

2005-2006
DIVISION I
ATHLETICS
CERTIFICATION
SELF-STUDY
INSTRUMENT

Introduction to Self-Study Report

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Institutional Information

1. Type of Institution: Public
2. Year institution was founded: 1957
3. Special Affiliation? No
4. Coeducational? Yes
5. Total student enrollment (undergraduate and graduate combined) [using a full-time-equivalency (FTE) basis]: 25975
6. Number of Faculty [using a full-time-equivalency (FTE) basis]: 1158
7. Highest level of academic degree offered: Master's Degree
8. Institution's governing entity: Board of Trustees of California State University
9. a. Regional accreditation agency: Western Association of Schools & Colleges
9. b. Date of most recent regional accreditation self-study: 2000
9. c. Current accreditation status: Fully Accredited

Athletics Information

1. Subdivision status of athletics program (Academic Year 2006): I-AAA
2. Conference affiliation(s) or independent status (Academic Year 2006):

Baseball	Big West Conference
Men's Basketball	Big West Conference
Men's Cross Country	Big West Conference
Men's Fencing	Independent
Men's Soccer	Big West Conference
Men's Track, Outdoor	Big West Conference
Men's Wrestling	Pacific-10 Conference
Softball	Big West Conference
Women's Basketball	Big West Conference
Women's Cross Country	Big West Conference
Women's Fencing	Independent
Women's Gymnastics	Western Athletic Conference
Women's Soccer	Big West Conference
Women's Tennis	Big West Conference
Women's Track, Indoor	Big West Conference

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Women's Track, Outdoor Big West Conference

Women's Volleyball Big West Conference

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.

There have been no NCAA major infractions cases for California State University, Fullerton since the first cycle evaluation visit; however, prior to that visit the institution was under investigation for a major rules infraction. The investigation coincided with the first cycle certification process and delayed the final certification decision. It should be noted that the time between the first certification cycle evaluation visit in April of 1998 and the final certification decision in January of 2000 was nearly two years. The outcome of the investigation was a five-year probation period for violations in the men's basketball program. That probation concluded December 1, 2002. There have been no major infractions at California State University, Fullerton since then.

Previous Certification Self-Study

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

The first cycle orientation visit for California State University, Fullerton took place on February 18, 1997. The evaluation visit was April 5-8, 1998. The institution's interim report was submitted in December of 2002.

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

On February 14, 2000 a letter was sent from the NCAA Committee on Athletics Certification to California State University, Fullerton's president Dr. Milton A. Gordon, informing him that the institution had been certified.

3. Subsequent actions or changes in certification status (if any) made by the NCAA Committee on Athletics Certification (and date):

There have been no changes to California State University, Fullerton's certification status since the first cycle decision. The institution's interim report was submitted in December of 2002.

4. Changes in key senior-level positions, institutional or athletics program, (if any) since the institution's previous certification self-study:

Vice President for University Advancement (chair of the first-cycle Certification Steering Committee) Dr. Harry Gianneschi retired from the University. Dr. Willie Hagan was appointed Acting Vice President for University Advancement until a permanent replacement could be found. Dr. Hagan is now the Vice President for Administration and Finance. Ms. Pamela Hillman is the Vice President for University Advancement.

Dr. Judith Anderson (second cycle Steering Committee Chair) was promoted to Executive Vice President. Dr. Anderson was the Executive Assistant to the President and direct supervisor of Intercollegiate Athletics at the time of the first cycle report.

Dr. Robert L. Palmer was hired as the Vice President for Student Affairs, replacing Dr. Robbi Nyman who resigned from the University. Dr. Palmer is the direct supervisor for Intercollegiate Athletics.

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Brian Quinn was hired as the Director of Intercollegiate Athletics in January of 2002, replacing John Easterbrook who retired.

Dr. Allison Rich was hired as the Senior Associate Director of Athletics/SWA in January 2005, filling a position which had been vacant. Dr. June Kearney, the Compliance Director, had been serving as the acting SWA. Dr. Maryalyce Jeremiah who was in the position previously is currently the Head Women's Basketball Coach.

The Director of Athletics Academic Services position has changed several times since the first cycle report. Christine McCarthy took a leave of absence to work for the union and has yet to return to the position. Dr. June Kearney, the Assistant Director of Athletics for Compliance at the time of Ms. McCarthy's departure, was assigned oversight of the Athletics Academic Support area. In November 2004 Karyn Magno assumed the position of Acting Director of Athletics Academic Services, but she left the institution for another position in June 2005. Sabrina Sanders has held the position of Acting Director of Athletics Academic Services since July 2005.

Dr. Kearney retired in June 2005 and Julie Bowse was named the Assistant Director of Athletics for Compliance.

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:

Sports Sponsorship: Women's Indoor Track was added to the athletics program after the first cycle review, bringing the total number of sports sponsored to 10 for women and 7 for men.

Graduation Rates: Since the Interim Report, the institution's graduation rates for student-athletes has been within 3 to 5 percentage points (higher or lower) of the graduation rates for Cal State Fullerton students in general.

Mission Statement: The first cycle evaluation included a recommendation that the institution provide appropriate campus constituents with an opportunity to periodically review and revise (if necessary) the mission and goals of the Department of Intercollegiate Athletics. In response to the recommendation, the Athletics Advisory Council, a broad-based policy recommending and oversight body reviewed the Athletics mission and goals in 2002. The Athletics Advisory Council will review Athletics' mission and goals periodically (or at least once every five years).

The state of California had a budget shortfall in the early few years of the decade. As a state institution, Cal State Fullerton (and other CSU campuses) experienced cuts and salary and hiring freezes. Intercollegiate Athletics was required to reduce a significant part of its budget. In order to meet the requirements and not reduce sports or scholarships, Athletics eliminated a few positions (all classified as "temporary"). Those positions included the second assistant coach in volleyball, men's soccer, and gymnastics as well as a marketing assistant. Additionally, the department budget was cut by 5%. Some of the effects of the budget cut were offset by a new requirement that each sport fundraise for 5% of its budget. Campus employees also did not receive raises for three consecutive years.

The state budget situation has improved in the past two years. The 5% fundraising requirement has been removed. Sports are still required to do some fundraising for their budgets, but Athletics Administration is working on ways to have those fundraised dollars be used for purposes other than basic operations. Also, Athletics senior management is reviewing the staffing plan and considering ways to reinstate some positions eliminated due to the budget cuts (or create new positions more appropriate to the program today). Additionally, campus employees in all bargaining units received raises in July of 2005.

In the fall of 2005, Athletics Administration joined with Associated Students, Inc. (ASI), the student government, to propose a student fee referendum. The proposed student fee increase was \$5 per semester for four semesters, for a total increase of \$20 to student fees. Three dollars of each five were earmarked for student clubs and organizations and two for Athletics. The referendum went to a vote on campus in early November 2005 and was passed.

Lastly, though certainly not least, Athletics has very carefully evaluated needs and monitored spending over the last few years. That work has paid off in a balanced budget and a greatly improved financial situation for the department.

Certification Self-Study Information

1. Steering Committee Chair: Dr. Judith Anderson

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2. Chief report writer/editor of self-study report: Dr. Sandra Sutphen
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. The Steering Committee members were chosen with broad-based participation in mind. All divisions of the University were represented on the Committee with at least one faculty, staff, coach, student-athlete or student member. There was one community member on the Steering Committee and the Big West Conference office had some involvement as well. The Steering Committee and the Chairs Committee (composed of the chair of the Steering Committee, the three subcommittee chairs, the two assistant chairs of the Steering Committee, the Director of Athletics, the Senior Associate Director of Athletics/SWA and the Chief Report Writer) developed the subcommittee rosters ensuring broad-based participation as well as gender and ethnic diversity. Lastly, the Senior Associate Director of Athletics/SWA provided regular certification updates to the Student Affairs Executive Committee and the Intercollegiate Athletics staff, coaches and administrative team while data were collected and the findings and plans for improvement were developed.

Once the subcommittees completed the drafts of their sections, the Steering Committee reviewed the entire document to make sure the responses reflected the operating principles and contributed to the plans for improvement.

b. After initial approval from the Steering Committee, the draft report was made available to the campus community on the University website (with links from the home page and the Intercollegiate Athletics site).

Members of the Chairs Committee made presentations to various campus groups about the certification process, its origins and importance, and some of the findings and plans for improvement. Bookmarks with the web address of the complete report were widely distributed on campus and at the group presentations. The groups to which presentations were made were the President's Administrative Board, the Academic Senate, the Council of Deans, the Student Affairs Executive Committee, the Titan Athletic Club Advisory Council, the Athletics Advisory Council, the Associated Students, Inc. Board, the Student-Athlete Advisory Council, the Head Coaches Roundtable, Athletics Administration and campus open forums. Feedback was strongly encouraged with email addresses identified for that purpose.

The Steering Committee reviewed all feedback received and made changes to the self-study report as necessary before it was finalized for submission.

4. Provide a copy of the institution's written plan for conducting the self-study.

SELF-STUDY WRITTEN PLAN

Objectives Related to the Self-Study

Goals

California State University, Fullerton's (hereinafter Cal State Fullerton) goals for the athletics certification process are to complete a comprehensive review of the Intercollegiate Athletics program, including functions that are performed by individuals outside the Department of Intercollegiate Athletics; to open the affairs of Athletics to the university community and demonstrate conformity with the operating principles while highlighting the integrity and successes of the program, the student-athletes and the staff; and to enhance existing programs and policies using the results of the self-study as a guide. Cal State Fullerton will conduct a comprehensive self-study and correct any problems found in the process.

Cal State Fullerton's goals are consistent with the overall goals of certification which are to open the affairs of athletics to the university and the public and to set standards for the operation of its Division I athletics program.

First Cycle Plans for Improvement

There were no "corrective actions" or "conditions for certification" imposed by the Committee on Athletics Certification, though there were some "strategies for improvement." Cal State Fullerton addressed those "strategies for improvement" and also developed plans for improvement and/or recommendations since the first cycle of certification. This information can be found in the Committee on Athletics Certification Summary of Actions

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document for Cal State Fullerton's previous self-study. Also included is information from Cal State Fullerton's Certification Interim Report relating to currently legislated operating principles.

Major Components of the Self-Study

Appointment of the Steering Committee Chair

The chair of Cal State Fullerton's Steering Committee is Dr. Judith Anderson, Executive Vice President. Dr. Anderson was appointed by President Milton A. Gordon and is a member of the senior management team for the institution. Dr. Anderson has clear authority from the President and has ready access to him as well.

Appointment of Steering Committee and Subcommittees

Steering Committee:

Milton A. Gordon, President

Judith Anderson, Executive Vice President, Chair

Bill Barrett, Associate Vice President for Administration, Assistant Chair

Lee Gilbert, Faculty Emeritus, Assistant Chair

Stephan Walk, Associate Professor, Kinesiology, Faculty Athletic Representative and Subcommittee Chair

Davida Hopkins-Parham, Exec. Assist. to the VP Academic Affairs, Subcommittee Chair (resigned from participation in December 2005)

Patti Laguna, Associate Professor, Kinesiology, Subcommittee Chair

Robert Ammann, Head Coach, Men's Soccer, Coaches Representative

Patty Sexton, Coordinator of Athletics and Personnel, Athletics, Institutional Liaison and Communications Coordinator

Erica Satterfield, Assistant Commissioner for Compliance, Big West Conference, Conference Liaison

Michael Stone, Community Representative

Brian Quinn, Director of Athletics

Allison Rich, Senior Associate Director of Athletics/SWA

Nancy Dority, Assistant Vice President for Admissions and Records

Mona Mohammadi, Student, President, Associated Students, Inc.

Erica Pryor, Student, Student-Athlete Advisory Committee Chair

Sandra Rhoten, Associate Dean of Student Affairs for Judicial Affairs

Pamela Jones-Tintle, Director of Development, University Advancement

Sandra Sutphen, Faculty Emeritus, Chief Report Writer

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Davida Hopkins-Parham, Exec. Assist. to the VP Academic Affairs, Subcommittee Chair (resigned from participation in December 2005)

Julie Bowse, Assistant Director of Athletics for Compliance

Betty Chavis, Professor and Chair, Accounting, Subcommittee Chair after December 2005

David McKenzie, Assistant Director, Academic Advisement Center

Deb McCracken, Director, Financial Aid

Juanita Razo, Assistant Dean of Students - Leadership and Multicultural Development Programs, Dean of Students Office

Ron Kamaka, Associate Head Coach, Track and Field

Steve Murray, Dean, College of Natural Science and Mathematics

Risto Marttinen, Student-Athlete

Academic Integrity

Stephan Walk, Associate Professor, Kinesiology, Faculty Athletic Representative and Subcommittee Chair

Cheryl Anderson, Coordinator, Athletic Eligibility and Admissions

Sabrina Sanders, Acting Director of Athletic Academic Services

Jack Bedell, Professor, Sociology and Chair, Academic Senate

Marcia Foster, Assistant Coach, Women's Basketball

Rochelle Woods, Assistant Dean, College of Natural Science and Mathematics

Dan Hicks, Head Coach, Wrestling

Susan Shoho Uyemara, Research Technician, Gerontology

Guillermo Noffal, Associate Professor, Kinesiology

Sandra Rhoten, Associate Dean of Student Affairs for Judicial Affairs

Cory Vaselenko, Student-Athlete

Equity and Student-Athlete Welfare

Patti Laguna, Associate Professor, Kinesiology, Subcommittee Chair

Rosamaria Gomez-Amaro, Director, Diversity & Equity, Human Resources

Jill Rosenbaum, Professor, Political Science & Criminal Justice

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Maryalyce Jeremiah, Head Coach, Women's Basketball
Drew Wiley, Student, Executive Vice President, Associated Students, Inc.
Ali Khosroshahin, Head Coach, Women's Soccer
Arnold Holland, Associate Professor, Visual Arts
Peggy Bockman, Assistant Dean, College of Communications
Juliana Max, Head Athletic Trainer
Ruya Inalpulat, Student-Athlete

The Steering Committee includes the required positions: Cal State Fullerton President (Dr. Milton A. Gordon), Faculty Athletics Representative (Dr. Stephan Walk), Director of Athletics (Mr. Brian Quinn) and Senior Associate Director of Athletics/Senior Woman Administrator (Dr. Allison Rich). The Steering Committee and Subcommittees have sufficient members to perform the required duties and responsibilities. The Committee and Subcommittee members reflect broad-based participation with a balance between staff members inside and outside athletics. The Committee and Subcommittee members had access to the information they needed and affirmed that they had the time to devote to completing the self-study. None of the three Subcommittee chairs (Dr. Stephan Walk, Ms. Davida Hopkins-Parham, and Dr. Patti Laguna) are Athletics staff members and all three are members of the Steering Committee.

Responsibilities of Steering Committee and Subcommittees

The general responsibilities of the Steering Committee and subcommittees were clearly stated to the participants using the information in the Certification Handbook and were discussed in subsequent meetings. The orientation videoconference was helpful to those who were new to the process. The responsibilities of the Steering Committee and subcommittees were understood to include collecting and organizing data; providing opportunities for input from appropriate campus groups, including student-athletes; reviewing draft and final reports; communicating regularly through meetings and reports; and maintaining a written record of meeting dates and individuals in attendance as well as a record of individual(s) responsible for writing the subcommittee reports.

Institutional Liaison

The campus liaison is Patty Sexton, Coordinator of Athletics Personnel. Ms. Sexton is a long-time staff member at Cal State Fullerton and has an understanding of the institution's and the Department of Athletics' policies, procedures and personnel. The campus liaison's general responsibilities were clearly stated. Those responsibilities included, but were not limited to, coordinating the collection and dissemination of information to institutional personnel, and arranging logistics for the evaluation visit. The liaison will also be responsible for fielding questions about the certification process, responding to questions, and as appropriate, forwarding questions to the Senior Associate Director of Athletics/SWA.

Conference Assistance/Use of Outside Individuals or Agencies

Erica Satterfield, Big West Conference Assistant Commissioner for Compliance, was involved in the institution's orientation videoconference and will be involved in the peer review team's visit. She assisted the institution as requested in the self-study process. Cal State Fullerton invited a compliance review by the Big West Conference in April 2005, and the findings and recommendations from this review were utilized in the Certification self-study.

No outside consultants were used in the self-study process.

Outline and Schedule

Cal State Fullerton's plan for completion of the self-study process is as follows:

The Steering Committee meets in-person at least once per month throughout the process, with regular email correspondence and additional meetings as necessary. The first post-videoconference meeting of the Steering Committee took place in the second week of November and included reports from the three subcommittees. A press release was issued regarding the commencement of the self-study process immediately following the videoconference. The subcommittees meet at least weekly or biweekly, adding meetings as necessary, with the majority of the data-gathering and report writing completed before February 1, 2006. Cal State Fullerton has a January term so the subcommittees continued to meet during the month of January as needed to complete the drafts of their reports and ready them for institutional and community feedback.

The chief report writer, Professor Emeritus Sandra Sutphen, worked with the subcommittees and Steering Committee to complete the report writing in February 2006. The month of March consisted of opportunities for campus groups to review the reports and respond to the Steering Committee and/or subcommittees as necessary. The Committee and subcommittees evaluated responses by comparing them to the operating principles, developing the institution's plan for improvement and completing their review of report drafts. The final report will be completed by early May and submitted to the NCAA national office before the due date.

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The peer review team visit is scheduled for the Fall of 2006. Final plans will be made for the visit prior to the scheduled date on September 25-27, 2006. After receipt of the institution's final certification status, the information will be released to the institutional community and the media.

The report writer and subcommittee members are aware of the procedures established to address any work-related needs that might arise in collecting data and producing report drafts.

The work of the Steering Committee was communicated to the institutional community and the general public via Dateline (the university newsletter), Cal State Fullerton and Titan Athletics websites, and the Daily Titan (the student newspaper). Athletics publicity efforts were coordinated through the Athletics Media Relations Office. All other university publicity efforts are coordinated through the Office of the Executive Vice President.

Governance and Commitment to Rules Compliance

Operating Principle

1.1 Institutional Control, Presidential Authority and Shared Responsibilities

Self-Study Items

1. List all "corrective actions", "conditions for certification" or "strategies for improvement" imposed by the NCAA Division I Committee on Athletics Certification in its first-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 "corrective action", "condition" or "strategy" 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 recommendations for required actions developed by the peer-review team unless those same recommendations were adopted by the Committee on Athletics Certification.

No "corrective actions" or "conditions for certification" were imposed by the NCAA Division I Committee on Athletics Certification. "Strategies for improvement" imposed by the Committee on Athletics Certification are outlined below with actions taken by the institution, the dates of those actions, and an explanation for any partial or non-completion of such required actions.

Action by the institution - The institution shall provide appropriate campus constituents with an opportunity periodically to review and revise (if necessary) the athletics department mission and goals.

As an action response to this strategy for improvement, the Athletics Advisory Council, a broad-based policy-recommending and oversight body, reviewed the mission and goals of the Department of Intercollegiate Athletics and continues to serve in an oversight capacity. The Department of Intercollegiate Athletics provided documentation of this policy to the Chair of the NCAA Division I Committee on Athletics Certification within the time frame required, December 1, 2000.

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 first-cycle certification process for Operating Principle 1.1 (Institutional Control, Presidential Authority and Shared Responsibilities). Specifically include: (a) the original plan; (b) the actions(s) taken by the institution; (c) the date(s) of the action(s); (d) actions not taken or not completed; and (e) explanations for partial completion. Please note, the institution will not be required to fulfill an element of a first-cycle plan if the element does not affect conformity with an operating principle.

Recommendations developed by the institution:

1. The Athletics Advisory Council should standardize its meeting times to schedule regular times each month rather than maintaining the current episodic schedule of meetings.

As a result of the certification self study, the University made the recommendation to set regularly scheduled meetings and determined that they would be bi-monthly rather than monthly meetings.

As an action in response to this recommendation, since the first cycle certification, the Athletics Advisory Council has implemented a regular meeting schedule (at least bi-monthly). Minutes are available.

2. The Department should facilitate an annual or semi-annual meeting for the Titan Athletics Club to regulate that group's operations.

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In June 2003, a new Director of Development for Athletics was hired, Ms. Pamela A. Jones-Tintle. In January 2004, an Athletic Director's advisory council—the Titan Athletics Club Advisory Board—was launched. Alumni, friends and parents of Titan athletes were targeted for membership because of their passion for California State University, Fullerton athletics, or their financial capacity (\$1,000 annual commitment with a gift and/or athletics marketing agreement) and/or their community influence. This volunteer board, which meets on a quarterly basis, is charged with increasing private support for Titan Athletics. Through this Board, emphasis was placed on providing a stronger infrastructure for the Titan Athletics Club. All contributions to athletics, whether outright donations to unrestricted funds (Titan Athletics Fund), or restricted funds (sports specific funds) or Booster Club memberships, all now fall under the umbrella of the Titan Athletics Club. In addition, all volunteer, alumni, parent and special events (e.g. Tim Wallach Golf Tournament and Titan Athletics Hall of Fame) are managed through the Titan Athletics Club.

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

There were no additional plans for improvement developed other than those discussed previously, but one action that did improve institutional control was the strengthening of the Athletics administrative structure. In January 2005 the current Senior Associate Director of Athletics/SWA was hired. At the end of the summer of 2005 the new Director of Compliance was made the Assistant Director of Athletics for Compliance and the newly created position of Assistant Director of Athletics for Facilities was filled. Also over the summer of 2005, the Acting Director of Athletics Academic Services was hired. The above moves brought the Athletics Administrative team to nine people, spreading out the workload and providing more direct support and supervision to individual areas. The number of administrators directly supervising sport programs increased from four to six, also providing more individual attention to coaches and student-athletes.

4. Describe how the institution's governing board decisions are consistent with those of other on-campus units. Based upon the institution's experience in the last three years, list the decisions (if any) related to intercollegiate athletics in which the institution's governing board or individual board members have been significantly involved. Describe how the institution's governing board decisions are consistent with those of other on-campus units.

California State University, Fullerton is part of the twenty-three campus California State University System. The California State University System is governed by the Chancellor and the Board of Trustees.

Responsibility for the California State University is vested in the 25-member Board of Trustees, the majority of whom are appointed by the governor to eight-year terms. Faculty, alumni and two student trustees serve two-year terms. The Board adopts rules, regulations, and policies governing the system and has authority over curricular development, use of property, development of facilities, and fiscal and human resources management. The Board meets seven times per year. Board meetings allow for communication among the trustees, chancellor, campus presidents, executive committee members of the statewide Academic Senate, representatives of the California State Student Association, and officers of the statewide Alumni Council.

The trustees appoint the Chancellor, who is the system's chief executive officer. The trustees also appoint the Presidents, who are the chief executive officers on their respective campuses and who report to the Chancellor.

The authority of the Board of Trustees is consistent for all Cal State University campuses and all on-campus units within those campuses. All Executive Orders issued by the Chancellor (some discussed in question 5 below) are reviewed and implemented by the President. All decisions are consistent with the Mission of the California State University System.

5. Based upon the institution's experience in the last three years, list the decisions related to intercollegiate athletics in which the institution's president or chancellor has been significantly involved.

As the system's Chief Executive Officer, the Chancellor reports to the Board of Trustees. The Chancellor leads the California State University system; assists California State University campuses in carrying out California State University's mission; works cooperatively with campuses to design and implement systemwide initiatives; coordinates systemwide academic, advancement, budgetary, capital planning, human resources, legal, and technology-related functions; and represents the California State University to state and national policymakers.

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The California State University Campus Presidents provide leadership and represent the campus to the community; manage campus operations; plan for future needs; fundraise; set campus priorities, working with the entire campus community; and oversee the hiring and support of staff and teaching faculty.

At California State University, Fullerton the President has final authority over all campus decisions. Similarly, the position has ultimate responsibility and final authority for the conduct of the intercollegiate athletics program. The current Chief Executive Officer is President Dr. Milton A. Gordon. As CEO, his responsibilities include the administration of all aspects of the athletics program; control of the intercollegiate athletics program in compliance with the rules and regulation of the NCAA and the Big West Conference; approval of eligibility certification and compliance processes; final certification of compliance for NCAA membership; designation of institutional representatives to NCAA and Department of Athletics; approval of coaches' and staff's athletically related income and benefits from outside the institution; and review of violations and penalties reported by the Department of Intercollegiate Athletics.

Intercollegiate athletics reports directly to the Vice President for Student Affairs. The Vice President oversees Athletics decisions relating to budget, personnel, planning and program development. The Vice President for Student Affairs advises the President on issues related to athletics and requests final approval on major decisions (as outlined above).

In the Spring of 2005, in response to the publication of the first Academic Progress Reports (APR), the President and Director of Athletics from each California State Division I campus were required to meet at the Chancellor's Office. The meeting was called to discuss the APR reports and make plans for future improvements in retention, continuing eligibility and graduation rates.

The first of the two recent decisions regarding intercollegiate athletics involving the Chancellor's Office was the issuance of Executive Order 967, "The California Student-Athlete Fair Opportunity Act of 2005" (previously Senate Bill 661). The Act requires the provision of summer school for certain Division I student-athletes as well as the development of comprehensive plans for the academic support of student-athletes across the California State University system.

The second decision was issued in December of 2005. The California State University instituted a policy precluding the sale of alcoholic beverages at intercollegiate on-campus athletics events across the entire system.

In both cases, the decisions were discussed at the Board and Chancellor level and were communicated to the institutions in the same manner as similar decisions in other areas of the system.

6. Describe the process by which the institution makes major decisions regarding intercollegiate athletics. In so doing, describe the role and authority of the institution's governing board, the president or chancellor, the athletics board or committee (if one exists), the faculty athletics representative(s), the director of athletics, and any other appropriate campus constituencies (e.g., faculty, students, institutional personnel involved in rules-compliance activities) in this process.

Intercollegiate athletics at California State University Fullerton is guided by individuals, teams, and committees of stakeholders who adhere to and follow all NCAA regulations with respect to student athletes.

California State University, Fullerton is a member of the twenty-three campus California State University system. Governing authority rests with the trustees of this state-wide system. The trustees delegate all decisions regarding the athletics program to the authority of the President of Cal State Fullerton. Reporting to the President, the Vice President for Student Affairs exercises control over intercollegiate athletics and has oversight of decisions related to budget, personnel, planning, and program development for these areas. The Director of Athletics reports directly to the Vice President for Student Affairs.

Major decisions regarding intercollegiate athletics begin with discussions within Athletics. Athletics has a 9-member administrative team consisting of the Director of Athletics, Senior Associate Director of Athletics/SWA, Associate Director of Athletics for Media Relations, Associate Director of Athletics for Marketing, Assistant Director of Athletics for Compliance, Assistant Director of Athletics for Business Affairs, Assistant Director of Athletics for Facilities and Events, Director of Athletics Development, and Director of Athletics Academic Services. The administrative team meets every other week to discuss current issues and plans and make decisions. Some decisions are discussed by a smaller group of senior athletics management (the Director of Athletics, Senior Associate Director of Athletics/SWA, Associate Director of Athletics for Media Relations, and Associate Director of Athletics for Marketing) and some decisions come from the Director of Athletics, alone or with the involvement of the Senior Associate Director of Athletics/SWA, depending on the nature of the decision. The Faculty Athletics Representative is also involved in

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important athletics decisions, meets regularly with the Director of Athletics and Senior Associate Director of Athletics/SWA and is also a member of the Big West Conference Council (comprised of the Directors of Athletics, Senior Woman Administrators and Faculty Athletics Representatives of each member institution).

Also involved in major decisions regarding intercollegiate athletics is the Athletics Advisory Council, which is charged with reviewing and recommending policy for the intercollegiate athletics program. The Council currently has four standing committees: the Academic Standards Committee, the Compliance Committee, the Finance Committee, and the Gender Equity Committee. The Council includes representatives from all constituencies of the campus community. The Faculty Athletics Representative, Director of Athletics, and Senior Associate Director of Athletics/SWA are members of the Council as well as the committees and report to the Council on current issues and events related to athletics.

The specific objectives of the Council are to develop and support a proper role for intercollegiate athletics within the University; to insure that the intercollegiate program at Cal State Fullerton is conducted ethically and is consistent with the standards of conduct established by the NCAA, the Big West Conference, and other applicable complexes and federations; to develop sound and proper fiscal policies for the Intercollegiate Athletics Program; to further the process of equalization of opportunity for competition of men and women in intercollegiate athletics in accordance with Title IX; and to insure academic integrity within Intercollegiate Athletics. As indicated in its charter, the Council meets at least every other month to advise the Athletics Administration and recommend policies concerning academic issues in athletics.

The Cal State Fullerton Philanthropic Foundation (CSFPF, formerly the University Advancement Foundation) supports the fundraising efforts of the various campus departments. The Board of Governors of CSFPF oversees gift acceptance and management of private funds donated to the university. As such, the Board is involved with donations to and development efforts of Intercollegiate Athletics.

The Student-Athlete Advisory Council is also involved in athletics decisions, particularly those affecting student-athlete welfare. The Student-Athlete Advisory Council was created to provide student-athletes the ability to voice opinions to the university and the Athletic Department. The goals of the Student-Athlete Advisory Council include developing champions for life through leadership, school involvement, academic support and community outreach; establishing and maintaining open channels of communication with all student-athletes and administration in order to express any issues of concern relevant to student-athletes; giving student-athletes the opportunity to contribute to the betterment of the University and the community as a whole in the hope that they will use their athletic abilities to enhance the lives of others as well as themselves; and educating student-athletes about rules and regulations that pertain to them in accordance with University, Conference and NCAA guidelines.

The Student-Athlete Advisory Council has two voting representatives from each of the seventeen intercollegiate teams as well as from the cheer and dance teams and the student athletic trainers. Each team elects two student-athletes to the Council. The team representatives on the Council elect their board members. Council meetings are held twice per month. All student-athletes are welcome to attend Council meetings and are encouraged to contact a representative with interest or inquiries. At the meetings, representatives discuss matters affecting student-athlete life and welfare, learn more about NCAA and Conference rules, and plan events. The Director of Athletics Academic Services serves as Staff Advisor to the Council.

7. Please provide the composition of the athletics board or committee (including titles and positions).

The Athletics Advisory Council is composed of:
 The Associated Students President, or designee
 The Student-Athlete Advisory Council President, or designee
 The Chair of the Academic Senate
 Three faculty members jointly appointed by the Academic Senate and the President
 The NCAA Faculty Athletics Representative (Presidential Appointment)
 One member of the Titan Athletics Club
 The Director of Athletics
 The Senior Associate Director of Athletics/SWA
 The Vice President for Administration, or designee
 The Vice President for Student Affairs, or designee
 The Vice President for Advancement, or designee
 The Vice President for Academic Affairs, or designee
 The Executive Vice President, or designee

Governance and Commitment to Rules Compliance

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 the athletics program or athletics interests.)
- Published policies of the institution's governing board. (Please flag those that relate to the athletics program or athletics interests.)
- An institutional organizational chart and an athletics department organizational chart.

Evaluation

1. Does the institution demonstrate that the institution's governing board provides oversight and broad policy formulation for intercollegiate athletics in a manner consistent with other units of the institution? **Currently Yes**
2. Does the institution demonstrate that the president or chancellor is assigned ultimate responsibility and authority for the operation and personnel of the athletics program? **Currently Yes**
3. Does the institution demonstrate that appropriate campus constituencies have the opportunity, under the purview of the president or chancellor, to provide input into the formulation of policies relating to the conduct of the athletics program and to review periodically the implementation of such policies? **Currently Yes**

Governance and Commitment to Rules Compliance

Elements		Steps		
Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	S p e c i f i c Timetable for Completing the Work
While changes have been made to the structure of volunteer booster clubs, bringing them under the umbrella of the Titan Athletics Club, additional efforts should be made to ensure institutional control of all groups involving representatives of athletics' interests.	Continue athletics administration's involvement with official organizations and their bylaws and financial operations. Require reports and notification of group activities from all groups involving representatives of athletics interests (including parents, booster clubs, alumni groups, etc.).	The Director of Development for Athletics, in coordination with Athletics Senior Management, will be involved with and/or request required materials (including bylaws, financial records, etc.) to ensure institutional control of all groups involving representatives of athletics interests.	Director of Development for Athletics Director of Athletics Senior Associate Director of Athletics	Work in this area has already begun and is ongoing.
In the first cycle a plan for improvement was to have regular meetings of the Athletics Advisory Council. That goal was accomplished but there were stretches of time in which the committees of the Council did not meet on a regular basis or at all. Currently the Council and its committees are meeting on a regular basis and reporting their progress to the appropriate body.	To continue regular meetings of the Athletics Advisory Council and its committees.	The individual committees make a report at each monthly Advisory Council meeting. The Advisory Council, which is a body of the Academic Senate, will make an annual report to the Senate each academic year. Any missed meetings or attendance issues will be noted and addressed at the time of reporting.	Athletics Advisory Council Chair, Senior Associate Director of Athletics, Assistant Director of Athletics for Compliance	Work toward these goals has already begun and is ongoing

Governance and Commitment to Rules Compliance

Operating Principle

1.2 Rules Compliance

Self-Study Items

1. List all "corrective actions", "conditions for certification" or "strategies for improvement" imposed by the NCAA Division I Committee on Athletics Certification in its first-cycle certification decision (if any) as they relate to Operating Principle 1.2 (Rules Compliance). In each case, provide: (a) the original "corrective action," "condition" or "strategy" 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 recommendations for required actions developed by the peer-review team unless those same recommendations were adopted by the Committee on Athletics Certification.

There were no "corrective actions," "conditions for certification," or "strategies" imposed by the NCAA Division I Committee on Athletics Certification.

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 first-cycle certification process for Operating Principle 1.2 (Rules Compliance). Specifically include: (a) the original plan; (b) the actions(s) taken by the institution; (c) the date(s) of the action(s); (d) an explanation for any partial or noncompletion of such required actions. Please note, the institution will not be required to fulfill an element of a first-cycle plan if the element does not affect conformity with an operating principle.

The institution's plan for improvement called for strengthening rules compliance by increasing the number of educational meetings scheduled for coaches, staff members, student-athletes, and other members of the University community. This has been completed as outlined below.

The Department of Intercollegiate Athletics regularly meets to discuss topical compliance issues and e-mail provides real time updates to the coaches. Julie Bowse, Assistant Director of Athletics for Compliance, has special sessions with individuals or specific sport staffs as needed. Ms. Bowse, Pamela Jones-Tintle, Athletics Director of Development, and Allison Rich, Senior Associate Director of Athletics/SWA, are developing a compliance guide for friends, family and other representatives of athletic interests. The guide will be distributed and posted on the Athletics website.

The institution has developed compliance procedures to ensure periodic training in critical and sensitive areas for individuals outside of the Department of Intercollegiate Athletics (i.e., registrar, financial aid, admissions). The Department of Intercollegiate Athletics, under the Direction of the Assistant Director of Athletics for Compliance, designed "Educational Procedures for Personnel Outside the Department of Intercollegiate Athletics." These procedures include providing copies of the NCAA Manual, NCAA News, and other relevant publications such as the NCAA Guide to Financial Aid, the Guide to International Academic Standards of Eligibility, the California State University, Fullerton Compliance Manual and the Big West Manual to selected personnel in the offices of financial aid, and admissions and records.

The Assistant Director of Athletics for Compliance updates relevant personnel on a regular basis concerning NCAA rule revisions and interpretations affecting their areas. Also, the Assistant Director of Athletics for Compliance interacts on a regular basis with appropriate personnel in these critical areas to reinforce commitment to rules compliance. She will continue to organize annual educational seminars on campus for appropriate individuals. One such seminar took place when Erica Satterfield, Assistant Commissioner of the Big West Conference, came to campus on November 13, 2005, to do a half-day in-service training on eligibility for all involved personnel. In attendance were staff from Athletics Academic Services, Admissions and Records, and Athletics Compliance as well as Steve Walk, (FAR) and Allison Rich, (Senior Associate Director of Athletics/SWA). The entire group will attend the 2006 NCAA West Regional Compliance Seminar in May 2006.

Governance and Commitment to Rules Compliance

One additional plan for improvement was that Athletics disseminate information to individuals outside the department using the upgraded university-wide electronic communication system. Email has been widely used in compliance education and sharing of information both within and outside Athletics.

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

The California State University, Fullerton Department of Intercollegiate Athletics has instituted additional changes since the first cycle certification decision was rendered. These changes are briefly summarized below:

DEPARTMENT OF INTERCOLLEGIATE ATHLETICS STAFF:

The Department of Intercollegiate Athletics appointed a new Assistant Director for Athletics for Compliance, Julie Bowse, at the end of the 2004-2005 academic year.

RULES EDUCATION

The Department of Intercollegiate Athletics has instituted a monthly all-staff meeting attended by athletics administrators, staff and coaches and a monthly head coaches roundtable. This has helped the department improve rules education among all personnel and has increased communication with coaches.

