

INSTRUMENT

2010-2011
DIVISION I
ATHLETICS
CERTIFICATION
SELF-STUDY
INSTRUMENT

Introduction to Self-Study Report

Introduction to Self-Study Report

Institutional Information

1. Type of Institution: Public
2. Year institution was founded: 1867
3. Special Affiliation? No
4. Coeducational? Yes
5. Total student enrollment (undergraduate and graduate combined) [using a full-time equivalency (FTE) basis]: 5463
6. Number of Faculty [using a full-time equivalency (FTE) basis]: 349
7. Highest level of academic degree offered: Doctoral Degree
8. Institution's governing entity: Board of Trustees
9. a. Regional accreditation agency: Higher Learning Commission
9. b. Date of most recent regional accreditation self-study: 2002
9. c. Current accreditation status: Accredited

Athletics Information

1. Subdivision status of athletics program (Academic Year 2011): Division I (without football)
2. Conference affiliation(s) or independent status (Academic Year 2011):

Baseball	Independent
Men's Basketball	Independent
Men's Cross Country	Independent
Men's Golf	America Sky Men's Golf Conference
Men's Tennis	Mid-American Conference
Men's Track, Indoor	Independent
Men's Track, Outdoor	Independent
Women's Basketball	Independent
Women's Cross Country	Independent
Women's Golf	Independent
Women's Tennis	Independent
Women's Track, Indoor	Independent
Women's Track, Outdoor	Independent
Women's Volleyball	Independent

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

Since the institution's previous athletics self-study, which began March 27, 2001, there was one major infractions case, dated December 13, 2003. That matter was addressed through penalties self-imposed by the University prior to the final certification decision on February 22, 2008. The case has not had an impact on any of the areas of the certification program for Cycle 3.

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

Since the completion of Cycle 2 certification, the following significant athletics-related events have occurred at Chicago State University:

1. In spring 2011, the University identified a site and began developing plans for a new baseball field on campus.
2. In fall 2010, two indoor, off-site baseball hitting cages were purchased. Also a golf putting and hitting room was established.
3. In September 2010, renovated fitness center was opened in Jacoby Dickens Center.
4. In summer 2010, the University hired a new Men's Basketball coach.
5. In October 2008, the University entered the Great West Conference.
6. In October 2007, the Emil and Patricia Jones Convocation Center was completed. The Jones Center is a 140,000 square-foot facility with a seating capacity of 6,500 that augmented campus athletics facilities with the addition of the following:
 - * Department of Intercollegiate Athletics administrative offices
 - * Portable basketball court
 - * Eight portable basketball hoops
 - * Eight team locker rooms
 - * Retractable score board with six display boards
 - * Multi-purpose room with study hall and media capabilities
 - * Additional training room
 - * Strength and conditioning/weight room
 - * State-of-the-art sound system
 - * Sky box
7. In 2006, the University opened a new four-story state-of-the-art library that provides additional technological resources and study space.
8. In 2005, the tennis courts were relocated in closer proximity to the athletics facilities.

Previous Certification Self-Study

1. Date of Cycle 2 orientation and evaluation visit (if applicable):

The Cycle 2 orientation was March 27, 2001, and the Cycle 2 evaluation visit was May 6-9, 2002.

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

Decision: Certified, February 22, 2008
Decision: Certified with Conditions, February 24, 2006
Decision: Certified with Conditions, July 13, 2005
Decision: Certified with Conditions, April 23, 2004
Decision: Decision Delayed, January 23, 2004
Decision: Issues Identified, January 23, 2003

3. Subsequent actions or changes and date(s) in certification status (if any) made by the committee (if applicable):

Not applicable.

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

Since the Cycle 2 certification decision, a number of senior-level athletics personnel have been changed, including:

- * Director of Intercollegiate Athletics
- * Associate Athletic Director
- * Assistant Athletic Director for Academic Affairs
- * Assistant Athletic Director for Compliance
- * Assistant Athletic Director for Business
- * Men's Basketball Head Coach
- * Men's Cross Country/Track and Field Head Coach
- * Men's Golf Head Coach
- * Men's Tennis Head Coach
- * Women's Cross Country/Track and Field Head Coach
- * Women's Tennis Head Coach
- * Women's Volleyball Head Coach

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 athletics certification self-study. If this is the institution's first time to complete an athletics certification self-study, respond to the question based on the last 10 years:

Since Cycle 2, Chicago State University (CSU) has implemented several significant changes that have impacted the institution and its athletics program. Specifically, the University moved from the Mid-Continent Conference to independent status and has now joined the Great West Conference.

In addition, the fiscal stability of the athletics department has been enhanced through two primary sources: first, a twenty-five percent increase in student athletics fees and second, the appropriation of 1.9 million additional dollars allocated to the Department of Intercollegiate Athletics by the Board of Trustees. Beyond these shifts in material resources, a shift in institutional leadership has occurred through the appointment of a new University President.

The admission standards have changed since the last self-study. In 2002-2004 University requires a minimum ACT composite score of 17 and a minimum grade point average [GPA] of 2.0, while the 2010-2012 the University requires, a minimum ACT for regular admission of 16. Students can be regularly admitted if they have an ACT of 16 with a GPA of 2.75 or above. The minimum admissible GPA is 2.0. To be regularly admitted to Chicago State University with a GPA of 2.0, a student must have an ACT score of at least 22. Minimum high school subject/unit requirements are the same for both time periods.

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With regard to graduation rates, the University's rate for first-time-full-time-freshmen has improved from 13% in 2002 to the 2003 and 2004 cohorts remaining flat at a rate of 14%.

Certification Self-Study Information

1. Steering Committee Chair: Judge Bernetta Bush (ret.) and Dr. Beverly M. John
2. Chief report writer/editor of self-study report: Ms. Heather D. Scott
3. Describe the extent of broad-based participation of campus constituencies in the self-study. Specifically, report on the opportunities that were provided to various individuals or groups in the broad-campus community to: (a) offer input into the self-study report before findings and plans for improvement were formulated; and (b) review the self-study report after it was drafted.

a. Since April 2010, Chicago State University (CSU) has provided consistent and ongoing opportunities for an increasingly broad base of campus constituents to participate in the Cycle 3 self-study process. Formal public opportunities for input into the self-study, before findings and plans for improvement were formulated, have been provided since November 2010 when the NCAA website, linked from the University homepage, went live on November 30, 2010.

b. Formal public opportunities for review of the self-study report drafts have been provided since mid-March, 2011 when the subcommittee drafts were posted to the NCAA website, linked from the University homepage.

