development Center is a place for students to explore major and career possibilities. The center provides assistance in selecting a major, preparing for a job search, and finding job and internship opportunities.

The office of student activities provides programs and services to CSUB students that will facilitate student involvement and participation with the goal of enhancing the educational experience and contributing to personal and leadership development. The office oversees clubs and organizations, Greek life, leisure activities, intramural/recreation sports, and the CSU study abroad program. The office also works closely with other campus departments to sponsor programs and activities.

The College Assistance Migrant Program (CAMP), funded by the U.S. Department of Education, Office of Migrant Education, provides services to migrant-identified students who are entering the university as freshmen. The program is designed to assist these students in successfully completing their first year at the university by addressing educational and social transitional issues of first-generation migrant college students. The program also sponsors a summer residential program consisting of a four-week academic program aimed at developing the skills necessary to succeed in college.

The Educational Opportunity Program (EOP) is charged with improving access and retention for low-income and first-generation students with the potential to succeed, but who have not realized this potential because of their economic or educational background. The program provides admission, academic, and financial assistance to eligible undergraduate students. The program also sponsors a Summer Bridge program for incoming freshmen.

The Student Achievement, Academic, and Retention (STAAR) program is a federally funded program committed to providing services to 450 first-generation, low income, or physically and/or learning disabled students. The STAAR professional and paraprofessional staff helps students succeed by utilizing both traditional and nontraditional methods of instruction and counseling. The utilization of culture, background experience, motivation, and counseling support is what makes all of STAAR's support services different from mainstream academic assistance.

The Helen Louise Hawk Honors program is a full four-year honors program offered to incoming freshmen and transfer students. The program provides many academic and extracurricular advantages, including a series of special honors-only general education classes, priority registration, scholarships, personalized academic and career advising, travel and education opportunities, and social activities and events.
A Student-Athlete Handbook, provided to all student-athletes at the beginning of each academic year, includes a listing and description of programs and services available on campus. This handbook is reviewed during orientation at the beginning of each academic year for all student-athletes. The handbook is also available online on the athletics department website.

CSUB 101 is a seminar required for all freshmen and transfer students. A special section of this course is provided for student-athletes. This is an orientation class designed to help student-athletes navigate the university, learn about NCAA eligibility, and discover what resources are available to help them be successful at CSUB. The seminar introduces students to important issues for academic and career success, including, but not limited to, managing time and money, learning how to learn, reading/listening/taking notes, thinking logically and critically, communicating effectively, taking exams, writing papers, avoiding violations of academic integrity, growing personally and interpersonally, living healthy, and exploring majors and careers.

The athletics department and individual teams also provide periodic seminars on topics of interest or issues that need to be addressed with the student-athletes. These have included alcohol abuse, nutrition and hydration, and other topics and may be conducted in conjunction with the Counseling Center or other departments.

c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of its student-athletes.

The university has a wide variety of programs designed to assist the student-athlete in achieving success. The athletics department provides several methods for distribution of information regarding the programs and activities available to student-athletes. The addition of the CHAMPS/Life Skills Program will improve how the university responds to the needs of its student-athletes and provide a more integrated system of ensuring access for the student-athlete to the programs that will best meet these needs.

d. If the institution identifies any deficiency(ies) related to a student-athlete well-being program area, explain how the institution's written, stand-alone plan for student-athlete well-being addresses the deficiency(ies).

The self-study subcommittee finds that the needs of student-athletes on campus are being addressed. The subcommittee recommends further expansion in the area of academic support within the athletics department. Even with the addition of a full-time athletic academic advisor, there are times when student-athletes have limited access to tutoring and academic resources. Team travel schedules and other athletic requirements often lead to time conflicts with library hours, professor office hours, and Oasis Tutoring Center hours. Expanding the academic resources within in the athletics department to better address the specific needs of the student-athletes would help mitigate the impact of athletic participation on student-athletes' academic success.

The CHAMPS/Life Skills Program is in the developmental stages and is expected to be available to students in the fall of 2009. This program is included on the five-year student-athlete welfare plan.

5. Time demands

Written policies and procedures that address the institution’s efforts to monitor student-athlete time demands, including travel commitments, missed class time, final exam schedules, summer vacation periods and intercession periods. Methods used to educate coaches and student-athletes about time demands and opportunities to integrate to campus life, including the periodic evaluation of such policies to ensure their effectiveness.

a. Describe how the institution has ensured a complete study of each of the seven program areas for student-athlete well-being. This study must be conducted as part of the self-study process.

The well-being self-study subcommittee thoroughly examined the resources available to student-athletes, coaches, athletic staff, and faculty, including the Student-Athlete Handbook, Athletics Academic Advising Council Handbook, University Catalog (2007-09), University Handbook, Coaches Procedure Manual, Compliance Handbook, and the university absence policy. Interviews were also conducted with the senior
associate athletics director/SWA, compliance officer, athletics academic advisor, and FAR. To ensure that a thorough study of the time demands placed on student-athletes was completed, the university included a review by the director of athletics, senior associate athletic director/SWA, FAR, IAAC, SAAC, ASI, Academic Senate, CSUB Foundation board of directors, Roadrunner Club, alumni, coaches, President's Cabinet, and president. In addition, the information was shared with the community through public forums and the university website.

b. Provide data demonstrating the institution’s commitment and current efforts across each of the seven areas for all student-athletes.

All coaches and student-athletes attend an orientation session at the start of the academic year where they are informed about the various policies addressing time demands. During these meetings, coaches and student-athletes hear from the FAR, senior associate athletics director/SWA and the compliance office regarding the various policies. Student-athletes are given the Student-Athlete Handbook, which contains an academic calendar, and are required to sign various forms indicating that they have received the information regarding time demands.

In addition, coaches also have regularly scheduled monthly meetings where these policies are reinforced. Coaches are able to discuss issues related to time demands, if they arise. Coaches are also responsible for ensuring that their student-athletes attend a minimum of four hours, and up to eight hours, per week of "study table."