The Assistant Director of Athletics for Compliance meets with coaching staff as new personnel are hired or as education is needed. This approach has helped the Department practice proactive methods to address potential issues.

The Department of Intercollegiate Athletics has modified formal means by which investigations of rules violations are conducted to include involvement from individuals other than the Assistant Director of Athletics for Compliance in investigating incidents. In the past, the Assistant Director of Athletics for Compliance has taken the lead in investigating rules violations. The Senior Associate Athletics Director and the Faculty Athletics Representative are actively involved in investigations.

The university's rules compliance manual has been made available on-line to make these items accessible to Athletics staff, athletes and friends and family of the Titan athletic family.

In addition, the University has taken the following actions:

1. More responsibility has been given to the Coordinator of Athletics Eligibility and Compliance to strengthen the compliance area.
2. The academic module in the Compliance Assistant software is being utilized to double check continuing eligibility.
3. Continuing eligibility certification has been moved to the office of Admissions and Records. A final signature must be obtained from the Faculty Athletic Representative for an improved system of checks and balances. For more information on the procedures, please see Academic Integrity, Section 2.1, Number 9.

The institution has also developed a plan to ensure that the university's rules-compliance program is the subject of a periodic evaluation by an authority outside of the athletics department. The policy can be found in Section 1.2, Number 10.

An outside audit was conducted in accordance with this policy on June 5-6, 2001. At this time the review team observed that communication was good and the flow of compliance-related information appeared to be timely and relevant. The Athletics Council structure and its relationship with Athletics and institutional administration was good and working well. A Compliance Committee was in place and Cal State Fullerton had a well-defined commitment to compliance. The reviewers' concerns included a lack of a clear line of reporting, the size and complexity of the compliance function as a task for one individual, improvement in the wording of contracts and letters of appointment, requiring attendance of all coaches at periodic rules seminars, and requiring that all coaches take the annual NCAA recruiting rules test (not just those recruiting). Another outside audit of the compliance program was completed in April 2005, to comply with the once every four-year review requirement. Please see Section 1.2, Number 12 for the results of the April 2005 review.

Governance and Commitment to Rules Compliance

4. 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.

In June, 2003, a new Director of Development for Athletics was hired, Ms. Pamela A. Jones-Tintle. In January 2004, an Athletic Director's advisory council—the Titan Athletics Club Advisory Board—was launched. Alumni, friends and parents of Titan Athletics were targeted for membership based on their commitment to California State University, Fullerton Athletics, financial capacity (\$1,000 annual commitment with a gift and/or athletics marketing agreement) and community influence. This volunteer board, which meets on a quarterly basis, is charged with increasing private support for Titan Athletics. Through this board, emphasis was placed on providing a stronger infrastructure for the Titan Athletics Club. All contributions to athletics, whether outright donations to unrestricted funds (Titan Athletics fund), or restricted funds (sports specific funds) or booster club memberships all fall under the umbrella of the Titan Athletics Club. In addition, all volunteer, alumni, parent and special events are managed through the Titan Athletics Club.

Policies reflecting this restructuring were developed with input from athletics' administrators and coaches, representatives from university advancement, and key volunteers. These policies outline a series of checks and balances between the institution and volunteers, especially booster clubs. In addition, policies were developed through surveys of peer institutions to identify "best practices."

The bylaws of the Titan Athletics Club include a statement, in part, that they. . . "shall conduct themselves within the rules of the NCAA . . ."

These procedures are reviewed on an annual basis and distributed to all interested parties for implementation.

This infrastructure change has resulted in significant increases in private athletics contributions during each fiscal year (July 1 - June 30) along with better tracking and recognition:

Fiscal Year 02-02: \$165,426.

Fiscal Year 03-04: \$294,328

Fiscal Year 04-05: \$448,322

5. Identify how the institution has organized itself to maintain compliance with NCAA rules. Specify the individual (other than the institution's compliance officer/coordinator) who the president or chancellor designates as being responsible for the institution's rules compliance. Also, include a description of the reporting lines for and responsibilities assigned to the faculty athletics representative, director of athletics, compliance coordinator, coaches, and other key individuals inside and outside athletics (e.g., registrar, financial aid officer, admissions director, internal auditor) who are responsible for documenting and monitoring compliance with NCAA rules, including but not limited to eligibility certification, investigation and self reporting of violations and monitoring of financial aid.

The California State University, Fullerton Department of Intercollegiate Athletics, through the Athletics Director, reports to the Vice President for Student Affairs, and via that office to the President. The Director of Athletics, then ultimately the Vice President for Student Affairs, has been designated by the President as being responsible for rules compliance. Internally the Athletics Director and the Senior Associate Athletics Director/SWA oversee the program's operations, policies and procedures, staffing, and so forth. An Associate Director of Athletics for Media Relations and an Associate Director of Athletics for Marketing, along with an Assistant Director of Athletics for Compliance, a second for Financial Services and a third for Facilities, supervise the various functions of the Department of Intercollegiate Athletics. The three Assistant Directors of Athletics report to the Senior Associate Director of Athletics and the Associate Directors report directly to the Director of Athletics. The Director of Athletics for Development and the Director of Athletics Academic Services round out the administrative team. Each head coach reports directly to the Director or one of the Assistant or Associate Directors of Athletics, as do the head athletics trainer, head strength and conditioning coach, events manager, equipment manager, business manager, ticket manager, facilities resource manager and personnel coordinator. The Faculty Athletics Representative reports directly to the President. The Assistant Director of Athletics for Compliance (along with the Coordinator of Athletics Eligibility and Compliance) works closely with key individuals outside Athletics who are responsible for documenting and monitoring compliance with NCAA rules.

Governance and Commitment to Rules Compliance

To maintain compliance with NCAA rules, every individual in Cal State Fullerton's Department of Intercollegiate Athletics is expected to have a working knowledge of the compliance rules. There are, however, key personnel who bear a higher degree of responsibility and who have specific athletic compliance-related tasks assigned to them as a part of their positions. Each position performs key tasks to comply with NCAA rules. Below are the general compliance-related responsibilities of key individuals with some specific (but not exhaustive) examples included.

COMPLIANCE RELATED RESPONSIBILITIES

Assistant Director of Athletics for Compliance

- Responsible for administration and oversight of NCAA and Conference rules compliance, including reports, record-keeping, and monitoring. Some examples include maintaining and updating accurate squad lists, monitoring recruiting activities and team travel, monitoring playing and practice sessions, participant and contest numbers and countable hours, filing championship eligibility certification, providing rules interpretations, serving as chair of the compliance committee, and more.
- Responsible for assisting coaches and staff in learning about and maintaining compliance with all university, Conference and NCAA rules and regulations. Regularly reviews and updates compliance manual, coordinates with Big West Conference staff on rules seminars and coaches recruiting exams (with the FAR).
- Coordinates rules education and dissemination of rules information and interpretations to student-athletes, coaches, athletics staff, and other University departments (e.g., Admissions and Records, Financial Aid, etc.), and representatives of athletics interests. Performs above regularly and as needed.
- Works closely with key individuals outside athletics who are responsible for documenting and monitoring compliance with NCAA rules, including eligibility certification.
- Conducts yearly meetings for rules education and administration of signing of required official NCAA, Big West and California State University, Fullerton documents by student-athletes.
- Reports all violations to appropriate conference/NCAA governing bodies and the President's office.
- Coordinates prior approval of outside income of coaches/staff with the President's office.
- Completes NCAA required yearly membership reports.
- Processes permission to speak and transfer releases, and all appeals and waivers to NCAA/ Big West for student-athletes.
- Maintains up-to-date records of all compliance matters.

Director of Athletics

General: Responsibility for control of the intercollegiate athletics program in compliance with the rules and regulations of the NCAA, Big West Conference and California State University, Fullerton regulations.

Specific:

- Oversees sports supervisors in compliance management for specific sports programs.
- Serves as member of compliance committee.
- Reports compliance matters to the Athletics Advisory Council.
- Establishes policies for sportsmanship and ethical conduct in intercollegiate athletics consistent with the educational mission and goals of the institution.
- Responsible for the actions of staff members and for the actions of any other individual or organization engaged in activities promoting the athletics interest of the institution.

Senior Associate Director of Athletics/SWA

- Directly supervises Assistant Director of Athletics for Compliance and provide oversight for the program (including eligibility, financial aid, NCAA membership requirements, and more).
- Liaison to athletics academic services.
- Serves as a member of compliance committee.
- Assists the Assistant Director of Athletics for Compliance with rule violation investigations, decisions and reports.
- Approves sports schedules for practice and competition.
- Oversees internal operations (including budget, personnel, facilities and events, sports medicine, etc.).

President of California State University, Fullerton

General: The chief executive officer has ultimate responsibility and final authority for the conduct of the intercollegiate athletics program and the actions of any board in control of that program. Additionally, the President has ultimate responsibility for the administration and control of the intercollegiate athletics programs

Governance and Commitment to Rules Compliance

Specific:

- Designates institutional representatives to NCAA and Department of Athletics.
- Approves athletically related outside income and benefits for coaches and staff.
- Reviews violations and penalties reported by the Department of Intercollegiate Athletics.

Faculty Athletics Representative

- Serves as member of the compliance committee.
- Responsible for final certification of student-athlete initial and continuing eligibility.
- Responsible for approval of Big West historical reports.
- Approves all waiver appeals to Big West and NCAA.
- Liaison with Department of Intercollegiate Athletics and the President of California State University, Fullerton.
- Represents California State University, Fullerton student-athletes in medical hardship waivers to Big West.
- Coordinates committee hearings for student-athletes who have been denied permission to speak to another institution or denied release to transfer.

Coach: Head and/or Assistant

- Passes annual NCAA coaches recruiting certification exam.
- Attends all required Cal State Fullerton rules seminars and coaches/staff meetings.
- Keeps records of all recruiting telephone calls, contacts and evaluations and reports to the Assistant Director of Athletics for Compliance as required.
- Submits yearly competitive schedules, monthly practice schedules and team travel itineraries for review and approval; reports weekly out-of-season individual skill work and provides continually updated rosters.
- Reports outside athletically related income to the President of the university.
- Signs yearly certification of compliance form.
- Attends required Big West meetings.
- Submits camp and clinic brochures and staff lists for approval.

Director of Drug Testing

- Supervises and conducts all on-campus drug testing.
- Coordinates NCAA year-round and championship drug testing program with head athletic trainer and Senior Associate Director of Athletics.
- Assists in educating coaches and student-athletes on the Cal State Fullerton/NCAA Drug programs and provides updated information, policies and procedures as necessary.
- Oversees follow-up and enforcement of violations/penalties imposed by NCAA/Cal State Fullerton relating to positive drug test results.

Financial Aid Liaison to Department of Intercollegiate Athletics

- Monitors individual student-athlete financial aid limits.
- Verifies that on-and off-campus room and board allowances are not exceeded by individual student-athletes.
- Counsels student-athletes regarding possible financial aid packages.
- Serves on appeals committee for student-athletes regarding grant-in-aid reductions or cancellations.

Admissions and Records

- Responsible for continuing eligibility certification (and certification of compliance with the institutional 2.00 GPA rule).
- Works closely with Faculty Athletics Representative who has final review of student-athlete certification.

Head Athletic Trainer

- Coordinates physical exam program for all student-athletes with health center and Assistant Director of Athletics for Compliance during the academic year and throughout the summer, including having required forms and waivers signed as appropriate.
- Reports and processes all medical information for student-athlete medical hardship waivers.
- Educates incoming student-athletes on sports medicine policies and procedures.
- Evaluates/supervises medical status of prospective student-athletes.
- Responsible for the education of all sports medical staff of compliance issues related to the medical aspects of the

Governance and Commitment to Rules Compliance

program

- Coordinates the drug testing/education program with the Director of Drug Testing on campus.
- Works closely with university athletics personnel on all health insurance issues.
- Reports any NCAA rule violations associated with the athletic training program.
- Operates under the principle of student-athlete welfare, protecting the health of and providing a safe environment for each student-athlete.

All athletics personnel report directly to the Director of Athletics, Senior Associate Director of Athletics/SWA, Associate Director of Athletics for Marketing, Associate Director of Athletics for Media Relations, Assistant Director of Athletics for Compliance, Assistant Director of Athletics for Facilities or Assistant Director of Athletics for Business Affairs. The Director of Athletics reports to the Vice President for Student Affairs. Key individuals who work outside the Department of Athletics report to their own department heads or deans but provide information for the Department of Athletics in specific areas and work very closely with the Assistant Director of Athletics for Compliance as well as with the Senior Associate Director of Athletics. These university officials may have oversight and responsibility for materials that are used by the Department of Athletics when reporting to the NCAA (i.e. graduation rate reports, financial aid limits, drug testing, admissions and records.)

6. Describe how the institution ensures that rules compliance is a central element in personnel matters for individuals inside the athletics department.

All coaches' contracts include the statement:

"It is the policy of this University that all its programs in intercollegiate athletics be operated in accordance with NCAA, Big West Conference and University policies and procedures. Violation of these rules may result in disciplinary action, including suspension with or without pay, reassignment to other duties, or termination of your employment."

Other staff contracts do not include this wording; however their job descriptions contain the following statement: "Maintain working knowledge of and compliance with relevant NCAA and conference rules. Perform all job functions with integrity. Work to promote and safeguard the integrity and proper operation of the Department of Intercollegiate Athletics." Staff are required to sign their job descriptions, copies of which are kept on file in the Athletics offices.

7. 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.

A good working knowledge of NCAA rules is vital to the functions of other institutional staff members and representatives of the institution's athletic interests. The Department of Intercollegiate Athletics is responsible for keeping these individuals informed about their role in the life of student-athletes and keeping them up to date on all relevant NCAA rules. These individuals receive printed reference materials such as the NCAA Manual, the Athletics Department Policies and Procedures Manual/Compliance Manual, the Guide to International Academic Standards of Eligibility, the Big West Conference Manual, and the NCAA Guide to Financial Aid. Additionally, these individuals as well as other interested individuals on campus receive copies of the NCAA News.

Attendance at NCAA regional compliance seminars is encouraged, but is not mandatory unless a penalty is incurred due to noncompliance. Information is distributed by the Assistant Director of Athletics for Compliance to interested individuals on an "as needed" basis on hot or current issues. If problems arise in a specific area, they are resolved with personal meetings with key individuals and annual educational seminars provided by conference office staff.

8. Please 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.

Governance and Commitment to Rules Compliance

	Yes	No
Initial Eligibility Certification.	X	
Continuing-eligibility certification.	X	
Transfer-eligibility certification.	X	
Financial aid administration, including individual and team limits.	X	
Recruiting (e.g., official visit, etc).	X	
Camps and clinics.	X	
Investigations and self-reporting of rules violations.	X	
Rules education	X	
Extra Benefits.	X	
Playing and Practice Seasons.	X	
Student-athlete employment.	X	

9. Describe the institution's rules-education efforts for all individuals associated with the athletics department, including student-athletes, coaches, other athletics department staff members, other institutional staff members and representatives of the institution's athletics interests.

OVERVIEW: RULES EDUCATION PROGRAM

Rules education is an integral part of the athletics program at California State University Fullerton. The Department has a full-time Assistant Director of Athletics for Compliance, whose duties include supervising the rules education program at the University. A comprehensive and on-going educational program that involves training, advisement and consultation is coordinated for all staff associated with the Department of Intercollegiate Athletics, including those from other departments and representatives of athletic interests. Specific emphasis is placed on educating individuals on current NCAA, Big West Conference, university and Department of Intercollegiate Athletics policies and procedures. To maintain compliance with NCAA, Big West and university rules, all individuals having an impact on athletic interests are expected to acquire a working knowledge of the rules. In order to foster shared responsibility among all parties involved, the following educational efforts are coordinated to ensure compliance by all individuals.

PUBLICATIONS AND REFERENCE MATERIALS

Four major publications are distributed to all on-campus individuals with athletic responsibilities for the purpose of supplementing training and knowledge of pertinent rules and policies: 1) Cal State Fullerton Student-Athlete Handbook, 2) Cal State Fullerton Compliance Manual, 3) Cal State Fullerton Policies and Procedures Manual, and 4) the NCAA Division I Manual. The Assistant Director of Athletics for Compliance updates all personnel regarding any changes in rules or policies as they occur.

EDUCATION FOR DEPARTMENT OF ATHLETICS STAFF

All Department staff receive on-going communication on rules education-related topics via department meetings, individual consultations, and by phone or e-mail. E-mail is the primary method of communication to the staff and has served as an effective medium to distribute timely and current information. The Assistant Director of Athletics for Compliance often provides consultation on interpretation of rules and documents to determine needed areas for (re)education. In addition, the Assistant Director of Athletics for Compliance continually reviews reports (specifically those submitted by coaches) to determine compliance with the rules. As trends emerge and/or if incidents occur, the Assistant Director of Athletics for Compliance will re-educate individuals on specific rules.

EDUCATION FOR STUDENT-ATHLETES

Annual training sessions are held by the Assistant Director of Athletics for Compliance with individual teams before each season of competition regarding, but not limited to, the following: Cal State Fullerton's general regulations, NCAA regulations, and academic standards. Student-Athlete Handbooks are distributed to all student-athletes at these sessions. This publication serves as a reference for information on academic rules, recruiting, awards, benefits, amateurism, and student-athlete health and welfare. Coaches are expected to take the lead throughout the year to provide athletes with continuing education regarding rules and to communicate with and distribute information to their teams as it is received from Athletics Administration.

COACHES

In addition to on-going education provided to the Department of Intercollegiate Athletics staff, all coaches receive

Governance and Commitment to Rules Compliance

annual training by the Big West Assistant Commissioner for Compliance on updates to NCAA legislation. The NCAA Recruiting Exam is administered online in the Spring and tests all off-campus recruiters' knowledge on rules pertaining to recruitment, benefits, and financial aid.

ACCOUNTABILITY OF RULES EDUCATION PROGRAM

Different measures have been put in place to ensure compliance and knowledge of rules and policies. The Assistant Director of Athletics for Compliance is responsible for recommending and coordinating intervention strategies to assist in situations where non-compliance to rules has occurred. The Compliance Committee (a committee of the Athletics Advisory Council) reviews the work of the Assistant Director of Athletics for Compliance for scope, progress, and resolution of actions.

- 10.** Indicate the individual or individuals responsible for conducting the institution's rules-compliance evaluation. Further, describe the process used in selecting this authority outside of athletics to ensure the individual or individuals do not have day-to-day compliance responsibilities for the institution's athletics department and are knowledgeable in NCAA legislation and rules-compliance practices.

To ensure the continued compliance with NCAA, Big West Conference and Cal State Fullerton rules and regulations, a periodic review of the compliance program is conducted by an individual or group not employed by the Department of Intercollegiate Athletics.

A. The audit of the complete or portion of the program is conducted once every four years.

B. The audit is conducted by an individual or individuals outside the Department of Intercollegiate Athletics.

C. The auditor(s) may be:

1. Members of the Big West Conference compliance staff (preferred);
2. Members of the campus compliance committee (who are not Athletics staff);
3. Institutional faculty;
4. Peer faculty from area universities;
5. Professional auditors or consultants with expertise in NCAA compliance; or
6. NCAA Membership Services Representatives.

D. The auditor(s) are selected by the Faculty Athletics Representative in consultation with the Senior Associate Director of Athletics.

E. The auditor or auditing team determines the means and scope of the review.

The Department of Intercollegiate Athletics covers all expenses associated with the compliance review.

- 11.** The rules-compliance evaluation must consist of a review to determine that the compliance practices are engaged and functioning and must include, at minimum, specific areas. Please indicate by clicking "yes" or "no" which areas were included in the rules-compliance evaluation.

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	Yes	No
Initial Eligibility Certification.	X	
Continuing-eligibility certification.	X	
Transfer-eligibility certification.	X	
Financial aid administration, including individual and team limits.	X	
Recruiting (e.g., official visit, etc).	X	
Camps and clinics.	X	
Investigations and self-reporting of rules violations.	X	
Rules education.	X	
Extra Benefits.	X	
Playing and Practice Seasons.	X	
Student-athlete employment.	X	

12. Describe relevant corrective actions planned or implemented from the rules-compliance program evaluation(s).

California State University, Fullerton did not have any corrective actions required from the rules-compliance program evaluations of 2001 and 2005. However, the following suggestions for improvement are planned or have already been implemented.

Program Administration:

1. The Assistant Director of Athletics for Compliance reports to the Senior Associate Athletics Director/SWA and has a dotted line reporting to the Vice President of Student Affairs.
2. The position of Coordinator of Athletics Eligibility and Compliance has been created, modifying the existing position of Coordinator of Athletics Eligibility, to assist the Assistant Director of Athletics for Compliance with compliance-related tasks.
3. Rules education programs and materials have been provided to the staff members who have compliance-related responsibilities in the Office of Admissions and Records, Athletics Academic Services and the Faculty Athletics Representative.

In an effort to facilitate a smooth transition as the student-athlete certification process moved to the Office of Admissions and Records, all staff members referred to above attended an on-campus seminar regarding continuing eligibility given by Erica Satterfield, Big West Conference Assistant Commissioner for Compliance on November 15, 2005.

In addition the group will be attending the NCAA Regional Compliance Seminar in San Diego in May, 2006.

Academics:

1. Policies and Procedures have been developed for early academic evaluations of student-athletes to ensure timely identification of those "at risk." These procedures and the "New Student-Athlete Assessment" are scheduled to be implemented beginning with the Fall 2006 semester
2. Coaches are strongly discouraged from contacting offices outside of athletics without the permission or coordination of the Department of Intercollegiate Athletics liaison.

Camps and Clinics:

1. Policies and Procedures have been developed for athletics' staff members and student-athletes involved in outside/private sports camps and clinics. These procedures are in the process of being updated. While many are currently enforced, complete implementation is planned for June 2006.

Investigations and Self-Reporting Violations:

The policies for investigating major violations have been formalized and are documented as "Reporting/Investigating NCAA Violations."

Certification of Eligibility:

1. The Compliance Assistant Software is now being used as a central database for information regarding student-athlete eligibility.
2. Standard forms containing calculations, including units earned and GPA figures, have been implemented so that

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in case questions ever do arise, all of the information is readily available for review.

3. The student-athlete certification process has been changed from being the sole responsibility of the Faculty Athletics Representative to one shared with the office of Admissions and Records. This action maintains the involvement of the Department of Intercollegiate Athletics compliance, academic and eligibility staff in an oversight capacity. The Faculty Athletics Representative continues to oversee a final review and signature and Admissions and Records has the main responsibility for reviewing and certifying continuing eligibility.

Financial Aid Administration

The financial aid office has been given access to the NCAA squad lists so that they may verify what is being reported to the NCAA and that student-athletes are not exceeding individual financial aid limits.

Playing and Practice Seasons

1. The policies have been changed to require coaches to declare prior to the summer the teams on which their student-athletes plan to compete. Implementation is planned for May 2006.

2. The policies have been changed requiring a standard submission date for the declaration of playing and practice season form. Implementation is planned for June 2006.

3. The policies have been changed requiring student-athletes to document their summer participation at the initial fall compliance meeting. Implementation is planned for August 2006

4. A student-athlete signature is now required on all practice logs.

Governance and Institutional Control

1. Sport Supervisors are required to consult with the Assistant Director of Athletics for Compliance prior to conducting evaluations of coaching staff members.

2. The Compliance Manual, will be combined with the Policies and Procedures Manual in a more "user friendly" format and posted on-line.

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

- List of athletics booster organizations and their officers.
- Description of athletics booster group policies and procedures (e.g., constitution and bylaws).
- Documentation required by the institution to maintain compliance with NCAA rules (e.g., compliance manual, recruiting logs, eligibility files).
- Documentation generated as a result of conference involvement with the institution in reviewing compliance efforts.
- Documentation related to secondary rules violations for the last three years and the institutional response to those violations.
- Conference manual.
- Planning documents related to athletics (if any).
- 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.
- Personnel evaluation criteria for individuals inside the athletics department and individuals outside the athletics department who are involved in rules-compliance activities.
- Philosophy statements and other applicable sections of policy manuals for individuals inside the athletics department and individuals outside the athletics department who are involved in rules-compliance activities.
- Documentation related to the evaluation of the institution's rules-compliance program by an authority outside of athletics at least once every four years.

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- (Rules Compliance) Policies and Procedures.

Evaluation

1. Does the institution demonstrate that it has in place a set of written policies and procedures that assign specific responsibilities in the areas of rules compliance, including assignment of direct accountability for rules compliance to the individual the president or chancellor assigns overall responsibility for the athletics program? **Currently Yes**
2. Does the institution demonstrate that in critical and sensitive areas, institutional compliance procedures provide for the regular participation of persons outside of the athletics department? **Currently Yes**
3. Does the institution demonstrate that rules compliance is the subject of an ongoing educational effort? **Currently Yes**
4. Does the institution demonstrate that a clear and unambiguous commitment to rules compliance is a central element in all personnel matters for individuals involved in the intercollegiate athletics program? **Currently Yes**
5. Does the institution demonstrate that at least once every four years, its rules-compliance program is the subject of evaluation by an authority outside of the athletics department? **Currently Yes**

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Elements		Steps		
Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
The compliance-related policies and procedures and related forms are located in a variety of places on the website, making the information difficult to access and use.	Provide a user-friendly combined Compliance and Policies and Procedures Manual and post on the Athletics Department website.	The Senior Associate Athletics Director/SWA and the Assistant Athletics Director, Compliance will revise, update and combine the compliance and policies and procedures manuals into a user-friendly format and post on the Athletics Department website.	The individuals responsible for implementation are the Assistant Athletics Director, Compliance and the Senior Associate Director of Athletics.	Specific Timetable for completing work is August 21, 2007.
Representatives of athletics' interests need more NCAA Compliance rules education.	Develop and distribute a reference guide to NCAA rules for representatives of athletics' interests.	The Assistant Director of Athletics for Compliance in conjunction with the Director of Development for Athletics and the Senior Associate Athletics Director, will develop a user-friendly guide targeting representatives of athletics' interests. The guide will be distributed to all donors, booster club members, and parents of student-athletes as well as being posted on the Department of Intercollegiate Athletics Webpage.	The individuals responsible for implementation are the Assistant Director of Athletics for Compliance and the Director of Development for Athletics	The specific timetable for completing is August 21, 2006.
		The Assistant Director of Athletics for Compliance will regularly review and update the guide as needed. The Assistant Director of Athletics for Compliance will provide educational sessions for each group receiving the guide. After the initial distribution, when new donors join/give they will automatically receive a copy of the guide (information provided by the Director of Development for Athletics).	Assistant Director of Athletics for Compliance, Director of Development for Athletics	The guide should be completed and initially distributed in August 2006. Educational sessions will happen at the first available group meeting times after August 2006.

Academic Integrity

Operating Principle

2.1 Academic Standards

Self-Study Items

1. List all "corrective actions", "conditions for certification" or "strategies for improvement" imposed by the NCAA Division I Committee on Athletics Certification in its first-cycle certification decision (if any) as they relate to Operating Principle 2.1 (Academic Standards). In each case, provide: (a) the original "corrective action," "condition" or "strategy" 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 recommendations for required actions developed by the peer-review team unless those same recommendations were adopted by the Committee on Athletics Certification.

There were no corrective actions, conditions for certification, or strategies for improvement imposed by the NCAA Division I Committee on Athletics Certification during the first cycle certification.

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 first-cycle certification process as they relate to Operating Principle 2.1 (Academic Standards). Specifically include: (a) the original plan; (b) the actions(s) taken by the institution; (c) the date(s) of the action(s); (d) an explanation for any partial or noncompletion of such required actions. Please note, the institution will not be required to fulfill an element of a first-cycle plan if the element does not affect conformity with an operating principle.

There were no plans for improvement/recommendations developed for Operating Principle 2.1 in the first cycle certification process.

3. Describe any additional plans for improvement/recommendations in the area of Operating Principle 2.1 (Academic Standards) developed by the institution since the first-cycle certification decision was rendered by the Committee on Athletics Certification.

Although not required by the Committee on Athletics Certification during the first cycle report, two different Big West Conference Compliance reviews (completed in June of 2001 and April 2005) identified potential problems in the process by which the certification of continuing eligibility of student-athletes was conducted.

The reviews noted the following:

1. The Faculty Athletics Representative (FAR) completed nearly all aspects of the continuing eligibility process.
2. The FAR might have been prone to making mistakes in both interpretation of NCAA rules as well as in evaluation of course work applicable for satisfactory progress towards degree.
3. There was no form on which calculations involved in determining continuing eligibility were shown and by which another party might check the computations made by the FAR in the certification of continuing eligibility (the FAR simply indicated whether or not student athletes were eligible for the following semester on a form and made "notes," where necessary, next to the name of each student athlete).
4. There was a lack of "checks and balances" and "sunshine" in the process of certification of continuing eligibility, since no other "eyes" were involved in the process.
5. At least as of June 2005, Cal State Fullerton was the only institution in the Big West Conference certifying continuing eligibility as described in items 1-4 above.

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The process for evaluation of continuing eligibility did not change in response to the June 2001 Big West Compliance Review (i.e., during the period between June 2001 and April 2005). Dr. Lee Gilbert served as FAR from 1991 until he retired in December 2004, and retained the same eligibility process during his tenure. He was replaced by Dr. Stephan Walk effective January 2005.

The April 2005 Big West Compliance Review suggested that a form for the calculation of units earned and grade point averages be implemented. In response, in June 2005, Dr. Walk adapted a form used at the University of California, Irvine to certify continuing eligibility and utilized it for evaluating continuing eligibility of student athletes for the Fall 2005 Semester. Those forms are now filed along with the lists originally checked under the former system, and could, conceivably, be checked by an independent evaluator.

In addition, the April 2005 Big West Compliance Review suggested that, like other Big West institutions, academic advisors and/or evaluators "outside of the athletics department" (i.e. those who normally do such evaluations for all students) perform the calculations involved in the certification of continuing eligibility, with the FAR serving as another "check," as well as being the final signatory for continuing eligibility.

In late Spring 2005, members of the Department of Intercollegiate Athletics, the office of the Vice President for Student Affairs (the administrative unit that oversees athletics), and representatives of Admissions and Records, began a series of meetings to discuss a process by which staff from Admissions and Records would be appointed to perform these calculations in the way the Big West Compliance Review suggested. An agreement for doing this was reached in the Fall of 2005, and the processes by which this change will take place, and the procedures needed to conduct continuing eligibility certification by Admissions and Records staff, have been identified and are currently being implemented. Accordingly, calculations for January 2006 mid-term certifications were performed independently by three separate parties: Athletics Academic Services personnel, an evaluator in the Office of Admissions and Records, and Stephan Walk, Faculty Athletic Representative. Admissions and Records is in the process of hiring an additional staff member whose responsibilities will include regularly conducting these calculations.

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.

All prospective student-athletes who wish to be admitted to California State University, Fullerton must utilize the same admissions process, and meet the same admission criteria, as all other students. CSUF uses an online admissions process and the applications of student-athletes are not marked in any special way, although, pursuant to Title IX, applicants are asked whether they have an interest or ability to play in NCAA-sponsored intercollegiate athletics competition. Responses to the latter question do not affect admissions outcomes. The Office of Admissions and Records has sole responsibility for admissions decisions.

Cheryl Anderson, Coordinator of Eligibility and Compliance, receives information on prospective student-athletes from the NCAA Clearinghouse and/or coaches working with prospective student-athletes seeking admission to Cal State Fullerton outside of normal admissions cycles. After examining their academic records and other information (e.g. related to the student's eligibility "clock"), she may offer advice and guidance to the coaches of these prospective student-athletes about whether and how they might gain admittance to the University.

Should prospective student-athletes not meet standards for normal admission, their prospective coaches may complete special admissions requests on their behalf. Applications for Exceptional Admissions are reviewed by the Exceptional Admissions Committee. The Committee reviews the applications of prospective student-athletes, arrives at a consensus on probable academic success of individual cases based on the evidence presented, and decides to either deny the application or to forward it as a recommendation to admit the prospective student-athlete to the Office of Admissions and Records (the exceptional admissions process is described in more detail in 2.1 item 6). As noted earlier, the Office of Admissions and Records has sole responsibility for admissions decisions, and the recommendations of the Exceptional Admissions Committee may or may not be accepted.

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5. Compare and explain any differences in the admissions profiles of student-athletes who received athletics grants-in-aid with the profiles of students in general by submitting the following information for the three most recent academic years: average standardized test scores for freshman student-athlete who received athletics aid (by gender, by racial or ethnic group, and according to the eight sport groups listed in the NCAA Division I Graduation Rates Disclosure Form) and for all entering freshmen students (by gender and by racial or ethnic group). [Note: Use the supplied charts (Standardized Test Scores, by Gender, Standardized Test Scores, by Racial or Ethnic Group and GPA and Test Scores, by Sport Group) and the graduation- rates disclosure form methodology to compile these data.

Overall, the admissions profiles (i.e. test scores and GPA) for freshman student athletes are in a reasonable range when compared to the general student population. As an impacted campus, Cal State Fullerton has higher admission requirements for out-of-area students. Cal State Fullerton student-athletes are often recruited from out of the area and may fall short of the higher admission requirements, while meeting the standards required of local students. Reviewing the 2002-2005 data (Standardized Test Scores by Gender, Standardized Test Scores by Racial or Ethnic Group and GPA/Test Scores by Sport Group), led to the following conclusions:

- There was a slight decrease in the male student-athlete test scores while the test scores for the general population increased. Female student-athletes had a 70-point increase and then a slight decrease over the three year period.
- The numbers of freshman student-athletes on aid was not significant (n less than 13, with the exception of the white students) when using race/ethnicity as a determining factor to compare test scores to non-athletes.
- The numbers of freshman student-athletes on aid was not significant (n less than 11, with the exception of men's and women's "other sports") when using sport group as a determining factor.

6. Please describe the process by which students may be admitted if they do not meet the institution's standard or normal entrance requirements and identify the agencies vested with this responsibility. This should include any second-level or subsequent review processes or appeals procedures which may be utilized when students are not automatically admitted because they do not meet the institution's published entrance requirements.

Should prospective student-athletes not meet standards for normal admission, their respective coaches may complete special admissions requests to the Exceptional Admissions Committee on behalf of the student-athletes. Coaches must utilize a form that identifies academic deficiencies by which normal admission did, or would have, led to an admissions denial. In addition, the form allows coaches to make a case for why a prospective student-athlete should be admitted, including special athletic or other contributions he or she is expected to make. Coaches must also identify special advising, tutoring, or other processes by which the prospective student-athletes will be helped to be academically successful. The form is accompanied by appropriate transcripts from the prospective student-athletes' previous institution(s) if they are transfers, and, in some cases, letters on behalf of the student-athletes from those familiar with their prospects for success.

Applications for Exceptional Admissions are reviewed by the Exceptional Admissions Committee, composed, on an interim basis, of the Senior Associate Athletics Director, the Coordinator of Athletics Admissions and Eligibility, and the Faculty Athletics Representative. This Committee has, historically, functioned on an ad-hoc basis, and has not been attached to any other governing body on the Cal State Fullerton Campus.

However, in the Spring of 2005, the Athletics Advisory Council of the Cal State Fullerton Academic Senate passed an amendment to its charter, which added the Exceptional Admissions Committee as a standing committee to the Council, established a process by which members of the Committee will be determined, and established a policy that the Committee make regular reports on exceptional admissions decisions during Council meetings. The amendment also stipulates that a majority of the membership of the Exceptional Admissions Committee will be teaching faculty. The proposal was approved by President Gordon in December 2005. New members will be appointed to the Committee by the Athletics Advisory Council in the Spring of 2006.

The Exceptional Admissions Committee reviews the applications of prospective student athletes, arrives at a consensus on the probable academic success of individual cases based on evidence presented, and decides to either deny the application, or to forward it as a recommendation to admit the prospective student athlete to the Office of Admissions and Records. As noted earlier, the Office of Admissions and Records has sole responsibility for

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admissions decisions, and the recommendations of the Exceptional Admissions Committee may or may not be accepted by that office.

7. Compare and explain any differences between the percentage of freshman student-athletes receiving athletics aid who were admitted through any of the processes described in Self-Study Item Number 6 above and the percentage of freshman students generally who were so admitted. Provide these comparative data for the three most recent academic years. For the student-athlete data, information should be displayed for each of the sport groups, organized by year, and listed in the NCAA Division I Graduation-Rates Supplemental Form. [Use the supplied chart (Special-Admissions Information to compile these data.)]

Historically, Cal State Fullerton has admitted a small percentage of its entering freshman via special admissions processes, averaging 5.25% since 2000. These freshman students are specially admitted in one of the following six categories: An Equal Opportunity Program (EOP); a "Scholarship" category, which refers to students showing recent improvements in academic performance (i.e. in last two years of high school vs. first two years); an "Experience/Maturity" category (often for non-traditional students and/or those serving in the armed services); a "Special Ability/Talent" category (e.g. for music or performing arts students); an "Institutional Commitment" category (via a university-wide "admit committee"); and an "Athletic Ability" category.