The use of the terminology, "formal public opportunities" for input and review of documents refers to the fact that the campus community was informed of and invited to attend all subcommittee meetings at the outset of the fall 2010 semester. Hence, those campus constituents who attended subcommittee meetings throughout the fall and spring semesters had weekly opportunities to participate in the exchange that informed each self-study report.

In addition, the broad-based constitution of the twenty-four (24) member Steering Committee, chaired by a tenured full professor of sociology and the University's ethics officer, the Academic Integrity subcommittee chaired by the Dean of the Freshmen Year Experience with thirteen members, the Diversity subcommittee chaired by a member of the graduate Psychology faculty with eight members, the Gender Equity subcommittee co-chaired by the chairperson of the Board of Athletic Advisors (BAA), a committee of the University's Faculty Senate and a university staff member and former Athletics compliance officer with nine members, the Governance subcommittee chaired by the Assistant Dean of the College of Pharmacy with nine members and the Student-Athlete Well Being subcommittee chaired by the University's Chief of Police with ten members. These fifty-two members of the campus community, included the President of the Student Government Association (SGA) and student-athletes.

*September 23, 2010 - Campus-wide posting of subcommittee meeting dates and sites.

*October 28, 2010 - Press Release on re-certification 208 Media Outlets [<http://www.csu.edu/NCAA/pressreleases.htm>]

*November, 2010 - Presentation SGA Meeting

*November 30, 2010 - NCAA Website goes Live / Banner on CSU home [<http://www.csu.edu/NCAA/>]

*January 18, 2011 - Presentation @ Faculty Senate Meeting

*January 25, 2011 - Presentation @ Faculty Town Hall

*February 2011 - Presentation @ Faculty Senate Meeting

*March 1, 2011 - Stakeholder Meeting

*March 3, 2011 - Stakeholder Meeting

*Week of March 14, 2011 - Posting of Subcommittee Drafts to website [<http://www.csu.edu/NCAA/>]

*March 23, 2010 - "Conceptualizing & Organizing the NCAA LiveText Portal": A Meeting Requested by the CSU Higher Learning Commission Co-Chairs

4. Provide a copy of the institution's written plan for conducting the self-study. [Please use the file upload link contained within this question to submit a copy of the institution's written plan.]

A copy of the written plan for conducting the self-study has been uploaded to the ACS site as requested.

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

The following narrative documents the current mission and philosophy of Chicago State University. The bulleted statements enumerate the goals whose attainment will operationalize the institutional mission.

Chicago State University, a public, comprehensive, urban institution of higher learning located on the southside of Chicago, strives for excellence in teaching, research, creative expression and community service. The mission of the University is to: 1) Provide access to higher education for residents of the region, the state and beyond, with an emphasis on meeting the educational needs undergraduate through doctoral levels, of promising graduates from outstanding secondary schools as well as educating students where academic outstanding secondary schools as well as education students where academic and personal growth may have been inhibited by lack of economic, social, or educational opportunity; and 2) produce graduates who are responsible, discerning, and informed global citizens with a commitment to lifelong-learning and service. To accomplish its mission, the University is committed to:

- * recruiting, retaining and graduation a culturally and economically diverse student body including undergraduate, master's and doctoral-level students;
- * employing a dedicated, caring and culturally diverse faculty whose teaching is informed by research and embodies engaging learning experiences that enable students to flourish academically and personally;
- * offering curricula that address major dimensions of the arts, humanities, and encourage the development of communication skills and critical thinking as well as cultural and social awareness;
- * providing students in liberal arts and professional programs with broad knowledge, university-level competencies and academically rigorous;
- * fostering a collaborative and intellectually stimulating community that promotes academic freedom, mutual respect and integrity for its graduate and undergraduate students, faculty and staff; and
- * working in partnership with local organizations and agencies active in the region and assisting in the development of socially economically viable and sustainable communities.

Date of formal approval of institutional mission statement: December 14, 2005.

The Department of Intercollegiate Athletics considers athletics to be an integral part of the university community and thus follows and honors Chicago State University's over institutional mission. As such, intercollegiate athletics must strive for excellence just as academic units strive for greatness in teaching, research and services. This commitment to excellence in athletics compels intercollegiate athletics to provide exemplary leadership, employ diverse yet dedicated individuals who are successfully competitive in their sport, and is committed to providing appropriate facilities and support services that will allow its student-athletes to compete at the highest level of intercollegiate competition, and reach their educational and academic objectives. The successful completion of our mission culminates with the graduation of student-athletes while producing winning programs that attain regional and national recognition.

The Department of Intercollegiate Athletics believes and is committed to the following: The student-athlete's participation in intercollegiate athletics program will provide an engaging learning experience that will augment his/her formal education. Cultivating and mastering the art of competition and a willing experience will lead to the development of a more well-rounded and enlightened individual.

The department's recruitment initiative is to focus on outstanding athletes with strong academic accomplishment from the Chicagoland and Illinois area. The student-athlete is a representative of the general student body, with like academic qualifications and the same probability of success. It is important that the student-athlete excel academically, graduate and believe that participating in intercollegiate athletics was a positive aspect of their overall collegiate experience.

Integrity is indispensable to an intercollegiate athletics program, for without it sport loses its true meaning. The department believes that administrators, coaches, and student-athletes, in concert with all members of the university community, must share a total commitment to abiding by the rules of the NCAA, the conference, and the institution, in their endeavor to be successful.

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The department embraces the National Collegiate Athletic Association's "Principles of Sportmanship and Ethical Conduct" and believes that student-athletes, coaches, and staff should adhere to such fundamental values as respect, fairness, civility, honesty, and responsibility.

The department serves as a window for communities to view the University. A competitive and successful program will attract community members and businesses through local and national media. It is our goal to work in partnership with the University, local communities, and businesses to sustain socially and economically viable communities.

The department is also committed to nondiscrimination, equal opportunity, and affirmative action. The University provides equal opportunity to education, employment and participation in university-sponsored activities without regard to race, color, religion, sex, national origin, age, disability, veteran status, sexual orientation, or gender identity.

Date of formal approval of athletics mission statement: April 2, 2008.

Governance and Commitment to Rules Compliance

Operating Principle

1.1 Institutional Control, Presidential Authority and Shared Responsibilities.

Self-Study Items

1. List all "conditions for certification" imposed by the committee in its Cycle 2 certification decision (if any) as they relate to NCAA Operating Principle 1.1 (Institutional Control, Presidential Authority and Shared Responsibilities). For each condition, provide:
 - a. The original "condition" imposed;
 - b. The action(s) taken by the institution;
 - c. The date(s) of the action(s); and
 - d. An explanation for any partial or noncompletion of such required actions.