To ensure that student-athletes are able to meet the time demands of participating in a sport, the FAR sends a letter at the beginning of each quarter to faculty members with student-athletes in their classes. The letter details the dates that student-athletes will be participating in university-sanctioned sporting events. The letters are hand delivered to the faculty members by the student-athletes. The university absence policy clearly states that when a student-athlete must miss class, it is the responsibility of each student-athlete "to inform faculty members of the reason for the missed class" and "to arrange to make up any missed assignments, exams, quizzes, and class work, to the extent that this is possible." To assist student-athletes in this endeavor, each letter includes a "missed class assignment worksheet" designed to help student-athletes continue to keep up with their assigned coursework. In addition, to ensure that student-athletes are meeting their course goals, the faculty provides progress reports during the third week of the quarter.

Student-athletes also meet on a regular basis with the athletic academic advisor. The advisor first works to ensure that classes are arranged, as much as possible, around the student-athlete's training and competition schedule. The advisor then meets with student-athletes to ensure that they are making acceptable progress in their courses. If the student-athlete is not meeting expectations, the advisor will work to remedy all problems with 1) the student-athlete's coach to address the problems through study table or through tutoring and 2) the student-athlete's course instructor.

All progress reports are collected by the senior associate athletics director/SWA and are reviewed on a regular basis by the senior associate athletics director/SWA, compliance officer, and FAR. Data is collected and separated by individual sport. The FAR then analyzes the data to ensure compliance. Reports are then divided by sport, with a report given to individual coaches. If a problem arises, the FAR, senior associate athletics director/SWA, and compliance officer collaborate to solve the problem.

To further assist student-athletes, CSUB initiated an Athletics Academic Advising Council in January 2009. This council is comprised of one or two faculty members from each academic department and/or program who are selected by the faculty of that department or program, the athletics academic advisor, senior associate athletic director/SWA, athletics evaluator, and FAR, who serves as council chair. The council is an advisory body to the FAR and athletics department for all academic matters concerning student-athletes, including academic standards, academic support and academic policies. In addition, the council functions as a liaison body facilitating communication between the athletics department and the academic departments of the university. Problems and issues will flow in both directions, as will suggestions for support for the academic success of student-athletes. The council will meet at least once a quarter. Faculty members chosen for the council

1) serve as advisors to student-athletes for the major;
2) serve as the contact person for the athletics evaluator concerning questions about the major;
3) work closely with the athletics academic advisor in assuring progress-toward-degree for student-athletes;
4) work with the FAR on academic and other problems with student-athletes;
(5) keep the FAR and academic athletics advisor informed about requirements in their major programs; and
(6) attend an NCAA compliance educational session.

The compliance office monitors the number of hours per week that each student-athlete engages in "countable athletic related activities." The Compliance Handbook states, "The coach is to enter the hours for each student-athlete on a daily basis for the activities engaged in, and enter the days off. Each student-athlete is to sign each week that the hours are accurate. At the end of the month the completed forms are to be submitted to the compliance office" (pg. 93). Student-athletes are also given a weekly schedule form to track of their countable athletic related activities. The self-study subcommittee recommends that the Student-Athlete Handbook include a statement informing student-athletes of the time limits on athletic activities and the reporting procedures if these rules are being violated.

The Student-Athlete Handbook clearly states CSUB's commitment to academic success and warns of potential time conflicts. The handbook states, "Your responsibility, as a California State University, Bakersfield, student-athlete is that of a STUDENT, first and foremost. Your responsibility is to the classroom: attendance, participation, etc. No less is expected or accepted." (pg. 20)

Regular class attendance is expected for all student-athletes, and the handbook states that "CSUB has a university-wide attendance policy regarding absences for university sponsored events, including travel for athletic competition. It is the responsibility of the student to recognize that class attendance and participation are critical to their learning and in many cases are essential to the education goals of the course. . . . When the student must miss class, it is his/her responsibility to inform the instructor of the reason for the missed class time and to arrange to make up any missed assignments, exams, quizzes, and class work, to the extent that this is possible." (pg. 21)

Student-athletes are informed of their responsibility to schedule courses in a way that minimizes conflicts with team activities. The handbook asks student-athletes to "Avoid scheduling classes during practice times. If a class is only offered during practice times, work with the academic advisor to find an alternative class. The coach may have to make accommodations for the student-athlete to miss workouts during the off-season. Disperse the class days and times throughout the week, taking class only on a MWF or TR schedule is mentally draining and not conducive to learning. During the quarter(s) in which you are competing be aware of the competition schedule and avoid night classes that you will be required to miss more than twice because of travel or competition." (pg. 21-22)

The Athletics Academic Advising Council Handbook provides coaches, staff and administrators a resource for understanding CSUB academic policies. The following section pertains to time demands.

ACADEMIC ADVISING CHECKLIST

First-time Freshmen and Transfer Students

When a student-athlete comes in for advising each quarter, use time block sheets to note practice times, work schedules, etc. for proper course selection. NOTE: If course conflicts with practice time and is only offered certain quarters and taking the course is required for maintaining degree progress, coaches must accommodate.

Coaches

The athletic academic advisor will meet with coaches at least once early in the quarter to discuss student-athlete needs such as tutoring, study table hours, major assistance or any support/assistance.

Coaches must monitor any absences from classes other than for travel and must immediately notify the athletic academic advisor who will inform the faculty athletic representative. General absences are unacceptable.

All student-athletes must be enrolled in a minimum of 12 units each quarter; however, it is recommended that all student-athletes take 15 academic course units each quarter.

COMPETITION SCHEDULES/TRAVEL PROCEDURES

Coaches' Responsibilities
Coaches must provide the athletic academic advisor with travel and competition schedules as soon as possible and before the quarter involved.