In the years 2002, 2003, and 2004, over 90 percent of freshman students admitted to the University through exceptional admissions procedures were in three of the six categories described above: EOP, Institutional Commitment, and Athletic Ability (all of the latter received athletics grants-in-aid). In 2002, 111 of 3,319 freshman students (3.3%) were admitted via exceptions procedures, of which 82 were EOP students (73.8%), 5 were Institutional Commitment students (4.5%), and 17 were Athletic Ability students (15.3%). In 2003, 118 of 3,153 freshman students (3.6%) were admissions exceptions, of which 71 were EOP students (60%); 29 were Institutional Commitment students (24.5%); and 13 were Athletic Ability students (11%). Finally, in 2004, 149 of 3,473 freshman students (4.3%) were admitted via exceptions procedures, of which 73 were EOP students (48.9%); 40 were Institutional Commitment students (26.8%); and 29 were Athletic Ability students (19.4%).

It should be noted that effective Fall 2004, in response to receiving more applications than it was able to accommodate, the University instituted "impaction" measures, which resulted in the imposition of more rigorous standards to portions of the freshmen applicant pool. The result was restrictions on admissions applications of students whose home residences fell outside a geographic radius (or "footprint") of the University. Consequently, a portion of all exceptional admissions of freshmen in 2004 were due to falling outside the Cal State Fullerton "footprint," rather than to academic deficiencies. In the case of 2004 student-athletes admitted as exceptions, 7 of the 29 applicants noted above were reviewed and approved as admission exceptions due solely to "footprint" criteria (hence, for purposes of comparison to the 2002 and 2003 figures, 14.7% of academic-deficiency-based admissions exceptions were Athletic Ability students in 2004).

In general, a very small percentage of the 2002, 2003, and 2004 freshman classes were admitted to the University via admissions exceptions. Moreover, the number of such students admitted due to athletic ability does not appear to be disproportionately large in comparison with other groups of specially admitted students; indeed, although the percentage of student athlete exceptions was relatively stable in the three years in question (15.3%, 11%, and 14.7%, respectively), there was considerable fluctuation in the percentages of EOP and Institutional Commitment exceptions.

In all exceptional admissions cases, the key concern is whether students admitted are both retained and are on track to receive their degrees. In analyzing the chart for 2.1 item 7, there are three sport categories (baseball, men's other sports, and women's other sports) in which the number of freshman student-athletes on grants-in-aid admitted via the exceptions process appears relatively large as a percentage of all freshman student-athletes receiving aid. In the sport of baseball, these figures are 33%, 33%, and 67% (in 2002, 2003, and 2004, respectively), in men's other sports 25%, 36%, and 35% (in 2002, 2003, and 2004, respectively), and in women's other sports 50%, 19%, and 30% (in 2002, 2003, and 2004, respectively). In more closely examining the fate of specially admitted student-athletes during these three years, only men's soccer, within the men's "other sports" category, raised concerns with retention, with 6 of 7 student-athletes admitted as exceptions no longer attending the University. Recent personnel changes in men's soccer may change the nature of recruiting and retention practices and hopefully improve the success rate of specially admitted student-athletes to this team.

Additionally, as described in 2.1 item 6, changes to the composition and procedures of the Exceptional Admissions Committee are intended to add more faculty input to the approval process and will entail regular reporting of the

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number and nature of exceptions cases to the Athletics Advisory Council. These changes will add scrutiny to both the admission and retention of specially admitted freshman student-athletes.

8. List the step-by-step sequence of actions taken by particular individuals on your institution's campus to certify initial-eligibility and transfer-eligibility for student-athletes. Provide names (including titles) of who has ultimate responsibility in determining student-athletes' initial and transfer eligibility.

Cheryl Anderson, Coordinator of Athletics Eligibility and Compliance, examines the transcripts of all prospective freshman and transfer student-athletes in order to assess their academic eligibility and will advise coaches on their admissibility. Her review of transcripts may result in a recommendation that the prospective student-athlete first attend a community college. Initial eligibility for entering student-athletes is reviewed and certified based upon information contained in the Big West Conference Historical Report form, the student's official transcripts and/or the NCAA Clearinghouse Report Form. The Big West Historical Report form contains four parts: biographical information, high school history, personal history since high school, and eligibility information. Student-athletes fill out the first three of these sections. All of these materials undergo an initial review by Ms. Anderson. For first-time freshmen, the Faculty Athletics Representative, Dr. Stephan Walk, fills out the eligibility information section; the fourth section is filled out by transcript evaluators in the Office of Admissions and Records. After the Office of Admissions and Records has received complete, official transcripts for all collegiate work taken at other institutions, if any, the eligibility information section is completed by Dr. Walk, or by Admissions and Records staff. For entering freshman, Dr. Walk verifies the eligibility status as indicated on the NCAA Clearinghouse Report Form and enters core GPA and test score information in the eligibility information section of the Historical Report. For transfer students, Admissions and Records staff make all decisions relative to transfer credit, calculate the transfer GPA, and enter all relevant information pertaining to these matters on the Historical Report.

After the Historical Report form is complete and all necessary transcripts have been received, the entire packet (Historical Report, transcripts, release forms for 4-year transfers, and NCAA Clearinghouse Report Form, as appropriate) is reviewed by Dr. Walk, who determines whether or not the student-athlete has fulfilled all appropriate requirements. By policy, the Faculty Athletics Representative has the final authority for certifying initial and transfer eligibility.

9. List the step-by-step sequence of actions taken by particular individuals on your institution's campus to certify student-athletes' continuing eligibility. Identify by name and title the individual(s) with final authority for certifying continuing eligibility. Provide names (including titles) of who has ultimate responsibility in determining student-athlete's continuing eligibility.

Continuing eligibility is ultimately certified by the Faculty Athletics Representative (FAR), Dr. Stephan R. Walk. The official process by which continuing eligibility is certified began undergoing reform in the 2005-2006 academic year. Historically, the FAR was solely responsible for completing the certification of eligibility. However, in light of two Big West Conference Compliance Reviews, an evaluator from the Office of Admissions and Records, in addition to the FAR, now independently reviews academic records and issues assessments of whether student-athletes have met standards for continuing eligibility. These calculations are also made, unofficially, by each student-athlete's advisor in the office of Athletics Academic Services. Hence, three independent sets of "eyes" now examine these records, produce assessments on academic eligibility, and may meet to resolve disagreements in eligibility decisions during each certification period.

Under the current process, the Coordinator of Athletics Eligibility and Compliance, Cheryl Anderson, provides both Dr. Walk and the Admissions and Records evaluator with team by team lists of student athletes who are deemed to be otherwise eligible for the semester in question. Eligibility includes satisfactory completion of required courses in the semester just completed, and meeting appropriate progress towards degree and grade point average requirements. The list indicates the student-athlete's name, major, eligibility standards applicable (i.e. pre- vs. post-August, 2003), and spaces for both previous and current comments on certification status.

Once semester grades have been officially entered into the University's records system, both Dr. Walk and the Admissions and Records evaluator independently complete the process of determining continuing eligibility by accessing individual student-athlete grades via the records system, SIS+. A "Progress Towards Degree Certification Worksheet" is used by both Dr. Walk and the Admissions and Records evaluator to determine continuing eligibility. The worksheet asks for information on fulfillment of credit hour requirements, declaration of degree program, percentage of degree requirements, and academic standing for each student-athlete. Dr. Walk and the Admissions and Records evaluator indicate whether the student-athlete is academically eligible for participation in the semester in question. The team lists provide space for the inclusion of comments on pending issues in the student-athlete's

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individual case (e.g. the need to declare a major in the coming semester) under "current certification notes." These comments then become "previous certification notes" in subsequent reviews and serve as a reminder to check that such pending issues are satisfactorily resolved.

- 10. Review the graduation rates for student-athletes who received athletics grants-in-aid, for various student- athlete subgroups and for students generally during the last three years, and comment on any trends or significant changes. Specifically, identify and explain deficiencies in graduation rates for any of the following when compared to the graduation rates of students generally: student-athletes generally, student-athletes of particular sport teams, student-athletes by gender, student-athletes by ethnicity and student-athlete subgroups (i.e., ethnicity) within particular sport teams. If the graduation rate for student-athletes, or for any student-athlete subgroup, is less than the graduation rate for students generally, the institution must analyze, explain and address, as appropriate (1) the magnitude of the difference between the student-athlete (or subgroup) rate; and (2) the trends over the three reporting periods in these rate differences.**

In the past three years, student-athlete graduation rates have been comparable to, or higher than, the overall graduation rate at the University. The rates have shown a steady increase in recent years, with the student-athlete rate surpassing the university average this past year.

All teams have a higher graduation rate than the general student population with the exception of baseball student-athletes in 2002 and 2004. During 2002, one baseball student-athlete signed with a professional team, in 2003 two baseball student-athletes were drafted by professional teams and in 2004 four baseball student-athletes signed with professional teams. If the new APR rule had been in place during this time, the retention rate for baseball players would have been similar to the general student population.

Female student-athletes continue to exceed the graduation rates of the overall female student population. While male student-athletes are currently comparable to the overall male student population, the rate for these student-athletes was less than the university average in 2002 and 2003. However, these comparisons are based on very small numbers and also include male athletes who were drafted by professional teams.

The graduation rate of student-athletes in the designated ethnicity groups is comparable to or exceeds the overall university graduation rate for students of color. However, in 2002 both Hispanic and white male athletes had a lower graduation rate than the general population. This also may be attributed, in part, to the small number of students in these categories.

Cal State Fullerton has more transfer student-athletes on grants in aid than freshman student-athletes and, in fact, the campus has the most transfer students in the Big West Conference. Therefore, it is difficult to interpret the data in this area since the number of student-athletes in each sub-group is so small. It should, finally, be re-emphasized that in 2004 the baseball graduation rate of white players was impacted by students leaving to sign with professional teams.

- 11. Identify and describe the academic standards and policies contained in the university's catalog/bulletin, athletics department manual, student-athlete handbook and/or institutional handbook for students. Describe exceptions, if any, to the institution's regular academic standards and policies applicable to the general student body (e.g., good academic standing, definition of minimum full-time status) that are available to student-athletes.**

There is only one exception to the institution's academic standards and policies that is available to student-athletes at Cal State Fullerton: priority registration. However, there are a number of other student groups who also receive this exception, including President's Scholars, International Exchange Students, Disabled Students, Minority Engineering Program students, ASI executive board members, and New Student Orientation leaders.

Applicable policies are contained in the University Catalog (2005 to 2007) as follows: Retention, Probation and Disqualification; Enrollment Regulations (pg. 561); Maximum number of units, class attendance, initial class meeting, instructor-initiated drops (pg. 553); Grading Policies (Grading system; Administrative symbols, Student Records) (pg. 554-559); Continuous Residency Regulations (good standing, choice of requirements, stop-out policy, leave of absence, withdrawal from the university: pg. 560).

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The policy on class attendance, as defined by the Academic Senate with the concurrence of the President is as follows:

University Policy Statement UPS 300.019: Academic Responsibility For Missed Instruction Due To University Sponsored Activity. All California State University Fullerton students are expected to attend all classes. Students who must miss class to represent the University or to participate in a University-sponsored activity must notify the class instructor in writing a minimum of two weeks in advance of the absence. Given prior notice, instructors are encouraged to allow students to make up class work, complete class work in advance of the class absence, or complete an alternative assignment without penalty. In case of a disagreement about whether an activity constitutes a University-sponsored activity, the appropriate administrator will make the determination.

Other policies are contained in various publications, as follows:

Student-Athlete Handbook (2005-2006) Academic Dishonesty (pg. 17); Academic Rules and Services (pg. 22-33); CSUF Student Handbook (2005-2006); Class Schedule Spring 2006/Fall 2005.

Appointment dates and times for registrants are based on class level and on units earned for all participants. According to the Student-Athlete Handbook (pg. 22), through the department, student-athletes receive assistance with course selection to register through TITAN registration, which includes priority registration for student-athletes. This helps ensure schedules which will allow them to manage competition and practices schedules as well as carry full class loads.

Student-Athlete Handbook, pg. 27: Athletic Probation: if the student-athlete's GPA is below 2.00, the student is also placed on athletic probation as well as University academic probation. If the GPA is below 2.00 for two consecutive semesters, the student is ineligible for competition. An appeal may be filed based on serious extenuating circumstances.

12. Describe the procedures used by the institution to monitor missed class time for student-athletes.

The University follows the guidelines in the NCAA Division I Manual in executing its policies with respect to missed class time for student-athletes. All coaches submit their practice schedules to the Assistant Director of Athletics for Compliance on a monthly basis for review in accordance with these policies. Overall, the policy is established in accordance with Article 3.2.4.15 of the NCAA Constitution which establishes "Missed Class Time Policies." and states that, "Active members are obligated to establish policies in all sports concerning student-athletes' missed class time due to participation in intercollegiate athletics and in athletics competition scheduled during final examination periods (see Bylaw 17.1.5.6.1)."

More specifically, six rules under NCAA Bylaw 17 form the basis of policies and procedures on missed class time (17.1.5.6.1, 17.1.5.1, 17.02.1, 17.1.5.2, 17.1.5.3.4, and 17.1.5.4). In addition, Figure 17-1, on page 245 of the NCAA Division 1 Manual, which lists "Maximum Numbers of Contests and Dates of Competition for Each Sport," is used in the formulation of competitive schedules.

California State University, Fullerton has a University Policy Statement, (UPS 300.019) that permits student absences for "participation in officially approved university activities," which include athletics. The "missed class procedure" of the office of Athletics Academic Services requires student-athletes to notify faculty in their courses in the first week of classes each semester about any anticipated absences due to competition-related travel via a "Missed Class Time" memorandum/form to faculty. The memorandum/form, authored by the Faculty Athletics Representative, is read and signed by the faculty member, with copies going to the student-athlete's coach and to the office of Athletic Academic Services. The memorandum reads as follows:

"Student-athlete: _____ CWID#: _____

The student-athlete is enrolled in your _____ Class on _____ (Day/Time). S/he is a member of the CSUF _____ Team. As you may know, the team will be occasionally forced to miss class time during the season as a result of travel to away games. The coaches, players and I want to assure you that our student-athletes are as committed to their academic careers as they are to their team responsibilities. In accordance with the provision of UPS 300.019, whereby the university permits student absences from class for "participation in officially approved university activities", we request your understanding and help in allowing the student to make up any work.

It is the responsibility of the student-athlete to give you this information in the first week of the semester, contact you in advance to make arrangements to make-up any academic work that may be missed, submit assignments on time and to make arrangements with you regarding tests or quizzes that may be scheduled during days/times of competition or travel. Additionally, Athletics Academic Services will be requesting an Academic Progress Report for

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the student-athletes in your class during the fifth or sixth week of the semester for your feedback and suggestions for their academic success.

The student has indicated below which dates s/he will be unable to attend your class. We appreciate your understanding and hope you will allow her/him to fulfill any class assignments or requirements either early or late around this schedule. Additionally, a schedule of team competition has been printed on the reverse side or stapled to this letter. The coaches, players and Department of Athletics recognize the inconvenience of these trips and have taken steps to ensure that the student-athletes will be given time on the road to complete assignments and study for exams.

Thank you for your interest and assistance in this matter. We understand that this request may cause inconvenience to you, and that it will require additional effort on your part, however, we are very concerned about the academic progress of our student-athletes and hope that you will be able to respond positively to the student's request. If you have questions or concerns, please call Athletic Academic Services, at X3057 or me at X4763.

Missed Classes: _____
Please have faculty acknowledge receipt and return pink duplicate to coach:
Received: Faculty Signature _____ Date _____ "

13. Analyze, explain and address missed class time that has been determined by the institution to be significant or excessive for any sport(s).

There were no reports of significant or excessive missed class time during the period under review. The process whereby student-athletes meet with an academic counselor in the Athletics Academic Services office to discuss their academic plan and class options before registering for classes appears to be effective. In these meetings, the counselor reviews the practice and competition schedules to ensure that students will not miss a significant or excessive number of classes.

Should a member of the campus community allege that a student-athlete had been negatively impacted by a significant or excessive amount of missed classes due to team obligations, the Assistant Athletic Director for Compliance would review the case for conformity with NCAA Bylaws. Additionally, the Athletics Advisory Council would review the concern and make appropriate recommendations.

14. Describe the means by which the institution's policies and procedures regarding the scheduling of athletics competition and practices (e.g., missed class policy) are communicated to student-athletes.

The "Missed Class Time Policy" of the Student-Athlete Handbook (pg. 25), states, "In order to minimize interference with student-athletes' academic programs, coaches will limit organized practice activities, the length of their playing seasons, the number of regular-season contests/dates of competition, and participation in non-collegiate-sponsored athletics activities. No class time shall be missed for practice activities except when a team is traveling to an away contest and the practice is in conjunction with the contest. No intercollegiate events may be scheduled during finals week, with the exception of NCAA or Big West Conference events, which occasionally coincide with finals. Any exception to this policy must have prior approval of the Athletics Advisory Council."

The policy is reviewed at the orientation meeting for new student-athletes, and in University 100, a course developed for first-semester freshman that is focused on orienting them to university life. The students are given a copy of the Student-Athlete Handbook at these meetings as well.

Athletics Academic Services distributes to coaches the "Missed Class Time" memorandum described in 2.1 Item 12, who then distribute them to student-athletes on their teams in the first week of each semester (the letter is also available on-line at the Athletic Department webpage). Once signed by each student-athlete's faculty members, a copy is retained for his or her coach. The letter indicates the student enrolled in the class, the Campus Wide Identification number (CWID), the sport in which the student is a participant, and the dates during the semester which the student will be missing based on team competition. A schedule of the competition is attached. The Faculty Athletics Representative encourages faculty members to allow the student to fulfill any class assignments or requirements either before or after the due date. He also assures the faculty member that the students are given time during team-related travel to complete assignments and to study for exams.

An email is sent from the Athletics Academic Services staff to each coach in mid-semester with the following general message. "Now that your seasons are getting under way it is important that your athletes communicate with their professor regarding classes they are going to miss due to competition. We have the handouts in our office and

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I can deliver you copies if you'd like. Proactive communication is critical so please let your athletes know this is a priority."

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

- A copy of the institution's most recent catalog and/or bulletin.
- A copy of the 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 chief executive officer, faculty senate or director of athletics concerning the academic performances of sports teams (if any).
- All 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, transfer documentation).
- Information from exit interviews of student-athletes.
- Athletics department manual and/or policies and procedures.
- Student-athlete handbook.
- Institutional handbook for students.

Evaluation

1. Does the institution demonstrate that it admits only student-athletes who have reasonable expectations of obtaining academic degrees? If the academic profile of entering student-athletes, as a whole or for any student-athlete subgroup, is significantly lower than that of other student-athlete or comparable student-body groups, is the contrast analyzed and explained by appropriate institutional authorities? **Currently Yes**
2. Does the institution demonstrate that it admits only student-athletes who have reasonable expectations of obtaining academic degrees? If the graduation rate of student-athletes, as a whole or for any student-athlete subgroup, is significantly lower than that of other student-athlete or comparable student-body groups, is this disparity analyzed, explained and addressed (through specific plans for improvement) by appropriate institutional authorities? **Currently Yes**
3. Does the institution demonstrate that academic standards and policies applicable to student-athletes are consistent with those adopted by the institution for the student body in general or the NCAA's standards, whichever are higher? **Currently Yes**
4. Does the institution demonstrate that the responsibility for admission, certification of academic standing and evaluation of academic performance of student-athletes is vested in the same agencies that have authority in these matters for students generally. **Currently Yes**
5. Does the institution demonstrate that written policies related to scheduling are established in all sports to minimize student-athletes' conflicts with class time and/or final examination periods due to participation in intercollegiate athletics, consistent with the provisions of Constitution 3.2.4.13? **Currently Yes**

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Elements		Steps		
Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Certification of student-athlete academic eligibility.	Continue to implement revised plan for certification of student-athlete eligibility by persons outside of athletics.	Complete implementation of the plan by the Office of Admissions and Records to hire or designate a person/s whose responsibilities include review of student-athlete academic records as part of certification of student-athlete academic eligibility.	Office of Admissions and Records in concert with the Vice President for Student Affairs.	Assignment of responsibilities to be finalized by August 2006.
		Provide relevant NCAA Rules education to designated person/s in Office of Admissions and Records. Such education will include sessions with the Assistant Director of Athletics for Compliance, attendance at the NCAA Regional Rules Seminar May 2006, and occasional sessions with conference compliance personnel	Assistant Director of Athletics for Compliance	Education has already begun with a session taught by conference compliance personnel and attendance at the NCAA Regional Rules Seminar May 2006. Ongoing as needed.

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Operating Principle

2.2 Academic Support

Self-Study Items

1. List all "corrective actions", "conditions for certification" or "strategies for improvement" imposed by the NCAA Division I Committee on Athletics Certification in its first-cycle certification decision (if any) as they relate to Operating Principle 2.2 (Academic Support). In each case, provide: (a) the original "corrective action," "condition" or "strategy" 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 recommendations for required actions developed by the peer-review team unless those same recommendations were adopted by the Committee on Athletics Certification.

There were no corrective actions, conditions for certification, or strategies for improvement imposed by the NCAA Division I Committee on Athletics Certification during the first cycle certification.

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 first-cycle certification process as they relate to Operating Principle 2.2 (Academic Support). Specifically include: (a) the original plan; (b) the actions(s) taken by the institution; (c) the date(s) of the action(s); (d) an explanation for any partial or noncompletion of such required actions. Please note, the institution will not be required to fulfill an element of a first-cycle plan if the element does not affect conformity with an operating principle.

A plan for improvement/recommendations was developed for Operating Principle 2.2 in the first cycle certification process related to Athletics Academic Services (AAS). The first cycle Self Study Report (p. 32, item 3) concluded that, while the Department of Intercollegiate Athletics was in substantial conformity in the area of academic support, no formal policy for the ongoing and systematic review of AAS existed. The report acknowledged the need for a policy and ongoing monitoring to assure that the services were meeting the needs of student-athletes. It further suggested that such reviews were the responsibility of the Associate Vice President for Academic Programs and recommended existing Program Performance Review policies and procedures used by other units on the campus as a possible model for the evaluation. Finally, the Self Study also stated that the first review needed to take place in 1998-99 academic year and every two to three years thereafter.

Despite these intentions, no formal policy for the review of AAS was adopted (although a draft policy was reviewed in 2004 by the Athletics Advisory Council, but not approved), and the review of AAS has only recently (January and February 2006) been conducted in conjunction with the current NCAA Certification Self Study. The plan for the conduct of the current review will form the basis of a policy for the ongoing review of AAS that was reviewed by the Athletics Advisory Council in March 2006.

No single explanation for the failure to adopt and implement a policy for review of these services is available based on relevant documents and interviews with current members of the campus community. Three conclusions are warranted, however. First, there was a failure to follow up immediately on this element of the first cycle Self Study by campus entities responsible for establishing policies in Intercollegiate Athletics. Specifically, responsibility for proposing and approving the policy rested with the Athletics Advisory Council. Ideally, the Council would have taken the first cycle Self-Study recommendations and formulated a policy in 1998. Nevertheless, as noted previously, the Council did not receive and review a proposal for review of AAS until 2004.

Second, while AAS was officially housed and ostensibly administered by the Division of Academic Programs in the years 1998-2004, actual administration of this unit was conducted solely by the Department of Intercollegiate Athletics during this period. Hence, since the completion of the first cycle Self Study, AAS has lacked clear administrative reporting lines that should have, among other things, led to routine evaluation of its services. In 2004, in an effort to more effectively support student-athletes at Cal State Fullerton, Athletic Academic Services moved to Student Affairs where it is now organizationally in proximity with other academic support programs that also have as their goal the retention and graduation of students.

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Third, in the period beginning with the completion of the first cycle Self Study in 1998 through the 2004 academic year (when attention to this issue re-emerged), there was both significant turnover in Athletics Academic Services personnel, as well as positions that were unfilled/consolidated, among the top administrators in the Department of Intercollegiate Athletics. Of most significance, due to budget reductions, in the years 2003-2004 the administrator directly responsible for overseeing AAS, the Associate Athletics Director, also functioned as Compliance Coordinator as well as Interim Director of AAS. This was, in part, due to the fact that the full-time Director of AAS had been on administrative leave since July 2002 (and remains on leave). The Associate Director of Athletics was relieved by the new acting director hired in November 2004. That acting director left in June 2005 and was replaced by the current acting director in July 2005. Since July 2002, AAS has been led by three different interim directors, and none of the current personnel in AAS who were present in 1998 are now working at the University.

3. Describe any additional plans for improvement/recommendations in the area of Operating Principle 2.2 (Academic Support) developed by the institution since the first-cycle certification decision was rendered by the Committee on Athletics Certification.

There were no additional plans beyond those described in 2.2 Item 2 above.

4. Identify how the institution is organized to provide academic support and advising services to student-athletes (i.e., reporting lines and identification of who does what).

The office of Athletics Academic Services (AAS) is located within the Division of Student Affairs, headed by Vice President for Student Affairs, Dr. Robert Palmer, and supervised by Associate Vice President for Student Affairs, Dr. Silas Abrego. The Athletic Department Liaison to AAS is Dr. Allison Rich, Senior Associate Athletic Director. The Acting Director of AAS is Sabrina Sanders, who heads a staff of two full-time academic advisors, one part-time advisor, and an administrative assistant. The two full-time academic advisors and one part-time academic advisor work directly with approximately 400 student-athletes, in addition to approximately 100 additional former student-athletes, student athletic trainers, and members of the campus dance and cheer squads. Full-time academic advisors are assigned to teams. Assistant Athletic Director for Compliance, Julie Bowse, and the Coordinator of Athletics Eligibility and Compliance, Cheryl Anderson, work closely with AAS staff on issues of student-athlete eligibility and compliance with NCAA Rules.

5. Using the following program areas for academic support issues as examples, please describe:

- 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 review of these services by academic authorities outside athletics at least once every three years; and
- e. The mechanism for periodic approval of these services by academic authorities outside athletics of these services.

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

1. Academic Advising Course selection, class scheduling, degree program assistance, priority registration.

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

Responsibility for academic advising for all students, including student-athletes, on the Cal State Fullerton campus is generally divided by that for General Education coursework and that for major coursework. Accordingly, Athletics Academic Services (AAS) in the majority of cases limits its academic advising to General Education courses, although counselors in AAS are well versed in and in some cases assist with selection and scheduling of major courses as well. Incoming student-athletes must attend a New Student Orientation developed for all new students at the University, of which a section has been specially

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developed for student-athletes. At that orientation, student-athletes are advised that they will receive priority registration. They also receive tutorials on the use of Titan Online, the University's online registration system, as well as on the Titan Degree Audit, a program that issues a report on their progress towards their degrees. All student-athletes, both new and continuing, are thereafter required to see their assigned counselors in AAS prior to registering for classes, and must receive permission prior to adding or dropping courses.

Student-Athlete Orientation also includes preparation of an educational plan, including review of a packet prepared by AAS which contains, among other things, a listing of courses required for each student-athlete, given their class standing and status. Additionally, new student-athletes are enrolled in the Athletics section of University 100, a course designed for first-time freshmen intended to orient new students to university life and demands.

AAS counselors engage in conversations with student-athletes on the selection of academic majors, but also encourage student-athletes to visit faculty in the departments of interest, and to visit the campus Career Development Center, in weighing these decisions. In some cases, the content of these discussions include "interest" versus "rigor" of various degree programs, but student-athletes are discouraged from choosing majors with the intent of simply managing athletic eligibility. New undeclared student-athletes considering math, engineering, or science fields are encouraged to enroll in Math 115 College Algebra, while those considering humanities-related fields are encouraged to enroll in Math 110 Mathematics for Liberal Arts Students.

Routine advising services provided by AAS include one-on-one visits with AAS counselors on course selection, scheduling, and special needs. Course selection and scheduling advice is given according to the student-athlete's major, and may include information about the typical enrollment sizes of courses, the dominant teaching and assessment methods used in courses and/or by individual instructors, the geographic location of classes on campus, and, in some cases, a faculty member's history of accommodating travel schedules of student-athletes. Practice and travel schedules are also integrated into these discussions with an emphasis on balancing the student-athlete's progress toward degree with managing fatigue and stress.

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

All current student-athletes, including student-athletes who have exhausted their athletic eligibility, may utilize Athletics Academic Services.

c. The mechanisms by which students are made aware of these services.

Student-athletes are first contacted as recruits and provided information about priority registration and an overview of academic advising services provided by Athletics Academic Services (AAS), as part of an overall presentation about the University, the Athletics program, and the services available to student-athletes, should they choose to attend the University. Student-athletes are also made aware of academic advising services and priority registration during the New Student Orientation they attend prior to their first semester of enrollment at Cal State Fullerton, as well as during a meeting with the Director of Athletics Academic Services conducted at the beginning of each Fall semester. Thereafter, all athletes must attend meetings with their AAS counselors during which they will receive academic advising before being permitted to register for courses each semester.

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

This mechanism is currently being put in place on the Cal State Fullerton campus.

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

This mechanism is currently being put in place on the Cal State Fullerton campus.

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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.

Cal State Fullerton has a Learning Center for the general student population, in addition to tutoring centers in the College of Business and Economics and the Department of Mathematics. Although student-athletes may use these tutoring centers, AAS also selects and employs tutors specifically to assist student athletes in a number of curricular areas, including, most commonly, mathematics and English. These tutors are available to all Cal State Fullerton student-athletes, including those who have exhausted their eligibility.

Jennifer Aase, an academic counselor in AAS, coordinates the tutoring program, including hiring tutors, matching student-athletes to tutors, and evaluating individual tutors. Tutors hired by AAS are, in most cases, graduate students, all having been employed in the Tutoring Center and having undergone the Center's tutor training program. Tutors are provided with a handbook for tutors that includes information on pertinent NCAA regulations. Evaluations of tutors are completed by student athletes utilizing their services. Tutors are paid \$9.02 per hour.

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

All current student-athletes, as well as student-athletes who have exhausted their athletic eligibility, may use the tutoring services of AAS.

c. The mechanisms by which students are made aware of these services.

Student-athletes are first contacted as recruits and provided information about tutoring services provided by Athletics Academic Services (AAS), as part of an overall presentation about the University, the Athletics program, and the services available to student-athletes, should they choose to attend the University. Student-athletes are also made aware of tutoring services during the New Student Orientation they attend prior to their first semester of enrollment at Cal State Fullerton, as well as during a meeting with the Director of Athletics Academic Services conducted at the beginning of each Fall semester. Thereafter, all athletes who request tutoring, or who are advised by AAS advisors to seek it, are put in touch with an AAS tutor, or referred to other tutoring services on campus, as appropriate. Announcements about services available to student athletes are also made to coaches at monthly meetings of coaches and at monthly "all staff" meetings of the Department of Intercollegiate Athletics, in addition to email announcements sent to coaches from AAS. Flyers with a list of services are posted in the AAS Study Hall as well as described in the Student-Athlete Handbook.

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

This mechanism is currently being put in place on the Cal State Fullerton campus.

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

This mechanism is currently being put in place on the Cal State Fullerton campus.

3. Success Skills Study skills, note and test taking, writing and grammar skills, time management

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

First-time freshman student-athletes must take University 100, which includes content and activities related to the development of time-management skills. In addition, each academic year, AAS offers six NCAA Lifeskills Program workshops, all of which provide information and skill development related to

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student-athlete needs. These needs may include study skills, note and test taking, writing and grammar skills, as well as time management. NCAA Lifeskills workshops are provided by experts in the respective content areas from across the Cal State Fullerton campus. During each academic year, student-athletes must attend two of these six workshops. Additionally, study skills, note and test taking, writing and grammar skills may be addressed by individual advisors in AAS and/or by AAS tutors.

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

University 100 is a required course for first-time freshman student-athletes. Attendance at two NCAA Lifeskills program is required each year for student-athletes at Cal State Fullerton. Other AAS services that include an emphasis on success skills are available to all student-athletes, or student-athletes who have exhausted their eligibility.

c. The mechanisms by which students are made aware of these services.

Student-athletes are first contacted as recruits and provided information about University 100 and the NCAA Lifeskills Program, provided by Athletics Academic Services (AAS), as part of an overall presentation about the university, the athletic program, and the services available to student-athletes, should they choose to attend Cal State Fullerton. Student-athletes are also made aware of University 100 and the Lifeskills program during the New Student Orientation they undergo prior to their first semester of enrollment at Cal State Fullerton, as well as during a meeting with the Director of Athletics Academic Services conducted at the beginning of each Fall semester. Thereafter, all athletes are required to attend at least two Lifeskills workshops of their choice during each academic year.

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

This mechanism is currently being put in place on the Cal State Fullerton campus.

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

This mechanism is currently being put in place on the Cal State Fullerton campus.

4. Study Hall Availability, facilities, policy for mandatory attendance.

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

AAS facilities include a study hall with 26 computers and tables for individual study and group tutoring open 8 a.m. to 9 p.m. Monday through Thursday and 8 a.m. to 5 p.m. Fridays. The study hall is intended to have a "library environment," and is supervised by AAS personnel and/or coaches of Cal State Fullerton teams. Coaches may also conduct study halls for their teams while engaged in team-related travel.

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

All incoming freshman and transfer student-athletes, and any student-athletes under a 2.0 GPA and/or in remedial course work, must attend the study hall for a minimum of four hours per week. All other student-athletes may choose to attend the study hall. In addition, a coach may require attendance by any student-athlete. All coaches receive a regular report on the study hall attendance of student-athletes on their teams, and determine appropriate penalties for those not complying with the four hour minimum attendance policy.

c. The mechanisms by which students are made aware of these services.

Student-athletes are first contacted as recruits and provided information about the study hall provided by Athletics Academic Services (AAS), as part of an overall presentation about the University, the athletic program, and the services available to student-athletes, should they choose to attend Cal State Fullerton. Student-athletes are also made aware of study hall during the Student Athlete Orientation they undergo

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prior to their first semester of enrollment at Cal State Fullerton, as well as during a meeting with the Director of Athletics Academic Services conducted at the beginning of each Fall semester.

- d.** The mechanism for review of these services by academic authorities outside athletics at least once every three years.

This mechanism is currently being put in place on the Cal State Fullerton campus.

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

This mechanism is currently being put in place on the Cal State Fullerton campus.

5. Freshman/Transfer orientation Availability, attendance requirements.

- a.** The specific academic support services offered to student-athletes, if any.

All entering freshman students at Cal State Fullerton, including new student-athletes, must attend a New Student Orientation (NSO). NSO is also available to, but optional for, transfer students. A section of NSO designed for student-athletes involves preparation of an educational plan, including review of a packet which contains, among other things, a listing of courses required for student-athletes, given their class standing and status. First time freshman also must enroll in University 100, a course designed for first-time freshmen. The course "provides support in transition from high school to university study," an "introduction to higher education structure and expectations, general education, roles and responsibilities," and includes "extensive reading and writing assignments related to the first year college experience."

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

Freshman student-athletes are required to attend the New Student Orientation. Freshman student-athletes are required to enroll in the University 100 course during their first semester of attendance.

- c.** The mechanisms by which students are made aware of these services.

Student-athletes will have first been informed about New Student Orientation as recruits as part of an overall presentation about the University, the athletics program, and the services available to student-athletes, should they choose to attend Cal State Fullerton.

- d.** The mechanism for review of these services by academic authorities outside athletics at least once every three years.

This mechanism is currently being put in place on the Cal State Fullerton campus.

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

This mechanism is currently being put in place on the Cal State Fullerton campus.

6. 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.

Academic progress and continuing eligibility are monitored both on an ongoing basis during each semester by counselors in AAS, and as part of the ongoing academic certification process, the latter of which involves three additional independent checks conducted by the Coordinator of Athletics Eligibility and Compliance, an evaluator in Admissions and Records, and the Faculty Athletics Representative. In addition, AAS distributes mid-semester grade check forms to all faculty teaching courses in which student-

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athletes are enrolled. These grade check forms also allow faculty to indicate missed courses by student-athletes (if attendance is taken by faculty). These grade checks may lead to required study hall attendance, tutoring, and/or meetings with faculty. End of the semester grade checks performed by AAS counselors immediately after grades are recorded at the end of each semester may lead them to advise student-athletes to enroll in Intercession or Summer courses.

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

All student-athletes are subject to academic progress monitoring activities, including mid-semester grade checks, semester grade checks, and certification checks.

c. The mechanisms by which students are made aware of these services.

Student-athletes are made aware of steps used to monitor their academic progress during the New Student Orientation they attend prior to their first semester of enrollment at Cal State Fullerton. Announcements about services available to student athletes are also made to coaches at both monthly meetings of head coaches, and at monthly "all staff" meetings of the Department of Intercollegiate Athletics, in addition to email announcements sent to coaches from AAS.