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

1. Condition

No conditions were imposed in the Cycle 2 certification.

Action

No actions were required.

Action Date

No actions were required.

Explanation for partial or non-completion

No actions were required.

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 Cycle 2 certification process for Operating Principle 1.1 (Institutional Control, Presidential Authority and Shared Responsibilities). For each issue identified, provide:
 - a. The original goal(s);
 - b. The step(s) taken by the institution to achieve the goals;
 - c. The date(s) the step(s) was completed; and
 - d. An explanation for any partial or noncompletion of the original goal(s) and/or step(s) to achieve the goal.

Please note, the institution will not be required to fulfill an element of a Cycle 2 plan if the element does not affect conformity with a current operating principle.

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If the institution developed a plan for improvement for Operating Principle 1.1 during Cycle 2, the institution must demonstrate that it has implemented its Cycle 2 plan or provide an explanation for partial completion of the plan.

The committee will not accept the following explanations for partial completion or noncompletion:

- *The institution did not possess sufficient funds to implement the plan.*
- *The institution has had personnel changes since the original development of the plan.*
- *The institution does not have documentation of actions taken to implement the plan.*

The committee will accept the following explanation for partial or noncompletion:

- *The institution has implemented a different plan(s) or taken a different action(s) to achieve or maintain progress toward the same goal outlined in its Cycle 2 plan.*

1. Original Plan

No plans for improvement were required in the Cycle 2 certification.

Action

No actions were required.

Action Date

No actions were required.

Explanation for partial or non-completion

No actions were required.

3. Describe any additional plans for improvement/recommendations developed by the institution since the Cycle 2 certification decision was rendered by the committee for Operating Principle 1.1 (Institutional Control, Presidential Authority and Shared Responsibilities). For each additional plan, provide:

- a. The additional goal(s);
- b. The step(s) taken by the institution to achieve the goals; and
- c. The date(s) the step(s) was completed.

Since the Cycle 2 certification decision, the institution has made the following improvements as they relate to Operating Principle 1.1:

Improvement #1

a. The University took action to improve internal governance and oversight.

b. (1) The University modified the organizational reporting lines of the Director of Intercollegiate Athletics (AD). Prior to October 1, 2008, the AD reported to a University vice president. With the reorganization, the AD now reports to the University's President.

(2) Another significant modification was the appointment of the Director of Intercollegiate Athletics to the President's Executive Council (PEC). PEC consists of senior-level administrators, including but not limited to the Provost and Senior Vice President for Academic and Student Affairs, Divisional Vice Presidents, Academic Deans and the President of the Faculty Senate. PEC addresses significant macro-level issues with consideration and analysis of the impact of decisions on the University community as a whole. The addition of the AD to PEC increased the level

Governance and Commitment to Rules Compliance

of information sharing with regard to intercollegiate athletics activities and impending issues.

(3) President Wayne Watson, who assumed his position on October 1, 2009, began a thorough review of the University's intercollegiate athletic program, including but not limited to resource allocation, facility usage needs, and the roles and responsibilities of various athletic department personnel. Upon that review, the determination was made to expand the membership of the Athletic Advisory Steering Committee (AASC) to ensure broad-based participation and input of University stakeholders concerning policies and practices within the athletics department.

c. The reporting line of the AD directly to the President of the University was implemented October 1, 2008. The AD became a member of PEC October 2009. The AASC was appointed on April 4, 2011.

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

The chancellor or president must have and demonstrate clear and direct oversight of the athletics program.

The President is the chief executive officer of the University. The President is responsible to the Board of Trustees (Board) of Chicago State University for the execution of Board policies and for the management and direction of University operations. The President has full authority and responsibility within the framework of the policies and regulations determined by the Board for the organization, management, direction and supervision of the University, and is accountable to the Board for the effective administration and management of the institution, including its intercollegiate athletics program. Accordingly, the President maintains clear and direct oversight of the athletics program through:

First, the direct report of the Director of Intercollegiate Athletics (AD) to the President. The AD has direct access to the President, and is a member of the President's Executive Council, which is comprised of members of the senior-level leadership team of the University.

Second, the Faculty Athletic Representative (FAR), a tenured or tenure-track faculty member, reports directly to the President. The FAR meets with the President regularly and serves as the principal advisor to the President on all matters related to intercollegiate athletics.

Third, the Athletic Advisory Steering Committee (AASC) is another vehicle used by the President to maintain clear and direct oversight of the athletics program. The Athletic Advisory Steering Committee consists of a broad-based representation of campus constituents that interface with Athletics. The President and AD are both ex officio members of the AASC, which is charged with the responsibility of reviewing policies and practices of the athletics department and the effectiveness of the intercollegiate athletics program as it relates to the mission of the University.

Fourth, the Board of Athletic Advisors (BAA) is a subcommittee of the Faculty Senate, which works with the intercollegiate athletics program to ensure that it promotes the welfare of student-athletes and engages in activities that are consistent with Chicago State University's educational objectives. This board also serves as an advisory committee to the Faculty Senate and the AD on policy formulation and other operational aspects of the intercollegiate athletics program. The Faculty Senate President is a member of PEC and is expected to share information derived from the BAA with other PEC campus constituents.

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5. Since the institution's previous self-study, list the major decisions made related to intercollegiate athletics. For each decision, explain the role and involvement (if any) of the:
- a. Chancellor or president;
 - b. Athletics board or committee;
 - c. Faculty senate (or other faculty governing body);
 - d. Student-athlete advisory committee;
 - e. Director of athletics;
 - f. Faculty athletics representative;
 - g. Senior woman administrator; and/or
 - h. Other individual(s) or campus constituencies.

Please note, if this is the institution's first time to complete an athletics certification self-study, respond to the question based on the last 10 years.

Since the institution's previous self-study, Chicago State University's intercollegiate athletics program has made a number of major decisions as it relates to personnel, facilities and plant improvements.

Personnel

A number of personnel changes have occurred since the Cycle 2 certification process -- at administrative and coaching levels -- which are designed to develop a solid foundation for building a first-class athletics program at Chicago State University. Based on long-range and strategic planning efforts for the athletics department and the University, the administrative positions within the athletics department also were restructured to meet programmatic needs, with additional responsibilities augmenting to the positions for Director of Intercollegiate Athletics (AD), Associate Athletic Director, Senior Woman Administrator (SWA), Assistant Athletic Director for Compliance, Assistant Athletic Director for Business and Assistant Athletic Director for Academic Affairs.