Time Away from Class
Instructors will receive a letter outlining travel dates and time away from class for each student-athlete enrolled in their classes and should check to make sure they have received the letter about time away from class.

Students should check with their instructors to make sure they have received this letter and are willing to work with these time conflicts and provide a work schedule to the faculty athletics representative on assignments to be completed.

The FAR will provide each coach with a copy of the worksheet; the coaches should work with the student-athletes to make sure assignments are completed and turned in to their instructors.

Student-athletes who miss classes for serious illness or other compelling reasons, such as a death in the family, must inform the instructor and coach and provide documentation, if possible, for this absence.

Once a week, before each travel date, the student-athlete must
- discuss absences again with the instructor as a reminder.
- ask the instructor how he/she would like to handle any missed attendance points, assignments, quizzes, or exams according to the worksheet provided.

Make arrangements with other students or the instructor to obtain missed notes BEFORE THE STUDENT-ATHLETE LEAVES.

When the student-athlete returns:
Collect relevant notes and check in with the instructor to make sure all missed work has been completed and handed in.

Coaches and the athletic academic advisor need to reinforce to all student-athletes that putting off work until they return from an absence will take time away from the everyday homework and studying required by each course. It is always better to complete work BEFORE the student-athlete leaves, thus avoiding the need to play "catch-up."

ACADEMIC ADVISING DIVISION I STUDENT-ATHLETE PROCEDURES
Quarterly
The academic advisor will have the practice schedules for each team. NOTE: If a required course is only available during practice times, is only offered during that quarter, or is a prerequisite to a further required course, the student-athlete must be enrolled in the course. This will be discussed with the coach.

Practice Schedules(s) and Time Blocks
When scheduling courses for students, consideration must be given to scheduled practices, time away from campus for travel to games and tournaments, and the new time block schedule

Monitoring Absences from Classes during Competition and Academic Progress
The FAR sends out a letter entitled "information on student-athlete competition schedules" at the beginning of each quarter.

Instructors are also sent a "letter on absences" from the FAR, which includes information on when the student-athlete will be traveling or competing, as well as a form entitled "missed class assignments worksheet for student-athletes."

In addition, a form entitled "student-athlete progress report" is sent to instructors so they can indicate requirements that must be fulfilled and any scheduled make-ups that will be needed.
c. Using the data provided in (b) above, analyze and explain how the institution is
meeting the needs of its student-athletes.

The university has developed extensive and comprehensive policies regarding time demands, as well as wide-ranging methods for disseminating time management information and policies to athletic department staff, coaches and faculty members. The mechanisms for analyzing and ensuring that all parties remain responsible for maintaining time demands standards are also comprehensive and well-designed.

d. If the institution identifies any deficiency(ies) related to a student-athlete well-being
program area, explain how the institution's written, stand-alone plan for student-athlete
well-being addresses the deficiency(ies).

While policies and procedures are comprehensive and well-designed, the well-being self-study subcommittee feels that there is a lack of consistency among the various publications in which policies are communicated in writing to student-athletes. Therefore, the subcommittee recommends that more effort be devoted to ensuring that consistent written policies are placed in the Student-Athlete Handbook, Athletics Academic Advising Council Handbook, University Catalog, University Handbook, Coaches’ Procedure Manual, and Compliance Handbook.

6. Travel

Written policies of the athletics department and/or institution that address the safety of student-athlete transportation (e.g., road travel; air travel, including charter policies; driver selection; training; privately-owned vehicles), including the annual evaluation of such policies to ensure their effectiveness. Communication in writing of these policies to athletics department staff and student-athletes and administrator(s) responsible for institutional awareness in this area.

a. Describe how the institution has ensured a complete study of each of the seven program areas for student-athlete well-being. This study must be conducted as part of the self-study process.

The student-athlete well-being subcommittee represents a cross-section of the university community, including students, faculty, staff and community members. The data collection for the travel area of the report included a thorough review of athletics department documents (Student-Athlete Handbook, Coaches Procedures Manual), university policies related to travel, and NCAA Safety in Student Transportation: A Resource Guide for Colleges and Universities. Interviews with student-athletes and athletics department administrators were also conducted. To ensure that a thorough study of the safety of student-athlete travel was completed, the university included a review by the director of athletics, the senior associate athletic director/SWA, FAR, IAAC, SAAC, ASI, Academic Senate, CSUB Foundation board of directors, Roadrunner Club, alumni, coaches, President’s Cabinet, and president. In addition, the information was shared with the community through public forums and the university website.

b. Provide data demonstrating the institution’s commitment and current efforts across each of the seven areas for all student-athletes.

The university’s commitment and current efforts in the area of student-athlete travel is detailed in the following documents:

Page 24 of the Student-Athlete Handbook addresses transportation during out-of-town and out-of-state contests: “Student-athletes must be transported in university vehicles with their teams to and from out-of-
town games, unless authorized exceptions have been received prior approval from your coach.” This section also addresses curfews for overnight trips. Based on the agenda for the compliance eligibility meeting, these topics are also addressed verbally with the student-athletes.

The Coaches’ Procedures Manual includes the CSUB athletic travel release form to be used by student-athletes wishing to travel separately from the team. Page 36 of the manual outlines team travel policies. Policies include the following: “All travel must be in state vehicles or other approved methods of transportation. All head, assistant and volunteer coaches are required to have a current Class B driver’s license and a medical certificate prior to any travel. They must possess a valid and current state university driver’s permit. If it is not possible to obtain state vehicles for purposes of athletic travel, rental vehicles will be used. The coach must verify that the driver holds a valid Class C driver’s license (Class B driver’s license if the 15-passenger vans are used). Also, a medical certificate obtained from our Student Health Center every two years.”