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

This mechanism is currently being put in place on the Cal State Fullerton campus.

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

This mechanism is currently being put in place on the Cal State Fullerton campus.

7. Assistance for special academic needs Provisions for diagnosis and treatment of learning disabilities.

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

Counselors in AAS work closely with the Office of Disabled Student Services to refer any student-athletes who have, or may be suspected of having, learning disabilities. Disabled Student Services follows Title II of the Americans With Disabilities Act in providing (among other services) the following:

"Diagnostic assessment, including both individual and group assessment not otherwise provided by the institution, to determine educational functioning or to verify specific disabilities;
Disability-related counseling and advising, including specialized academic, vocational, personal and peer counseling that is developed specifically for students with disabilities and is not duplicated by regular counseling and advisement services available to all students;
Interpreter services, including manual, steno and oral interpreting for hearing-impaired students;
Reader services to coordinate and provide access to information required for equitable academic participation, if this access is not available in other suitable modes;
Test-taking facilitation, including adapting tests for and proctoring tests taken by students with disabilities;
Transcription services, such as providing Braille and large print materials not available through other sources;
Notetaker services for writing, note-taking, and manual manipulation for classroom and related academic activities;
Access to, and arrangements for, adaptive educational equipment and technology, materials and supplies;
Liaisons with campus and community agencies, including referral and follow-up services with these agencies on behalf of students with disabilities."

Each semester, Disabled Student Services provides students with an Accommodation Letter for each class requested. In order for students to receive the appropriate accommodations in their classes, students must present a current Accommodation Letter to each of their professors at the beginning of the semester, or at such time as the disability is verified.

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Upon presentation by the student of a current Accommodation Letter professors are obliged to comply with the prescribed academic adjustments stated therein.

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

Disabled student services are available to all student-athletes on the Cal State Fullerton campus.

c. The mechanisms by which students are made aware of these services.

Student-athletes are first contacted as recruits and provided information about Disabled Student Services, as part of an overall presentation about the university, the athletics program, and the services available to student-athletes, should they choose to attend Cal State Fullerton. Student-athletes are also made aware of Disabled Student Services during the New Student Orientation they attend prior to their first semester of enrollment at Cal State Fullerton. Announcements and updates about services available to student athletes are also made to coaches by Paul Miller, Director of Disabled Student Services, at occasional meetings called for that purpose in addition to the email announcements sent to coaches from AAS. Flyers with a list of services are posted in the AAS Study Hall as well as described in the Student-Athlete Handbook.

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

This mechanism is currently being put in place on the Cal State Fullerton campus.

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

This mechanism is currently being put in place on the Cal State Fullerton campus.

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

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

AAS refers all student-athletes to the University Testing Services for testing and evaluation in a number of placement and other tests, including the English Placement Test, Entry Level Math, Exam in Writing Proficiency, Math Qualifying Exam, and common entrance, placement, and certification exams.

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

University Testing Center services are available to all students at Cal State Fullerton.

c. The mechanisms by which students are made aware of these services.

Student-athletes are first contacted as recruits and provided information about University Testing Services as part of an overall presentation about the university, the athletics program, and the services available to student-athletes, should they choose to attend Cal State Fullerton. Student-athletes are also made aware of university testing services during the New Student Orientation they attend prior to their first semester of enrollment at Cal State Fullerton. Announcements about services available to student-athletes are also made to coaches at monthly meetings of coaches and at monthly "all staff" meetings of the Department of Intercollegiate Athletics, in addition to email announcements sent to coaches from AAS. Flyers with a list of services are posted in the AAS Study Hall as well as described in the Student-Athlete Handbook.

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

This mechanism is currently being put in place on the Cal State Fullerton campus.

Academic Integrity

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

This mechanism is currently being put in place on the Cal State Fullerton campus.

9. **Mentoring** Availability of mentors, identification and assignment methods, frequency of interaction.

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

AAS has two mentors who see approximately 10 to 15 student-athletes during the academic year. The mentors are Cal State Fullerton graduate students (currently, both mentors are in the Master's Degree Program in Counseling) chosen on the basis of interviews conducted by AAS advisors. Mentors are trained by AAS staff in AAS policies and pertinent NCAA rules. One mentor works approximately 20 hours per week, while the second works about 10 hours per week. Student-athletes in the mentoring program are mostly those taking remedial course work and/or those whose grade point averages are under 2.0 in the current semester. Student-athletes are required to meet with their mentors at least once per week during the semester, but may meet more frequently or for longer durations, if necessary. The Student-Athlete Advisory Committee also has a Peer Mentoring program whereby current student-athletes are paired with peers seeking assistance.

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

Mentors are available to all student-athletes on the Cal State Fullerton campus.

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

Student-athletes are first contacted as recruits and provided information about the mentoring program as part of an overall presentation about the university, the athletic program, and the services available to student-athletes, should they choose to attend Cal State Fullerton. Student-athletes are also made aware of the mentoring program during the Student Athlete Orientation they undergo prior to their first semester of enrollment at Cal State Fullerton. Announcements about services available to student athletes are also made to coaches at monthly meetings of coaches and at monthly "all staff" meetings of the athletics department, in addition to email announcements sent to coaches from AAS. Flyers with a list of services are posted in the AAS Study Hall and described in the Student-Athlete Handbook. Team representatives to the Student Athlete Advisory Committee (SAAC) also announce the availability of the SAAC Peer Mentoring program to their teammates during team meetings.

- d. The mechanism for review of these services by academic authorities outside athletics at least once every three years.

This mechanism is currently being put in place on the Cal State Fullerton campus.

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

This mechanism is currently being put in place on the Cal State Fullerton campus.

10. **Assistance for at-risk students** Availability including institution-wide assistance.

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

AAS staff approach at-risk student-athletes as individuals and tailor services to their individual needs. Some at-risk student-athletes are automatically placed into remedial programs to address specific academic content or skill areas in which they need assistance. AAS staff also, where appropriate, match at-risk student-athletes with mentors, schedule mandatory study sessions and/or tutoring, and refer them to other campus resources (e.g. Disabled Student Services) as needed. Student-athletes who do not

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achieve a minimum score in remedial Math 40 may also be directed to the Intensive Learning Experience, a campus-wide program that monitors the progress of students in fulfilling remedial course requirements. Although not coordinated through AAS, student-athletes may also be enrolled in the university's Equal Opportunity Program (EOP), which offers pre-admission counseling, admission assistance, referrals for tutorial learning, career guidance, financial aid advisement, and other student services.

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

AAS has multiple criteria for identifying student-athletes considered at-risk, including grade point average, identified learning disabilities, known academic deficiencies, and, in some cases, status as international students. AAS automatically defines student-athletes admitted with academic deficiencies under the exceptional admissions process as at-risk (not all exceptional admissions are due to academic deficiencies). Additionally, student-athletes on academic probation (whose Cal State Fullerton grade point average drops below 2.0 in any semester) are considered at-risk. Finally, coaches may contact AAS staff if they believe a student-athlete is at-risk and request the services designed for those identified as at-risk.

c. The mechanisms by which students are made aware of these services.

Services directed to at-risk students are available to all student-athletes identified as at-risk on the Cal State Fullerton campus.

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

This mechanism is currently being put in place on the Cal State Fullerton campus.

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

This mechanism is currently being put in place on the Cal State Fullerton campus.

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

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

In general, AAS services available to eligible student-athletes are also available to those who have exhausted their athletic eligibility, although current student-athletes have priority in academic advising and special services (mentoring, tutoring, testing). The post-eligibility program includes retaining priority registration, as well as eligibility for the Degree Completion Program, Graduate Assistantships, and scholarships.

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

Student-athletes who have exhausted their eligibility, and who have competed for two semesters at Cal State Fullerton, are eligible to continue their AAS services.

c. The mechanisms by which students are made aware of these services.

Student-athletes are first contacted as recruits and provided information about post-eligibility services as part of an overall presentation about the university, the athletics program, and the services available to student-athletes, should they choose to attend Cal State Fullerton. Student-athletes are also made aware of post-eligibility services during the New Student Orientation they attend prior to their first semester of enrollment at Cal State Fullerton. Announcements about services available to student athletes are also made to coaches at monthly meetings and at monthly "all staff" meetings of the Department of Intercollegiate Athletics, in addition to email announcements sent to coaches from AAS. Flyers with a list of services are posted in the AAS Study Hall as well as described in the Student Athlete Handbook. Lastly, if student-athletes near completion of their eligibility but have one or two semesters of classes remaining

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for completion of their degrees, post-eligibility programs are discussed with the student-athletes so that they are aware of all options (and financial support available) for completion of their degrees.

- d.** The mechanism for review of these services by academic authorities outside athletics at least once every three years.

This mechanism is currently being put in place on the Cal State Fullerton campus.

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

This mechanism is currently being put in place on the Cal State Fullerton campus.

- 6.** Please submit a copy of the report from the academic support services review to your NCAA staff liaison with the submission of your self-study report.

This report has been submitted to our NCAA Staff Liaison to the Institution, Ms. Binh Nguyen. Please contact her directly to obtain a copy.

Ms. Binh T. Nguyen
National Collegiate Athletic Association (NCAA)
Telephone: 317/917-6613
Fax: 317/917-6622G
bnguyen@ncaa.org

- 7.** Describe relevant corrective actions planned or implemented from the academic support services review.

This report has been submitted to our NCAA Staff Liaison to the Institution, Ms. Binh Nguyen. Please contact her directly to obtain a copy.

Ms. Binh T. Nguyen
National Collegiate Athletic Association (NCAA)
Telephone: 317/917-6613
Fax: 317/917-6622G
bnguyen@ncaa.org

Evaluation

1. Does the institution demonstrate that adequate academic support services are available for student-athletes? **Currently Yes**
2. Does the institution demonstrate that student-athletes are encouraged and assisted in reaching attainable academic goals of their own choosing? **Currently Yes**
3. Does the institution demonstrate that, when it is determined that student-athletes have special academic needs, these needs are addressed? **Currently Yes**
4. Does the institution demonstrate that the support services are approved and reviewed periodically by academic authorities outside the department of intercollegiate athletics? **Currently Yes**
5. Does the institution demonstrate that there is a commitment to the fair treatment of student-athletes, particularly in their academic role as students? **Currently Yes**

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Elements		Steps		
Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
A t h l e t i c s A c a d e m i c S e r v i c e s .	To develop and approve a plan for the review of Athletics Academic Services every three years by authorities outside athletics.	A draft policy will be reviewed and approved by the Athletics Advisory Council.	Responsibility for the development and approval of the policy rests with the Athletics Advisory Council.	A draft policy was reviewed at the March 2006 meeting and was approved at the April 2006 meeting.

Academic Integrity

FOR FRESHMAN STUDENTS GENERALLY AND FRESHMAN STUDENT-ATHLETES ON ATHLETICS-AID

PART I-A: Standardized test Scores, by Gender

		Gender								
		Male Students		Male Student-Athletes		Female Students		Female Student-Athletes		
		Score	# o f Students	Score	# o f Students	Score	# o f Students	Score	# o f Students	
Average Standardized Test Score	A c a d e m i c Year	2004-2005	1019	1487	973	30	971	2140	973	30
	2003-2004	1011	1308	983	21	953	1963	996	20	
	2002-2003	1011	1303	987	24	952	2127	926	34	

Name of person completing this chart: Stephan R. Walk

Title: Faculty Athletic Representative

Academic Integrity

FOR FRESHMAN STUDENTS GENERALLY AND FRESHMAN STUDENT-ATHLETES ON ATHLETICS-AID

PART I-B: Standardized Test Scores, by Racial or Ethnic Group

		Racial or Ethnic Group - All Entering Freshman Students											
		Am. Ind. / AN		Asian / PI		Black		Hispanic		White		Other	
Academic Year		Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students
Average Standardized Test Score	2004-2005	0	0	999	798	935	181	940	1124	1038	1124	1018	109
	2003-2004	0	0	970	752	905	131	923	1014	1036	1047	998	65
	2002-2003	0	0	973	789	894	137	918	960	1027	1132	1002	103

		Racial or Ethnic Group - All Entering Freshman Student-Athletes on Aid											
		Am. Ind. / AN		Asian / PI		Black		Hispanic		White		Other	
Academic Year		Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students
Average Standardized Test Score	2004-2005	0	0	973	4	887	6	971	13	979	33	945	4
	2003-2004	0	0	1015	4	976	5	845	4	1008	27	1010	1
	2002-2003	0	0	957	3	923	7	913	8	968	39	900	1

Name of person completing this chart: Stephan R. Walk

Title: Faculty Athletics Representative

Academic Integrity

FOR FRESHMAN STUDENT-ATHLETES ON ATHLETICS-AID

PART II: GPA and Test Scores, by Sport Group

		Sport Group															
		Football		M e n ' s Basketball		Baseball		Men's Track/Cross Country		Men's Other Sports and Mixed Sports		W o m e n ' s Basketball		Women's Track/ Cross Country		W o m e n ' s Other Sports	
	Academic Year	Core GPA	# of Students	Core GPA	# of Students	Core GPA	# of Students	Core GPA	# of Students	Core GPA	# of Students	Core GPA	# of Students	Core GPA	# of Students	Core GPA	# of Students
Average Core Course GPA	2004-2005			2.642	1	2.82	6	2.72	6	3.05	17	3.06	5	3.29	6	3.1	19
	2003-2004			2.75	1	2.82	9	0	0	3.13	11	3.13	3	0	0	3.43	17
	2002-2003			0	0	3.21	11	3.21	2	3.26	11	2.96	4	2.99	5	3.18	25
	Academic Year	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students
Average Standardized Test Score	2004-2005			860	1	962	6	943	6	966	17	960	5	988	6	972	19
	2003-2004			880	1	984	9	0	0	992	11	992	3	0	0	995	17
	2002-2003			0	0	974	11	1020	2	994	11	875	4	980	5	924	25

Name of person completing this chart: Stephan R. WalkTitle: Faculty Athletic Representative

Academic Integrity

SPECIAL-ADMISSIONS INFORMATION

FOR FRESHMAN STUDENTS GENERALLY AND FRESHMAN STUDENT-ATHLETES ON ATHLETICS AID, BY YEAR

	Year	All Freshman Students	All Freshman Student-Athletes on Athletics Aid **	Sport Group (Freshman)							
				Baseball	M e n ' s Basketball	Football	Men's Track/Cross Country	Men's Other Sports and Mixed Sports	W o m e n ' s Basketball	Women's Track/Cross Country	Women's Other Sports
% of Special Admits	2003-2004	4%	43%	71%	0%	0%	67%	35%	0%	0%	32%
	2002-2003	3%	27%	33%	0%	0%	0%	36%	0%	0%	24%
	2001-2002	3%	32%	33%	0%	0%	0%	25%	0%	0%	29%

Name of person completing this chart: Stephan R. Walk

Title: Faculty Athletic Representative

Equity and Student-Athlete Welfare

Operating Principle

3.1 Gender Issues

Self-Study Items

1. List all "corrective actions", "conditions for certification" or "strategies for improvement" imposed by the NCAA Division I Committee on Athletics Certification in its first-cycle certification decision (if any) as they relate to Operating Principle 3.1 (Gender Issues). In each case, provide: (a) the original "corrective action," "condition" or "strategy" 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 recommendations for required actions developed by the peer-review team unless those same recommendations were adopted by the Committee on Athletics Certification.

(a) Strategy for Improvement:

"Enhance the institution's gender-equity plan by establishing goals beyond 1998-1999 in order to ensure continued progress toward the university's goals and to maintain the current status of the program in this area".

(b) Action taken:

A gender equity enhancement plan was developed as prescribed by NCAA certification requirements. The enhancement plan delineates additional goals to be met by the Department of Intercollegiate Athletics.

(c) Date(s) of the action:

June 2002.

(d) Explanation:

The strategy for improvement was fully met by developing the gender equity enhancement plan.

2. Report on the implementation of the plan to address gender-equity issues developed by the institution during its first-cycle certification process. 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 required actions. The committee will not accept the following explanations for partial completion or noncompletion: 1) the institution did not possess sufficient funds to implement the plan, and 2) The institution has had personnel changes since the original development of the plan. [Please note: Within gender-equity written plans, specific numerical targets may place an institution at legal risk and are not expected nor should they be included in an institution's written plan. If an institution has already submitted a plan to the committee that includes specific hiring numbers, the committee will not hold the institution accountable for achieving those specific numerical targets. Rather, the committee advises institutions to submit plans that have broad, flexible non-numeric hiring goals.]

(a) Original Plan: (Submitted in the 1st Cycle Report)

Based on the October 15, 1993 agreement (Consent Decree) between the California National Organization for Women (C-NOW) and the California State University, the Cal State Fullerton intercollegiate athletics program was required to:

- 1) reach proportionality (within 5%) between female intercollegiate athletes and NCAA eligible female undergraduates by 1998-1999;
- 2) reach expenditure proportionality (within 10%) between female intercollegiate athletes and NCAA eligible female undergraduates by 1998-1999;
- 3) reach grants-in-aid/ scholarships proportionality (within 5%) between female intercollegiate athletes and NCAA eligible female undergraduates by 1998-1999.

Equity and Student-Athlete Welfare

(b) Action taken with Original Plan:

Working within the structure of the Athletics Council, a Gender Equity subcommittee made up of administrators, coaches, student-athletes, and faculty constructed a plan of action to reach the C-NOW Consent Decree. Actions accomplished include:

- 1) implement a women's soccer program;
- 2) review coaching and staff salaries;
- 3) develop a marketing and promotions plan;
- 4) improve softball facility;
- 5) improve track conditions;
- 6) improve and ensure equality in travel per diem;
- 7) renovate the women's locker room facilities;
- 8) improve recruiting budgets for women;
- 9) improve sports medicine and equipment room services;
- 10) employ a full-time female sports information director assistant.

(c) Date(s) of completion of the action(s):

The dates for each of the ten actions were:

- 1) established a women's soccer program, began 1993-1994;
- 2) ongoing yearly review of coaching and staff salaries;
- 3) ongoing yearly marketing and promotions plan;
- 4) improved softball facility (seating, press box, drainage, etc.) in 1999-2000;
- 5) improved and continue to improve track conditions to make it competition ready, began 1998-1999 through the present;
- 6) developed a travel per diem plan by increasing per diem amounts for men's and women's basketball from \$20 to \$30 per day and will continue to increase other sports' per diem on a yearly basis until all sports have a \$30 per diem;
- 7) renovated and added new women's locker room facilities for track and field, soccer and softball in 1999-2000;
- 8) increased the recruiting budgets for both men and women through 2002-2003 but saw a decrease in the women's 2003-2004 and both the men's and women's 2004-2005 recruiting expenditures;
- 9) improved sports medicine and equipment room services making it equitable for all athletes in 2000-2001;
- 10) employed a full-time sports information director assistant for women's sports in 2000.

(d) Explanation:

All ten of the identified actions listed above have been addressed and in most cases have since undergone improvements.

3. Describe any additional plans for improvement/recommendations in the area of Operating Principle 3.1 (Gender Issues) developed by the institution since the first-cycle certification decision was rendered by the Committee on Athletics Certification.

Enhancement Plan:

Additional guidelines were added to the original plan described above creating the Enhancement Plan. The Enhancement Plan did not replace the areas addressed in the original plan but broadened the original plan to include areas that needed to be addressed with regard to gender. These areas included:

- 1) by FY 2005-2006 athlete participation numbers reflect the student body population with regard to gender (61% female/ 39% male).
- 2) by FY 2005-2006 grants-in-aid and operational dollars reflect the participation numbers.
- 3) by FY 2003-2004 marketing and promotional support will be equitable in terms of dollars spent with regard to gender.
- 4) by FY 2004-2005 sports medicine, academics, equipment, sports information, sports marketing and promotions would be reviewed and evaluated to ensure ongoing equitable coverage.
- 5) by FY 2004-2005 office space for all sports would be reviewed and evaluated to ensure ongoing equitable assignment.
- 6) by FY 2004-2005 salaries would be reviewed and evaluated to ensure ongoing salary equity in terms of position descriptions, education and experience.

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 and provide evidence that matters concerning gender equity are monitored, evaluated and addressed on a continuing basis.

Equity and Student-Athlete Welfare

The continued monitoring, evaluating and addressing of gender issues falls under the direction of the Department of Intercollegiate Athletics administration and the Athletics Advisory Council. A committee of the Athletics Advisory Council, the University Gender Equity Committee, is made up of administrators, coaches, faculty, student-athletes and an Associated Students, Inc. (ASI) student representative, and charged with applying published and federal guidelines in evaluating the equity between men's and women's sports programs at Cal State Fullerton, evaluating the equity status of the athletic program, and making recommendations to the Athletics Advisory Council which are then forwarded to the university president.

Gender equity issues were monitored, evaluated, and addressed up through 2002 but the goals of the Interim Report were not fully met because the University Gender Equity Committee was not active during this time. The Gender Equity Committee, chaired by the Senior Associate Director of Athletics/SWA, reviews and evaluates gender equity goals and achievement at the department level. There are two reasons for the committee's inactivity during the aforementioned time period: 1) a University Task Force was formed to examine, among other things, gender-related issues within athletics, and 2) the retirement of key Athletics personnel. The university appointed a Task Force (referred to as the "Blue Ribbon Committee") to examine gender-related issues within athletics. These issues included the number of sports offered, the number of participation opportunities for men and women, and which sports were or should be offered. The Blue Ribbon Committee did include members from the University Gender Equity Committee and the Blue Ribbon Committee conducted a thorough review of athletics gender equity including monitoring, evaluating and making recommendations to ensure equitable programs for both male and female athletes. Second, the Senior Woman Administrator (SWA), by charter of the Athletics Advisory Council, serves as the designated Chair of the University Gender Equity Committee. Because of a leave of absence by the Director of Athletics Academic Services and retreat rights (the then SWA took the Women's Basketball Head Coach position), the Assistant Director of Athletics for Compliance was asked to take on the additional duties of Director of Athletics Academic Services and SWA. With all three of these duties being full-time positions in themselves along with the additional assignment of the Blue Ribbon Committee, the Assistant Director of Athletics for Compliance was unable to call a meeting of the Gender Equity Committee. Perhaps, if this committee functioned as it had since 1991, more of the specific goals presented in the Interim Report and reported in this document might have been accomplished. With the final recommendations from the Blue Ribbon Committee and the hiring of an Assistant Director of Athletics for Compliance (June 2005, upon retirement of the previous Assistant Director discussed above) and an acting Director of Athletics Academic Services (July 2005), the present Senior Associate Director of Athletics/SWA (hired January 2005) has re-established the University Gender Equity Committee.

5. Using your institution's completed Equity in Athletics Disclosure Act survey form and the worksheets for the three most recent academic years for which the information is available, analyze, explain and address any discrepancies through institution's gender-equity issues plan for the future, in the data between male and female student-athletes and comment on any trends or significant changes.

Table 1. Athletics Participation

During the time period under review, the Title IX prong of participation percentages (student-athletes in relation to the student body population) were used as the standard for determining equity. The comparisons and evaluations provided in this Self-Study are based on those participation percentages as stated in both the 1st Cycle Review and the Interim Report. The Gender Equity Plan will address the issue of how equity will be determined and what standard will be used as the basis for equity comparison thereby ensuring that the new Gender Equity Plan is compliant with both NCAA requirements and Title IX requirements.

The male/female athlete participation percentages for the past three academic years were 1) 43.4% male and 56.6% female during the 2002-2003 year; 2) 47.6% male and 52.4% female during the 2003-2004 year; and 3) 46.2% male and 53.8% female during the 2004-2005 year. Presently these participation percentages were not brought into line with the student body population percentages (40% male and 60% female) as stated within the first goal of the Enhancement Plan to be achieved by 2005-2006.

The reasons this goal was not met can be explained by examining the four steps listed in the Enhancement Plan to bring about the 40% male/60% female ratio. The first step placed a maximum number of participants for each men's sport team. Upon examination of the data five of the six men's teams increased the number of participants during the past three years, with the sixth team maintaining their participation numbers. The second step encouraged women's teams to increase the number of participants when possible. Five of the eight women's teams increased their numbers with the other three teams maintaining their participation numbers. The third step was accomplished by ensuring that mirror sport teams ("mirror" defined as similar sport opportunities for each gender) had similar participation numbers. This was accomplished with the mirror sports with the exception of men's baseball, which had 20.3 more participants than the mirror sport of softball. And lastly, the fourth step was to consider eliminating a men's sport and/or adding a women's sport. On March 3, 2004 the Blue Ribbon Committee developed a report and

Equity and Student-Athlete Welfare

provided recommendations concerning three program issues: 1) budget, 2) gender equity, and 3) conference issues involving the continuation of two existing sport teams, men's wrestling and women's gymnastics. While the recommendations from this report, with respect to gender equity, state that a 60% female and 40% male athletic participation rate would be necessary to comply with the proportionality prong of Title IX, no action was taken based on the Blue Ribbon Committee recommendations.

Table 2. Head Coaches by Sport

The male/female full-time head coaching percentages for the past three academic years were 60% full-time male head coaches and 40% full-time female head coaches. The male/female part-time head coaching percentages for the past three academic years was 100% male part-time head coaches.

While the percentage of male/female full-time and part-time coaches was not addressed within the 1st Cycle Gender Equity Plan or the Interim Enhancement Plan, it will be addressed within the Gender Equity Plan developed as a result of this self-study.

Table 3. Assistant Coaches by Sport

The male/female full-time assistant coaching percentages for the past three academic years were 1) 52.9% full-time male assistant coaches and 47.1% full-time female assistant coaches for the 2002-2003 year; 2) 52.9% full-time male assistant coaches and 47.1% full-time female assistant coaches for the 2003-2004 year; and 3) 60% full-time male assistant coaches and 40% full-time female assistant coaches for the 2004-2005 year. The male/female part-time assistant coaching percentages for the past three academic years were 1) 90.9% part-time male assistant coaches and 9.1% part-time female assistant coaches for the 2002-2003 year; 2) 71.4% part-time male assistant coaches and 28.6% part-time female assistant coaches for the 2003-2004 year; and 3) 100% part-time male assistant coaches for the 2004-2005 year.

As with the male/female full-time and part-time head coaching percentages, the percentage of male/female full-time and part-time assistant coaches was not addressed within the 1st Cycle Gender Equity Plan or the Interim Enhancement Plan. It will be addressed within the Gender Equity Plan developed as a result of this self-study.

Table 4. Budgets by Sport

The male/female operating budget percentages for the past three academic years were 1) 48.3% for male sports and 51.7% for female sports for the 2002-2003 year; 2) 50.1% for male sports and 49.9% for female sports for the 2003-2004 year; and 3) 60.3% for male sports and 39.7% for female sports for the 2004-2005 year. While these are the figures taken directly out of the EADA reports, it needs to be highlighted that these figures represent the expenditures and not budget allocations. Because two men's sports went into post-season play (baseball [won the College World Series in 2004 and played in the NCAA Regionals and Super Regionals in 2005] and basketball [made it to the third round of the NIT tournament in 2005]), the expenditures are skewed since post-season play was included within the year end expenditures.

The second goal of the Enhancement Plan was to have the operational dollars reflect the participation percentages. Since the participation percentage goal should reflect the student population of 60% female and 40% male participants according to the first goal within the Enhancement Plan, the operational dollars spent in relation to this participation percentage are not met. This issue will be addressed within the Gender Equity Plan developed as a result of this self-study.

Table 5. Recruiting

The male/female recruiting budget percentages for the past three academic years were 1) 41% for male sports and 59% for female sports for the 2002-2003 year; 2) 50.8% for male sports and 49.2% for female sports for the 2003-2004 year; and 3) 54.4% for male sports and 45.6% for female sports for the 2004-2005 year.

The recruiting budgets for male and female sports teams were in line with the student body population percentages during the 2002-2003 academic year. During the following two years the male recruiting budgets increased, while the female recruiting expenditure decreased. When examining the budget allocation the recruiting budgets are equitable with respect to the Big West Conference fully-funded priority sports. The discrepancy between recruiting budget allocations and expenditures is due to the coaches not using their full budget allocations each year. This issue is being addressed within Athletics by having the sport supervisors working more closely with coaches to ensure that recruiting allocations are needed and used.

Table 6. Student Aid

The male/female student aid percentages for the past three academic years were 1) 38.7% for male sports and 61.3% for female sports for the 2002-2003 year; 2) 40.9% for male sports and 59.1% for female sports for the 2003-2004 year; and 3) 37% for male sports and 63% for female sports for the 2004-2005 year.

Equity and Student-Athlete Welfare

Presently these percentages are almost perfectly in line with the student body population percentages (40% male and 60% female) as stated in the first goal of the Enhancement Plan to be achieved by 2005-2006. While the student aid percentages do meet the Enhancement Plan goal of 40% male and 60% female, the actual participation percentages over the 3-year period under review is 46.07% male and 53.93% female. Upon closer examination of the actual participation percentages in relation to student aid percentages, male athletes should be receiving approximately 46% of the student aid dollars but received less (38.7%, 40.9% and 37% respectively). This issue will be addressed within the Gender Equity Plan developed as a result of this self-study.

Table 7. Revenues

The male/female revenue percentages for the past three academic years were 1) 28.3% for male sports and 25% for female sports for the 2002-2003 year; 2) 30.6% for male sports and 26.2% for female sports for the 2003-2004 year; and 3) 27.1% for male sports and 26.8% for female sports for the 2004-2005 year.

The percentage of revenues for the past three academic years have been relatively equal between the male and female sport teams. The reason the male/female percentages do not add up to one hundred percent is the inclusion of an additional category (not allocated by gender/sport) beginning the 2002-2003 academic year.

Table 8. Head Coaches Salaries

According to the salary tables, the head coaches of the men's teams have averaged \$23,666 per position more than head coaches of women's teams over the past three academic years. While it is understood that the higher salaries of the men's baseball and basketball teams skew this salary difference, there are a number of considerations taken into account when determining salaries. These considerations include, but are not limited to, market demand for specific sport coaches, experience, number of years at that position, the coaching bonus structure (i.e., car, phone), and the performance within the contract. It is the goal of the Department of Intercollegiate Athletics to provide comparable salaries within the top fifty percent of the conference coaching salaries by sport.

These salary considerations are passed by word of mouth to ensure all coaches are aware of and understand the factors considered with salary increases. This issue will be addressed within the Gender Equity Plan developed as a result of this self-study.

Table 9. Assistant Coaches Salaries

According to the salary tables, the assistant coaches of the men's teams have averaged \$3965 more per position than assistant coaches of women's teams over the past three academic years. As stated above with head coaches' salaries, there are similar considerations identified in determining assistant coaches' salaries. These considerations need to be communicated so all assistant coaches have access to this information. This issue will be addressed within the Gender Equity Plan developed as a result of this self-study.

Table 10. Overall Revenues and Expenses

According to the overall revenues and expenses tables the percentages of overall revenues and overall expenses have remained equitable and relatively consistent over the past three academic years.

6. Using the 13 program areas for gender issues, please:

- a. describe how the institution has ensured a complete study of each of the areas,
- b. Provide data demonstrating the institution's status/commitment, including resource allocation, across each of the 13 areas,
- c. Identify areas of deficiency and comment on any trends. If the institution identifies any areas of deficiency, include the deficiency in the institution's gender-equity issues plan for the future., and
- d. Explain how the institution's future plan for gender issues addresses each of the 13 areas.

[Note: The institution may want to refer to the equitable medical care section of the NCAA Sports Medicine Handbook Guideline No. 1 as a guide in responding to Item No. 9 of the program area checklist.]

1. Athletic 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 areas,

Equity and Student-Athlete Welfare

Cal State Fullerton ensured a complete study of this area through a broad-based campus-wide and community-wide review by accessing and evaluating the institution's programs and policies with regard to athletic scholarships. The review included the creation of the broad-based Equity and Student-Athlete Welfare Subcommittee (for Certification purposes) composed of administrators, faculty, staff, athletic coaches, athletic trainers, a designee from Associated Students Incorporated (ASI), and student-athletes. That sub-committee undertook the following steps in its review:

- reviewed the Equity in Athletics Disclosure Act reports from 1999-2005 to evaluate trends and discrepancies with athletic scholarships between male and female athletes;
- reviewed the Department of Intercollegiate Athletics records and institutional data regarding athletic scholarships;
- conducted interviews and discussions with senior athletics administrators;
- consulted with the University Gender Equity Committee which reviewed the findings of this report and provided suggestions and comments regarding gender issues;
- facilitated male and female student-athletes participation in a focus group regarding athletic scholarships;
- listened to students from the campus government, Associated Students Incorporated, who reviewed the self-study report and addressed their concerns regarding athletic scholarships in relation to gender issues;
- ensured that students were given various opportunities to respond to the self-study report within forum settings, online, or in confidential settings;
- made available numerous opportunities to campus personnel and community members to review this self-study data and to address information contained within the report and offer suggestions and comments regarding their viewpoints of this program area involving gender equity of athletic scholarships.

b. Provide data demonstrating the institution's status/commitment, including resource allocation, across each of the areas,

The table below provides the dollar amount and percentages of total scholarship aid for men and women's teams for the past three years.

(Please note: for this table, and all the following tables, on-line readers will have no difficulty discerning the meaning. However, when the report is printed, the software permits no spacing, all formatting disappears and the resulting tables are incomprehensible. We apologize and hope that the NCAA will correct this problem for future self studies.)

Athletic Scholarships

2002-2003: dollars % of total scholarship budget

Men's Teams \$357,513 39.20%

Women's Teams \$554,572 60.80%

Total \$912,085

2003-2004: dollars % of total scholarship budget

Men's Teams \$487,368 38.70%

Women's Teams \$771,988 61.30%

Total \$1,259,356

2004-2005: dollars % of total scholarship budget

Men's Teams \$533,428 40.90%

Women's Teams \$772,340 59.10%

Total \$1,305,768

Note. These figures are based on the EADA reports.

c. Identify areas of deficiency and comment on any trends, and

The trend over the three-year period has shown an increase in the total amount of scholarship money for student-athletes. As the total amount of scholarship money increased, scholarship money was increased for both male and female athletes. The subcommittee found no major discrepancies in the percentage of scholarship money provided to male and female athletes (60.4% female and 39.6%) in relation to the target participation percentages (60% female and 40% male).

d. Explain how the institution's future plan for gender issues addresses each of the areas.

Equity and Student-Athlete Welfare

During spring 2005 a measure was approved by the Cal State Fullerton Associated Students, Inc. requesting an increase in student fees. The proposed increase was to be designated partially for student organizations and partially for athletics. The measure was approved and put before the Cal State Fullerton student body for a vote. The measure passed and additional student fees will be collected beginning fall 2006 to provide additional money for student organizations and athletics. A portion of this money has been earmarked for athletic scholarships and will be distributed on an equitable basis. The institution's future Gender Equity Plan will require the Department of Intercollegiate Athletics to continue examining ways to increase athletic scholarship dollars and to monitor the awarding of student-athlete scholarships to ensure athletic scholarship dollars are awarded equitably.

2. Accommodation of Interests and Abilities. Participation proportionate to enrollment; history and continuing practice of program expansion for underrepresented sex; and/or, fully and effectively accommodate underrepresented sex; equivalent levels of competition. Please note, when presenting gender-equity plans for the future, institutions must clearly identify methods (e.g., proportionality, history of program expansion, etc.) for addressing accommodation of interests and abilities.

a. Describe how the institution has ensured a complete study of each of the areas,

In addition to those activities described in section 1 (a) Athletic Scholarships above, the Subcommittee used university data collected and analyzed by the Institutional Research and Analytical Studies Office at Cal State Fullerton to address this program area.

b. Provide data demonstrating the institution's status/commitment, including resource allocation, across each of the areas,

The first table below provides the number of and percentages of male/ female students within the Cal State Fullerton undergraduate student body population across the past three academic years. The second table provides the number of and percentages of male/ female student-athletes across the past three academic years.