Where the hiring process involves the use of internal search committees, those committees include the AD, SWA, Faculty Athletic Representative (FAR), administrators, faculty, staff and/or students. These committees work in conjunction with the Office of Human Resources and the Office of Labor and Legal Affairs to: comply with all hiring regulations; to post positions and advertisements; to screen applicants; to arrange campus interviews with administrators, faculty, staff, student-athletes or alumni; and to forward recommendations for hiring to the President, where applicable.

- a. For the positions of AD and Head Coach, the President interviews all finalists submitted by the internal search committee and makes the final hiring decision. The President also approves all departmental and position changes after review by the Office of Human Resources.
- b. The Athletic Advisory Steering Committee (AASC) has no direct involvement with the hiring process; but, it is involved in the review of hiring policies and practices.
- c. The Faculty Senate's involvement with the hiring process is through the FAR. This individual is an ex officio member with voting privileges for every internal search committee for the Department of Intercollegiate Athletics. The FAR interviews all search committee candidates and informs the Faculty Senate on all personnel matters relating to the Athletics Department.
- d. The Student-Athlete Advisory Committee (SAAC) designates a student representative to serve on all internal search committees for senior-level administrators and head coaches within the Athletics Department. The student member is a voting member of the search committee and is the voice for the student-athletes. The student delegate shares information with the study body via town hall meetings and through electronic communication.
- e. The AD is involved in all hiring and staffing matters for the department. The AD provides input to the President for specific hiring decisions vested in the President's Office, as well as makes hiring decisions with input from internal search committees and/or senior-level Athletics Department administration, where appropriate.
- f. The FAR is an ex officio member with voting privileges for every internal search committee for the Department of Intercollegiate Athletics. This individual provides invaluable input in the process and has a voice in hiring decisions.

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g. The Senior Woman Administrator is a senior-level member of the Athletics Department and is involved in hiring and staff decisions as a voting member on all internal search committees.

h. Internal search committees are used to vet applicants for key administrative and coaching positions. Committee representation is broad based with representation from various campus entities. This committee oversees the hiring process and makes hiring recommendations to the AD or President.

Facilities and Plant Improvements

In October 2007, the University opened a new building, the Emil and Patricia Jones Convocation Center (JCC). With this additional facility, the intercollegiate athletics program is now housed in three places on campus -- the JCC, the Jacoby Dickens Center (JDC) and outdoor facilities adjacent to the JCC.

The JCC is a 140,000 square-foot building with a seating capacity of 6,500. This facility houses the Department of Intercollegiate Athletics, which includes a suite of administrative offices, a multi-purpose academic study room and media room, eight locker rooms, a strength and training facility, a new basketball floor and a special volleyball court for conference competition. The following improvements/upgrades have been made since the opening of the JCC:

- * Purchased four portable basketball goals (2007);
- * Added athletic weight/training room (2007);
- * Purchased new portable basketball floor (2009); and
- * Purchased state of the art sound system (2010).

Adjacent to the JCC are the athletics department's outdoor facilities, encompassing an outdoor track, eight tennis courts and land for a baseball field. Plant improvements made since the Cycle 2 certification include:

- * Construction and relocation of tennis courts (2006);
- * Added two off-site indoor baseball batting cages (2010); and
- * Plans for relocation and construction of a baseball field (2011).

The JDC includes eight locker rooms, a training room, a weight room, basketball and volleyball facilities, an indoor track, and three swimming pools. The following improvements/upgrades have been made since the Cycle 2 certification in the JDC:

- * Purchased two portable basketball goals for practice gym (2005);
- * Added indoor baseball batting cage (2007);
- * Refinished and refurbished swimming pool deck (2008);
- * Replaced swimming pool timing system (2009);
- * Purchased new lockers for the Women's Volleyball Team and the Men's Baseball Team (2009);
- * Refinished and refurbished gym floor (2010);
- * Purchased new stadium bleachers with a seating capacity of 1,900 people (2010); and
- * Renovated the CSU Fitness Center to include the purchase of all new equipment and air conditioning (2010).

Management and the operations of the Department of Intercollegiate Athletics are entrusted to the AD with assistance from the SWA and other departmental staff, as well as advisement from the FAR, SAAC, AASC and BAA. Construction of the new buildings, land acquisitions, program changes and purchases over \$250,000 must: be vetted by the President and the President's Executive Council (PEC); adhere to the State of Illinois Procurement Policies; and be presented to and approved by the Board of Trustees of Chicago State University.

a. The President is actively involved and approves all facilities and/or plant improvements, including new construction. Those items requiring board approval (purchases over \$250,000) are submitted to the Board for approval. The President and AD during their regular meetings discuss all major expenditures related to facilities and/or plant improvements. Prior to granting approval, the President shares information with and seeks input from members of the PEC.

b. The AASC does not have any direct involvement with facilities and/or plant improvements; but, it is involved in the review of policies and practices affecting athletic facilities.

c. The Faculty Senate is not involved with daily facility operations; however, all major decisions regarding facilities and plant improvements are vetted through PEC, which allows for faculty input through the Faculty Senate President, who is a member of PEC.

d. The SAAC has had no direct involvement with decisions regarding facilities and/or plant improvements. However, student input is garnered via head coaches and town hall meetings.

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e. The AD has direct involvement with all decisions regarding facilities and plant improvement, and submits recommendations for major facilities and plant improvements to the President and/or the Board of Trustees for approval.

f. The FAR is actively engaged with decision making for the athletics department, as primary advisor to the President. The FAR regularly interacts with the AD and other senior level administrators and provides input on facilities and plant improvements.

g. The SWA is a member of the senior-level administration within the intercollegiate athletics program and is involved in all decision making related to facilities and plant improvements.

6. Describe the institution's written governance policies regarding the administration and oversight of the athletics program, including the specific role and responsibilities of the institution's governing board. Describe how the written athletics governance policies and/or other written communication is provided to the governing board on an annual basis.

The institution must provide evidence that specific governance policies exist for its governing board regarding the administration and oversight of athletics, including the role and responsibilities of its governing board.

The institution must provide evidence that written communication (e.g., annual report, governance policies) is provided annually to its governing board with respect to athletics. Please note, if an institution develops a plan for improvement in this area, the plan must be implemented prior to the completion of the certification process.

The written governance policies regarding the administration and oversight of the athletics program are found in: Illinois law; the Board of Trustees' Regulations, By-Laws, and Governing Polices; and the institutional charge to the Faculty Athletic Representative, Athletics Certification Liaison and Athletic Advisory Steering Committee.