The university website contains the use of university and private vehicle policy guidelines that detail the campus responsibility related to state vehicles (http://www.csub.edu/BAS/srm/documents/State_Motor_Vech_handbook.pdf) and states, “The campus has responsibilities concerning university vehicles. Each campus management is responsible for determining who meets the qualifying definition of a university employee and who will be authorized to drive on official university or state business and the types of vehicles they are qualified to use. The campus must establish one point of control in order to fulfill the maintenance, safety and seat belt requirements; control usage in accordance with federal, State of California, CSU, and campus laws, regulations, policies, and procedures; verify and maintain all required logs; ensure prompt reporting of motor vehicle accidents and a post-accident review by a safety coordinator and/or supervisor (this includes completion of the Supervisor’s Report of Vehicle Accident, STD 274 - Appendix A-4); and issue instructions and guidelines and clarify all relevant laws, regulations, policies, and procedures.”

c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of its student-athletes.

As indicated above, the institution is meeting the needs of student-athletes in the area of travel primarily as it relates to vehicle transportation. The guidelines include driver qualifications related to licenses and the use of state or rental vehicles, as well as 15-passenger vans.

d. If the institution identifies any deficiency(ies) related to a student-athlete well-being program area, explain how the institution's written, stand-alone plan for student-athlete well-being addresses the deficiency(ies).

The institution's written stand-alone plan addresses travel in regard to academic impact, not specifically in terms of student-athlete safety in transportation.

The self-study subcommittee recommends that a comprehensive written policy be provided to coaches, student-athletes, university risk manager, and university administrators. The policy should clearly emphasize that safety is the paramount concern in student-athlete transportation.

The student-athlete travel policy should include guidelines for trip duration limits, trip time limits, trip distance limits, frequency of stops, frequency of driver changes, route planning and road conditions, weather considerations, vehicle communication equipment, emergency and safety equipment in vehicles, roadside assistance and emergency protocols, driver impairment and distractions, vehicle maintenance and documentation, criteria for the use of charter transportation services, and air travel. These policies should include a process for annual review and revision by student-athletes, coaches, and administrators to maximize student-athlete well-being during travel and transportation.
7. Medical policies  Written policies of the athletics department and/or institution that address the health and safety of student-athletes (i.e., athletic training coverage and emergency medical plans for practices, games, strength training, skills sessions and out-of-season workouts), including the annual evaluation of such policies to ensure their effectiveness in protecting their health and providing a safe environment. Communication in writing of these policies to athletics department staff and student-athletes and administrator(s) responsible for institutional awareness in this area.

a. Describe how the institution has ensured a complete study of each of the seven program areas for student-athlete well-being. This study must be conducted as part of the self-study process.

The well-being self-study subcommittee reviewed the content and application of the medical policies implemented for the health and safety of student-athletes. These policies can be found on the sports medicine website, in the Coaches’ Procedure Manual, and in the Student-Athlete Handbook. The senior associate athletic director/SWA, the director of sports medicine/head athletic trainer, and several student-athletes were interviewed as part of this study. Also, to ensure that the medical policies of the athletics department are meeting the health and safety needs of the student-athletes, the university included a review by the director of athletics, the senior associate athletic director/SWA, FAR, IAAC, SAAC, ASI, Academic Senate, CSUB Foundation board of directors, Roadrunner Club, alumni, coaches, President’s Cabinet, and president. In addition, the information was shared with the community through public forums and the university website.

b. Provide data demonstrating the institution’s commitment and current efforts across each of the seven areas for all student-athletes.

A. Pre-Participation Physical Examination: All new and returning student-athletes must complete an annual comprehensive health history and satisfactorily pass a physical examination by the team physician prior to participation in any practice, contest, weight training and/or conditioning. Physical examination documents are stored in the student-athlete’s medical file.

B. Reporting of Injury/Illness: Injuries sustained by student-athletes during participation in supervised athletic competition (practices, games, weight training and conditioning) must be reported as soon as possible to the athletic training staff. Student-athletes who have sustained non-athletic related injuries should also be reported to the athletic training staff, as these types of injuries may affect participation. Injuries/illnesses are documented and stored in the student-athlete’s medical file.

C. Referral for Medical Treatment: After an initial evaluation of a non-emergency type of injury by a member of the athletic training staff, a student-athlete may be referred to the team physician for treatment. The student-athlete may also be referred to a team physician specialist for treatment. Student-athletes will provide written medical referrals to the team physician. A physician’s report is attached and is returned to the athletic training staff. The report contains the nature of the injuries, treatment and the permissible level of participation. A copy of the referral and the physician’s report is stored in the student-athlete’s medical file. In the event of serious injury or illness, a member of the athletic training staff will activate emergency medical services and/or refer the student-athlete to a hospital emergency facility.

D. Medical Insurance: The athletics department maintains an excess coverage/secondary medical insurance policy. This type of insurance provides medical benefits only after a student-athlete’s primary insurance has exhausted its benefits for a claim. If a student-athlete does not have primary medical insurance, this excess coverage insurance becomes the primary payer. Student-athletes provide medical insurance information by completing the student-athlete medical insurance information and authorization form. This document is stored in the student-athlete’s medical file. Student-athletes who have health maintenance organization (HMO) medical insurance must utilize the HMO medical provider network for treatment. Benefits from the excess coverage policy are payable for a claim under the following criteria: 1)
injury occurred while supervised by a university employed coach during an intercollegiate activity and 2) activities include scheduled practice, contests, weight training and conditioning.

A summary of the medical insurance policy is available on the sports medicine website (www.csusb/sportsmedicine.edu). The NCAA provides each institution with a catastrophic medical insurance policy. In the event of a catastrophic injury (e.g. loss of limb, eyesight) or accidental death, a catastrophic medical insurance plan would become effective after all benefits have been exhausted from the department’s excess coverage policy.

E. Communication in Writing of Medical Policies to Athletic Department staff and Student-Athletes: Written communication of medical policies to department staff is provided by the Coaches’ Procedure Manual and the sports medicine website. Written communication of medical policies to student-athletes is provided by the medical examination and authorization waiver, the medical policy agreement, and the sports medicine website (www.csusb/sportsmedicine.edu).