Student Body Populations:

'02-'03 '03-'04 '04-'05

Males 7,297 39.30% 7,454 39.80% 7,960 41%

Females 11,268 60.70% 11,266 60.20% 11,447 59%

Total 18,565 18,720 19,407

Student-Athlete Populations:

'02-'03 '03-'04 '04-'05

Males 169 44.40% 156 47.60% 201 46.20%

Females 212 56.60% 172 52.40% 234 53.80%

Total 381 328 435

The women's athletic program has continued program expansion by increasing the number of women's participation opportunities to ten sports. Even though there are three more sport teams for female athletes in comparison to the men the percentage of female to male student-athletes still falls below the student body population.

c. Identify areas of deficiency and comment on any trends, and

Since the early 1990's the student body population at Cal State Fullerton has consistently had more female students than male students. In examining the percentages of male and female athletes to this student body percentage, the number of female athletes falls below student body percentage and the number of male athletes is above the student body percentage. The Enhancement Plan in the Interim Report was not developed using a broad-based consensus, and it used a ten-year average of 60% female students and 40% male students as its target participation percentage. This target participation percentage has not been met despite the increase in the number of sport teams for women (10). Another consideration not taken into the target participation percentage (60%/40%) is the makeup of students

Equity and Student-Athlete Welfare

attending Cal State Fullerton. During the 2002-2005 period under review 23.1% (n = 2618.67) of the female student population was over twenty-five years of age while 24.65% (n = 1864) of the male student population was over twenty-five years of age. Even though the percentage of females over twenty-five is lower than the percentage of males over twenty-five the actual number of males is smaller. This category of twenty-five years of age is important because rarely is there a female athlete from this age group participating in athletics, yet these female students are calculated in the 60%/40% target participation percentage.

d. Explain how the institution's future plan for gender issues addresses each of the areas.

The institution's future Gender Equity Plan will require both the Department of Intercollegiate Athletics and the University Gender Equity Committee to review the present target participation percentage (60% female/40% male) and identify ways to monitor student interest and abilities on a consistent basis to ensure student interest and abilities are considered in the sport/activity selection process.

3. Equipment and Supplies. Quality; amount; suitability; maintenance and replacement; availability of equipment and supplies.

a. Describe how the institution has ensured a complete study of each of the areas,

In addition to those activities described in section 1 (a) Athletic Scholarships above, the Subcommittee interviewed the equipment manager, Assistant Athletic Director for Business, and reviewed the EADA reports.

b. Provide data demonstrating the institution's status/commitment, including resource allocation, across each of the areas,

The table below provides the dollar amount and percentage of the total equipment and supply expenditures for the past three years.

Equipment & Supplies Expenditures:

Men's Sports 2002-03 2003-04 2004-05

Baseball	\$54,084	\$31,262	\$58,785
Basketball	\$22,831	\$10,067	\$16,603
Soccer	\$15,103	\$19,208	\$12,824
Wrestling	\$8,660	\$6,381	\$6,091
Fencing	\$3,978	\$4,231	\$7,733
Track & Field Combo	\$9,784	\$8,573	\$7,729
Total	\$114,440	\$79,722	\$109,765
Percentage	47.90%	42.80%	47.10%

Women's Sports 2002-03 2003-04 2004-05

Basketball	\$20,036	\$23,036	\$17,895
Gymnastics	\$26,013	\$15,059	\$15,736
Tennis	\$4,236	\$6,203	\$5,508
Volleyball	\$17,426	\$13,508	\$19,167
Fencing	\$3,669	\$4,489	\$7,520
Softball	\$23,077	\$18,956	\$25,413
Track & Field Combo	\$12,124	\$10,637	\$14,326
Soccer	\$18,004	\$14,914	\$17,989
Total	\$124,585	\$106,802	\$123,554
Percentage	52.10%	57.20%	52.90%
TOTAL	\$239,025	\$186,524	\$233,319

Note. These figures are based on the EADA reports.

In addition to the dollars spent and the percentage of the budget allotted toward the men's and women's teams, the quality, amount, suitability, maintenance and replacement, and availability of equipment and supplies are relatively equitable between mirror sport teams. The total dollar amount and percentage of the budget differences can be explained by the increased number of male participants on the male teams.

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c. Identify areas of deficiency and comment on any trends, and

The data presented above show that on a yearly basis there was not an equitable percentage of the budget allocated for male and female sport teams during the three years under review. During the 2002-2003 and 2004-2005 time periods, the percentage of the budget spent should have been approximately 60% female teams and 40% male teams. Only during the 2003-2004 year did the budget percentages approach the 60/40% allotment for female versus male sport teams. However, over the entire three year review period the percentage of the budget spent between men and women's teams was closer to the 60/40% target with 45.9% of the budget going toward men's teams and 54.1% of the budget going toward women's teams. While these budget expenditures may appear inequitable the budget allocations are in fact equitable. The teams go through cycles where they spend small amounts of money some years and larger amounts other years based on uniform and equipment needs, among other things. When the equipment and supply expenditures are examined over an extended period of time these cycles even out and are equitable between male and female sport teams.

d. Explain how the institution's future plan for gender issues addresses each of the areas.

While the equipment and supply expenditures for the past three year period under review may not appear to be equitable, the expenditures are equitable when examined over a five to seven year cycle. Also, the budgeted amounts were equitable. The Department of Intercollegiate Athletics will continue to monitor the equipment and supply budgets and spending to ensure equitable dollars continue to be allocated and spent for men's and women's athletic teams equipment and supply needs.

4. Scheduling of Games and Practice Times. Number of games; number, length, and time of day of practices; time of day of games; preseason and postseason opportunities.

a. Describe how the institution has ensured a complete study of each of the areas,

In addition to those activities described in section 1 (a) Athletic Scholarships above, the Subcommittee interviewed Assistant Director of Athletics for Facilities/Events, interviewed both men's and women's teams coaches, and reviewed the game and practice schedules from the past three years.

b. Provide data demonstrating the institution's status/commitment, including resource allocation, across each of the areas,

Facilities: All sport teams share common game and practice facilities with the exception of those sports that require individualized facility requirements (baseball, softball, wrestling, and gymnastics). All facility scheduling is conducted in accordance with the University, NCAA and Conference policies, rules, regulations and procedures as stated in the Department of Intercollegiate Athletics' Scheduling Procedures document. The wrestling and gymnastics facilities were recently switched because of the cost involved in removing and setting up the gymnastics equipment each time the north side gym bleachers were used. Continued improvements are ongoing in both facilities.

Games: The numbers of games or competitions are determined by conference and NCAA rules concerning maximum and minimum contests. All conference games/matches are scheduled by the conference (Big West, PAC 10 - wrestling, Western Athletic Conference - gymnastics). The process of scheduling all non-conference, preseason/postseason games and tournaments games is done by the individual team coaches along with the approval of their individual sport supervisors, the Assistant Director of Athletics for Facilities, the Assistant Director of Athletics for Business, and the Senior Associate Athletic Director.

Number of Games:

Year

2002 2003 2004

Men's Sports:

Baseball 57 56 56

Basketball 27 28 28

Fencing 8 6 6

Soccer 20 20 18

T & F combo

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Cross Country 5 6 5
T & F 18 17 16
Wrestling 14 13 18

Women's Sports:
Basketball 27 27 27
Fencing 8 6 6
Gymnastics 11 10 10
Soccer 18 18 19
Softball 60 51 56
Tennis 17 23 21
T & F combo
Cross Country 5 6 5
T & F 18 17 16
Volleyball 31 30 28

Game Times:

The times of games or competitions are determined by conference and NCAA rules and traditional times determined by each sport. All conference games are scheduled by the conference (Big West, PAC 10 - wrestling, Western Conference - gymnastics). The individual team coaches along with their sport supervisors and the Senior Associate Athletic Director schedule the times of all other non- conference, preseason/ postseason games and tournaments.

Game Times:

Year
2002 2003 2004
Men's Sports:
Baseball 1,6,7pm 1,6,7pm 1,6,7pm
Basketball 7pm 2,5,7pm 2,5,7pm
Fencing 9,10,11am 9,10,11am 9,10,1pm
Soccer 1,5,7pm 1,5,7pm 1,5,7pm
T & F combo
Cross Country 8:30,9,10am 8:30,9,10am 8:30,9,4pm
T & F all day all day all day
Wrestling 1,2,5,7pm 1,2,5,7pm 1,2,5,7pm

Women's Sports:

Basketball 7,7:30pm 7,7:30pm 7,7:30pm
Fencing 9,10,11am 9,10,11am 9,10,1pm
Gymnastics 2,6,7pm 2,6,7pm 2,6,7pm
Soccer 1,7pm 1,7pm 1,7pm
Softball 1,4,6pm 1,4,6pm 1,4,6pm
Tennis 10:30,1,2pm 10:30,1,2pm 10:30,1,2pm
T & F combo
Cross Country 8:30,9,10am 8:30,9,10am 8:30,9,4pm
T & F all day all day all day
Volleyball 6,7,7:30pm 6,7,7:30pm 6,7,7:30pm

Practices: Practice facilities are determined by the needs of each sport. Those sports sharing facilities work out an equitable schedule.

Practice times are determined based on numerous considerations. These considerations include the coaches' desired time for practice, availability of athletic training coverage, and approval by the sport supervisors, the Assistant Director of Athletics for Facilities, and the Senior Associate Athletic Director. Practice times are also bound by the NCAA hour limitations. Student-athletes are limited to four hours per day and twenty hours per week while in season and eight total hours per week while out of season (see Cal State Fullerton Student-Athlete Handbook, page 32). In addition, practice times must not interfere with class times (see Cal State Fullerton Student-Athlete Handbook, page 25).

Preseason and Post season opportunities: All athletic teams have equal opportunity to participate in preseason opportunities in accordance with the athletic administration and the academic support services. Coaches have the primary responsibility to ensure that preseason play is scheduled and approved for their

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teams. All teams that qualify for postseason play are supported in conference, NCAA and NIT postseason playoffs.

c. Identify areas of deficiency and comment on any trends, and

There were no deficiencies or notable trends with respect to scheduling of games or practices for any of the men and women's sport teams. All scheduling of practices, practice facilities, games and game times are determined based on equity between the various sport teams.

d. Explain how the institution's future plan for gender issues addresses each of the areas.

The Department of Intercollegiate Athletics has reassigned the responsibility of scheduling all facilities to the Assistant Director of Athletics for Facilities. Coaches request practice and game days and times from the Assistant Director of Athletics for Facilities. When there are conflicts the Assistant Director of Athletics for Facilities will work with the coaches (and any other parties) involved to resolve the conflict satisfactorily. The Athletic Director, Senior Associate Athletic Director, Assistant Director of Athletics for Facilities/Events, Assistant Director of Athletics for Business, Sport Supervisor (if other than those administrators mentioned previously) and individual sport coaches will monitor and review the new facility scheduling procedure and continue monitoring the game/practice schedules to ensure equity for men and women's athletic teams.

5. Travel and Per Diem Allowance. Modes of transportation; housing furnished during travel; length of stay before and after competitive events; dining arrangements and per diem.

a. Describe how the institution has ensured a complete study of each of the areas,

In addition to those activities described in section 1 (a) Athletic Scholarships above, the Subcommittee interviewed the Assistant Director of Athletics for Business, interviewed both men and women team coaches, and reviewed the EADA reports.

b. Provide data demonstrating the institution's status/commitment, including resource allocation, across each of the areas,

Travel: The athletic administration chooses the mode of transportation that best suits the needs of the teams with respect to a particular trip. Some of the smaller traveling teams (fencing, tennis) use Cal State Fullerton vans or rental vans for local travel, while larger teams tend to use buses to relatively local destinations (i.e., Riverside, Northridge). It is school policy that no students travel in 15-passenger vans. All teams use commercial airlines for travel beyond distances quickly traveled by van or bus (i.e., Boise, Idaho; Turlock). It is usually time constraints that dictate van/bus travel versus air travel.

Lodging: All sports stay in motels or hotels convenient to the venues in which they are competing. Head coaches have the final choice as to which motel/hotel best meets the team's needs with respect to a particular trip. One consideration typically used for hotel/motel selection is whether they offer a Continental breakfast. A Continental breakfast included in the price of the hotel/motel helps to increase the per diem for the remainder of the day.

Per Diem: Per diem for all sports is \$20 with the exception of men's and women's basketball which is \$25. There is presently a plan (although not written) to begin increasing the per diem for all sports beginning this year (2005-2006). Dining arrangements are dependent on the preferences of the head coaches. Some coaches prefer their teams eat all meals as a group and the responsibility for payment falls on the coach to maintain the per diem budget. Other coaches pass out the individual per diem amounts and it is the responsibility of the individual to cover their meal costs.

Length of Stay: The length of stay before and after competitive events is based strictly on NCAA rules for travel and the Missed Class Time policy with competitive considerations taken into account.

c. Identify areas of deficiency and comment on any trends, and

There were no deficiencies or notable trends with respect to travel, lodging, per diem, and length of stay for men's and women's sport teams.

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d. Explain how the institution's future plan for gender issues addresses each of the areas.

The institution's future Gender Equity Plan will require the Department of Intercollegiate Athletics to continue to monitor and review gender-related issues involving travel, lodging, equitable per diem increases, and length of stay to ensure future equity for all athletes.

6. Tutors. 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. Describe how the institution has ensured a complete study of each of the areas,

In addition to those activities described in section 1 (a) Athletic Scholarships above, the Subcommittee requested information from the Interim Director of Athletics Academic Services and the Coordinator of Athletics Eligibility and Compliance, interviewed both men's and women's teams coaches, and interviewed both male and female student-athletes.

b. Provide data demonstrating the institution's status/commitment, including resource allocation, across each of the areas,

Tutoring is provided in a variety of ways to student-athletes. Tutors are hired for specific needs dependent upon student-athlete needs. All student-athletes are eligible to receive tutoring free of charge through the diversity of tutoring resources for the Cal State Fullerton campus community or via the tutoring staff secured by Athletics Academic Services regardless of gender, race or sport. Tutors are hired on an as-needed basis and there is, whenever possible, an attempt to utilize existing campus resources that consists of experts in the areas of study. Individual teams may also hire their own tutors to assist student-athletes who are struggling in specific courses. Tutoring typically takes place in a one-on-one format and tutors are typically compensated according to the university salary schedule.

The variety of student-athlete tutoring services includes:

Drop in tutor assistance. Tutors are on hand, several times throughout the week, to assist with homework assignments, explain course information or assist in facilitating study groups for Math and English.

University Learning Center. Facilitates study groups and individual tutoring for almost any course listed in the class schedule. Specific study groups are scheduled for Math, History, Anthropology, and Accounting.

College of Math and Natural Science Tutoring Center. Provides one-on-one or group tutoring for Biology, Physics, and Chemistry tutoring.

Math Lab and Tutoring Center. Provides drop in tutoring for students enrolled in any Cal State Fullerton math course.

Writing Center. Provides assistance in providing constructive suggestions designed to help students master the techniques of proofreading and editing.

Computer Science. Provides assistance for students enrolled in Cal State Fullerton computer science courses.

College of Business and Economics Tutoring Center. Provides tutoring for students taking courses in the College of Business & Economics. Tutors are available for Accounting, Business Writing, Statistics, Programming and Finance courses.

Study Hall. The Department of Intercollegiate Athletics provides a study hall equipped with computers for student-athletes to work independently. All first-time freshmen and transfer student-athletes as well as any student-athlete below a 2.0 GPA are required to attend study hall for four hours per week. Study hall policy and expectations are laid out at the Compliance meeting* and during team meetings attended by Study Hall Coordinator (see Cal State Fullerton Student-Athlete Handbook, page 22).

Team study halls. Some coaches conduct their own team study hall during the week with supervision by coaching staff or held during overnight, away-from-campus trips.

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* Mandatory Compliance meetings are scheduled during late summer (for early starting sports) and during the first week of classes for all other student-athletes. This meeting provides an introduction to or a review of NCAA rules and policies, the Student-Athlete Statement, the Cal State Fullerton Student-Athlete Handbook (highlighting the Student-Athlete Code of Conduct), Cal State Fullerton drug and alcohol policies, and the NCAA and Cal State Fullerton drug testing consent forms and procedures, and serves to introduce the student-athletes to the Assistant Director of Athletics for Compliance, the Director of Athletic Training and the Director of Athletics Academic Services.

c. Identify areas of deficiency and comment on any trends, and

There was no deficiency or notable trend with respect to tutoring for men and women student-athletes.

d. Explain how the institution's future plan for gender issues addresses each of the areas.

The institution's future Gender Equity Plan will require the Department of Intercollegiate Athletics to continue to monitor and review the tutoring services and academic services to ensure equity for all athletic teams. In addition, any recommendations concerning gender equity identified as a result of the academic services review required in the Academic Integrity section of this self-study will be included within the future Gender Equity Plan.

7. Coaches. Availability - full time, part time, assistant, and graduate assistants; Assignment - training, experience, professional standing, and other professional qualifications; Compensation - rate of compensation, 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 areas,

In addition to those activities described in section 1 (a) Athletic Scholarships above, the Subcommittee interviewed the Department of Intercollegiate Athletics Personnel Coordinator, interviewed both men and women's team coaches, and reviewed the EADA reports.

b. Provide data demonstrating the institution's status/commitment, including resource allocation, across each of the areas,

Availability: The first table below provides the number and percentage of total full time and part time head coaches for the past three years. The second table below provides the number and percentage of total full time and part time assistant coaches for the past three years.

Head Coaches:

'02-'03 '03-'04 '04-'05

FT PT FT PT FT PT

Men - Head 6 4 6 4 6 4

60% 100% 60% 100% 60% 100%

Women -Head 4 0 4 0 4 0

40% 0% 40% 0% 40% 0%

TOTAL 10 4 10 4 10 4

FT - full time

PT - part time

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Assistant Coaches:

'02-'03 '03-'04 '04-'05

FT PT FT PT FT PT

Men - Asst 9 10 9 10 6 4

52.9% 90.9% 52.9% 71.4% 60% 100%

Women -Asst 8 1 8 4 4 0

47.1% 9.1% 47.1% 28.6% 40% 0%

TOTAL 17 11 17 14 10 4

FT - full time

PT - part time

Note. These figures are based on the EADA reports.

Assignment: The first table below provides the assignment of head coaches for men's and women's sport teams for the past three years. The second table below provides the assignment of assistant coaches for men's and women's sport teams for the past three years.

Head Coaches by Sport:

Men's Sports

'02-'03 '03-'04 '04-'05

Male Female Male Female Male Female

FT PT FT PT FT PT FT PT FT PT FT PT

Baseball 1 - - - 1 - - - 1 - - -

Basketball 1 - - - 1 - - - 1 - - -

Fencing - 1 - - - 1 - - - 1 - - -

Soccer 1 - - - 1 - - - 1 - - -

T & F combo - 1 - - - 1 - - - 1 - - -

Wrestling 1 - - - 1 - - - 1 - - -

Total 4 2 0 0 4 2 0 0 4 2 0 0

Women's Sports

'02-'03 '03-'04 '04-'05

Male Female Male Female Male Female

FT PT FT PT FT PT FT PT FT PT FT PT

Basketball - - 1 - - - 1 - - - 1 - - -

Fencing - 1 - - - 1 - - - 1 - - -

Gymnastics - - 1 - - - 1 - - - 1 - - -

Soccer 1 - - - 1 - - - 1 - - -

Softball - - 1 - - - 1 - - - 1 - - -

Tennis 1 - - - 1 - - - 1 - - -

T & F combo - 1 - - - 1 - - - 1 - - -

Volleyball - - 1 - - - 1 - - - 1 - - -

Total 2 2 4 0 2 2 4 0 2 2 4 0

Overall Total 6 4 4 0 6 4 4 0 6 4 4 0

Asst Coaches by Sport:

Men's Sports

'02-'03 '03-'04 '04-'05

Male Female Male Female Male Female

FT PT FT PT FT PT FT PT FT PT FT PT

Baseball 2 1 - - 2 1 - - 1 - - -

Basketball 3 - - - 3 - - - 1 - - -

Fencing - 1 - - - 1 - - - 1 - - -

Soccer 2 - - - 2 - - - 1 - - -

T & F combo - 2 - - - 2 - 1 - 1 - - -

Wrestling - 2 - - - 2 - - 1 - - -

Total 7 6 0 0 7 6 0 1 4 2 0 0

Women's Sports

'02-'03 '03-'04 '04-'05

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Male Female Male Female Male Female
 FT PT FT PT FT PT FT PT FT PT FT PT
 Basketball - - 3 - - 3 - - 1 -
 Fencing - 1 - - 1 - - 1 - -
 Gymnastics 1 - 1 - 1 - 1 - -
 Soccer - - 1 - - 1 - 1 - -
 Softball - - 2 - - 2 1 - 1 -
 Tennis - - - 1 - - 1 1 - -
 T & F combo - 2 - - 2 - 1 - 1 - -
 Volleyball 1 1 1 - 1 1 1 - - 1 -
 Total 2 4 8 1 2 4 8 3 2 2 4 0
 Overall Total 9 10 8 1 9 10 8 4 6 4 4 0

Note. These figures are based on the EADA reports.

Compensation: The first table below provides the salaries of head coaches for men's and women's sport teams for the past three years. The second table below provides the salaries of assistant coaches for men's and women's sport teams for the past three years.

Head coaches salaries:

'02-'03 '03-'04 '04-'05

Men's Women's Men's Women's Men's Women's

\$ per FTE 85,361 63,607 86,411 68,259 113,644 82,557

FTE's 5 7 5 7 5 7.5

\$ per position 71,134 55,656 72,009 59,726 94,703 77,397

of positions 4 8 6 8 6 8

Assistant coaches salaries:

'02-'03 '03-'04 '04-'05

Men's Women's Men's Women's Men's Women's

\$ per FTE 47,195 41,154 47,795 41,149 52,321 52,229

FTE's 8.25 11.25 8.13 11.38 8.13 10.13

\$ per position 38,936 35,614 38,833 33,433 47,263 44,090

of positions 10 13 10 14 9 12

Note. These figures are based on the EADA reports.

c. Identify areas of deficiency and comment on any trends, and

In order to fully understand the statistics provided in the tables above it must be understood that at Cal State Fullerton the sport teams are categorized as six male sport teams (baseball, basketball, fencing, soccer, track & field combination, and wrestling) and eight female sport teams (basketball, fencing, gymnastics, soccer, softball, tennis, track & field combination, and volleyball). The head coaches for the two coed teams (fencing and track & field combination) are listed as part time male coaches with a .5 position for the male athletes and a .5 position for the female athletes. For the other twelve teams, one head coach and various numbers of assistant coaches are assigned.

Availability: The percentages of both male full and part time head coaches were higher than the number of female full and part time head coaches throughout the three-year review period. While there were no full or part time female coaches for men's teams, there were three full time male head coaches for three women's teams (gymnastics, tennis and soccer), and two part time male head coaches for coed teams (fencing and track & field). The number of athletes permitted to participate on each team is just one factor in determining the number of assistant coaches and graduate assistant coaches assigned to each team.

Assignment: The total percentages of assistant coaches assigned to male sport teams were 67.9%, 61.3% and 71.4% over the three-year period, while the percentages of assistant coaches assigned to female sport teams were 32.1%, 38.7% and 28.6%. Since there were no female assistant coaches assigned to male sport teams, 100% of the female assistant coaches were assigned to female sport teams. However, when examining the percentages of male assistant coaches, there were 40%, 35.3% and 50% assigned to male sport teams over the three-year period, and 60%, 64.7% and 50% male assistant coaches assigned to women's sport teams. While the percentages of both head and assistant male coaches are higher than female head and assistant coaches, the training, experience and professional standing qualifications for all coaches are identical regardless of coaches' gender or the gender of the sport team. It has been the

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practice of the Department of Intercollegiate Athletics to gather diverse pools of candidates (gender, ethnicity and experience) for each job position and hire the most qualified individual for a coaching position regardless of gender.

Compensation: While it was understood by the Subcommittee that the salaries presented in the Equity in Athletics Disclosure Act reports (EADA) are skewed due to an increased salary of a coach whose team performed beyond expectations, the subcommittee made the decision to respond to this self-study item directly from the EADA reports to point out some inconsistencies and to be sure that these inconsistencies are included in the Gender Equity Plan developed as a result of this self-study.

There were two discrepancies that existed within the past three years with respect to head coaches' compensation. First, the average head coaches' salary reported as dollars per FTE was \$95,138 for male head coaches and \$71,474 for female head coaches. The difference between male and female head coaching dollars per FTE was \$23,664. And second, the average head coaches' salary reported as dollars per position was \$79,282 for male head coaches and \$64,259 for female head coaches. The difference between male and female head coaching dollars per position was \$15,023. The remaining two statistics reported in the EADA reports regarding coaches' compensation were FTEs and number of positions. While female head coaches did average 2.2 higher FTE's than male head coaches there was also an average of 2.7 more female head coaches than head male coaches making FTEs and number of positions equitable between male and female head coaches.

These discrepancies for both the head and assistant coaches while appearing to be inequitable can be explained by the various considerations used within the Department of Intercollegiate Athletics to determine coaching salaries. These considerations include the market demand for specific sport coaches, comparable conference salaries, experience, years at the institution, previous positions held at the institution (i.e., assistant coach moving to a head coaching position), and the bonus structure available to the individual coach. The subcommittee was not concerned with the differences between coaching salaries but rather with the need for a statement identifying these considerations being available to the coaching staff. This concern will be addressed in the Improvement Plan generated as a result of this self-study.

d. Explain how the institution's future plan for gender issues addresses each of the areas.

While the female head and assistant coaches' salaries have increased over the past three years the increase is not proportional to the increase in male head and assistant coaches' salaries. The institution's future Gender Equity Plan will require the Department of Intercollegiate Athletics to develop a statement identifying the considerations taken into account when establishing coaches' salaries. In addition, the Department of Intercollegiate Athletics will continue to monitor the availability, the assignment, and the compensation of all full time and part time coaches to ensure equity for all coaches.

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 areas,

In addition to those activities described in section 1 (a) Athletic Scholarships above, the Subcommittee interviewed the Assistant Director of Athletics for Facilities/Events, interviewed both men and women's team coaches, and interviewed both male and female athletes.

b. Provide data demonstrating the institution's status/commitment, including resource allocation, across each of the areas,

Facilities

Men's Sports Practice facility: Competition facility:
 Baseball Goodwin Stadium Goodwin Stadium
 Basketball Titan Gym Titan Gym
 Fencing Titan Fencing Facility Titan Fencing Facility
 Soccer Titan Stadium Titan Stadium

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T & F combo Titan Track & Field Titan Track & Field
Wrestling Titan Wrestling facility Titan Gym

Women's Sports

Basketball Titan Gym Titan Gym
Fencing Titan Fencing Facility Titan Fencing Facility
Gymnastics Gymnastics facility Titan Gym
Soccer Titan Stadium Titan Stadium
Softball Titan Softball Complex Titan Softball Complex
Tennis Titan Tennis Courts Titan Tennis Courts
T & F combo Titan Track & Field Titan Track & Field
Volleyball Titan Gym Titan Gym

Quality of practice and competitive facilities:

Titan Gym continues to undergo major renovations. In the past few years many renovations and upgrades have taken place including chair back seats replacing bleacher seats, portable basket supports have replaced the fold down backboards, new paint and banners have been applied to the walls within the gym, the playing surface has been resurfaced, and a building expansion was completed for the Departments of Kinesiology and Health Science that features numerous classrooms, physical testing laboratories, a new upstairs practice facility (available for Athletics' use at certain hours), as well as additional seating. A new "drop down" scoreboard over center court was installed and practice and match rooms for the wrestling, gymnastics and fencing programs were upgraded. Additional work in progress includes bathroom upgrades, locker room upgrades, raising the roof in the gymnastics facility to allow uneven parallel bar and vaulting practice within the facility, roof repairs, painting rooms and hallways within the building, and putting down a new gym floor surface. In addition to all these improvements a new recreation building is slated to begin construction in Summer 2006. Once the recreation program moves into its new facility there will be more office and locker room space, and Titan Gym will have limited public use/access increasing availability for athletics use.

Goodwin Field has been transformed into one of the premier collegiate baseball facilities on the West Coast. The field now features the Wilson Clubhouse which includes locker rooms for the baseball and softball teams, a reception area, offices for the baseball and softball coaching staffs, the Doubek VIP Room, and permanent batting cages. In spring 2005, Goodwin Field also became home to the Fullerton Flyers of the independent Golden Baseball League.

Titan Softball Complex received a complete makeover since the 2000 season and is one of the top softball facilities in the nation. The complex uses the adjacent Wilson Clubhouse for locker rooms, a reception area, coaching staff offices, and the Doubek VIP Room. The two-diamond complex has permanent fencing, seating, scoreboards and batting cages and has served as a host site for postseason competition (eight-team NCAA Regional in 2003) in addition to the annual Coach Judy Garman Classic (previously the Kia Classic) and the Worth Invitational Tournament, two top regular-season national tournaments.

Titan Stadium, completed in 1992, regularly hosts professional and international soccer matches in addition to the Titan men's and women's soccer programs. The stadium is also a hot spot for the entertainment industry and is regularly featured in television commercials and movies. UCLA also utilized the facility in 2003 for its fall football camp. The playing surface was completely replaced in July of 2005.

The Titan Fencing Facility was completed in 2002 as part of the new Kinesiology and Health Science expansion. The facility consists of a permanent gymnasium entirely devoted to fencing with numerous fencing strips and electronic scoring equipment.

The Titan Track and Field Facility is a lighted facility that features a rubber synthetic track resurfaced in 2003. Improvements for this facility are listed high on the University Development improvement priorities list to allow the track and field program to resume hosting track and field meets and events on campus.

The Titan Wrestling Facility was recently moved into a larger facility (summer 2005) featuring wall to wall wrestling mats. This facility is entirely devoted to wrestling.

The Titan Gymnastics Facility was recently moved into a large facility that is entirely devoted to gymnastics. The facility enables the gymnastics equipment to remain set up 24 hours a day, seven days a week. Ongoing and continued renovations are in progress, such as raising the ceiling height to allow for both uneven parallel bar and vaulting practice within the facility. Presently uneven parallel bar practice occurs in another location within the gym while vaulting practice occurs at an off campus location.

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The Titan Tennis Courts are a tennis facility consisting of twelve regulation tennis courts. Court resurfacing and replacement equipment (nets, net posts, benches, and wind screens) are undertaken as needed with new wind screens last purchased in 2005.

With the exception of men's and women's soccer, wrestling and gymnastics, all athletic teams practice in the same facility where they compete. The soccer teams practice on the center infield of the track and field facility, while the wrestling and gymnastics teams both practice in facilities set up specifically for each sport but the teams compete in the Titan Gym. The facilities for these two teams were reassigned during spring 2005 to help defray the cost of repeatedly removing and resetting up the gymnastics equipment for events in Titan Gym.

Availability of practice and competitive facilities:

Titan athletic teams have first priority with all Titan facilities. Practices and competitions are scheduled through the Assistant Director of Athletics for Facilities/ Events, the Resources Manager, and the Events Manager.

Exclusivity of practice and competitive facilities:

While all Titan athletic teams have priority for the use of facilities, students also use many of the facilities. Second on the priority list is the Department of Kinesiology which uses many of the facilities for performance classes (i.e., wrestling facility used for wrestling classes; gymnastics facility used for gymnastics classes; fencing facility used for fencing classes; and Titan gym used for volleyball and basketball classes). The intramural recreation program also uses many of the facilities for its sport and activity programs. The student body government, ASI (Associated Students Inc) sponsors numerous events requiring the use of athletic facilities. And Titan Sports Recreation Program sponsored numerous community recreation programs that utilize athletic facilities.

Quality and availability of locker rooms:

All athletic teams have updated and assigned locker room facilities.

Titan Gym

Titan Gym contains locker rooms for the wrestling and men's basketball teams, and the women's volleyball and women's basketball teams. The women's gymnastics, women's fencing and women's tennis teams are housed within the main women's locker room and men's fencing is housed within the men's main locker room.

Goodwin Field and Titan Softball Complex

There is a clubhouse between Goodwin Field and the Softball Complex that contains locker rooms for the baseball and softball teams

Titan Stadium

Titan Stadium contains the men's and women's soccer teams and men's and women's track and field locker rooms.

Maintenance and preparation of practice and competitive facilities:

The Events Manager and the Assistant Director of Athletics for Facilities and Events oversee all practice and competitive facilities in terms of day-to-day maintenance requests, organization and set up of facilities for competitions. Each facility (Titan Gym, Goodwin Field, Titan Softball Complex, Titan Stadium, Titan Track & Field, and Titan Tennis Courts) is maintained by the Cal State Fullerton Physical Plant. The facilities crew sets up all equipment before a game and takes it down after so it is not left out to be damaged or stolen. A custodial crew is hired to clean during and after all events.

c. Identify areas of deficiency and comment on any trends, and

There were no deficiencies or notable trends with respect to locker room, practice and competition facilities for men and women student-athletes.

d. Explain how the institution's future plan for gender issues addresses each of the areas.

The institution's future Gender Equity Plan will require the Department of Intercollegiate Athletics to continue monitoring locker room facilities, practice and competitive facilities, and all athletic facility renovations and improvements to ensure equity for all athletic teams.

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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.

a. Describe how the institution has ensured a complete study of each of the areas,

In addition to those activities described in section 1 (a) Athletic Scholarships above, the Subcommittee interviewed the Head Athletic Trainer, interviewed both men and women's team coaches, interviewed both male and female student-athletes, and interviewed student athletic trainers.

b. Provide data demonstrating the institution's status/commitment, including resource allocation, across each of the areas,

Medical personnel comparison for men's and women's teams

In-Season Sports Off-Season Sports

Men's Sports Home Away Practice Home Away Practice

Baseball ATC/ATS ATC/ATS ATC/FR N/A N/A ATC/FR

Basketball ATC/ATS ATC/ATS ATC/FR N/A N/A ATC/FR

Fencing ATC/ATS none ATC/FR N/A N/A N/A

Soccer ATC/ATS ATC/ATS ATC/FR ATC/ATS FR ATC/FR

T & F combo ATC/ATS FR ATC/FR N/A N/A ATC/FR

Wrestling ATC/ATS ATC/ATS ATC/FR N/A N/A ATC/FR

Women's Sports

Basketball ATC/ATS ATC/ATS ATC/FR N/A N/A ATC/FR

Fencing ATC/ATS none ATC/FR N/A N/A N/A

Gymnastics ATC/ATS FR ATC/FR N/A N/A N/A

Soccer ATC/ATS ATC/ATS ATC/FR ATC/ATS FR ATC/FR

Softball ATC/ATS ATC/ATS ATC/FR ATC/ATS FR ATC/FR

Tennis ATC/FR none ATC/FR N/A N/A N/A

T & F combo ATC/ATS FR ATC/FR N/A N/A ATC/FR

Volleyball ATC/ATS FR ATC/FR N/A N/A ATC/FR

ATC - Certified Athletic Trainer

ATS - Athletic Training Student

FR - First Responder

The Cal State Fullerton Athletic Training Program consists of the following personnel:

1) ATEP Athletic Training Education Program) Medical Director [1] - a medical doctor whose primary role is an ATS educator and consultant, and whose secondary role is a medical practitioner.

2) Team Physician(s) [3] - medical doctors responsible for all medical aspects of student-athlete care including diagnosis, treatment prescription, rehabilitation, and overall medical health care. Team physicians typically specialize in orthopedics and athletic medicine requiring additional medical consultants in specialties such as dentists, neurologists, neurosurgeons, ophthalmologists, internists, psychiatrists, optometrists, radiologists, etc.

3) Head Athletic Trainer [1] - is a NATA-BOC Certified Athletic Trainer responsible for overseeing the daily operations of the athletic training staff and facilities, and coordinates the health care of student-athletes as prescribed by the team physicians.

4) Assistant Athletic Trainers [2] - are NATA- Board Certified athletic trainers who carry out the many of the duties of the Head Athletic Trainer in the absence of the Head Athletic Trainer, including injury prevention, injury assessment, injury treatment, injury rehabilitation, administrative duties as well as education and counseling of student-athletes and student trainers. The Department of Intercollegiate Athletics has begun the process to hire an additional full-time certified ATC.

5) Graduate Assistant Athletic Trainers [2] - are ATCs employed by the university to render athletic training services while completing a graduate level program of study.

6) Student Athletic Trainers [20] - students accepted within the Athletic Training Education Program (ATEP) must complete required practicum hours and are assigned to the various athletic teams.

7) Health Center Athletic Trainers [2] - ATC certified full time CSUF Health Center personnel who act as liaisons between team physicians and the Athletic Training staff in assisting student-athletes in the rehabilitation of injuries or illnesses.

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Availability and quality of weight training and conditioning facilities:

There is a weight training and conditioning facility specifically for Titan student-athletes located within Titan Stadium. This facility is made up of two rooms joined together containing free weights and some lifting machines. Titan Athletics Strength and Conditioning is directed by a full-time NSCA certified strength and conditioning coach and a part-time certified graduate assistant strength and conditioning coach. The Department of Intercollegiate Athletics has begun the process to hire a full-time assistant strength and conditioning coach. Each athletic team coach works with the strength and conditioning coaches to determine their needs and sets up a time schedule to work with both teams and individuals.

Availability of health, accident and injury insurance coverage:

The student-athlete or parents are responsible for primary medical insurance coverage. The Department of Intercollegiate Athletics maintains medical insurance for all athletes through an excess insurance policy that provides secondary coverage for athletically related injury or illness as a result of participation during Cal State Fullerton intercollegiate sport participation. Any student-athlete who does not have personal health insurance is covered entirely by the Cal State Fullerton policy for athletically-related medical needs.

c. Identify areas of deficiency and comment on any trends, and

There were no deficiencies or notable trends with respect to medical personnel, athletic training assistance, or health, accident and injury insurance coverage for student-athletes.

d. Explain how the institution's future plan for gender issues addresses each of the areas.