The Board of Trustees of Chicago State University is the designated policy-making agency for the University, and has all of the power and duties established by the Chicago State University Law, 110 ILCS S660/5-1et seq., as amended from time to time. Although the Board is responsible for assuring that its policies and regulations are followed, it does not participate in the details of institutional management, which are delegated to the University administration.

As the chief executive officer of the University, the President is responsible to the Board of Trustees for the execution of Board policies and for the management and direction of the University operations. The President has full authority and responsibility within the framework of the policies and regulations determined by the Board for the organization, management, direction, and supervision of the University, and is accountable to the Board for the effective administration and management of the institution. In the discharge of these responsibilities, the President consults with the Board of Trustees and with such constituencies, as appropriate.

Presidential oversight over the intercollegiate athletics program is achieved through three primary vehicles. First, the Director of Intercollegiate Athletics reports directly to the President. Second, the Faculty Athletic Representative meets regularly with the President to discuss and to advise the President on matters related to the intercollegiate athletic program. Third, the Athletic Advisory Steering Committee is responsible for reporting any policy matters related to the athletics department directly to the President.

Communications regarding the athletics department are submitted in quarterly reports to the Board of Trustees for inclusion in the institution's annual report. Though the annual report provides highlights of the Department of Intercollegiate Athletics, the quarterly reports provide information of any actions or proposals which significantly affect the intercollegiate athletics program, including proposals to change conferences, athletic associations or division, and/or to add or drop sports.

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

Please note, if this is the institution's first time to complete an athletics certification self-study, respond to the question based on the last 10 years.

The institution must demonstrate, through examples since the institution's previous self-study, that its governing board's oversight and policy formulation for athletics is consistent with its policies and stated responsibilities for other units of the institution (e.g., personnel, budget, facilities).

The Board of Trustees' approval is only required for items costing \$250,000 or more. The Board is kept abreast of decisions related to intercollegiate athletics through annual and quarterly reports from the President and the Director of Intercollegiate Athletics. Since the Cycle 2 certification self-study, Board approval was required to increase student fees and for construction of new athletic facilities (Jones Convocation Center).

The athletics department submitted a request for an increase in the Athletic Fee to the Tuition and Fees Committee in fall 2008. After review and study from the Tuition and Fees Committee, a recommendation was submitted to the Vice President for Administration who vetted the recommendation with the Student Government Association, the President and the President's Executive Council (PEC). Once approved by the Student Government Association, President and PEC, a resolution was prepared for the Board of Trustees.

On December 10, 2009, the Board of Trustees passed the resolution to increase the Athletic Fee by 25% for FY 2011 and an additional increase of 20% for FY 2012.

The Board of Trustees also discussed and approved the construction of a new facility to house the University's intercollegiate athletics programs. The 140,000-square foot facility, the Emil and Patricia Jones Convocation Center, was constructed and official opened on October 2, 2007.

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

Chicago State University's Board of Trustees' decisions pertaining to the intercollegiate athletics program are consistent with those of other on-campus units. Specifically, matters pertaining to the athletics department are introduced to and evaluated by the Board at regularly scheduled meetings, and policy determinations are issued by the Board using the same process as matters pertaining to other University units.

In accordance with applicable state law and the Board of Trustees' By-laws, Governing Policies and Regulations, the Board's charge is one of oversight and board-level policy determination for the University as a whole.

The Board meets its statutory responsibilities by meeting no less than quarterly each year, reserving the authority to call special meetings where appropriate. Important orders of business during each Board meeting and specific orders of business are addressed through reports, recommendations, and resolutions of Board Committees, the President of the University, and the Chair of the Board of Trustees.

The Board of Trustees' By-laws provide a process whereby policy matters, including those related to intercollegiate athletics, are introduced to the Board through a committee review process. The By-laws provide for the following Board Committees:

* Academic Affairs, Student Affairs, Personnel and Legislation Committee - reviews Board-level policy concerns and transactions related to academic programs, student affairs, and personnel administration, and provides the full Board of Trustees the advice and counsel relative to such matters. In addition, the Committee shall have as its purpose to monitor pending state and federal legislation as well as administrative agency activity that impacts the University in articulating its concerns to elected representatives.

* Finance, Facilities, Operations and Audit Committee - reviews Board-level policy concerns and transactions related to financial affairs, physical facilities, and operation, and provides the Board its advice and counsel relative to such matters. In addition, the Committee shall have as its purpose to review the internal control, accounting and

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reporting practices of the University to ensure that those practices provide for proper accountability and to bring to the Board's attention, as necessary, information on any problems or irregularities in that regard.

* Ad Hoc Committees - ad hoc or special purposes committees may be established by the Board either at the discretion of the Board Chair or on motion properly put and approved by the Board. Ad Hoc committees remain in existence only so long as warranted by their assigned purposes or charge.

Pursuant to the Board of Trustees' By-laws, upon written request to the President and approval of Board members, members of the University community are permitted to make presentations to the Board of Trustees. Reports generated by the President and University units are distributed to Board Members for review prior to Board meetings.

9. For each of the following individuals or groups:

- a. Explain the role and authority of the individual or group as it relates to intercollegiate athletics;
- b. Describe how the individual or group has the opportunity (if any) to provide meaningful input into the formulation of department of athletics policies (e.g., review admissions data, review academic performance data, receive periodic reports from department of athletics); and
- c. Describe how the individual or group has the opportunity (if any) to periodically review policy implementation related to athletics.
 1. Athletics board or committee;
 2. Faculty senate (or other faculty governing body);
 3. Faculty athletics representative;
 4. NCAA Division I Student-athlete advisory committee (SAAC); and/or
 5. Other individual(s) or campus group(s).

The institution must identify involved individuals or groups external to the department of athletics (e.g., faculty senate, athletics advisory group, student-athlete advisory committee) and explain how they have opportunities to provide meaningful input into the formulation of policies and how they periodically review policy implementation related to the conduct of the athletics program.

1. Athletic Advisory Steering Committee (AASC)

- a. The roles and authority of the AASC include, but are not limited to, the formulation and recommendation of policy matters related to the intercollegiate athletics program and for monitoring the implementation of such policies. The AASC also advises the President on policy and practice matters relating to the intercollegiate athletics program.
- b. The AASC is charged with gathering information, review of policies and procedures, as well as fiscal review and oversight which provide necessary and meaningful input into the Department of Intercollegiate Athletics.
- c. The AASC meets quarterly and as often as deemed necessary to formulate department policies and review existing policies and practices.