F. Athletic Trainer Coverage: National Athletic Trainers’ Association (NATA) certified athletic trainer coverage is provided daily for on-campus scheduled practices, weight training, and conditioning. Scheduled home competitions are also covered by a NATA certified athletic trainer.

1. Sports Medicine Facility: This facility is open daily to provide medical services for student-athletes. The facility has been updated with air conditioning, heating, flooring paint, and cabinets. The previous therapy and taping tables were replaced with new furniture. Four cardiovascular machines have been added for rehabilitation and conditioning. The staff consists of three NATA certified athletic trainers who are employed on a 10-month basis. This facility serves as the primary provider of athletic trainer coverage for competitions, practices, weight training and conditioning.

2. Off-Campus Practice: Scheduled practices held off-campus are covered by a NATA certified athletic trainer.

3. Off-Campus In-Town Competitions: Scheduled off-campus competitions are covered by a NATA certified athletic trainer.

4. Out of Town Competitions: Designated teams travel with a NATA certified athletic trainer staff member to provide student-athletes’ medical services. Those teams who do not travel with an athletic trainer will take a medical kit containing appropriate supplies and medical information. The host athletic trainer is contacted by phone or e-mail to inform him/her an athletic trainer will not be traveling with the team.

G. Emergency Action Plans: A written emergency action plan (EAP) has been created for each athletic venue. The EAP for each venue addresses practices, competitions, weight training, skill sessions and out-of-season workouts. Each EAP identifies the role of each member of the emergency response team, emergency communications, emergency equipment and the emergency protocol for each venue.

H. CSUB Sports Medicine Team: A sports medicine team was implemented in January 2007. The purpose of the team concept was to establish a competent group of health care professionals who support a "sports medicine philosophy" to provide comprehensive health care for student-athletes. The team of health care professionals includes physicians (family practice, internal medicine and emergency medicine), radiology, and physical therapy. Specialists include cardiology, dentistry, endocrinology, general surgery, infectious disease, neurology, obstetrics/gynecology, ophthalmology, orthopedics, podiatry, pulmonary, and otolaryngology.

Medical Policy Documents: New and returning student-athletes must annually complete the following documents as part of their medical clearance for participation. Both new and returning student-athletes complete the same documents, with the exception of the pre-participation health history. The new student-athlete pre-participation health history is a comprehensive document. The returning student-athlete pre-participation health history is an abbreviated version to serve as an update to the initial health history. Both new and returning student-athletes are required to receive a physical examination by the team physician.

A. New Student-Athlete Documents
1. Pre-participation health history and physical examination: This is a 12-page questionnaire regarding past and present health. Also contained is the physical examination report to be completed by the team physician.
2. Medical examination and authorization: A student-athlete acknowledges, affirms, and represents the following by signature:
- Present physical condition: Represents in excellent physical condition, affirm full disclosure of health history, consent to tests and examination to determine physical/mental condition.
- Future conditions: Acknowledge and agree to immediately report all future injuries to CSUB sports medicine staff.
- Authorization for medical treatment: Authorize CSUB team physicians, athletic trainers, and designated medical staff to examine and treat injuries.
- Statement of medical insurance: Understands the provisions of medical insurance coverage provided by CSUB
- Assumption of risk to participate: Assume all risks associated with sports participation: playing, practicing, training.
- Release of medical information: Acknowledge that the CSUB sports medicine staff will not release medical information regarding a student-athlete to media outlets, including television and print media.
- Acknowledgements (student-athlete acknowledges by signature he/she has read the following documents located on the sports medicine website. (www.csub/sportsmedicine.edu):
  a. NCAA banned substances: List of banned drugs by the NCAA.
  b. Prevention of heat illness and dehydration: Information about how to recognize and prevent heat illness/dehydration.
  c. Staph and MRSA Skin Infections: Prevention and Recognition: Information how to recognize and prevent skin infections.

3. Medical Policy Agreement: An acknowledgement signed by the student-athlete for the following requirements.
- Pre-participation physical examinations: Required medical clearance for participation.
- Notification of athletic injury/illness: Notify a CSUB athletic trainer of an injury within five to seven days of the date of injury.
- Medical referral of student-athletes: A member of the CSUB athletic trainer staff provides a student-athlete a written authorization to receive scheduled medical services.

4. Student-athlete emergency information: This information is kept by the CSUB athletic trainer staff.

5. Student-athlete statement of beneficiary: In the event of accidental death, the student-athletes names a beneficiary to receive benefits from the CSUB medical insurance coverage.

B. Returning Student-Athlete Documents
1. Pre-participation health history and physical examination: This document differs from the new student-athlete document specifically with the health history. The health history is an abbreviated version and serves as an update of the initial health history.

THE REMAINING DOCUMENTS LISTED BELOW (#2-#5) ARE IDENTICAL TO THOSE GIVEN TO NEW STUDENT-ATHLETES.
2. Medical examination and authorization
   - Present physical condition
   - Future conditions
   - Authorization for medical treatment
   - Statement of medical insurance
   - Assumption of risk to participate
   - Release of medical information
   - Acknowledgements (student-athlete acknowledges by signature he/she has read the following documents located on the sports medicine website. (www.csub/sportsmedicine.edu)
     a. banned substances
     b. prevention of heat illness and dehydration
     c. Staph and MRSA in athletics: prevention and recognition

3. Medical Policy Agreement
   - Pre-participation agreement
   - Notification of athletic injury/illness
   - Medical Referral of student-athletes

4. Student-Athlete Emergency Information

5. Student-Athlete Statement of Beneficiary
C. Medical Referral for Student-Athletes: The medical referral is written authorization for a student-athlete to receive a scheduled medical service. This document is completed by a member of the athletic trainer staff. The document contains the
- name of provider;
- date/time of appointment;
- student-athlete personal information;
- injury information;
- insurance billing information; and
- physician's report.
A copy of the referral is placed in the student-athlete medical file.