The institution's future Gender Equity Plan will require the both the Department of Intercollegiate Athletics and the University Gender Equity Committee to continue monitoring medical personnel, athletic training assistance, and health, accident and injury insurance coverage to ensure equity for all athletes.

10. Housing and 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 areas,

In addition to those activities described in section 1 (a) Athletic Scholarships above, the Subcommittee interviewed the Assistant Director of Athletics for Business, and interviewed both male and female student-athletes.

b. Provide data demonstrating the institution's status/commitment, including resource allocation, across each of the areas,

Student-Athletes in Dorms & Meals Plans

2002-2003 2003-2004 2004-2005

Dorm* Meal Plans** Dorm* Meal Plans** Dorm* Meal Plans**

Male athletes 2 69 3 42 1 1

Female athletes 28 50 17 27 15 8

total 30 119 20 69 16 9

* Allowed under athletic contract.

** Not including meals provided when athletes must be on campus when classes are not in session and student aid provides housing and meals when classes are not in session.

An equal number of dorm rooms are allocated for both female and male athletes. Athletes may use their financial aid to acquire housing off campus and the majority of athletes choose this option. More male athletes select the off campus option resulting in more female athletes residing in the on-campus dorms.

The university does not currently provide training tables for its student-athletes but meal plans are provided to those athletes whose financial aid package includes meals.

c. Identify areas of deficiency and comment on any trends, and

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There were no deficiencies or notable trends with respect to housing and dining facilities and services for male and female student-athletes.

d. Explain how the institution's future plan for gender issues addresses each of the areas.

The University is planning to build a new dorm facility with a cafeteria facility within or nearby. Presently dorm students use the Titan Student Union (TSU) food facilities across campus, along with all other students, faculty and staff looking to purchase food on campus. The new dorm cafeteria will provide meal plans for students and provide a means to offer training tables for the athletics program. The institution's future Gender Equity Plan will require the Department of Intercollegiate Athletics to work with university on-campus housing personnel to monitor housing and dining facilities and services to ensure equity for all student-athletes.

11. Publicity Availability and quality of sports information personnel; access to other publicity resources; quantity and quality of publications and other promotional devices.

a. Describe how the institution has ensured a complete study of each of the areas,

In addition to those activities described in section 1 (a) Athletic Scholarships above, the Subcommittee interviewed the Associate Director of Athletics for Media Relations, both Assistant Media Relations Directors, the Associate Director of Athletics for Marketing, the Assistant Director of Athletics for Business, the Business Manager, male and female team coaches, and male and female student-athletes.

b. Provide data demonstrating the institution's status/commitment, including resource allocation, across each of the areas,

Availability and quality of sports information personnel:

The Sports Information Office/Athletic Media Relations Office serves as a liaison between Titan Athletics and the media. This office serves as the central dissemination point for all publicity including but not limited to maintaining the Titan website (FullertonTitans.com), weekly press releases, annual media guides, statistics, photos, athletics publications and features. The office is staffed by an Associate Director of Athletics who serves as the Media Relations Director and two Assistant Media Relations Directors. This office ensures that each sport team is covered to provide current, as well as historical information on both student-athletes and sport teams to anyone requesting information. This office also covers all home Titan athletic competitions and has the necessary statistics available before, during and after competitions. This office also either travels with the teams or makes arrangements to ensure statistics are obtained for all away games. The Media Relations Office travel schedule is:

Men's Basketball - Associate DA Media Relations

Women's Basketball - Associate DA Media Relations

Assistant Media Relations

Baseball - Assistant Media Relations

Softball - Assistant Media Relations

Volleyball - Assistant Media Relations

Baseball - Assistant Media Relations

Softball - Assistant Media Relations

Big West Basketball tournament - Associate DA Media Relations

Assistant Media Relations

In addition, the Associate Director of Athletics for Marketing provides marketing for the entire Department of Intercollegiate Athletics, individual athletic teams and individual student-athletes. The Associate Director of Athletics for Marketing is responsible for obtaining sponsorships or working with individual coaches to help them secure sponsorships for the pocket and poster schedules and any additional media items.

The table below provides media relations/marketing coverage information for each team.

Media Relations/ Marketing Coverage

Media Relations: Marketing:

Media Coverage Media Additional Pocket Poster

Personnel Guide Media Schedule Schedule

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Provided

Men's Sports:

Baseball Asst Media yes webpage yes yes Relations Director trading cards

Basketball Assoc DA/ yes webpage yes yes
Media Relations

Fencing Assoc DA/ no webpage yes no
Media Relations

Soccer Assoc DA/ yes webpage yes yes
Media Relations

T & F combo Assoc DA/ some years webpage no no
Media Relations

Wrestling Assoc DA/ yes webpage yes yes
Media Relations

Women's Sports:

Basketball Asst Media yes webpage yes yes
Relations Director

Fencing Assoc DA/ no webpage yes no
Media Relations

Gymnastics Asst Media yes webpage no yes
Relations Director

Soccer Asst Media yes webpage yes yes
Relations Director

Softball Asst Media yes webpage yes no
Relations Director trading cards

Tennis Asst Media no webpage yes no
Relations Director

T & F combo Assoc DA/ some years webpage no no
Media Relations

Volleyball Asst Media yes webpage yes no
Relations Director

Access to other publicity resources:

All teams are not provided with identical publicity items or resources. These items and resources are based on both public and media interest. The Sports Information Office typically works with the Los Angeles Times, the Orange County Register and the Daily Titan. The Athletic Media Relations Office also provides assistance and training to all coaches and student-athletes with the interview process.

Quantity and quality of publications and other promotional devices:

In addition to the media outlets listed above, The Sports Information Office also works with numerous print media sources (Los Angeles Daily News, Riverside Press-Enterprise, San Bernardino Sun, Long Beach Press Telegram), numerous broadcast media (Southern California Sports Report, KCBS, KNBC, KTLA, KABC, KCAL, KTTV -FOX, KCOP - UPN), and other outlets (Associated Press, Sports Ticker, STATS Inc). The Athletics Marketing Office is involved in obtaining the promotions and promotional items for any of the media outlets identified above. In addition this office is also responsible for Netcasting and plans are to do audio play-by-play coverage of virtually all home games of all five sports listed above (plus men's and women's soccer) and drivable men's and women's basketball, baseball road games and softball road games where facilities and scheduling permits.

c. Identify areas of deficiency and comment on any trends, and

There is no deficiency identified within Titan Athletics publicity with regard to gender. In examining the data provided above all teams are provided with updated websites, but not all teams are provided with pocket

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schedules, poster schedules and media guides. For example, the mirror sports of men's and women's basketball teams both have color-covered extensive media guides, and the mirror sports of baseball and softball both have color-covered extensive media guides and trading cards. However, some teams (men's and women's fencing, men's and women's track & field, women's tennis and women's gymnastics) do not have either pocket schedules, poster schedules and/or media guides. While this may appear to be inequitable, the Department of Intercollegiate Athletics follows the strategy of the Big West Conference in prioritizing certain sport programs. These priority sport programs include men and women's basketball, men and women's soccer, baseball, softball and women's volleyball. The limited resources of marketing and promotion are directed toward the priority sports. The term "limited" is being used here to explain that all marketing and promotion for Titan Athletics is done by one individual (Associate AD for Marketing). In addition to the marketing and promotion activities discussed, the Associate AD for Marketing also markets and promotes volleyball softball, soccer and baseball tournaments. Each tournament provides gifts for participants, hospitality and a banquet.

d. Explain how the institution's future plan for gender issues addresses each of the areas.

While all teams are provided with updated websites, not all teams are provided with equitable media items (pocket schedules, poster schedules and/ or media guides). The subcommittee recognizes that there are conference priority sports and that these sports receive more publicity, marketing and promotion than the non-priority sports. The institution's future Gender Equity Plan will require the Department of Intercollegiate Athletics to review and monitor publicity, marketing and promotion services to ensure equity for all teams.

12. Support Services. Administrative, secretarial, and clerical support; office space.

a. Describe how the institution has ensured a complete study of each of the areas,

In addition to those activities described in section 1 (a) Athletic Scholarships above, the Subcommittee interviewed various administrative, secretarial and clerical support personnel, and visited the facilities housing administrative, secretarial and clerical support personnel.

b. Provide data demonstrating the institution's status/commitment, including resource allocation, across each of the areas,

Administrative Support

The administrative staff and support personnel presently consists of the following individuals service both men and women's athletics:

Administration:

Director of Athletics

Senior Associate Director of Athletics/SWA

Support: Administrative Assistant

Personnel Coordinator

Compliance:

Assistant Director of Athletics for Compliance

Coordinator for Athletics Eligibility and Compliance

Media Relations:

Associate Director of Athletics for Media Relations

Support: Assistant Media Relations

Assistant Media Relations

Academic Services:

Director of Athletics Academic Services

Support: Counselor

Counselor

Administrative Assistant

Facilities and Events:

Assistant Director of Athletics for Facilities

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Support: Events Manager
Graduate Assistant

Marketing:
Associate Director of Athletics for Marketing
Support: Facilities Resource Manager

Business:
Assistant Director of Athletics for Business
Support: Business Manager

Athletic Training:
Head Athletic Trainer
Support: Assistant Athletic Trainer
Assistant Athletic Trainer
Graduate Assistants
Pending: Assistant Athletic Trainer

Strength and Conditioning:
Head Strength and Conditioning Coach
Support: Graduate Assistant Strength and Conditioning Coach
Pending: Full-time Assistant Strength and Conditioning Coach

Equipment:
Equipment Manager
Support: Assistant Equipment Manager

Ticket Office:
Ticket Manager

Development:
Director of Athletics Development

Office Space

Administrative Office Space
Office Office
Location: Description:
ADMINISTRATION
Athletic Director TH-102 single office
Senior Associate Athlete Director/SWA TH-107 single office
Assistant Director of Athletics/Compliance LH-219 single office

MEDIA RELATIONS
Associate Director of Athletics KHS-191H single office
/ Media Relations
Assistant Media Relations Director KHS-191E single office
Assistant Media Relations Director KHS-191G single office

ACADEMIC SUPPORT
Director of Athletics Academic Services LH-215A single office
Counselor LH-215C single office
Counselor LH-215B single office
Admissions/Eligibility LH-219A single office

MARKETING
Associate Director of Athletics/ Marketing TH-103 single office

ATHLETIC TRAINING
Head Athletic Trainer KHS-190B single office

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Assistant Athletic Trainer KHS-167A single office
Assistant Athletic Trainer KHS-190A single office

STRENGTH & CONDITIONING
Director of Strength & Conditioning SC-215 single office

FACILITIES/EVENTS
Assistant Director of Athletics/Facilities TH-014 single office
Resources Manager KHS-191D single office
Events Manager TH-019 single office

EQUIPMENT
Manager KHS-156G single office
Assistant KHS-156 single office

BUSINESS
Assistant Director of Athletics /Business TH-018 single office
Office Manager TH-016 single office

TICKET OFFICE
Manager TH-109 single office

PERSONNEL
Coordinator TH-015 single office

DEVELOPMENT
Development Director KHS-001 single office

Coaching Office Space
Men's Sports:
Baseball
Head Coach SC-BBCH single office
Assistant Coach SC-BBCH single office
Assistant Coach SC-BBCH single office Basketball
Head Coach KHS-167B single office
Assistant Coach KHS-165 single office
Assistant Coach KHS-167A shared office
Assistant Coach KHS-167A shared office
M/W Fencing
Head Coach KHS-260 shared office
Assistant Coach KHS-260 shared office
M/W Cross Country
M/W Track & Field
Head Coach KHS-154 single office
Assistant Coach KHS-155 shared office
Assistant Coach KHS-155 shared office
Assistant Coach KHS-156 single office
Soccer
Head Coach SC-215 single office
Assistant Coach SC-214 single office
Wrestling
Head Coach KHS-282 single office

Women's Sports:
Basketball
Head Coach KHS-179 single office
Assistant Coach KHS-177 single office
Assistant Coach KHS-173 single office
Assistant Coach KHS-175 single office
Gymnastics
Head Coach KHS-171 shared office
Assistant Coach KHS-171 shared office
M/W Fencing
Head Coach KHS-260 shared office

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Assistant Coach KHS-260 shared office
 M/W Cross Country
 M/W Track & Field
 Head Coach KHS-154 single office
 Assistant Coach KHS-155 shared office
 Assistant Coach KHS-155 shared office
 Assistant Coach KHS-156 single office
 Head Coach SC-220 single office
 Assistant Coach SC-205 single office
 Softball
 Head Coach SC-BBCH single office
 Assistant Coach SC-BBCH single office
 Assistant Coach SC-BBCH single office
 Tennis
 Head Coach KHS-169 single office
 Volleyball
 Head Coach KHS-183 single office
 Assistant Coach KHS-184 single office

c. Identify areas of deficiency and comment on any trends, and

There were no deficiencies or notable trends with respect to gender equity with administrative, secretarial and clerical support or office space within the Department of Intercollegiate Athletics.

d. Explain how the institution's future plan for gender issues addresses each of the areas.

The institution's future Gender Equity Plan will require the Department of Intercollegiate Athletics to review and monitor support services to continue to ensure continued equity for all teams.

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 athletes.

a. Describe how the institution has ensured a complete study of each of the areas,

In addition to those activities described in section 1 (a) Athletic Scholarships above, the Subcommittee interviewed the Assistant Director of Athletics for Business, the Business Manager, male and female team coaches and male and female student-athletes.

b. Provide data demonstrating the institution's status/commitment, including resource allocation, across each of the areas,

All coaches have the opportunity and financial support to recruit prospective student-athletes to their programs. The exact dollar allotments per team per year are equitable but total dollars and the percentages of the recruiting expenditures reported in the EADA report appear inequitable (see the Table below).

Recruiting Expenditures
 02-'03 03-'04 04-'05
 dollars % of dollars % of dollars % of
 Total Total Total

Men's Teams 26,584 41.00% 34,643 50.80% 33,760 54.40%
 Women's Teams 38,280 59.00% 33,473 49.20% 28,353 45.60%
 Total 64,864 68,016 62,113

Note. These figures are based on the EADA reports.

A new budget planning process has been developed and will be implemented with the 2006-2007 athletic budget. The new process involves a meeting with the individual sport supervisors, the Assistant Director of

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Athletics for Business and the coaching staff to review and evaluate the allocations and expenditures from the past budget to set up the following year's budget.

In addition, mileage for coaches' recruiting was recently raised from .25 per mile to .30 per mile when using their own vehicles and is equitable for men's and women's sport teams.

Recruiting policies are thoroughly covered within the Athletics Compliance/Policies and Procedures Manual, and are discussed in the Student-Athlete Handbook (see IV. Recruiting, pages 34-38). The policies in the Student-Athlete Handbook spell out exactly what is permitted when recruiting and/ hosting prospective athletes. All student-athletes are treated equally throughout the recruiting process.

c. Identify areas of deficiency and comment on any trends, and

While recruiting expenditures may appear to be inequitable over the three year review period, when examined over a longer time period the expenditures are equitable. In the 1998 1st Cycle Report, the Cal State Fullerton Gender Equity subcommittee constructed a plan of action to reach the C-NOW Consent Decree which included improving recruiting budgets for women. Additional guidelines were added in the 2002 Enhancement Plan that specifically stated that "by FY 2005-2006 grants-in-aid and operational dollars reflect the participation numbers" which would be approximately 60% female - 40% male ratio. In looking at the recruiting expenditure data reported in the EADA Reports since 1999, the women's teams recruiting expenditures met that goal during 2000-2001 and 2002-2003. However, that increase showed a 10% decrease in 2003-2004 followed by another 4.4% decrease in 2004-2005. While numerous factors influence the amount of recruiting expenditures from year to year (i.e., number of scholarships available, number of graduating athletes) careful consideration must be given to address this program area to ensure that women's team recruiting budgets are allocated and used.

d. Explain how the institution's future plan for gender issues addresses each of the areas.

The institution's future Gender Equity Plan will require the Department of Intercollegiate Athletics to evaluate and monitor the newly implemented budget planning process with regard to recruiting expenditures to ensure equity for all athletic coaches and student-athletes.

- 7. Using the "plan for improvement" section, please provide a written, stand-alone institutional plan for addressing gender equity for the future in the intercollegiate athletics program. The plan must address all 13 program areas for gender issues as listed previously; however, an evaluation mechanism to monitor the institution's status in those program areas without deficiencies is acceptable, provided the identification of such a mechanism is included in the institution's gender-issues plan. Further, the plan must extend at least five years into the future and be active at all times. [Note: Please see this web site for an example format outlining all required elements of a plan.]**

Within gender-equity written plans, specific numerical targets may place an institution at legal risk and are not expected nor should they be included in an institution's written plan. The committee advises institutions to submit plans that have broad, flexible non-numeric hiring goals.

The Gender Equity "Plan for Improvement" was developed and approved by the Gender Equity Subcommittee and then forwarded to the Steering Committee for review and evaluation. The Steering Committee will make any changes necessary to ensure that both the university and the Department of Intercollegiate Athletics understand and can accomplish the recommendations suggested by the Gender Equity Subcommittee. The plan was reviewed by numerous campus and community groups for additional input. The resulting Gender Equity Plan for the future is presented as the Plan for Improvement below.

- 8. Describe the institution's efforts to ensure the plan for addressing gender-equity issues for the future of the intercollegiate athletics program was developed through a process involving broad-based participation and received institutional approval.**

The Gender Equity "Plan for Improvement" was developed by the Equity Subcommittee whose charge was to carry out the NCAA Certification self-study. The "Plan for Improvement" was then developed based on the findings from

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the self-study. The subcommittee was formed by the Cal State Fullerton NCAA Certification Steering Committee and members selected offered both inside and outside perspectives of the athletic program and the institution's handling of the program. Members of the Subcommittee included the Assistant Dean from the College of Communications, the Director of Diversity and Equity from Human Resources, an Associate Professor from Visual Arts, the Head Coach of the Women's Basketball team, the Head Coach of the Women's Soccer team, an Associate Professor from the Department of Kinesiology, the Head Athletic Trainer, a Professor from the Department of Political Science and Criminal Justice, the Executive Vice President of Associated Students Inc, and a student-athlete representative. After conversations, interviews and discussions with athletic administration, athletic staff, coaches and student-athletes the self-study items were addressed and compiled into the report. Once approved by the Equity Subcommittee the self-study report was submitted to the Steering Committee for review and discussion. Any questions and/or revisions were addressed by members and/or the chair of the Equity Subcommittee. Following approval by the Steering Committee the report was then reviewed by numerous campus individuals and groups (i.e., the University President, President's Administrative Board, the Faculty Academic Senate, the Council of Chairs, the Titan Athletic Club Advisory Council, the Associated Students, Inc. Executive Board, the Athletic Advisory Council, the Student-Athlete Advisory Committee, the Head Coaches Round Table, Student Affairs Executive Committee, the Athletic Administration, and numerous campus community open forums. The feedback from these individuals and groups was discussed by both the Equity Subcommittee and the Steering Committee and added to the self-study.

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.]

Evaluation

1. Has the institution implemented its approved gender-equity plan from the previous self-study? **Currently Yes**
2. Has the institution provided an explanation from appropriate institutional authorities if its gender-equity plan was modified or not fully carried out? **Currently Yes**
3. Has the institution demonstrated that it is committed to, and has progressed toward, fair and equitable treatment of both male and female student-athletes and athletics department personnel? **Currently Yes**
4. Has the institution formally adopted a written plan for the future for the intercollegiate athletics program that ensures the institution maintains a program, or continues progress toward a program, which is equitable for both genders? **Currently Yes**
5. Has the institution developed a plan that includes measurable goals the institution intends to achieve, steps the institution will take to achieve those goals, persons responsible and timetables? **Currently Yes**

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Elements			Steps		
Program Areas	Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Athletic Scholarships.	No deficiencies identified.	To ensure equity in the awarding of athletic scholarship dollars.	Departmental review of each team budget to ensure scholarship dollars are being utilized.	Athletic Director, Senior Associate Athletic Director and Assistant AD for Business.	Begun in Spring 2006 and annually thereafter.
			Sport supervisors meet with coaches to ensure full allotment of scholarship dollars are utilized.	Athletic Director, Senior Associate Athletic Director, individual sport team supervisors and Assistant AD for Business.	Annually.
			Examine additional ways to increase scholarship dollars.	Athletic Director, Senior Associate Director of Athletics/SWA, and Assistant AD for Business.	Begun Spring 2006 and annually thereafter.
Accommodation of Interests and Abilities.	To ensure that equitable interest and abilities of Cal State Fullerton students are being met by the Department of Intercollegiate Athletics.	Work with the University Gender Equity Committee to develop strategies to gauge current and prospective student interest in Cal State Fullerton athletics using the approved standard (see last program area in this Improvement Plan).	Determine "how" to gauge the interest and abilities of Cal State Fullerton students.	Athletic Director and Senior Associate Director of Athletics/SWA.	Begun Spring 2006 and ongoing.
			After identifying "how" to gauge the athletic interest of Cal State Fullerton students develop a written plan outlining how those interests will be implemented in the future direction of the athletic program.	Athletic Director and Senior Associate Director of Athletics/SWA.	Begun Spring 2006 and ongoing.
Equipment and Supplies.	No deficiencies identified.	Continue monitoring individual team equipment and supply budgets to ensure equity between teams.	Continue to update the processes and procedures to ensure equitable equipment and supply budgets.	Athletic Director, Senior Associate Director of Athletics/SWA, and Equipment Manager.	Begun in Spring 2006 and annually thereafter.

Equity and Student-Athlete Welfare

Elements			Steps		
Program Areas	Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
			Implement the new budget planning process which involves the sport supervisors, the Assistant AD for Business and coaching staffs meeting to review and evaluate the equipment and supplies allocations and expenditures from the past year's budget to set up the following year's budget.	Athletic Director, Senior Associate Athletic Director/SWA, Assistant Director of Athletics for Business, sport supervisors and coaching staff.	Begun in Spring 2006 and annually thereafter.
			Compare individual team equipment and supply budgets with similar conference and Division I schools.	Athletic Director, Senior Associate Director of Athletics/SWA and Equipment Manager.	Begun in Spring 2006 and every 3-5 years thereafter.
Scheduling of Games and Practice Times.	No deficiencies identified.	To continue monitoring facilities and game/ practice schedules of all men's and women's athletic teams to ensure equity.	Review and update "Scheduling Procedures" policy as necessary.	Athletic Director, Senior Associate Director of Athletics/SWA, Sport Supervisor, Assistant AD/Facilities and Events, Assistant AD for Business and individual sport coaches.	Begun in Fall 2005 and regularly thereafter.
Travel and Per Diem Allowance.	No deficiencies identified.	To continue working within the framework of the University Gender Equity Committee to monitor travel/ per diem allowance for all men and women's athletic teams in terms of travel, lodging, per diem, and length of stay.	Develop a written plan outlining increases in per diem amounts by sport and year to raise all team's per diem over a given period.	Athletic Director, Senior Associate Director of Athletics/SWA and Assistant AD for Business.	Begun in Spring 2006 and implemented according to written plan in Fall 2006.
			Departmental review of individual team travel/ per diem budgets.	Athletic Director, Senior Associate Director of Athletics/SWA, and Assistant AD for Business.	Begun in Spring 2006 and annually thereafter.

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Elements			Steps		
Program Areas	Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
			Implement the new budget planning process which involves the sport supervisors, the Assistant AD for Business and coaching staffs meeting to review and evaluate the travel/ per diem allocations and expenditures from the past year's budget to set up the next year's budget.	Athletic Director, Senior Associate Athletic Director/SWA, Assistant Director of Athletics for Business, sport supervisors and coaching staff.	Begun in Spring 2006 and annually thereafter..
Tutors.	No deficiencies identified.	To continue monitoring tutor services and academic services to ensure equity for all student-athletes and athletic teams.	Conduct yearly evaluation of the tutor services provided to student-athletes.	Athletic Director, Senior Associate Director of Athletics/SWA, and Director of Athletics Academic Services.	Begin 2006-2007 and annually thereafter.
			Conduct yearly evaluation of student-athletes on the effectiveness of the tutor services provided based on the exit and continuing student-athlete surveys.	Athletic Director, Senior Associate Athletic Director/SWA, and Director of Athletics Academic Services.	Ongoing annually
Coaches.	To continue ensuring equity in the assignment and the compensation of all full time and part time coaches.	To identify criteria regarding the assignment, compensation and coaching responsibilities of full-time and part-time coaches.	Administrative sport supervisors will share the criteria in conversations with head coaches supervised in order to provide the information to each head coach and allow for individual questions in a comfortable and confidential setting.	Sport Supervisors as directed by Director of Athletics and Senior Associate Director of Athletics/SWA	Begun in Spring 2006 and ongoing as needed.
			Continue to evaluate all Cal State Fullerton athletic coaching salaries.	Athletic Director and Senior Associate Director of Athletics/SWA.	Continue conducting evaluation on a annual basis.
			Continue comparing coaching salaries with similar conference and Division I schools.	Athletic Director and Senior Associate Director of Athletics/SWA.	Continue conducting evaluation on a annual basis.

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Elements			Steps		
Program Areas	Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Locker Rooms, Practice and Competitive Facilities.	No deficiencies identified.	To continue monitoring locker room assignments, and practice and competitive facility assignments of all athletic teams.	Conduct regular review of the locker room assignments, and practice and competitive facilities for all athletic teams.	Athletic Director, Senior Associate Director of Athletics/SWA, Sport Supervisors and Assistant AD for Facilities.	Begun in Spring 2006 and annually thereafter.
			Conduct yearly coaches' evaluation of the locker room assignments, and practice and competitive facilities for their athletic teams.	Athletic Director, Senior Associate Director of Athletics/SWA, Sport Supervisors and Assistant AD for Facilities.	Begin 2006-2007 and annually thereafter.
			Conduct yearly evaluation of the locker room and practice and competitive facilities by student-athletes (via student-athlete surveys and exit interviews)	Athletic Director, Senior Associate Director of Athletics/SWA, Sport Supervisors and Assistant AD for Facilities.	Ongoing annually.
Medical and Training Facilities and Services.	No deficiencies identified.	To continue monitoring medical personnel, athletic training assistance, or health, accident and injury insurance coverage provided to all student-athletes.	Conduct regular evaluation of the medical personnel, athletic training assistance, or health, accident and injury insurance coverage for all athletic teams.	Athletic Director, Senior Associate Director of Athletics/SWA, and Athletic Training Staff.	Ongoing annually.
			Compare medical personnel, athletic training assistance, or health, accident and injury insurance coverage with similar conference and Division I schools.	Athletic Director, Senior Associate Director of Athletics/SWA, and Athletic Training Staff.	Begin 2006-2007 and every 3-5 years thereafter.
			Compare medical personnel, athletic training assistance, or health, accident and injury insurance coverage with previous three years to track continuous equity compliance.	Athletic Director, Senior Associate Director of Athletics/SWA, and Athletic Training Staff.	Begin 2006-2007 and every 3-5 years thereafter.

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Elements			Steps		
Program Areas	Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Housing and Dining Facilities and Services.	No deficiencies identified.	To continue monitoring housing and dining facilities and services to ensure equity for all student-athletes.	Conduct regular evaluation of the housing and dining facilities and services provided to athletic teams.	Athletic Director, Senior Associate Director of Athletics/SWA and Assistant Director of Athletics for Business.	Ongoing annually
			Compare housing and dining facilities and services with previous three years to track continuous equity compliance.	Athletic Director, Senior Associate Director of Athletics/SWA and Assistant AD for Business.	Begin 2006-2007 and every 3-5 years thereafter.
Publicity	To continue ensuring publicity services are equitable for all student-athletes and athletic teams.	To monitor publicity/ media provided to student-athletes and for all athletic teams.	Have individual sport supervisors discuss media item opportunities with each head coach.	Athletic Director, Senior Associate Director of Athletics/SWA, Associate AD for Media Relations and the Associate AD for Marketing.	Begun 2005-2006 and annually thereafter.
			Conduct evaluation of the publicity services provided to athletic teams.	Athletic Director, Senior Associate Director of Athletics/SWA, Associate AD for Media and the Associate AD for Marketing.	Begun 2005-2006 and annually thereafter.
			Compare publicity opportunities with similar conference schools and similar Division I schools.	Athletic Director, Senior Associate Director of Athletics/SWA, Associate AD for Media Relations and the Associate AD for Marketing.	Begin 2006-2007 and every 3-5 years thereafter.

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Elements			Steps		
Program Areas	Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Recruiting Expenditures.	To ensure recruiting allotments and expenditures are equitable between men's and women's athletic teams.	Monitor that recruiting expenditures are in line with the approved standard to evaluate equity among teams.	Implement the new budget planning process which involves the sport supervisors, the Assistant AD for Business and coaching staffs meeting to review and evaluate the recruiting allocations and expenditures from the past year's budget to set up the next year's budget.	Athletic Director, Senior Associate Director of Athletics/SWA, Assistant Director of Athletics for Business, sport supervisors and coaching staff.	Begun Spring 2006 and annually thereafter.
			Conduct an evaluation of recruiting budgets and expenditures for all men and women's athletic teams.	Athletic Director, Senior Associate Director of Athletics/SWA, coaches, Sport Supervisors and Assistant AD for Business.	Begun Spring 2006 and annually thereafter.
Support Services.	No deficiencies identified.	To continue monitoring the support services provided to student-athletes and athletic teams.	Conduct an evaluation of the support services provided to all athletic teams.	Athletic Director and Senior Associate Director of Athletics/SWA.	Continue annual evaluations.
			Compare support services with similar conference and Division I schools.	Athletic Director and Senior Associate Director of Athletics/SWA.	Continue comparison evaluation every 3-5 years.
Standard for gender equity compliance.	Before any additional gender equity evaluations can take place, a standard for comparison must be identified to perform equity comparisons.	Work with the University Gender Equity Committee to identify a standard for comparison for gender equity evaluation.	Begin discussion of and identify the basis or "standard" by which gender equity will be measured (i.e., which prong).	Athletic Director, and Senior Associate Director of Athletics/SWA.	Spring 2006 and ongoing.

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Operating Principle

3.2 Minority Issues

Self-Study Items

1. List all "corrective actions", "conditions for certification" or "strategies for improvement" imposed by the NCAA Division I Committee on Athletics Certification in its first-cycle certification decision (if any) as they relate to Operating Principle 3.2 (Minority Issues). In each case, provide: (a) the original "corrective action," "condition" or "strategy" 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 recommendations for required actions developed by the peer-review team unless those same recommendations were adopted by the Committee on Athletics Certification.

There were no corrective actions, conditions for certification or strategies for improvement for Operating Principle 3.2 Minority Issues imposed by the NCAA Certification Committee during the first-cycle certification.

2. Report on the implementation of the plan to address minority issues developed by the institution during its first-cycle certification process. 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 required actions. [Please note: Within minority issues written plans, specific numerical targets may place an institution at legal risk and are not expected nor should they be included in an institution's written plan. If an institution has already submitted a plan to the committee that includes specific hiring numbers, the committee will not hold the institution accountable for achieving those specific numerical targets. Rather, the committee advises institutions to submit plans that have broad, flexible nonnumeric hiring goals.]

(a) 1st Cycle Report

In the first cycle of certification, in keeping with the spirit of the NCAA commitment to the Principle of Cultural Diversity, the University developed a strategy for improvement entitled "Commitment to Diversity: Plan For Addressing Opportunities For Minority Intercollegiate Athletics Students and Personnel". This plan is available on the University web site <http://www.fullerton.edu/athleticspolicy/mission.htm#DIVERSITY> and included in the Appendix. There are three areas: recruitment, retention and life skills, and tracking of minority student-athlete progress in which goals, objectives and accountability were reviewed and updated for each area.

(b) Actions taken

The following updated goals were implemented:

Goal: The Department of Intercollegiate Athletics shall actively recruit and increase the number of minority student-athletes in all sports. The Department of Intercollegiate Athletics shall actively recruit minority personnel in administrative, coaching and staff positions.

Goal: The Department of Athletics shall maintain programs that promote and aid the retention of all student-athletes with a number of special programs that focus on issues affecting minority student-athletes. In addition, pro-active programs that help to prepare minority student-athletes for the challenges of life beyond the playing field will be established and ongoing.

Goal: The Department of Intercollegiate Athletics will track the progress of all student-athletes and show accurate data annually with regard to the progress of minority student-athletes relative to that of other student-athletes.

Goal: The Minority Plan for the Department of Intercollegiate Athletics shall be implementing daily as it applies to each area mentioned. It shall be reviewed annually by the Athletics Council and evaluated as to its effectiveness.

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The following strategies were implemented by the Department of Athletics:

- Expanding recruitment efforts.
- Seeking input from minority coaches, current and former student-athletes as well as alumni and minority professional network regarding minority goals and strategies.
- Posting job opportunities more widely including HBU's (historically Black universities), diversity publications and expanding job sourcing via internet recruitment site.
- Establishing and enhancing a Teaching Ombudsman Action Program (academic support activities) for the men's basketball team.
- Adopting the NCAA Life Skills Program.
- Initiating a student tracking system to ensure that students are provided timely academic support and referrals to campus resources to improve their academic progress towards graduation.
- Developing and distributing an exit survey to obtain feedback from student-athletes about their experience and quality of services.
- Reviewing progress in the recruitment of minority student-athletes in all sports and of personnel from diverse ethnic groups.

(c) Date(s) of the actions:

August 1998 plan written; plan certified January 2000 by NCAA.

(d) Not Applicable

3. Describe any additional plans for improvement/recommendations in the area of Operating Principle 3.2 (Minority Issues) developed by the institution since the first-cycle certification decision was rendered by the Committee on Athletics Certification.

During the next cycle from December 2002's interim report to present, there was continued progress toward the original goals of recruitment of student-athletes and minority personnel, retention and life skills, and tracking.

Cal State Fullerton recognizes the priority of the student-athlete's academic success. Athletics Academic Services works closely with other student support departments, faculty, and coaches to ensure academic progress and to promote the general well being of the student-athlete. The services have been created to assist student-athletes with issues ranging from responsibility for educational goals to personal and social problems. The staff takes a proactive role by coordinating academic plans, and engaging in study skills workshops, tutoring sessions, study halls, mentoring, and advisement. Student-athletes are also monitored on their academic progress towards graduation, provided personalized priority advisement and registration, and are alerted when their academic progress may be considered at-risk.

Program improvements were accomplished by the Department of Intercollegiate Athletics staff working with an extensive network of campus resources such as the Student Diversity Program (formerly TOAP), Student Academic Services, Educational Opportunity Program (EOP), and the University 100 class.

- TOAP (Teaching Ombudsman Program) has been available for members of the mens' basketball team and in light of its success the program was expanded into a new program called the Student Diversity Program (SDP). SDP was made available to all minority student-athletes.

- Cal State Fullerton participates in the NCAA's Life Skills program which is aimed at enhancing the quality of the student-athletes' experience within the university setting. University 100—Life Skills—is a one unit mandatory class for all first-time freshman student athletes. There are monthly workshops specifically for student-athletes addressing five primary areas: academics, athletics, personal development, career development and community service. Students wishing to serve in a leadership role may meet that goal through activities such as advocating on behalf of student-athletes, coordinating community-service projects, and participating with the Student-Athlete Advisory Committee (SAAC).

- In addition, Diversity Seminars have been sponsored by the department since 2003-04.

- The Athletics Academic Services unit is presently involved in a search for a part-time counselor to increase counseling availability to 2.5 counseling positions. This will vastly improve the range of services available to all student-athletes and will greatly contribute to improved academic performance.

- The December 2002 Interim report indicated that progress in recruiting minority student-athletes had remained constant and was slowly increasing for Latinos.

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Actions taken since the first cycle include the Interim Report that indicated that progress in recruiting minority student-athletes was increasing slowly while the status of other minorities rates of participation were fairly constant. This is still true since the Interim Report but increases are noticeable in team rosters especially for minority female athletes who account for these increases.

Two additional recommendations were made in the Interim Report:

- The Department of Intercollegiate Athletics should strive to increase the number of ethnic minorities at the level of head coaches, assistant coaches, and student-athletes. It should also recommend that advisory boards increase their minority memberships.
- The department should continue to monitor grants in aid to improve minority participation rates.