2. Faculty Senate

- a. The Board of Athletic Advisors (BAA) is a standing committee of the Faculty Senate as described in the Intercollegiate Athletics Policy and Procedures Manual. It is concerned with intercollegiate athletics, as it relates to the University's academic and educational objectives, as defined by the Faculty Senate. According to the Faculty Senate Constitution and By-laws the BAA develops and recommends athletics policies and advises the Director of Athletics regarding the administration of such policies. It monitors compliance with academic and other standards set by the University or any other governing body as it pertains to student-athletes and promotes the use of athletic facilities.

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b. The Faculty Senate receives reports from the BAA regarding current policies and procedures, as well as recommendations for policy review or changes within the Department of Intercollegiate Athletics.

c. Faculty Senate review of existing policies is maintained by the BAA and the FAR. The BAA meets bi-annually and as often as deemed necessary to formulate and review departmental policies.

3. Faculty Athletic Representative (FAR)

a. Among numerous duties, the FAR: monitors the coordination of compliance efforts and rules education among campus entities inside and outside of the athletics department; assists the President and the Director of Intercollegiate Athletics (AD) in determining institutional positions on proposed NCAA legislation and on conference matters; and facilitates communication among various campus entities, in particular between the Athletics Department and the University's governance structure.

b. The role of the FAR requires that he/she has meaningful input into development and implementation of policy as the direct report of the President and as the liaison between the athletics department and Faculty Senate.

c. The FAR is the cornerstone of developing and reviewing policies and procedures to ensure compliance with NCAA rules. Review of policies is conducted biannually with the AD.

4. Student-Athlete Advisory Committee (SAAC)

a. The SAAC provides student-athletes with an opportunity to effectively communicate their issues and concerns with the intercollegiate athletics program and offer suggestions for improvements that are designed to meet student-athletes' needs. Programs are designed and implemented with the student-athletes' academic achievements, health, social development and general well-being in mind. This committee also encourages campus participation in intercollegiate sports contests, camaraderie between teams and school spirit.

b. The SAAC is comprised of at least one representative and one alternate from each of the intercollegiate sports teams, who serve as liaisons between the SAAC and their respective teams. SAAC elects a president, vice president and recording secretary annually. The Assistant Athletic Director for Compliance serves as the SAAC advisor. The Assistant Athletic Director for Compliance ensures that the recommendations of the SAAC are documented and reviewed by administrators within the Athletics Department.

c. SAAC meets each month during the academic year to discuss and review existing policies. Representatives of SAAC, also, attend meetings of the AASC and the BAA.

5. Other Individuals/Campus Groups - President's Executive Council (PEC)

a. PEC is a body comprised of Deans, Vice-Presidents, Directors of campus units and other key University officials, including the Director of Intercollegiate Athletics, that meets weekly with the President to discuss University business, policies and procedures.

b. Issues involving the Department of Intercollegiate Athletics, including formulation of new policies and review of existing policies, are discussed, reviewed and, if necessary, changed through this body's input.

c. PEC meets weekly, at which time policy and procedures issues may be addressed.

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

In the time frame since the Cycle 2 certification self-study through 2009, outside interest in supporting and developing funding for the University's athletic department was sporadic. Starting in May 2010, the Director of Intercollegiate Athletics (AD) undertook the charge of re-establishing an dedicated athletic booster group. The CSU Athletic Booster Group has elected officers and a meeting schedule, and is in the process of developing a business plan, marketing plan and support plan.

The Assistant Athletic Director for Business, who reports to the Vice President for Administration and Finance, is charged with processing funding that is developed for intercollegiate athletic units. The Assistant Athletic Director for Business serves as an administrative liaison between the Department of Intercollegiate Athletics and the Chicago State University Foundation. This processing structure is consistent with other University institutional gifting

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programs, and it serves to establish clear University control over the processing, compliance and distribution of funds to the athletic department.

In addition to the Assistant Athletic Director for Business, two other athletic department administrators have active involvement with the CSU Athletics Booster Group. Specifically, the Associate Athletic Director and the Assistant Athletic Director for Compliance are ex-officio members of the booster group. Another measure taken to ensure institutional control of boosters is the development and publication of a reference document for the CSU Athletic Booster Group. The AD developed the booster guidelines, which provide a clear description of the role of the booster members and the University's dedication to operating in compliance with NCAA regulations. Examples of permissible and impermissible booster group member activities are provided, as well as the contact information for the Associate Athletic Director who serves as a point of reference.

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

In an effort to ensure that broad-based representation and input is provided to the Athletic Advisory Steering Committee (AASC), the Director of Intercollegiate Athletics recommended that the President expand the institutional stakeholders comprising this committee. The President made a final determination as to the membership of the AASC and appointed the following members on April 4, 2011:

- *Ms. Mary Butler - Director of Evaluations
- *Mr. Patrick B. Cage, Esq. - General Counsel
- *Mr. Kenneth Clow, Chief Auditor of Office of Internal Audit
- *Dr. Michael Edwards - Director of Counseling Center
- *Mr. Jason Ferguson - Director of Student Activities
- *Dr. Lucy Rong He - Athletics Certification Liaison
- *Ms. Carnice Hill - Interim Registrar
- *Ms. Brenda Hooker - Director of Financial Aid
- *Ms. Felicia Horton - Assistant Director, Office of Marketing and Communications
- *Mr. Matthew Jordan - President of Student-Athlete Advisory Committee
- *Mr. Lee Junkans, Director of Career Development Center
- *Mr. Glenn Meeks - Vice President, Administration and Finance
- *Mr. Raymond Morris - President of Student Government Association
- *Ms. Stella Okeke - Director of Housing and Residence Life
- *Mr. Michael Owens - President of Alumni Association Board of Directors
- *Dr. June Price-Shingles - Chair., Board of Athletic Advisors
- *Dr. Thomas Bernard Rowan III - Faculty Athletics Representative
- *Dr. Yan Searcy - Chair. Faculty Senate
- *Ms. Cheri Sidney - Interim Director of Enrollment Management
- *Dr. Sandra Westbrooks - Provost and Senior Vice President of Academic and Student Affairs

Administrators who are ex-officio members of the AASC include:

- *Dr. Wayne Watson - President
- *Ms. Sonja K. Clayton-Pedersen, Esq. - Interim Director of Intercollegiate Athletics
- *Ms. Constance Wright, Esq - Assistant Athletic Director for Academics
- *Mr. Mark Cipich - Assistant Athletic Director for Business

The Associate Athletic Director and Assistant Athletic Director for Compliance are also ex-officio members; however, those positions are currently vacant (as of April 1, 2011).

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12. Describe how the institution's chancellor or president and his or her designee(s) maintain control with respect to each of the following areas of the athletics program:

1. Budget, including all sources of funding;
2. Accounting;
3. Purchasing; and
4. Debt management.

In addition, identify key individuals, other than the chancellor or president, with responsibilities in these areas.