1. Medical referral to a physician and/or medical service for an intercollegiate athletic injury
2. Medical referral to a physician and/or medical service for a non-intercollegiate athletic injury

D. Intercollegiate Athletic Insurance: This information is provided online from the sports medicine website.
1. Cover letter: Summarizes the type of medical insurance coverage provided to a student-athlete and how benefits are provided in conjunction with a student-athlete’s primary medical insurance.
2. Policy summary: Eligibility, criteria for coverage, benefits.
3. Student-athlete medical insurance information questionnaire: To be completed by the student-athlete with parental signatures to validate whether a student-athlete is covered under the parent’s medical insurance. This document will be placed in a student-athlete's medical file and is required for medical clearance.

E. Physician’s Evaluation Report for Injury/Illness: This document completed by the treating physician for an injury/illness sustained by a student-athlete. This is kept in the student-athlete's medical file. Information includes nature of injury, date of injury, subjective assessment, objective assessment, final assessment, treatment plan, recommendations for participation, physician’s signature.

F. Student-Athlete Pregnancy Policy: This is a new policy that has been provided to establish protection for the student-athlete and her unborn child should she become pregnant and elect to carry the pregnancy to term while a student-athlete at CSUB. This information will be included in the sports medicine section of the student-athlete handbook in the future.
1. Summary: Describes the purpose and intent of the policy.
2. Policy overview: Outlines the protocol for a student-athlete who becomes pregnant.
3. Student-athlete release and waiver of liability, assumption of risk, and indemnity agreement: To be signed by the student-athlete.

G. Health Services Policy:
1. Team physicians: Describes the compliance requirements for the acquisition of off-campus health care professionals.
2. Medical records: Describes the medical records system. Includes general considerations, charting format, confidentiality of records, security of records, preservation of records, staff duties.

H. Authorization for Release of Medical Records: In the event it is necessary to release information from a student-athlete's medical file, a member of the athletic training staff must have that student-athlete complete a written authorization granting permission to copy and release medical information.

I. Sports Medicine Quality of Service Survey (coach): A survey with about 16 questions that gives the coaches an opportunity to evaluate and make recommendations regarding the training staff, services, and facilities.

J. Sports Medicine Quality of Service Survey (student-athlete): A survey with about 12 questions, many with multiple parts, that give the student-athletes an opportunity to fully evaluate their athletic training staff, services, and facilities.
c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of its student-athletes.

The medical policies listed in the above data section address the health and safety needs of student-athletes. These policies address a wide array of concerns involved in a comprehensive health care program. The policies ensure that the medical services being provided are meeting the health and safety needs and protecting the welfare of the student-athlete. Student-athletes and coaches have the opportunity to provide feedback and recommendations about the services being provided and the operation of the sports medicine program. The information is collected by the sports medicine quality of service surveys.

The administrator responsible for the institution's awareness and oversight of medical policies is Gloria Friedman, senior associate athletic director/SWA. Oversight of the day-to-day program operation, coordination of the medical team, application of medical policy, and the provision of medical services to student-athletes is Glen Nishimori, director of sports medicine/head athletic trainer. The information from the survey is analyzed to ensure that medical services being provided are meeting the health and safety needs of the student-athletes. Medical policies are evaluated and updated annually or on an as-needed basis by the director of sports medicine/head athletic trainer. Changes are reviewed on an as-needed basis by the senior associate athletic director/SWA and the medical director/head team physician.

The well-being self-study subcommittee finds that the athletic training staff is currently meeting the needs of the student-athletes. However, the current size of the staff allows little margin for error, and during two months of the year, June and July, no training services are provided. The athletic training staff is comprised of three NATA certified athletic trainers who are employed for 10-months, August through May. This staff provides medical services for the 19 intercollegiate men's and women's sports representing about 400 student-athletes. Both the ratio of athletic trainers to sports and the ratio of athletic trainers to student-athletes are high. Currently, most teams do not travel with an athletic trainer, but when two teams that travel with a trainer go out of town at the same time, for example the men's and women's basketball teams, only one trainer is available to provide care for all other student-athletes on campus. Trainers often work 12-hour days and have periods in the year without a day off during a seven-day week. The current system does not allow for sufficient athletic training coverage in the case of illness, injury, or an emergency on the part of any of the athletic training staff.

The CSUB athletics department does not employ a certified strength and conditioning specialist. The self-study subcommittee finds that a full-time strength and conditioning coach is an essential member of the athletic performance team. Strength and conditioning coaches help student-athletes develop strength, power, speed, cardiovascular, and muscular fitness, as well as promote student-athlete safety while training. This level of support during training is important for student-athletes during the academic year as well as the summer months.

During the summer months (June, July), Division I student-athletes are allowed by the NCAA to participate in volunteer strength and conditioning workouts, but individual sport coaches are not allowed by the NCAA to work with their respective student-athletes during the summer months. This results in CSUB student-athletes working out without proper supervision, guidance and instruction. However, a certified strength and conditioning coach is allowed by the NCAA to supervise and work with student-athletes during the summer months. This supervision during the summer months is important for student-athletes in the event of injury during a strength and conditioning activity. If an injury occurs while a student-athlete is unsupervised during a workout, the student-athlete is ineligible for medical benefits from the department's athletic insurance policy. The student-athlete would bear sole responsibility for all incurred medical costs pertaining to medical treatment. This financial circumstance may delay necessary and appropriate medical treatment and can also limit a CSUB athletic trainer's options for an appropriate medical referral.

d. If the institution identifies any deficiency(ies) related to a student-athlete well-being program area, explain how the institution's written, stand-alone plan for student-athlete well-being addresses the deficiency(ies).

A. Sports Medicine Policy and Procedure Manual
Deficiency: A policy and procedure manual that includes medical policies as a stand-alone document. Many of the policies in the current manual are only in outline form.
Recommendation: Complete and update the comprehensive policy and procedure manual that is currently in development. (Full document will be available to the Peer-Review Team.)