As with all University hiring, careful attention is taken to disseminate job opportunity announcements as widely as possible, using advertising and web-based recruitment strategies to yield a high quality and diverse pool of candidates for head coaches and assistant coaches. Personnel within the Department of Intercollegiate Athletics and Human Resources work together to ensure that screening of applications and all selection processes are conducted in a fair, non-discriminatory manner complying with University hiring guidelines and State or Federal regulations. All pools are monitored by the Department of Intercollegiate Athletics Personnel Coordinator and university Human Resources. In the fairly limited number of vacancies in the Department of Intercollegiate Athletics in the past ten years, the recruiting process utilizing these practices has been effective in generating applicants who are well-qualified and from diverse backgrounds. While specific percentage goals for minority personnel were not set in the First Cycle Minority Issues Plan and are not being considered, a recommendation will be made that the Athletic Director revisit the creation of Department of Intercollegiate Athletics equity internships and other types of career development opportunities for assistant coaches as well as graduating seniors or post-baccalaureate students. These activities were not implemented because of limited staffing. To ensure that these prior objectives and enhancement of diversity in intercollegiate athletics progress during the next recertification cycle, these activities will be monitored by the Athletic Director, the Senior Associate Athletic Director and the Athletics Advisory Council.

4. Explain how the institution is organized to further its efforts related to the minority-issues operating principle for both athletics department staff and student-athletes and provide evidence that matters concerning minority issues are monitored, evaluated and addressed on a continuing basis.

The continued monitoring, evaluating and addressing of minority issues falls under the direction of the Department of Intercollegiate Athletics administration and the Athletics Advisory Council. A subcommittee of the Athletics Advisory Council, the University Gender Equity Committee is made up of administrators, coaches, faculty, student-athletes and an ASI student representative (Associated Students, Inc.). It is charged with applying published and federal guidelines in evaluating the equity between men's and women's sports programs at Cal State Fullerton, evaluating the equity status of the athletic program, and making recommendations to the Athletics Advisory Council which are then forwarded to the university president.

The Athletics Advisory Council has resumed meetings of the University Gender Equity Committee. It is further recommended that the committee be renamed the University Equity Committee and monitor minority issues along with gender issues. This committee will be responsible for regular monitoring and evaluation of both Improvement Plans to enhance the status of women and minorities in athletics.

5. For the three most recent academic years, provide the racial or ethnic composition for full-time senior administrative athletics department staff members (i.e., assistant athletics directors up through the athletics director level); 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); full- and part-time head coaches; full- and part-time assistant coaches (including graduate assistant and volunteer coaches); faculty-based athletics board or committee (e.g., faculty senate subcommittee on athletics, faculty athletics committee) members, and other advisory or policy-making group (e.g., governing board for athletics, student-athlete advisory committee) members (if any). Analyze and comment on any trends over the three-year period. [Note: Use the supplied chart (Racial or Ethnic Composition) to compile the data requested in this self-study item.]

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Administrators & Staff

The number of Administrators was stable (8-7-8). This category includes the Athletic Director (AD), Associate Directors and Assistant Directors. There are no minorities in this segment of the workforce. In the Staff group, the number of employees has varied slightly from 19 to 18 to 19 and a 50% decrease in minority participation (-2 staff). Budget constraints meant there was limited opportunity to hire any permanent personnel. Without new positions or turnover, changes are extremely challenging. It should be noted that the Self-Study is based on the last three academic years. Beginning in the current academic year, the Department of Intercollegiate Athletics has been able to make new hires so that many of these constraints are in the process of being ameliorated.

Coaches

The number of Head Coaches was constant at 12 during this time. The minority/non-minority full-time head coaching percentages for the past three academic years averaged 19.5% Minority and 80.5% White (two years at 75% White and 25% Minority and one year at 83.3% White and 16.7% Minority).

The number of full-time Assistant Coaches decreased from 21 to 15 in this same period. Minority/non-minority full-time Assistant Coach percentages for the past three academic years averaged 59.4% White and 40.6% Minority. This category of coaches has the highest representation of Minorities with Asian, Black and Hispanic coaches represented in all but one year when there were no Hispanic Assistant Coaches.

Part-time Assistant Coaches increased from 12 to 19 in three years. The part-time Assistant Coaches average participation rate was 74.8% White and 25.2% Minority. In reviewing the 2005 coaching rosters, diversity is increasing in these ranks. The Assistant Coach categories are entry points into the career ladder and growth in this area creates a diverse internal pool for promotion opportunities to the next level of coaching at Cal State Fullerton as well as the profession.

6. For the three most recent academic years, provide the racial or ethnic composition for student-athletes who received athletics aid and for students generally. [Note: Use the supplied chart (Racial or Ethnic Composition) to compile the data requested in this self-study item.]

The minority/majority athlete participation percentages for the past three academic years were:

- 61.3% White and 35.6% Minority during the 2002-2003 year;
- 62.1% White and 33.8% Minority during the 2003-2004 year; and
- 49.7% White and 46.7% Minority during the 2004-2005 year.

Presently, the data reveal that two groups, Whites and African Americans, have participation rates in intercollegiate sports which meet or exceed their representation in the student body.

7. For the three most recent academic years, provide the racial or ethnic composition of student-athletes who received athletics aid by the eight sport groups listed in the NCAA Graduation-Rates Disclosure Form. Also, for those sports not at the varsity level for three years, indicate the year in which the sport was recognized by the institution as a varsity sport. [Note: Use the supplied chart (Racial or Ethnic Composition) to compile the data requested in this self-study item.]

The number of minority student-athletes who receive athletics aid is proportional to the number of minority students who receive aid, as reflected in the following chart.

8. Using the eight program areas for minority issues please:

- a. Describe how the institution has ensured a complete study of each of these eight areas,
- b. Provide data demonstrating the institution's commitment across each of the eight areas,
- c. Identify areas of deficiency and comment on any trends. If the institution identifies any areas of deficiency, include the deficiency in the institution's minority-issues plan for the future., and
- d. Explain how the institution's future plan for minority issues addresses each of the eight areas.

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1. Institutional and Athletics Department Commitment Development and maintenance of written statements that address the issues of diversity.

a. Describe how the institution has ensured a complete study of each of these program areas,

Cal State Fullerton ensured a complete study of this area through a broad-based campus-wide and community-wide review by assessing and evaluating the institution's programs and policies with regard to minority student participation in University intercollegiate athletic teams. The broad-based review included:

- the broad-based Equity and Student-Athlete Welfare Subcommittee of the recertification committee, which was composed of administrators, faculty, staff, athletic coaches, athletic trainers, a designee from Associated Students Incorporated (ASI), and student-athletes;
- the Subcommittee reviewed the Equity in Athletics Disclosure Act reports from 1999-2002 and 2002-2005 to evaluate trends and discrepancies with student athlete participation rates between Minority and White athletes;
- Subcommittee members reviewed the Department of Intercollegiate Athletics records and institutional data regarding student participation;
- interviews and discussion with senior athletic administrators took place;
- the University's NCAA Certification Steering Committee reviewed the findings of this report and provided suggestions and comments regarding minority issues;
- campus personnel and community members reviewed this self-study data and addressed information contained within the report and offered suggestions and comments regarding their viewpoints of this program area involving diversity of athletic teams.

b. Provide data demonstrating the institution's commitment across each of the areas,

Four written and public documents provide just a few examples of support within the Department of intercollegiate Athletics and the university toward diversity/equity.

1) As part of the 2003-04 Student Affairs Self-Study, the Department of Intercollegiate Athletics recommended that a priority plan for the future rehiring of staff and coaching positions, which would include the hiring of minority personnel, should be in place. This document is available on-line in the Student Affairs web site.

2) The Student-Athlete Handbook is provided to each student-athlete and the contents discussed by Athletics Administration at the New Student-Athlete Orientation and the fall compliance meetings. It is also reviewed by individual sport team supervisors with the coaching staffs. This handbook stresses the goals of recruiting and retaining a diversified body of student-athletes for all sports, and equal opportunity for men and women athletes.

3) The Department of Intercollegiate Athletics Policies and Procedures Manual provides all the written policies and procedures regarding diversity issues with administration, staff, coaches, assistant coaches and student-athletes. This manual can be found online on the Titan Athletics website (<http://www.fullertontitans.com>).

4) The Student Handbook and Planner is intended to provide information about the university and serve as a resource during a student's educational journey at Cal State Fullerton. Included are relevant university policies and procedures and information on how to participate in campus life. The handbook provides quick access to campus policies such as "A Commitment to Valuing Diversity: Nondiscrimination Policy" as do on-line web versions of this document and the University Catalog.

There are numerous additional policies addressing diversity, as well as campus-sponsored student organizations and programs to build cultural awareness and nurture a sense of community among the students and employees of Cal State Fullerton. Many of these groups can be located under the Dean of Students website <http://www.fullerton.edu/deanofstudents/> and the Leadership and Multicultural Development Programs web site <http://www.fullerton.edu/deanofstudents/lmdp/LMDP.htm>.

c. Identify areas of deficiency and comment on any trends, and

No deficiency identified.

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- d.** Explain how the institution's future plan for minority issues address each of the areas.

Regular review and updating of existing policies and guidelines within Athletics will be recommended for implementation to ensure that these documents are aligned with applicable CSU and campus practices, new directions and cultures.

2. Evaluation Periodic review of athletics department activities for consistency with goals and objectives set forth in the institution's and athletics department's written commitments to diversity.

- a.** Describe how the institution has ensured a complete study of each of these program areas,

Cal State Fullerton ensured a complete study of this area through a broad-based campus-wide and community-wide review by the Equity and Student-Athlete Welfare Subcommittee to assess and evaluate the institution's programs and policies with regard to minority student issues pertinent to evaluating the university's and Department of Intercollegiate Athletics' commitment to diversity.

- b.** Provide data demonstrating the institution's commitment across each of the areas,

The University engages in on-going planning activities and evaluation of programs at all levels of the organization. The 2004-05 Student Affairs Divisional Goals support the efforts of the Department of Intercollegiate Athletics by focusing on specific equity endeavors as one of the divisional top annual priorities, "Review for consideration the recommendations the Subcommittee proposed to the Vice President for Student Affairs on how to address a variety of challenges that the intercollegiate athletics program is currently facing (i.e., budgetary concerns, gender equity, and appropriate Big West Conference sports)."

- c.** Identify areas of deficiency and comment on any trends, and

No deficiency was identified.

- d.** Explain how the institution's future plan for minority issues address each of the areas.

Goals will have timelines and/or checkpoints to facilitate assessing progress.

3. Organization and Structure Policies, and/or organization, and/or activities of the athletics program and its activities to help enhance diversity.

- a.** Describe how the institution has ensured a complete study of each of these program areas,

In addition to those activities described in the section on Institutional and Athletics Department Commitment above, the Equity and Student-Athlete Welfare Subcommittee interviewed senior athletic administrators, the Department of Intercollegiate Athletics Personnel Coordinator, and reviewed the EADA reports.

- b.** Provide data demonstrating the institution's commitment across each of the areas,

The organizational chart for the Department of Intercollegiate Athletics is as follows: all athletic teams and coaches are supervised by a senior level athletic administrator (Associate Director for Media Relations, Associate Director for Marketing, Athletic Director, Senior Associate AD/ SWA, Assistant Director for Financial Services and Assistant Director for Compliance). All Associate Directors report directly to the Athletic Director while Assistant Directors report to the Senior Associate AD who reports to the Athletic Director. The Athletic Director reports to the Vice President of Student Affairs who reports to the University President. The Faculty Athletic Representative reports directly to the University President.

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c. Identify areas of deficiency and comment on any trends, and

No deficiency was identified.

d. Explain how the institution's future plan for minority issues address each of the areas.

This website (<http://www.fullerton.edu/athleticpolicy/mission.htm>) provides ample evidence of written organizational and operational policies ranging from the university's mission statement to the original NCAA First Cycle "Commitment to Diversity: Plan for Addressing Opportunities for Minority Intercollegiate Athletics Students and Personnel".

4. Enrollment Goals of the institution for enrollment of minority students and minority student-athletes.

a. Describe how the institution has ensured a complete study of each of these program areas,

Cal State Fullerton ensured a complete study of this area through a broad-based campus-wide and community-wide review by the Equity and Student-Athlete Welfare Subcommittee to assess and evaluate the institution's programs and policies with regard to enrollment.

b. Provide data demonstrating the institution's commitment across each of the areas,

As part of the on-going planning process, in 2004 Cal State Fullerton held a retreat to discuss the topic of student enrollments, diversity and mix between lower division students and transfer students. The discussion did not result in setting numerical goals but general targets and consensus were reached about developing strategies to increase first-year admits and maintain the rich mix of students. Cal State Fullerton is fifth in the nation in granting BA degrees to minorities. This is a fact of which Cal State Fullerton is extremely proud.

c. Identify areas of deficiency and comment on any trends, and

No deficiencies were identified.

d. Explain how the institution's future plan for minority issues address each of the areas.

Goals should be flexible - maintain current levels in most areas (no decreases), grow and work towards closely reflecting the Orange County/Los Angeles County demographics.

5. Comparison of Populations Examination of the student population and comparison of the percentage of minority student-athletes in all sports, by sport, to ensure that there are no signs of discrimination revealed through the recruitment practices of the institution.

a. Describe how the institution has ensured a complete study of each of these program areas,

Cal State Fullerton ensured a complete study of this area through a broad-based campus-wide and community-wide review by the Certification Equity and Student-Athlete Welfare Subcommittee by assessing and evaluating the institution's programs and policies with regard to minority student participation on university intercollegiate athletic teams. The Subcommittee:

- reviewed the Equity in Athletics Disclosure Act reports from 1999-2005 to evaluate trends and discrepancies with student-athlete participation rates for Minority and White athletes;
- reviewed the Department of Intercollegiate Athletics records and institutional data regarding student participation;
- held interviews and discussion with senior athletics administrators;

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- reviewed the findings of this report and provided suggestions and comments regarding minority issues.

In addition to those activities described above, the Subcommittee used university data collected and analyzed by the Institutional Research and Analytical Studies Office at Cal State Fullerton.

b. Provide data demonstrating the institution's commitment across each of the areas,

The first table provides the number of and percentages of students by ethnicity within the Cal State Fullerton undergraduate student body population across the past three academic years. The second table provides the number of and percentages of student-athletes by ethnicity across the past three academic years.

The table on Student-Athlete Population by Ethnicity displays a consistent upward trend for Asian/Pacific Islanders and African Americans and an exceptional increase for Latinos in 2004-05.

c. Identify areas of deficiency and comment on any trends, and

In reviewing current team rosters, it is apparent that minority female athletes account for these increases in overall minority participation in athletic teams at CSUF. This is not surprising. Since the early 1990's the student body population at CSUF has consistently had more female students than male students. However, in examining the percentages of minority and majority student-athletes to this student body percentage, the number of minority athletes stills falls below the student body percentage and the number of White athletes is above the student body percentage.

d. Explain how the institution's future plan for minority issues address each of the areas.

While the Minority Issues Plan did not prescribe a specific participation percentage for minorities, the plan focused on recruitment strategies to increase current levels of representation to more closely approximate that of the student body. The recommendations for the diversity Improvement Plan will encompass this operating principle and will require both the Department of Intercollegiate Athletics and the University Equity Committee (pending name change) to review and identify strategies to monitor student-athletes in all sports and by sport to ensure there are no sign of discrimination in any of the practices within the institution and Department of Intercollegiate Athletics.

6. Participation in Governance and Decision-Making Involvement of minority student-athletes in the governance and decision-making processes of the athletics department, and provision of leadership opportunities (e.g., participation on student-athlete advisory committee) for minority student-athletes.

a. Describe how the institution has ensured a complete study of each of these program areas,

Cal State Fullerton ensured a complete study of this area through a broad-based campus-wide and community-wide review by the Certification Equity and Student-Athlete Welfare Subcommittee by assessing and evaluating the institution's programs and policies with regard to minority student participation in governance and decision-making.

b. Provide data demonstrating the institution's commitment across each of the areas,

All students and student-athletes have equal opportunity to participate in the governance and decision-making processes both within the Department of Intercollegiate Athletics and university leadership opportunities for minority students. All students and student-athletes have equal opportunity to participate in any of the 250+ university leadership program organizations sponsored by ASI and the Office of Student Affairs. In addition, all students and student-athletes have an equal opportunity to participate and/or serve on the SAAC, any of the numerous athletics advisory committees, search committees, or as team captains for the individual sport teams.

c. Identify areas of deficiency and comment on any trends, and

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No deficiencies identified.

- d.** Explain how the institution's future plan for minority issues address each of the areas.

The future plan for minority issues will track the minority student-athletes serving on all governance and decision-making process groups and the minority student-athletes who serve in leadership roles.

7. Employment Opportunities Establishment of goals for minority employment opportunities in the athletics department and the encouragement of promotion and hiring of minority coaches and administrators.

- a.** Describe how the institution has ensured a complete study of each of these program areas,

In addition to those activities described in section 1 (a) Institutional and Athletics Department Commitment above, the Equity and Student-Athlete Subcommittee interviewed the Department of Intercollegiate Athletics Personnel Coordinator, the Athletic Director and reviewed the EADA reports.

- b.** Provide data demonstrating the institution's commitment across each of the areas,

As part of the 2003-04 Student Affairs Self-Study, the Department of Intercollegiate Athletics recommended that a priority plan for the future hiring of staff and coaching positions should be in place. This includes ensuring minority candidates are made aware of available job opportunities, encouraging minority candidates to apply for available positions and making sure minority candidates are included within the hiring pools for available position searches. The document from the 2003-04 Self-Study is available on-line in the Student Affairs web site.

The Department, Human Resources, and Diversity and Equity Programs post job vacancies to their respective campus websites and the NCAA. In addition, three recruitment websites are used regularly to generate highly qualified and diverse candidates at no cost to the departments. These sites are <http://csucareers.calstate.edu>, <http://www.HigherEdJobs.com>, and <http://www.socalHERC.org>. The latter source has a collaborative relationship with IMDiversity, a well-known recruitment resource.

The workforce table in a prior section provides the number and percentage of total full time and part time head coaches for the past three years. The second table provides the number and percentage of total full time and part time assistant coaches for the past three years. Both categories of Assistant Coaches consistently have more ethnic diversity than the Head Coach category.

- c.** Identify areas of deficiency and comment on any trends, and

Diversity within Athletics Administration and Staff is minimal. The lack of adequate hiring opportunities and limited resources have impeded the department's plans to establish internships or other career enhancing appointments in the coaching and administrative job opportunity category for graduating seniors or alumni who aspire to be coaches and athletic administrators.

The Head Coach category staff and administrator groups have minimal diversity. As resources become available, the Department can initiate career development programs for aspiring "home-grown" coaches.

- d.** Explain how the institution's future plan for minority issues address each of the areas.

Cal State Fullerton plans to develop strategies that include broader participation by campus constituencies in assisting, supporting and participating with the university to reach the goal of diversity across the workforce.

The Department of Intercollegiate Athletics proposes to retain the original goals in the area of recruitment and retention, and establish internships or other career enhancing opportunities in the coaching job category to provide current or graduating student-athletes career advancement opportunities.

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8. Programs and Activities Establishment of programs that address the needs and issues affecting minority student-athletes.

a. Describe how the institution has ensured a complete study of each of these program areas,

Cal State Fullerton ensured a complete study of this area through a broad-based campus-wide and community-wide review by the Equity and Student-Athlete Welfare Subcommittee to assess and evaluate the institution's and Department of Intercollegiate Athletics' programs and policies with regard to minority programs and activities.

Minority issues data were collected by the Equity and Student-Athlete Welfare Subcommittee and evaluated in relation to each of the program areas. Department of Intercollegiate Athletics documents and records were collected and interviews were conducted with Department of Intercollegiate Athletics personnel including administrators and staff.

b. Provide data demonstrating the institution's commitment across each of the areas,

Minority issues had not been consistently incorporated into the discussion of program areas as had other issues. Since 2002-2003, the Department of Intercollegiate Athletics has taken on the responsibility of monitoring and reviewing the program areas for gender equity and minority issues (see website <http://www.fullerton.edu/athleticpolicy/services.htm>).

There were no prescribed percentages for participation of minorities in male and female sports teams. Rather the operating principle continues to increase participation of minorities on all teams whenever possible to reflect the student body demographics.

All university programs and activities are available to all students and all student-athletes. All of the programs and activities identified and discussed in Operating Principle 3.3 Student-Athlete Welfare, Item #5 are available to minority student-athletes (i.e., academic advisement, priority registration, tutoring programs, computer lab programs, mentoring programs, access to university resources, etc.).

The increasing number and variety of programs and activities offered demonstrate a consistent and deep commitment to student success by the university and responsiveness to changing needs of the students.

c. Identify areas of deficiency and comment on any trends, and

There was no deficiency or notable trend with respect to programs and activities for minority student-athletes.

d. Explain how the institution's future plan for minority issues address each of the areas.

The institution's future Gender Equity and Minority Issues Plans will require the Department of Intercollegiate Athletics to monitor and review the programs and services to ensure the needs and issues affecting minority student-athletes are addressed. The focus of on-going review of this area is to ensure the highest quality of services to our students and to be able to shift directions when needed. In addition, any recommendations concerning minority academic progress identified as a result of the academic services review required in the Academic Integrity section of this self-study will be included within the future Minority Issues Plan.

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9. Using the "plan for improvement" section, please provide a written, stand-alone institutional plan for addressing minority issues for the future in the intercollegiate athletics program. The plan must address all eight program areas for minority issues as listed previously; however, an evaluation mechanism to monitor the institution's status in those program areas without deficiencies is acceptable, provided the identification of such a mechanism is included in the institution's minority-issues plan. Further, the plan must extend at least five years into the future and be active at all times. [Note: Please see the Web site for an example format outlining all required elements of a plan.]

Within minority-issues written plans, specific numerical targets may place an institution at legal risk and are not expected nor should they be included in an institution's written plan. The committee advises institutions to submit plans that have broad, flexible non-numeric hiring goals.

The Minority Equity "Plan for Improvement" was developed and approved by the NCAA Equity Subcommittee and then forwarded to the Steering Committee for review and evaluation. The Steering Committee made any changes necessary to ensure that both the university and the Department of Intercollegiate Athletics understand and can accomplish the recommendations suggested by the Equity Subcommittee. The plan was reviewed by numerous campus and community groups for additional input. The resulting Minority Equity Plan for the future is presented as the Minority Equity Plan for Improvement below.

10. Describe the institution's efforts to ensure the plan for addressing minority issues for the future in the intercollegiate athletics program was developed through a process involving broad-based participation and received institutional approval.

The Minority Issues "Plan for Improvement" has several goals and strategies to increase diversity in Athletics personnel, student participation in all sports, academic support services, and monitoring of progress of the plan. It was developed by the Equity and Student-Athlete Welfare Subcommittee and forwarded to the Steering Committee for review and evaluation. The Steering Committee made any changes necessary to ensure that both the university and the Department of Intercollegiate Athletics understand and can accomplish the recommendations suggested by the Gender Equity Subcommittee. The plan was reviewed by numerous campus and community groups for additional input. The resulting Minority Issues Plan for the future is presented as the Plan for Improvement below.

Evaluation

1. Has the institution implemented its approved minority-opportunities plan from the previous self-study? **Currently Yes**
2. Has the institution provided an explanation from appropriate institutional authorities if its minority-issues plan was modified or not carried out fully? **Currently Yes**
3. Has the institution demonstrated that it is committed to, and has progressed toward fair and equitable treatment of all minority student-athletes and athletics department personnel? **Currently Yes**
4. Has the institution formally adopted a written plan for the future for the intercollegiate athletics program that ensures the institution maintains a program, or continues progress toward a program, which expands opportunities and support for minority student-athletes and athletics personnel? **Currently Yes**
5. Has the institution developed a plan that includes measurable goals the institution intends to achieve, steps the institution will take to achieve those goals, persons responsible and timetables? **Currently Yes**

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Elements			Steps		
Program Areas	Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals / Officers Responsible for Implementation	Specific Timetable for Completing the Work
Institutional and Athletics Department Commitment	No deficiency identified.	Continue monitoring the development and maintenance of the Institution's and Department of Intercollegiate Athletics' commitment to diversity.	Regularly review Athletics policies and guidelines and update as necessary, ensuring that the documents are aligned with applicable Institution and campus practices, new directions and cultures.	Director of Athletics and Senior Associate Director of Athletics/ SWA.	As diversity issues are identified by both the institution and the Department of Intercollegiate Athletics. Review will be done at least annually.
Evaluation	No deficiency identified.	Continue with the periodic review of the Department of Intercollegiate Athletics' written commitments to diversity.	Ongoing periodic review (at least annually) of the goals and objectives set forth in the Institution's and the Department of Intercollegiate Athletics' written commitments to diversity.	Director of Athletics and Senior Associate Director of Athletics/ SWA	Ongoing periodic reviews when diversity issues are identified by either the University or the Department of Intercollegiate Athletics.
Organization and Structure	No deficiency identified.	To ensure that the policies, organizations, and/ or activities of the Department of Intercollegiate Athletics help enhance diversity.	Ongoing review and monitoring of policies, organizations and/ or activities to identify diversity issues not being addressed by the Department of Intercollegiate Athletics.	Director of Athletics and Senior Associate Director of Athletics/ SWA	Ongoing review and monitoring when awareness of diversity issues are identified.
			Begin exploration of incorporating monitoring of progress on minority issues to the charge of the Gender Equity Committee, renaming it the "University Equity Committee" (pending approval from the Athletics Advisory Council and the Faculty Senate).	Senior Associate Director of Athletics/ SWA	If and when the change is finally approved by the Athletics Advisory Council and the Faculty Senate.

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Elements			Steps		
Program Areas	Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals / Officers Responsible for Implementation	Specific Timetable for Completing the Work
Enrollment	No deficiency identified.	To ensure the institutional goals of diversity are met with regard to student-athletes.	Stay close to current ethnic percentages if possible and attempt to more closely reflect Orange County/ Los Angeles demographics.	Director of Athletics and Senior Associate Director of Athletics/ SWA	Ongoing periodic review of demographics within the institution and within the community.
Comparison of Populations	To ensure the percentage of minority student-athletes in the overall program and within each sport are equitable with regard to non-discriminatory recruiting practices within the Department of Intercollegiate Athletics.	Continue providing diversity information to the coaching staffs and continue monitoring individual sport teams and the department for signs of discrimination practices.	Continue providing diversity information to coaching staffs to ensure non-discriminatory practices.	Athletic Administration through the individual sport supervisors.	Ongoing (at least annually) as sport supervisors meet with individual teams and coaches.
Participation in Governance and Decision-Making	No deficiency identified.	To ensure the involvement of minority student-athletes in the governance and decision-making processes within the Department of Intercollegiate Athletics and are given opportunity to serve in leadership roles.	Track the minority student-athletes serving on governance and decision-making process bodies.	Senior Associate Director of Athletics/ SWA	Ongoing, updated as student-athletes are appointed or voted into positions within governance and decision-making bodies.
			Track the minority student-athletes serving in leadership roles on governance and decision-making process bodies.	Senior Associate Director of Athletics/ SWA	Ongoing, updated as student-athletes are appointed or voted into leadership positions within governance and decision-making bodies.

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Elements			Steps		
Program Areas	Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals / Officers Responsible for Implementation	Specific Timetable for Completing the Work
Employment Opportunities	To establish strategies to promote minority opportunities for coaching and administrative employment.	The Department of Intercollegiate Athletics shall actively seek to recruit minority personnel in administrative, coaching and staff positions.	Create Department of Intercollegiate Athletics equity internships and other types of career development opportunities for assistant coaches as well as graduating seniors or post-baccalaureate students.	Athletic Director and Senior Associate Director of Athletics/ SWA.	Begin working to establish internships and opportunities during the 2006-2007 academic year.
			Seek input from minority coaches at high school and college levels and from former athletes.	Athletic Director and Senior Associate Director of Athletics/ SWA.	Begin when a job opportunity becomes available within the Department of Intercollegiate Athletics.
			Seek input from existing minority development programs and coaching associations within national athletic associations.	Athletic Director and Senior Associate Director of Athletics/ SWA.	Begin when a job opportunity becomes available within the Department of Intercollegiate Athletics.
			Identify minority candidates from existing NCAA minority personnel data banks and internship programs.	Athletic Director and Senior Associate Director of Athletics/ SWA.	Begin when a job opportunity becomes available within the Department of Intercollegiate Athletics.
			Identify minority candidates from existing Cal State Fullerton diversity organizations to support and participate in the Department of Intercollegiate Athletics diversity activities and recruitment initiatives.	Athletic Director and Senior Associate Director of Athletics/ SWA.	Begin when a job opportunity becomes available within the Department of Intercollegiate Athletics.

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Elements			Steps		
Program Areas	Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals / Officers Responsible for Implementation	Specific Timetable for Completing the Work
Programs and Activities	No deficiencies identified.	To ensure that programs and activities are established to address the needs and issues affecting minority student-athletes.	Continue to monitor and review the programs and activities available for minority student-athletes to ensure needs are being addressed.	Athletic Director, Senior Associate Director of Athletics/ SWA and Director of Athletics Academic Services.	Ongoing annual review of programs and activities.
			Use the information provided in the student-athlete exit survey and the continuing student-athlete survey to identify minority student-athlete needs not being addressed.	Athletic Director and Senior Associate Director of Athletics/ SWA.	Review evaluations and surveys completed at the conclusion of each sport's championship season. Conduct overall review each summer to address any needs for the following academic year.
			Using the Academic Progress Reports (i.e., grade checks) sent to all professors of student-athletes, review minority student-athlete progress in comparison to non-minority student-athletes.	Director of Athletics Academic Services	Within 2-3 weeks of receiving Academic Progress Reports from faculty.
			Have tutor reports (dates, times and subject matter content) available to all coaches and student academic services.	Director of Athletics Academic Services	Begin Fall 2006 and each semester thereafter.

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Operating Principle

3.3 Student-Athlete Welfare

Self-Study Items

1. List all "corrective actions", "conditions for certification" or "strategies for improvement" imposed by the NCAA Division I Committee on Athletics Certification in its first-cycle certification decision (if any) as they relate to Operating Principle 3.3 (Student-Athlete Welfare). In each case, provide: (a) the original "corrective action," "condition" or "strategy" 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 recommendations for required actions developed by the peer-review team unless those same recommendations were adopted by the Committee on Athletics Certification.

There were no corrective actions or strategies for improvement for Operating Principle 3.3 Student-Athlete Welfare imposed by the NCAA Certification Committee during the first-cycle certification.

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 first-cycle certification process as they relate to Operating Principle 3.3 (Student-Athlete Welfare). Specifically include: (a) the original plan; (b) the actions(s) taken by the institution; (c) the date(s) of the action(s); (d) an explanation for any partial or noncompletion of such required actions. Please note, the institution will not be required to fulfill an element of a first-cycle plan if the element does not affect conformity with an operating principle.

Not applicable.

3. Describe any additional plans for improvement/recommendations in the area of Operating Principle 3.3 (Student-Athlete Welfare) developed by the institution since the first-cycle certification decision was rendered by the Committee on Athletics Certification.

While there was no written plan for student-athlete welfare during the first-cycle certification, the Department of Intercollegiate Athletics continues to ensure quality academic and athletic experiences for all student-athletes as stated in the mission and goals statement. The Department of Intercollegiate Athletics ensures periodic review and monitoring of all procedures and policies regarding student-athlete welfare by developing written procedures and written policies regarding student-athlete code of conduct, academic rules and services, recruiting, awards, benefits and amateurism, and student-athlete health and welfare.

Since the first-cycle certification, the Department of Intercollegiate Athletics continues to update and provide Student Athlete Handbooks to all student-athletes on a yearly basis.

4. Explain how the institution is organized to further its efforts related to the student-athlete welfare operating principle and provide evidence that matters concerning student-athlete welfare are monitored, evaluated and addressed on a continuing basis.

Philosophically, the university and Department of Intercollegiate Athletics view student-athlete welfare as a top priority. The university mission and goals and the Department of Intercollegiate Athletics' mission and goals both reflect this philosophy. Student-athlete welfare is the primary consideration when making athletics' decisions and developing policies and procedures. The continued monitoring, evaluating and addressing of student-athlete welfare issues fall under the direction of the Department of Intercollegiate Athletics administration, the Athletics Council, and the Student-Athlete Advisory Committee (SAAC). If a problem arises with a student-athlete, he or she can discuss that problem with the coaching staff, their sport supervisor (an athletic administrator assigned to each

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team), any athletic administrator and/or many of the university directors and staff whose primary responsibility is to deal with student concerns. The university enlists the services of many constituents all across the institution to ensure support for all students, including student-athletes (i.e., academic advising personnel, registration personnel, tutor program personnel, financial aid personnel, health care personnel, bookstore personnel, professors and athletic coaches).

5. Describe the institution's educational enhancement programs (e.g., education regarding career guidance counseling; personal counseling; health and safety; alcohol and other drug guidelines [see the NCAA Sports Medicine Handbook, Guideline No.1]; non-academic components of life skills programs) available to student-athletes. Describe practices/procedures in place to encourage and assure student-athletes' access to these programs.

The university and the Department of Intercollegiate Athletics provide numerous programs for students and student-athletes to enhance not only their collegiate experience but to provide a foundation for future success. The university and the Department of Intercollegiate Athletics provide numerous programs to improve the student-athlete's academic experience. Educational enhancement includes the following programs and services.

Academic advisement is available to all student-athletes to provide academic and support services that guide student-athletes in the attainment of their academic goals. Student-athletes receive initial advisement during orientation and meet their individual Academic Counselor within Athletics Academic Services. It is the responsibility of Athletics Academic Services to monitor and evaluate student-athlete's academic progress. General education coursework advisement can be conducted in person through the Academic Advisement Office and/or online through Titan Degree Audits via student-portals to track academic progress. Once a major is declared, student-athletes are referred to the faculty advisors within their chosen major department.

The Priority Registration Program is provided to all student-athletes and student-athletes are required to meet with their Athletic Academic Counselor prior to registration. Priority registration allows student-athletes to focus on the goal of balancing academic coursework around practice times to enable the student-athletes to progress to graduation in a timely manner.

The Tutoring Programs are provided in a variety of ways to student-athletes and can be arranged through Athletics Academic Services. The numerous tutoring programs are described under Operating Principle 3.1 Gender equity, Study Item 6, Program Area 6.

Numerous Computer Lab Programs are available to student-athletes including the 40+ academic computer labs maintained by the eight Cal State Fullerton colleges, the Pollack Library Electronic Resources Area (75 workstations) and Internet Oasis (70+ workstations), the Titan Student Union Mainframe Lounge (30+ workstations), and the University Learning Center (35+ workstations). Specific information regarding any of these labs is provided from Athletics Academic Services. All the computer labs are linked to the internet and host a variety of software programs. Computer lab assistants are present in all university labs to provide hands-on assistance for a quality learning environment, to record attendance and to assist with lab maintenance. Specifically, the Kinesiology and Health Science computer lab is used for the required athlete study hall meetings and is reserved entirely for student-athletes.

The Travel Laptop Program provides laptop computers for student-athlete use when traveling with a CSUF athletic team. Student-athletes submit a request to their coach and it is the coaches' responsibility to follow the procedure for laptop check out.

The Grade Check Process and the Early Warning System Program provide academic progress by monitoring and reporting all student-athlete coursework. The Department of Intercollegiate Athletics and Athletics Academic Services send online academic progress report requests to all faculty members for all student-athletes during the 6th week of the academic semester. These grade checks identify various factors leading to student success or failure and alert the student, Athletics Academic Services, and coaching staff to situations that warrant an "Early Warning." If a student-athlete appears to be "at-risk" based on the returned grade check, they are counseled, and referred to appropriate resources addressing their individual needs. The student-athlete, coaching staff and Academic Counselor are alerted to academic progress issues. Grade checks are completed monthly for at-risk students and are tracked closely through the Titan Athletic Success Program (TASP). Those reports are submitted to Academic Counselors and coaching staff. Individual teams also utilize "Grade Check Systems" to track their student-athlete academic progress. It serves as a resource to help promote student success and learning.

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The Titan Academic Success Program (TASP) is a specialized program for referred student-athletes in need of additional mentoring and support. The program focuses on successful academic progress. Student-athletes are automatically part of the program if they are on academic probation (semester GPA below 2.0), referred by their coach or are admitted to Cal State Fullerton as an "Exception Admit" who may need additional academic support. TASP works closely with the Disabled Student Services Office which coordinates all disability services for student-athletes. Learning disability accommodations for student-athletes are available following a thorough review and assessment of each student. If necessary, student-athletes are required to self-declare and follow through in seeking services for which they may be eligible.

The University New Student Orientation Program is provided numerous times throughout the summer for all incoming freshmen and transfer students including student-athletes. There is a specific section designated for student-athletes, usually in June. This mandatory orientation is partnered with the University's New Student Orientation and provides information concerning general education and major advisement, navigating the TITAN registration system, meeting their Academic Advisor, obtaining parking permits and student IDs, and learning about the campus community. Student-athletes who are not able to attend the specific University New Student-Athlete Orientation (i.e., "Exception Admits" admitted late, or others who do not live in the area) are required to attend one of the 20+ additional dates available for the incoming and transfer students. Participation in the University New Student Orientation Program is required prior to class registration.