Institutions must demonstrate institutional control of the athletics program with respect to budget, accounting, purchasing and debt management.

The Board of Trustees of Chicago State University charges the President, as the chief executive officer of the University, with the responsibility of management and direction of University operations. The Vice President for Administration and Finance, as designee of the President, oversees the financial affairs of the University's intercollegiate athletics program.

1. Budget

A business plan is developed and reviewed annually by the Director of Intercollegiate Athletics (AD) and the Assistant Athletics Director for Business. Revenues are projected based on anticipated funding from state appropriation, athletic fees charged to students, sporting events revenues and guarantees and advertisements. Based on the projected revenues, a spending plan is created to cover the annual operating expenditures of the program and to cover any deficits created in previous years. This business plan, which now becomes the fiscal-year-budget, is presented to the Vice President for Administration and Finance for review and approval. Once approved, the annual budget is submitted to the Office of Budget and Resource Planning for another two-tier review process prior to budget load into the University's financial system, Banner.

2. Accounting

The AD and designated staff have access to the online CSU Express, where they can monitor their adjusted budgets, budget adjustments, year-to-date expenditures, commitments, and available balances for athletic accounts at any time. The AD and designated staff are able to check budget adjustments if completed, expenditures if correctly posted into the various sports, pending purchase orders and account balances available to spend. All personnel transactions that require changes in position number, class code, job title, salary, and labor distribution must be approved by the Vice President for Administration and Finance and submitted to the Office of Budget for processing into the Banner system. Funding for all hires and salary changes are identified by submitting an approved completed budget change form to the Office of Budget and Resource Planning. Budget transfer requests from one account to another must be approved by the Vice President for Administration and Finance and are processed by the Budget Office only when all accounts have positive available balances. If there are any negative available balances in the accounts, the AD must fund the account deficit(s) in order for the Budget Office to process a budget transfer. During the fiscal year, the Office of Budget and Resource Planning, under the direction of the Vice President for Administration and Finance, reviews the athletics budget on a macro basis, to make sure that no additional deficit is incurred.

3. Purchasing

Most of the non-salary expenditures for Athletics are now processed online using CSU-Buy, a purchasing management software system. The requestor enters the information online, and the Athletic Director approves the purchase. The VP for Administration and Finance may, also, approve some of the athletics expenditures. Expenditures for meals and gas are processed in Accounts Payable. Both systems, CSU-Buy and Banner, have a control feature for non-sufficient fund (NSF) to ensure that purchases are made only when there are adequate funds to cover the purchase.

4. Debt Management

The AD presents to the Vice President for Administration and Finance a multi-year business plan showing several scenarios to generate revenues from various sources and spending plan, to create surplus from this fiscal year and

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beyond, to cover their operating deficits from prior years. Every year on a periodic basis, the VP for Administration and Finance will review this multi-year plan and compare with actual operating performance to make sure that the unit is conducting its operations as planned.

- 13.** Describe how the institution's chancellor or president and his or her designated authority review the budget of the athletics program to at least the same extent that they do for other on-campus programs and departments. In addition, identify the authority (e.g., president's cabinet, finance committee) designated with this responsibility.

Institutions must demonstrate institutional control of the athletics program with respect to budget, accounting, purchasing and debt management.

Annually, as part of the University's budget process, the Director of Intercollegiate Athletics (AD), as a fiscal officer, is required by the Office of Budget and Resource Planning to submit the athletics department's projected budget, revenues and expenditures, for next fiscal year in May. This budget year spending plan is submitted to the Vice President for Administration and Finance, as the President's designee, for review and approval prior to submission to the Budget Office.

The Budget Office reviews two-year historical revenue and expenditure data and current year operating performance (actual revenue less actual expenditures and commitments) of the University's self-supporting units, including athletics. Athletics fee income is verified based on the approved fee rate and projected enrollment data for the next fiscal year. The Budget Office staff tests the numbers for reasonableness. Initial athletics revenues will be loaded based on projected athletics fee income, net of uncollectable allowance, and other revenue sources. Original expenditure budgets will be loaded based on the total projected revenue for next fiscal year. If actual revenues vary significantly from the projected revenues, the AD will be asked to adjust the athletics budget (both revenues and expenditures) during the year.

In accordance with University procedures, every Director, regardless of department, is required to submit an annual budget to the appropriate vice-president. All annual budget requests are then submitted to the Vice President for Finance and Administration for final review.

In addition, the intercollegiate athletics program is funded partly by the state, athletic fees as part of the mandatory fees, and other sources such as guarantee income and advertisements. In FY2010 and FY2011, the University's Board of Trustees approved athletic appropriated funding to increase up to 4% and 3%, respectively, of CSU's state appropriations to support the University's intercollegiate athletics program. An increase of appropriated funds of that nature would have to be approved by the Board, regardless of the institutional unit involved.

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

Institutions must demonstrate that an administrative review of NCAA comparative data (i.e., dashboard indicators) has occurred on an annual basis by the chancellor or president or his/her designees. Please note, if an institution develops a plan for improvement in this area, the plan must be implemented prior to the completion of the certification process.

The University's President, Vice President for Finance and Administration, Director of Intercollegiate Athletics and Assistant Athletic Director for Business meet annually, during the spring semester, to review the NCAA comparative data. Additionally, the Assistant Athletic Director for Business, Mr. Mark Cipich, sits on the Finance Committee, which meets throughout the year, to review the overall fiscal picture of the athletics department.

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

The institution did not develop a plan for improvement during the current self-study process for Operating Principle 1.1.

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Operating Principle

1.2 Rules Compliance.

Self-Study Items

1. List all "conditions for certification" imposed by the committee in its Cycle 2 certification decision (if any) as they relate to Operating Principle 1.2 (Rules Compliance). For each condition, provide:
 - a. The original "condition" imposed;
 - b. The action(s) taken by the institution;
 - c. The date(s) of the action(s); and
 - d. An explanation for any partial or noncompletion of such required actions.

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

1. Condition

Provide rules compliance education for boosters.

Action

The Assistant Athletic Director for Compliance, then Ms. Linda Peete, and Director of Intercollegiate Athletics, then Mr. Sudie Davis, created a Quick Reference Handbook with NCAA rules and regulations for the boosters. This handbook has been distributed to each member of the organization and has been posted on the athletic department's website. The Assistant Athletic Director for Compliance, has conducted a rules education workshop with this group, and annual rules education programming takes place each fall semester or as needed.