B. Coaches' Procedure Manual
Deficiency: More comprehensive coverage of medical policies in Coaches' Procedure Manual.

Recommendation: The Coaches' Procedure Manual should be expanded and updated to give a comprehensive description of medical policies and procedures.

C. Student-Athlete Handbook
Deficiency: Medical policies in handbook

Recommendation: A sports medicine section should be developed and included in future handbooks. The information should include 1) hours of operation, 2) medical referral, 3) reporting of injury/illness, 4) medical insurance, 5) medical emergency, and 6) contact information.

D. Catastrophic Incident Plan for Intercollegiate Athletics
Deficiency: A written catastrophic incident plan for a catastrophic incident involving a student-athlete while participating in an intercollegiate athletic activity and/or a non-athletic activity. (i.e.: loss of limb, eyesight, accidental death)

Recommendation: Develop a written catastrophic incident plan involving the participation of athletics department and university personnel.

E. Appropriate Medical Coverage of Intercollegiate Athletics
Deficiency: Appropriate number of full-time (12-month) NATA certified athletic trainers to satisfactorily and safely provide 1) medical coverage of practices and competitions held both on and off campus, 2) team travel for away competitions, 3) medical services during the summer months for student-athletes who sustain an injury while working out under the supervision of a certified strength and conditioning coach, and 4) ongoing daily health care of the student-athlete, such as
- Determination of student-athlete’s readiness to participate, in conjunction with the team physician (e.g., pre-participation evaluation and post-injury/illness return)
- Risk management and injury prevention
- Recognition, evaluation, and immediate treatment of athletic injuries/illnesses.
- Psychosocial intervention and referral
- Nutritional aspects of injuries/illnesses
- Health care administration
- Professional development to maintain and improve knowledge and skills.

Recommendation: Add two assistant trainers and increase the director of sports medicine/head athletic trainer position from 10-months to 12-months. Implement the recommendations and guidelines for appropriate medical coverage of intercollegiate athletics developed by the NATA in collaboration with the NCAA Injury Surveillance System and the Big Ten Conference.

CSUB director of sports medicine/head athletic trainer utilized the guidelines for the appropriate medical coverage of intercollegiate athletics in 2006 to determine the appropriate number of full-time athletic trainers. Based upon guideline provisions and the number of sports and student-athletes, the appropriate number of full-time certified athletic trainers was determined to be 5.23 individuals.

The need for 12-month appointments is evident. Under NCAA Division I, student-athletes are able to participate in voluntary strength training and conditioning activities during the summer months. Their sport coaches are not allowed to be actively involved with summer physical activities. However, eligible student-athletes may report and work under the supervision of the university’s qualified strength and conditioning specialist. Under this type of supervision, student-athletes are eligible to receive medical services by the athletic trainer staff. In addition, student-athletes who need continued treatment or rehabilitation during the summer for an injury may continue without disruption.

F. Strength and Conditioning Specialist
Deficiency: Currently the CSUB athletics program does not have a certified strength and conditioning specialist.
Recommendation: Hire a 12-month strength and conditioning specialist. Currently, the qualifying standard for a college strength and conditioning coach is certification as a strength and conditioning specialist. To be certified as a strength and conditioning coach, a candidate must hold at least a bachelor’s degree in kinesiology, exercise science, physical education, or a directly related science and must satisfactorily pass the certification examination administered by the National Strength and Conditioning Association (NSCA).

10. If the institution has developed a plan for improvement(s) for Operating Principle 3.3, describe the institution’s efforts to ensure the plan for improvement was developed through a process involving broad-based campus participation and has received formal institutional approval.