In addition, all new student-athletes participate in the "New Student-Athlete Orientation" which introduces the student-athletes to the Department of Intercollegiate Athletics staff members and to the Department of Intercollegiate Athletics' expectations and policies. While the student-athletes are participating in these activities the Athletic Administration meets with parents and explains the academic and athletic expectations of the Titan Athletic Program.

The Compliance Meeting is conducted three or four times at the beginning of the fall semester. One meeting is held for early arriving athletes who begin practice sessions prior to the start of the school semester and the remaining meetings are held during the first two weeks of the semester. These meetings consist of introducing the athletic administration and staff, passing out the student-athlete handbook to introduce (or remind the returning athletes) of important issues such as the sportsmanship/ conduct policy, substance abuse education testing and treatment policy, the student-athlete appeal/ grievance processes, academic policies and procedures (academic dishonesty policy, classroom conduct policies, book voucher procedures), criminal activity policy, extra benefits education, rules education policy, conference and NCAA rules education, and financial aid policies.

Coaches are responsible for educating their athletes with the additional handbook information including the hazing policy, alcohol policy, tobacco policy, gambling activities policy, nondiscrimination and harassment policy, sexual harassment policy, team rules policy, student-athlete recruiting statement, student-athlete hosting policy, official visit guidelines, permission for current student-athletes to speak to other institutions policy, Grant-in-Aid policies and procedures, renewal/non renewal of athletic scholarships policy, summer athletics aid policy, fifth year grant program, Special Assistance Fund, Student-Athlete Opportunity Fund, amateur status policy, boosters and athletics representatives policy, complimentary admissions and ticket benefits policy, Titan varsity letter awards policy, and team travel policy. The Assistant Director of Athletics for Compliance meets with and updates coaches throughout the year regarding any rule changes, additions, deletions or interpretations. To ensure the student-athletes are given and understand this information they must attend a minimum of two NCAA Life Skills Program workshops per semester (see the Life Skills Program description below).

The NCAA Life Skills Program (Challenging Athletes' Minds for Personal Success) is designed to address the total development of the student-athlete. The program consists of five components: academic excellence, athletic excellence, career development, personal development and service. The program helps student-athletes to bridge the gap between high school and college, and college to the professional world. Topics are developed in conjunction with Life Skills curriculum outline, recommendations from the Life Skills list-serve and Athletics Academics Services Staff. All student-athletes are required to attend a minimum of two workshops per semester with one of the three workshop topics being alcohol and drugs.

University 100: Life Skills is a mandatory 1-unit general study skills education class for all first-year student-athletes. The university provides a Student Handbook and Academic Planner to all incoming students during orientation that not only serves as a resource but as a time management tool.

The Cal State Fullerton Substance Abuse, Education, Testing and Treatment Program requires mandatory participation by all student-athletes and provides educational programs concerning the identification of use and abuse, testing procedures, and treatment options. This program also educates the student-athletes about the university, conference and NCAA policies regarding the use of OTCs and performance enhancing drugs.

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In addition to the educational enhancement programs listed above, the Department of Intercollegiate Athletics has developed numerous policies that emphasize student-athlete academic success. These policies include:

The Missed Class Time Policy limits the amount of time student-athletes miss academic classes due to athletic commitments. Practices, length of seasons, the number of regular season contests, the times of regular season contests and participation in non-conference activities are not permitted during class times. Missed class time is only allowed for traveling purposes and is a priority in determining mode of team transportation. No intercollegiate events can be scheduled during finals week without approval of the Athletic Council.

The Study Hall Policy provides a study hall equipped with computers for student-athletes to work independently. All freshmen, first-time transfer students as well as any student-athlete below a 2.0 cumulative GPA are required to attend study hall for four hours per week. Study hall policy and expectations are laid out at the Compliance meeting and during team meetings attended by Study Hall Coordinator (see Cal State Fullerton Student-Athlete Handbook, page 22). In addition, some coaches conduct their own team study halls during the week with supervision by the coaching staff and/or hold study halls in appropriate locations during overnight, away-from-campus trips.

In accordance with NCAA policy, the Practice Hour Limitation Policy limits a student-athlete's participation in countable hours to four hours per day and twenty hours per week when in-season and a maximum of eight hours per week when out-of-season. The numbers of practice hours are required to be recorded daily by the coaching staff.

Student-athletes are expected to adhere to the university's standards and expectations set forth for all Cal State Fullerton students. The CSUF Student Handbook addresses numerous issues and provides policies and consequences for violating any of these issues. Some of the issues addressed in the handbook include alcohol use, drug use, hazing, discipline, personal counseling, discrimination, and sexual assault and harassment. In addition to the handbook, the Women's Center staff, Housing and Residential Life staff, and the Dean of Students Office for the Greek system and other student clubs and organizations, the Associated Students, Inc., and University Police Department sponsor educational events that provide information regarding these issues. Staff members of the Counseling and Psychological Services, the Student Health and Counseling Center, the Woman's Center and the Dean of Students Office are trained to assist and support students regarding these issues.

In addition to the CSUF Student Handbook, student-athletes are provided with a copy of the CSUF Student-Athlete Handbook. This handbook provides specific information regarding the Department of Intercollegiate Athletics mission, goal and expectations including the student-athlete code of conduct, academic rules and services, recruiting, awards, benefits and amateurism, and student-athlete health and welfare.

The Student-Athlete Advisory Committee (SAAC) was created to provide student-athletes with a forum to voice opinions to the Department of Intercollegiate Athletics and the University. The mission of this committee: 1) strives to develop champions for life through leadership, school involvement, academic support and community outreach; 2) establishes and maintains communication with student-athletes and administration to deal with issues of concern relevant to student-athletes; 3) provides student-athletes with the opportunity to contribute to the betterment of the university and the community as a whole to enhance the lives of others as well as themselves; and 4) to educate student-athletes about conference and NCAA rules and regulations.

The Athletic Training/Medical Care Policies and Procedures provide outstanding care to student-athletes within the specific NCAA limitations and guidelines. These policies and procedures include services provided for health screening and physical exam procedures, athletic injuries; medical diagnosis, treatment and rehabilitation; medical insurance coverage; and medical hardship waivers. The Athletic Training personnel work closely with the Cal State Fullerton Student Health Center in providing physical exams and medical care to all student-athletes and are responsible for evaluation, referral, treatment, and rehabilitation of injuries or illnesses sustained during practices or competitions while competing for Cal State Fullerton.

A Strength and Conditioning Program is provided to all student-athletes under the direction of a NSCA certified coach. The philosophy of strength and conditioning program is to prevent injury, enhance student-athlete tools (including speed, strength, power, flexibility and fitness) and make it fun.

6. Describe the institution's process for conducting the student-athlete exit interviews required by NCAA Constitution 6.3.2 and the means by which this information is used to better the student-athlete experience. Describe other avenues available to student-athletes to provide input.

Student-athletes from all sports are asked to complete surveys related to their athletics experiences. One survey, the exit survey, is given to those student-athletes whose eligibility has expired. A second survey is given to those

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student-athletes who have eligibility remaining. Questions on both surveys inquire about the value of the student's athletic experiences, the extent of athletics time demands they encountered, proposed changes within intercollegiate athletics and concerns related to the administration of the student-athlete's specific sports. The surveys are administered and compiled by the Assistant Director of Athletics for Compliance and/or the specific sport supervisor. Each survey is reviewed by the administration, and kept on file in the Assistant Director of Athletics for Compliance Office or Senior Associate Director of Athletics Office. The surveys are used as references for performance evaluations of the coaches to identify trends or issues within specific sport teams or within the athletic program.

In addition to the student-athlete exit surveys as a means of identifying athlete concerns regarding their Titan athletic experience, the Student-Athlete Advisory Committee (SAAC) also provides an opportunity for student-athletes to present their voice their concerns. This group allows student-athletes to address issues of concern any time during their athletic experience rather than waiting for their athletic experience to come to an end.

7. Describe the institution's and/or 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) and in other areas (e.g. harassment, hazing, abusive behavior, sexual orientation). Also, identify the individual(s) responsible for overseeing the administration of the grievance and/or appeals procedures and describe the means by which the grievance and/or appeals procedures are communicated to student athletes and staff.

Student-athletes have the same individual rights and responsibilities afforded to all Cal State Fullerton students as stated in the University Policy Statements (UPS). UPS 300.000 and UPS 300.001 cover the rights and responsibilities of all students attending Cal State Fullerton. UPS 300.030 covers the 12-step academic appeal process and the 14-step grade assignment appeal process. All appeals are handled through the Coordinator of Academic Appeals.

For appeals and grievances of decisions made by the Department of Intercollegiate Athletics, there are specific appeals processes. For appeals/grievances regarding student-athlete conduct there is a Student-Athlete Appeal/Grievance Process that assists a student-athlete who has allegedly violated the Student-Athlete's Code of Conduct. The Student-Athlete's Code of Conduct addresses issues such as sportsmanship behavior, hazing, alcohol and/or substance use and abuse, tobacco, gambling, harassment, academic dishonesty, extra benefits, team rules, criminal activity and conference and NCAA violations. A student-athlete found to be in violation of the "Code" may appeal the decision within five calendar days. A review committee composed of the Senior Associate Director of Athletics, the Faculty Athletics Representative and the Associate Dean of Students for Judicial Affairs determines if there is cause for review. If so, the committee then determines the appropriateness of the penalty. The decision of the committee is conveyed to the student-athlete within seven calendar days of the student-athlete's request for an appeal.

For appeals/ grievances regarding student-athlete financial aid there is a different Student-Athlete Appeal/Grievance Process that assists a student-athlete whose financial aid has been reduced or cancelled. Student-athletes must be notified by July 1st each year concerning a reduction, the cancellation or the re-awarding of their financial aid. If student-athletes would like to appeal the reduction or cancellation of their financial aid, they must file an appeal within the Financial Aid Office. The Director of Financial Aid puts together an appeal/grievance committee consisting of three financial aid staff members, the Director or Associate Director of Financial Aid, and the Director or Assistant Director of Student Affairs to evaluate the appeal/grievance. The committee meets separately with the athletic coach and with the student-athlete. The student-athlete is then notified within ten days of the committee's decision. The student-athlete can request a meeting with the committee chair or the entire committee to discuss the decision.

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.

As stated within the CSUF Student Handbook "it is the policy of California State University, Fullerton to create and maintain an environment that values diversity, respects human dignity, is hospitable, equitable and tolerant, and in which all persons are free from all forms of invidious discrimination or discriminatory harassment. Mindful of its high calling to promote diversity in thought and to assure all students an appropriate learning and working environment, California State University, Fullerton:

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1. Challenges and summons its students, faculty, staff and administration to promote a hospitable and equitable learning environment for all persons;
2. Asserts that tolerance for diversity shall be the norm for behavior on the part of all who are present on the campus;
3. Discourages the use of derogatory or disparaging language and other forms of expression and, particularly, condemns those who insult persons on the basis of race, ethnicity, national origin, ancestry, citizenship, religion, creed, sex, sexual orientation, marital status, age, disability or veteran status."

All Cal State Fullerton students and student-athletes are expected to respect one another regardless of race, religion, ethnicity or sexual orientation and the university provides educational programs specific to sexual orientation. Sexual orientation is addressed in the university's New Student Orientation in which all student-athletes are required to participate. In addition, Associated Students, Inc. sponsors numerous workshops, seminars and presentations that address sexual orientation.

Specifically within the Department of Intercollegiate Athletics various practices and policies are in place to ensure sexual orientation education for all student-athletes. The Student-Athlete Handbook addresses sexual orientation and is introduced to student-athletes at the compliance meeting. Coaches then continue the education and discussion within their individual team settings. Education and discussion continues through the Life Skills Program by providing workshops with campus groups that specialize in sexual orientation education (i.e., CSUF Women's Center).

9. Identify the mechanisms in place to ensure the health and safety of student-athletes and the administrator (s) responsible for the institutional awareness of health, safety, travel and sports medicine policies. Describe the process by which these policies and guidelines are disseminated within the athletics department, who receives this information and how these issues are addressed within the athletics department. [Note: The institution may want to refer to the equitable medical care section of the NCAA Sports Medicine Handbook Guideline No. 1 as a guide in responding to this self-study item.]

There are various personnel who are responsible for their respective areas as it relates to the health and safety of student-athletes.

Student-athlete conduct - many of the policies regarding student-athlete behavior follow the University's policies regarding conduct. The Department of Intercollegiate Athletics and the Student Advisory Council (SAAC) oversee student-athlete conduct issues.

General Health Care - the Student Health and Counseling Center provides medical services, counseling and psychological services, health and wellness classes and programs, pharmaceutical services, and physical therapy and sports rehabilitation services. The Student Health and Counseling Center health care providers include three MDs, three FNP's (Family Nurse Practitioners), and specialists such as psychiatrists, orthopedists, podiatrists, optometrists, pharmacists, pharmacist techs, laboratory specialists, radiology technologists, and physical therapists.

Sports Medicine/Athletic training staff - provides medical coverage for all practice sessions, home and away competitions; must be CPR and AED certified; responsible for organizing team physical exam procedures; and responsible for general health care screening and rehabilitation programs.

1) Athletic Training Education Program Medical Director - a medical doctor whose primary role is an ATS educator and consultant, and whose secondary role is a medical practitioner.

2) Team Physician(s) - medical doctors responsible for all medical aspects of student-athlete care including diagnosis, treatment prescription, rehabilitation, and overall medical health care. Team physicians typically specialize in orthopedics and athletic medicine requiring additional medical consultants in specialties such as dentists, neurologists, neurosurgeons, ophthalmologists, internists, psychiatrists, optometrists, radiologists, etc.

3) Head Athletic Trainer - a NATA-BOC Certified Athletic Trainer responsible for overseeing the daily operations of the athletic training staff and facilities, and coordinates the health care of student-athletes as prescribed by the team physicians.

4) Assistant Athletic Trainers - are NATA- Board Certified athletic trainers that carry out many of the duties of the Head Athletic Trainer in the absence of the Head Athletic Trainer including injury prevention, injury assessment, injury treatment, injury rehabilitation, administrative duties as well as education and counseling of student-athletes and student trainers.

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5) Graduate Assistant Athletic Trainers - are ATCs employed by the university to render athletic training services while completing a graduate level program of study.

6) Student Athletic Trainers - are students accepted within the Athletic Training Education Program (ATEP) that must complete required practicum hours and are assigned to the various athletic teams.

7) Health Center Athletic Trainers - ATC certified full time Cal State Fullerton Health Center personnel who act as liaisons between team physicians and the Athletic Training staff in assisting student-athletes in the rehabilitation of injuries or illnesses.

Weight Training and Conditioning Program - directed by a full-time NSCA certified strength and conditioning coach. Each coach works with the strength and conditioning coach to determine their needs and set up a time schedule to work with both teams and individuals.

Travel safety - all athletic travel complies with the University's travel policies. All student-athletes are required to travel (including transportation and lodging) with the team and the Code of Conduct and team rules apply. Transportation vehicles must be owned by the university or university rented vehicles/chartered buses must be driven by university certified drivers. All lodging arrangements must be made with Department of Intercollegiate Athletics approved motels/hotels.

10. Describe the institution's emergency medical plan for practices and games. [Note: The institution may want to refer to the emergency care section of the NCAA Sports Medicine Handbook Guideline No. 1 as a guide in responding to this self-study item.]

The Department of Intercollegiate Athletics written plan to cover emergency care at practices and games states that "the institution's Medical Emergency Plan is used and referenced by all those responsible (athletic training personnel, coaches, administrators, faculty and staff) to provide field coverage for practices and events sponsored by the Department of Intercollegiate Athletics so that proper care and treatment will be taken in the event of an emergency". The plan includes the following requirements for Department of Intercollegiate Athletics personnel.

1. All athletic training personnel must be certified in cardiopulmonary resuscitation (CPR), first aid, and prevention of disease transmission.
2. All coaches and strength and conditioning personnel must be certified in cardiopulmonary resuscitation (CPR) and know the protocols to follow in order to set the emergency plan in motion when a serious injury occurs.

The emergency plan is set into motion when an injury occurs.

Emergency Plan Steps:

- 1) Have the athletic trainer in charge (seniority, chain of command) attend to the injured athlete and evaluate the situation. The athletic trainer in charge determines if the situation is an emergency or non-emergency situation.
- 2) If determined to be a non-emergency situation the athletic trainer in charge refers the athlete to a certified/or higher ranking athletic trainer who refers the athlete to the Student Health Center or the appropriate care facility.
- 3) If determined to be an emergency situation the athletic trainer in charge instructs another athletic trainer/coach to contact the athletic training room via walkie-talkie, cell phone or a campus emergency blue phone (located in numerous locations throughout the campus including athletic facilities) and provides the essential information.
- 4) Athletic training room personnel are responsible for calling 9-1-1, calling Campus Police (to verify they have been notified), designating someone to meet the emergency vehicles and direct them to the scene, notifying the senior athletic trainer on duty, and notifying any of that sport's coaching staff not at the scene. The Head Athletic Trainer notifies the Senior Associate Athletic Director.

Emergency Plan Protocol:

- 1) Emergency care will be yielded to the highest medical authority present at the scene but all athletic training personnel, coaches and/or strength and conditioning personnel will remain at the scene to provide assistance as needed.
- 2) Individual protocols have been established for unconscious athletes - not breathing, unconscious athletes - breathing, conscious athlete - prone or supine positions, and cervical spine injury situations.

In addition, the Medical Emergency Plan also has specific written Site Emergency Plans for each practice and game site location. Each Site Emergency Plan includes the identification of emergency personnel responsible for that site location and their phone numbers, emergency communication options (walkie-talkie, cell phone, campus phone), event site emergency access (to direct emergency vehicles to the site), and location of nearest emergency equipment storage.

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A periodic review of the Emergency Plan and the Site Emergency Plans is conducted by the athletic administration, coaches and athletic training personnel.

- 11.** Describe the institution's written emergency plan for the athletics program and specific coverage for out-of-season workouts, strength training and skills sessions. [Note: The institution may want to refer to the emergency care section of the NCAA Sports Medicine Handbook Guideline No. 1 as a guide in responding to this self-study item.]

The Medical Emergency Plan and the Site Emergency Plans remain unchanged for out-of-season workouts, strength training and skill sessions. Every team is assigned a student athletic trainer and is not permitted to hold mandatory or voluntary workouts or skill sessions without the presence of that assigned student athletic trainer. In addition, a head athletic trainer must be on duty in the training room or covering an on-campus event for any team workout or skill session. In the case of strength training sessions, the NSCA certified coach must be present at all strength training session.

- 12.** Using the four program areas for student-athlete welfare issues please:

- a. Describe how the institution studies these topics as they apply to all student-athletes;
- b. Provide data demonstrating the institution's commitment to these issues for all student-athletes; and
- c. Explain how the institution will address these topics in the future for the welfare of all student-athletes.

1. Evaluation Periodic review of athletics department activities for consistency with goals and objectives set forth in the institution's and athletics department's written commitments to student-athlete welfare, including the evaluation of the effectiveness of mechanisms to ensure the health and safety of student-athletes.

- a.** Describe how the institution studies these topics as they apply to all student-athletes.

Student health and welfare is emphasized at both the institution level and at the department level. The Department of Intercollegiate Athletics is ultimately responsible for student-athlete health and welfare issues with respect to athletics, and views this responsibility as a top priority. The university's mission and goals places student health and welfare as a primary consideration when setting policies and establishing procedures. The university continually reviews, monitors, and evaluates student health and welfare when making any student-related decisions. In addition to the university's mission and goals that ensure student health and welfare is a top priority at Cal State Fullerton, the Department of Intercollegiate Athletics' mission and goals also emphasize the importance of student-athlete health, welfare and safety (see the Department of Intercollegiate Athletics Mission, Goals and Expectations on pages 5-7 of the Student Athlete Handbook). There are specific committees (Athletics Council, Student-Athlete Advisory Committee (SAAC), and the University Gender Equity Committee), specific programs (Academic Support Program, Athletic Training Program, Strength and Conditioning Program, and the Development Program which includes the Life Skills Program, and University 100) and specific personnel associated with each of these committees and programs whose specific responsibility it is to ensure the health, welfare and safety of the student-athletes.

- b.** Provide data demonstrating the institution's commitment to these issues for all student-athletes; and

At the university level the University Policy Statements establish numerous policies and regulations that guide Cal State Fullerton student health and welfare issues (i.e., Student Rights and Responsibilities 300.000, Student Drug Use 330.231, Student Alcohol Use 330.232, etc.). The university's Office of Student Affairs also concerns itself with student health and welfare through its mission statement that

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"encompasses the dual paradigms of student development and student services and includes building alliances between the classroom and other aspects of campus life". This office developed and annually updates the University Student Handbook which provides information regarding the many services and organizations devoted to maintaining a high level of student health and welfare for all students. In addition the university offers a course (University 100) that is a general study skills class that provides support in transition from high school to university study with an introduction to higher education structure and expectations, general education, roles and responsibilities of university students. This course is required of all first-year student-athletes.

Also at the university level the Associated Students, Inc. (the student governing body) oversees all aspects of student life associated with the campus including the two hundred and fifty recognized student organizations. Many of these organizations exist to provide education and experience to students regarding non-academic life-long learning issues. The Associated Students, Inc. also oversees health and welfare issues such as residential housing, food services, the Greek system, and student and campus events.

Also at the university level, there are two major university administrative offices whose responsibility is to oversee student health, welfare and safety. Both the Office of Student Affairs and the Dean of Students Office provide a broad range of programs and services that provide an excellent co-curricular college experience.

The Department of Intercollegiate Athletics athletic administration, the Athletics Council and the Student-Athlete Advisory Committee (SAAC) hold numerous meetings each semester to review, evaluate and to begin the process of establishing new policies and procedures which concern student-athlete health and welfare.

Coaches contribute to student-athlete health and welfare and safety by participating in the monthly Coaches' Round Table meetings. These meetings provide an opportunity for coaches to express their concerns to an athletic administrator regarding any athletic issue including student-athletes' health and welfare concerns.

Student-athletes are also expected to contribute to their own welfare with the open door policy of their sport supervisors and by participating in both the student-athlete surveys and the student-athlete exit survey. Each sport team is assigned an athletic administrator who serves as the supervisor for that team. Student-athletes can take their concerns to their sport supervisor or any supervisor with whom they feel comfortable. Student-athletes are also expected to complete exit surveys. The term "exit" in the exit survey does not strictly imply the student-athlete is leaving the program (i.e., graduating or end of eligibility) but also refers to the end of their season. Returning student-athletes are asked to complete the exit survey to offer their concerns including welfare and safety issues. The SWA reviews these surveys and brings any concerns to athletic administration, the Athletics Council and/or the SAAC for further review and discussion.

The athletic training staff also contributes to student-athlete health, welfare and safety by holding numerous meetings each semester to ensure the health needs, medical needs and rehabilitation needs of all student-athletes are being addressed by the athletic training program.

c. Explain how the institution will address these topics in the future for the welfare of all student-athletes.

Because of the importance placed on the health, welfare and safety issues of students within the university's Mission and Goals, the university remains committed to providing a broad perspective of top quality health, welfare and safety services or programs to all CSUF students. To ensure quality the university requires regular reviews of all student health, welfare and safety policies and procedures. Also included in these reviews are personnel evaluations and program evaluations to ensure the health, welfare and safety of every student is being met by the university.

2. Organization and Structure Policies, and/or organization, and/or activities of the athletics program and its activities to help enhance student-athlete welfare.

a. Describe how the institution studies these topics as they apply to all student-athletes.

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The Department of Intercollegiate Athletics adheres to the institution's Affirmative Action Policy and Equity and Diversity Plan. The Cal State Fullerton affirmative action plan states that "the university is committed to ensure equal opportunities in its educational programs, educational activities, and employment without regard to race, color, sex, religion, national origin, ancestry, marital status, pregnancy, age, sexual preference, disability or veteran's status." The ten member Academic Affirmative Action Board serves as an advisory group to the president and appropriate policy making bodies. The Board reviews and makes recommendations concerning recruitment, appointment, professional development, and promotion of faculty, administrative personnel, student service and library professionals as well as all campus affirmative action issues.

The Cal State Fullerton equity and diversity plan states that "the Diversity and Equity Programs guide, direct, assist and monitor the administration and the faculty to ensure fair and equal treatment of all individuals in the processes which affect education and employment by enforcing all federal/state laws and regulations as well as university policies and procedures related to civil rights, affirmative action, and non-discrimination." All Department of Intercollegiate Athletics hires must be approved by the Office of Diversity and Equity.

b. Provide data demonstrating the institution's commitment to these issues for all student-athletes; and

While the turnover of athletic personnel is extremely low within the Department of Intercollegiate Athletics, when hiring new personnel the Department has followed the institution's Affirmative Action Policy by:

- 1) incorporating vigorous recruitment methods to broaden application pools to include qualified women and minority applicants;
- 2) advertising job descriptions, whenever possible or feasible, to include a broad range of qualified women and minority groups;
- 3) taking an active role in developing future applicant pools by providing opportunities for women and minorities to participate in the various programs and activities within the Department of Intercollegiate Athletics (i.e., team managers, assistant coaches, graduate assistant coaches, student athletic trainers, etc.).

In addition to adhering to the institution's Affirmative Action Plan above, the Department of Intercollegiate Athletics also strives to adhere to the Cal State Fullerton Equity and Diversity Plan by:

- 1) seeking out consultation with other departments and similar institutions regarding effective recruitment strategies, procedures and hiring decisions;
- 2) having the Office of Diversity and Equity monitor and approve all administrative, coaching and staff hiring decisions;
- 3) evaluating and investigating any and all discrimination complaints filed by students, faculty and staff;
- 4) working with the Office of Diversity and Equity in coordinating ADA compliance for all coaching and staff matters;
- 5) providing training on anti-discrimination matters, such as sexual harassment and diversity awareness programs to coaches, staff, and student-athletes;
- 6) counseling and advising student-athletes in matters involving discrimination of all forms;
- 7) serving as a resource to facilitate conflict resolution;
- 8) enhancing Cal State Fullerton's strong community presence as an equal opportunity employer;
- 9) making policy recommendations that enhance the university's commitment to affirmative action and equal opportunity.

c. Explain how the institution will address these topics in the future for the welfare of all student-athletes.

Because of the importance placed on the health, welfare and safety issues for all Cal State Fullerton students, the Department of Intercollegiate Athletic expands on this priority by providing a broad perspective of top quality health, welfare and safety services or programs to all student-athletes. The numerous committees and programs whose responsibility it is to ensure student-athlete health, welfare and safety require regular reviews. Also included in these reviews are personnel evaluations and program evaluations to ensure the health, welfare and safety of every student-athlete is being met by the university.

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3. 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 studies these topics as they apply to all student-athletes.

The Department of Intercollegiate Athletics requires student-athlete representation on the three major committees (Student-Athlete Advisory Committee (SAAC), Athletics Council, and the University Gender Equity Committee) that oversee student-athlete health, welfare and safety. The SAAC was created to provide student-athletes the ability to voice opinions to the university and the Department of Intercollegiate Athletics. The SAAC is comprised of two student-athletes selected from each athletic team, the cheer and dance teams, and student athletic trainers. Board members are then selected from these committee members and the Director of Athletics Academics Services serves as the Staff Advisor to the Council. SAAC council meetings are held at least once per month and are open to all student-athletes. The Athletics Council is charged by the university president with reviewing policy for the intercollegiate athletics program. A student-athlete is appointed and approved by the Faculty Senate to be a voting member on the Council. The University Gender Equity Committee is a subcommittee of the Athletic Council and is responsible for reviewing and evaluating athletic policies and procedures regarding equity issues. At least one student-athlete is appointed to serve on the committee and is a voting member.

In addition, student-athlete leadership participation is sought in many of the athletic support programs (Academic Support Program, Athletic Training Program, Strength and Conditioning Program, and the Fundraising Program). Student-athletes can provide numerous types of assistance to the Academic Support Program (advising and tutoring opportunities), the Athletic Training Program (student athletic trainers accepted into the Athletic Training Program), the Strength and Conditioning Program (program aides), and the Development Program (i.e., Life Skills Program).

b. Provide data demonstrating the institution's commitment to these issues for all student-athletes; and

Student-athletes take pride and place importance on being selected to sit on the various governance and decision-making committees and to take on leadership roles in athletic sponsored programs. Evidence can be seen regarding student-athlete participation in the minutes of the various committees and by the number of student-athletes choosing to be leaders or to participate in the various health, welfare and safety programs. Student-athletes also participate through their individual team meetings by bringing issues and concerns to their SAAC representatives, to their coaches, to their Sport Supervisors, and to administrative personnel. These issues and concerns are then open for discussion by the SAAC Executive Board, the Coaches' Round Table, the athletic administration, and the Athletics Advisory Council.

c. Explain how the institution will address these topics in the future for the welfare of all student-athletes.

The Department of Intercollegiate Athletics does not plan any changes with the involvement of student-athletes in the governance and decision-making process. The Department of Intercollegiate Athletics hierarchical organization is well thought out and is both effective and efficient in dealing with the needs and issues regarding student-athlete welfare. While the welfare needs and concerns of student-athletes are being met at both the university and department levels, the subcommittee recognizes the need to continue monitoring and evaluating strategies to improve student-athlete welfare.

4. Programs and Activities Establishment of programs that address the needs and issues affecting student-athletes.

a. Describe how the institution studies these topics as they apply to all student-athletes.

The university provides a variety of programs and activities in which student-athletes take part in addition to the specific programs and activities in the Department of Intercollegiate Athletics (described above in Program Area #1: Evaluation and Program Area #2: Organization and Structure). All of these committees and program staffs meet on a regular basis and are under constant review by the athletic administration,

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program directors, coaches, and student-athletes to provide the best services possible for students-athletes.

- b. Provide data demonstrating the institution's commitment to these issues for all student-athletes; and**

Since student health and welfare needs are identified both in the university's Mission and Goals and the Department of Intercollegiate Athletics' Mission and Goals, student needs are given a high priority and undergo regular monitoring and evaluation.

At the university level, the institution monitors, reviews and evaluates all health and welfare programs and services through the Office of Student Affairs, the Dean of Students Office and the Associated Students, Inc. Each of these entities bears the responsibility of ensuring all Cal State Fullerton student health and welfare needs are being met. For example, the Office of Student Affairs is responsible for the Student Information and Referral Center, conducting the Freshman Survey, publishing the annual Student Affairs Newsletter, conducting the Student Affairs Self-Study, and publishing the Annual Report. The Dean of Students Office is responsible for the Student Leadership Institute, the New Student Orientation, and the Volunteer and Service Center (under whose auspices the SAAC hosts a winter holiday party and provides presents to women and children at a local abused women's shelter). And the Associated Students, Inc. is responsible for overseeing the over two hundred and fifty student clubs and organizations within the campus community and is the voice of the Cal State Fullerton student to the university's administration.

At the department level, all the committees and programs involved with student-athlete welfare needs and issues undergo regular reviews and are monitored by the athletic administrator responsible for that specific committee or program. In addition, the Athletics Council evaluates and monitors each of the programs to ensure that student-athlete health and welfare is maintained. For example, the SAAC meets monthly and discusses any health, welfare and safety issues and then brings those concerns to the athletic supervisors and athletic administration. These issues can then be taken to the Athletics Council and/or the University Gender Equity Committee for evaluation. A second example would be the Life Skills Program that provides monthly seminars on a variety of life skills. Student-athletes are required to participate in the introductory seminar at the beginning of each semester and must attend at least two additional seminars for a total of three per semester.

- c. Explain how the institution will address these topics in the future for the welfare of all student-athletes.**

As previously stated since student health, welfare and safety are identified both within the university's Mission and Goals and the Department of Intercollegiate Athletics' Mission and Goals they are given a high priority and go through constant monitoring and evaluation. Neither the university nor the Department of Intercollegiate Athletics has any plans to reduce the services or programs provided to student-athletes. The Department of Intercollegiate Athletics, the Athletics Council, the University Gender Equity Committee, the Office of Student Affairs, the Dean of Students Office, and the Associated Students, Inc. will continue working together to monitor student-athletes needs and identify areas for improvement.

Evaluation

1. Does the institution provide evidence that the welfare of student-athletes and the fairness of their treatment is monitored, evaluated and addressed on a continuing basis? **Currently Yes**
2. Does the institution have established grievance or appeal procedures available to student-athletes in appropriate areas? **Currently Yes**
3. Does the institution provide evidence that the institution has in place programs that protect the health of and provide a safe environment for its student-athletes? **Currently Yes**

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Elements		Steps		
Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Addressing health, welfare and safety concerns brought forward for discussion.	To ensure that all student-athlete health and welfare issues are discussed by the groups and committees in charge of overseeing student-athlete health and welfare concerns.	Continue to monitor and evaluate student-athlete health and welfare issues and concerns at both the university and department levels.	Athletic Director and Senior Associate Director of Athletics/SWA.	Begin fall 2006 and continue yearly thereafter.
		Coaches and Sport Supervisors must work together to ensure that all considerations are taken into account when making athletic decisions such as decreasing or increasing financial aid, canceling financial aid and team member dismissals.	Appointed athletic administration Sport Supervisors.	Beginning fall 2006 and yearly thereafter.

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RACIAL OR ETHNIC COMPOSITION ATHLETICS AND SELECTED INSTITUTIONAL PERSONNEL

	Year	Racial or Ethnic Group																	
		Am. Ind./AN (N)			Asian/PI (N)			Black (N)			Hispanic (N)			White (N)			Other (N)		
		1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Senior Administrative Athletics Dept. Staff	F	0	0	0	0	0	0	0	0	0	0	0	0	8	7	8	0	0	0
Other Professional Athletics Dept. Staff	F	0	0	0	0	0	0	0	1	1	2	3	3	1	2	3	0	0	0
	P	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Head Coaches	F	0	0	0	1	1	1	0	0	1	1	1	1	10	10	9	0	0	0
	P	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Assistant Coaches	F	0	0	0	3	3	3	3	2	3	0	2	3	9	11	12	0	0	0
	P	0	0	0	1	0	0	3	2	0	3	2	2	12	14	10	0	0	0
Totals (for Athletics Dept. Personnel)	F	0	0	0	4	4	4	3	3	5	3	6	7	28	30	32	0	0	0
	P	0	0	0	1	0	0	3	2	0	3	2	2	12	14	10	0	0	0
Faculty-Based Athletics Board or Committee Members		0	0	0	1	1	1	2	2	2	1	1	1	9	8	8	0	0	0
Other Advisory or Policy-Making Group Members		0	0	0	2	1	1	2	1	1	3	1	1	5	6	3	0	0	0

Name of person completing this chart: Rosamaria Gomez-Amaro, SPHP

Title: Director, Diversity & Equity Programs

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RACIAL OR ETHNIC COMPOSITION STUDENTS GENERALLY AND STUDENT-ATHLETES ON ATHLETICS AID

	Racial or Ethnic Group																	
	Am. Ind./AN (N)			Asian/PI (N)			Black (N)			Hispanic (N)			White (N)			Other (N)		
Year	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
All Students	114	106	103	4416	4229	4285	648	575	559	5131	4719	4553	6482	6268	6292			
Student-Athletes	0	0	1	14	12	12	32	34	38	50	32	37	103	143	151	8	9	7

Name of person completing this chart: Rosamaria Gomez-Amaro, SPHP

Title: Director, Diversity & Equity Programs

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RACIAL OR ETHNIC COMPOSITION MEN'S AND WOMEN'S SPORTS TEAMS

Sports	Year	Racial or Ethnic Group																	
		Am. Ind./AN (N)			Asian/PI (N)			Black (N)			Hispanic (N)			White (N)			Other (N)		
		1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Baseball		0	0	1	1	2	2	0	1	3	5	5	5	26	24	24	2	2	2
Men's Basketball		0	0	0	0	1	1	9	10	6	0	0	1	2	0	21	1	3	4
Football		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Men's Track / Cross Country		0	0	0	0	1	1	4	6	10	4	6	5	5	1	4	2	3	3
Men's Other Sports and Mixed Sports		0	0	0	4	3	1	1	3	4	16	8	12	20	31	29	8	9	8
Women's Basketball		0	1	1	2	1	1	0	8	5	0	0	1	3	8	8	9	0	1
Women's Track / Cross Country		0	0	0	1	1	2	3	4	5	6	2	3	8	6	7	3	1	1
Women's Other Sports		0	1	1	10	5	3	2	2	1	11	7	10	50	57	53	12	14	18
Total		0	2	3	18	14	11	19	34	34	42	28	37	114	127	146	37	32	37

Name of person completing this chart: Rosamaria Gomez-Amaro, SPHP

Title: Director, Diversity & Equity Programs