The institution’s "Student Athlete Welfare Plan (2006-11)" was reviewed and approved by the student-athlete well-being self-study subcommittee. To ensure broad-based participation in the development of the improvement plan, the university included a review by the director of athletics, the senior associate athletic director/SWA, FAR, IAAC, SAAC, ASI, Academic Senate, CSUB Foundation board of directors, Roadrunner Club, alumni, coaches, President’s Cabinet, and president. In addition, the information was shared with the community through public forums and the university website.
<table>
<thead>
<tr>
<th>Elements</th>
<th>Goals</th>
<th>Steps to Achieve Goals</th>
<th>Individuals/Officers Responsible for Implementation</th>
<th>Specific Timetable for Completing the Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sports Medicine - need additional trainer</td>
<td>Provide 12-month training</td>
<td>Add additional trainer</td>
<td>Head trainer, director of athletics</td>
<td>2008-09</td>
</tr>
<tr>
<td>Training Facility - 1. Need to expand training facility capacity 2. Remodeled the training facility</td>
<td>Serve student-athlete injury and rehabilitative needs on 12-month basis</td>
<td>1. Renovate and expand space; Training facility space 2. Student-athletes can use new recreational center on temporary basis</td>
<td>Head trainer, director of athletics</td>
<td>2008-09</td>
</tr>
<tr>
<td>Sports Medicine Team Model - have established this team</td>
<td>To serve student-athlete medical and rehabilitative needs outside the scope of CSUB athletic training services</td>
<td>Add additional trainer and create partnerships with the medical community.</td>
<td>Director of athletics, athletics business manager, team doctor, Health Center doctor, and head trainer</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Financial Needs - improve financial support for student-athletes</td>
<td>Have adequate financial support for student-athletes</td>
<td>Increase fund raising to increase number of maximum scholarships.</td>
<td>Director of athletics, associate athletic director for development, coaches, CSUB Foundation Intercollegiate Advisory Committee, and Roadrunner Club</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Information - assist student-athletes to make wise economic choices</td>
<td>Student-athletes have good information on financial matters.</td>
<td>Provide basic needs and housing information to all student-athletes.</td>
<td>Vice president for student affairs, SAAC advisor, SAAC</td>
<td>Ongoing</td>
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<tr>
<td>Job opportunities - need to explore job opportunities for student-athletes</td>
<td>Adequate job opportunities for student-athletes.</td>
<td>Explore with campus and community job opportunities.</td>
<td>Senior associate athletic director/SWA, athletics business manager</td>
<td>Ongoing</td>
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<tr>
<td>Scheduling - lack of conference creates extraordinary travel schedules.</td>
<td>To reduce number of away competitions and missed classes.</td>
<td>Budget for and offer guarantees.</td>
<td>Director of athletics, senior associate athletic director/SWA</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Scheduling - extraordinary travel schedules</td>
<td>Have faculty members and coaches informed about absence policy.</td>
<td>FAR should work with coaches and faculty to help students handle missed classes</td>
<td>FAR</td>
<td>Ongoing</td>
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<tr>
<td>Student-athlete responsibility - extraordinary travel</td>
<td>Have student-athletes accept responsibility for informing professors about their schedules.</td>
<td>Provide students with absence policy and procedures - placed in Student-Athlete Handbook - educate them about the policy.</td>
<td>Senior associate athletic director/SWA, FAR, SAAC</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Elements</td>
<td>Goals</td>
<td>Steps</td>
<td>Individuals/Officers Responsible for Implementation</td>
<td>Specific Timetable for Completing the Work</td>
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<td>-----------------------------------------------------------------------</td>
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<tr>
<td>Academic Collegiate - due to travel need to</td>
<td>To increase the number of days and hours that ACE is available.</td>
<td>Work with Advising Center, Success Center to accommodate student-</td>
<td>Athletics academic advisor, associate vice president for admissions, director of Success</td>
<td>Ongoing</td>
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<tr>
<td>increase availability.</td>
<td></td>
<td>athletes.</td>
<td>Center</td>
<td></td>
</tr>
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<tr>
<td>Social Integration - extended travel increases</td>
<td>To provide adequate social activity.</td>
<td>Have fall and holiday socials; encourage athletes to participate in</td>
<td>Director of athletics, associate dean of student life, SAAC</td>
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<td>need for social interaction.</td>
<td></td>
<td>campus life activities.</td>
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<tr>
<td>Leadership - need to provide student-</td>
<td>Increase leadership opportunities for student-athletes.</td>
<td>Provide information to student-athletes on leadership opportunities</td>
<td>Director of athletics, senior associate athletic director/SWA, dean of students, and</td>
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<td>athletes with leadership opportunities</td>
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<td>in student government and within student organizations.</td>
<td>director of student activities</td>
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<td>outside athletics.</td>
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<tr>
<td>Citizenship - need to provide service and</td>
<td>Have service learning and volunteer opportunities for student-</td>
<td>A comprehensive service-learning and volunteerism program has been</td>
<td>Director of athletics, marketing director, SAAC advisor, SAAC</td>
<td>Ongoing</td>
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<td>volunteer opportunities for student-</td>
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<td>implements; also blood drive effort</td>
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<td>athletes.</td>
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<td>Sportsmanship - need to educate student-</td>
<td>Develop good sportsmanship and leadership.</td>
<td>Course on sportsmanship, leadership and public relations has been</td>
<td>Senior associate athletic director/SWA, athletics academic advisor, FAR</td>
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<tr>
<td>athletes about sportsmanship.</td>
<td></td>
<td>developed.</td>
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<tr>
<td>Educational needs - need to educate on</td>
<td>In addition to diversity education, need to address other areas.</td>
<td>Work with SAAC to survey interest of student-athletes.</td>
<td>Athletics academic advisor, SAAC advisor, SAAC, and FAR</td>
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<tr>
<td>various areas of interest.</td>
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<tr>
<td>CHAMPS/Life Skills - need to develop</td>
<td>Commit to CHAMPS/Life Skills program</td>
<td>Work with dean of student life to initiate program for university.</td>
<td>FAR, dean of student life</td>
<td>Ongoing</td>
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<td>CHAMPS/Life Skills program</td>
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### Racial or Ethnic Composition of Personnel

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<th>Racial or Ethnic Group</th>
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<th>Asian/PI (N)</th>
<th>Black (N)</th>
<th>Hispanic (N)</th>
<th>White (N)</th>
<th>N-R Alien (N)</th>
<th>Other (N)</th>
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<td>Other Professional Athletics Dept. Staff</td>
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<td>Other Advisory or Policy-Making Group Members</td>
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</table>

Name of person completing this chart: **Kathy Miller**  
Title: **Report writer**
### Racial or Ethnic Composition of all Students

#### STUDENTS GENERALLY AND STUDENT-ATHLETES ON ATHLETICS AID

<table>
<thead>
<tr>
<th>Year</th>
<th>AM.Ind/AN (N)</th>
<th>Asian/PI (N)</th>
<th>Black (N)</th>
<th>Hispanic (N)</th>
<th>White (N)</th>
<th>N-R Alien (N)</th>
<th>Other (N)</th>
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<td>28</td>
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<td>2012</td>
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</table>

**Name of person completing this chart:** Kathy Miller  
**Title:** Report writer
### Racial or Ethnic Composition of Student-Athletes by Sport Group

<table>
<thead>
<tr>
<th>Racial or Ethnic Group</th>
<th>AM.Ind/AN (N)</th>
<th>Asian/PI (N)</th>
<th>Black (N)</th>
<th>Hispanic (N)</th>
<th>White (N)</th>
<th>N-R Alien (N)</th>
<th>Other (N)</th>
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<tbody>
<tr>
<td><strong>Sports</strong></td>
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<td>Baseball</td>
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<td>Men's Basketball</td>
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<td>Football</td>
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<td>Men's Track / Cross Country</td>
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<td>Men's Other Sports and Mixed Sports</td>
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<td>Women's Basketball</td>
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Name of person completing this chart: Kathy Miller
Title: Report writer