Action Date

The Quick Reference Handbook was developed in February 2011; the Rules Education workshop for the CSU athletic boosters was held in March 2011; annual Rules Education programming is held at the beginning of the fall semester.

Explanation for partial or non-completion

Not applicable, the required action was completed.

2. Condition

Include rules compliance language in contracts, job descriptions, etc.

Action

Compliance language was added to contracts, letters of appointments, and performance evaluations, for members of the athletics department and for those individuals outside the department with NCAA compliance responsibilities. The Assistant Athletic Director for Compliance, then Ms. Linda Peete, and the Office of Human Resources reviewed and revised compliance language for personnel matters for internal and external members. The Assistant Athletic Director for Compliance and the Director of Intercollegiate Athletics consults with the Office of Human Resources annually, to identify those individuals having NCAA compliance responsibilities and ensuring the appropriate language appears on these personnel documents.

Action Date

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May 25, 2006, compliance language was added to contracts, letters of appointment and performance evaluations for individuals within the athletic department and for individuals outside the department with compliance responsibilities. December 2010, the compliance language was reviewed and revised by the Director of Human Resources, Dr. Renee Mitchell, and the Assistant Athletic Director for Compliance, then Ms. Linda Peete. The revised language appears in the responses for questions number 4 and 5 for operating principle 1.2. The review process was completed in February 2011 and will occur each spring semester thereafter.

Explanation for partial or non-completion

Not applicable, the required action was completed.

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 Cycle 2 certification process for Operating Principle 1.2 (Rules Compliance). For each issue identified, provide:

- a. The original goal;
- b. The step(s) taken by the institution to achieve the goal(s);
- c. The date(s) the step(s) was completed; and
- d. An explanation for any partial or noncompletion of the original goal(s) and/or step(s) to achieve the goal.

Please note, the institution will not be required to fulfill an element of a Cycle 2 plan if the element does not affect conformity with a current operating principle.

If the institution developed a plan for improvement for Operating Principle 1.2 during Cycle 2, the institution must demonstrate that it has implemented its Cycle 2 plan or provide an explanation for partial completion of the plan.

The committee will not accept the following explanations for partial completion or noncompletion:

- *The institution did not possess sufficient funds to implement the plan.*
- *The institution has had personnel changes since the original development of the plan.*
- *The institution does not have documentation of actions taken to implement the plan.*

The committee will accept the following explanation for partial or noncompletion:

- *The institution has implemented a different plan(s) to achieve the same goal outlined in its Cycle 2 plan.*

1. Original Plan

No conditions were imposed in the Cycle 2 certification.

Action

No actions were required.

Action Date

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No actions were required.

Explanation for partial or non-completion

Not applicable, no actions were required.

3. Describe any additional plans for improvement/recommendations developed by the institution since the Cycle 2 certification decision was rendered by the committee for Operating Principle 1.2 (Rules Compliance). For each additional plan, provide:

- a. The additional goal(s);
- b. The step(s) taken by the institution to achieve the goal(s); and
- c. The date(s) the step(s) was completed.

There were no additional plans for improvement developed since the Cycle 2 certification relating to Operating Principle 1.2.

4. Describe how the institution ensures that rules compliance is a central element in personnel matters for individuals within the department of athletics. Specifically, the institution must provide written evidence that all individuals inside the department of athletics (e.g., coaches, staff) have statements regarding the importance of rules compliance in all of the following documents:

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

Please note, if the institution does not use one or more of the documents (listed in a-c above), provide an explanation.

The institution must provide written evidence that all individuals inside the department of athletics (e.g., staff, coaches) have statements regarding the importance of rules compliance in all of the following documents: contracts or letters of appointment, job descriptions and performance evaluations. If the institution is in the process of revising one or more of the documents noted above due to its obligation to seek approval from an outside entity (e.g., union), the institution must provide written evidence supporting the planned revision. Please note, if an institution develops a plan for improvement in this area, the plan must be implemented prior to the completion of the certification process.

1.

a. Rules Compliance Language in Contracts/Letters of Appointment

During the 2005-2006 academic year, an addendum was included in all contracts for athletic administrators and coaches, requiring each employee's signature acknowledging his/her understanding that CSU requires employee compliance with NCAA rules and guidelines as provided in the NCAA Division I Manual. Beginning March 2011, the following language was added to Contracts and Letters of Appointment: "As a staff member within Intercollegiate Athletics, I understand that I am responsible for knowledge of and compliance with institutional, conference and National Collegiate Association (NCAA) rules, both general in nature and those which apply to my position responsibilities. I understand that knowledge of and compliance with NCAA rules is a condition of my employment." This subsection is not applicable to Civil Service employees, as they do not receive employment contracts or letters of appointment.

b. Rules Compliance Language in Job Descriptions

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Athletics department administrators, coaches and civil service employees are notified, in writing, of their duties and responsibilities to adhere to the rules and guidelines in the NCAA Division I Manual at the time of employment and at the time of review for any changes to the job description. Beginning March 2011, the following language was added to the job descriptions for the athletics department administrators, coaches and civil service employees: "As a staff member within Intercollegiate Athletics, the person assuming this position is responsible for knowledge of and compliance with institutional, conference and National Collegiate Athletic Association (NCAA) rules, both those general in nature and those which apply specifically to the job responsibilities. Knowledge of and compliance with NCAA rules is a condition of employment in this position."

c. Rules Compliance Language in Performance Evaluations

Performance evaluations were reformatted in 2004 to include an evaluation rating for an employee's knowledge and proper implementation of NCAA rules and guidelines. The new performance evaluations went into effect in 2005. Beginning March 2011, the following language was added to performance evaluations for members of the athletics department: "This employee understands and takes seriously his/her responsibility for knowledge of and compliance with institutional, conference and NCAA rules."

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

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

Please note, if the institution does not use one or more of the documents (listed in a-c above), provide an explanation.

The institution must provide written evidence that all individuals outside the department of athletics who are involved or associated with athletics (including, but not limited to, individuals who have responsibility for admission, certification of academic standing, evaluation of academic performance and administration of financial aid for student-athletes) have statements regarding the importance of rules compliance in all of the following documents: contracts or letters of appointment, job descriptions and performance evaluations. If the institution is in the process of revising one or more of the documents noted above due to its obligation to seek approval from an outside entity (e.g., union), the institution must provide written evidence supporting the planned revision. Please note, if an institution develops a plan for improvement in this area, the plan must be implemented prior to the completion of the certification process.

1.

a. Rules Compliance Language in Contracts/Letters of Appointment

The Assistant Athletic Director for Compliance coordinates with the Office of Human Resources to identify those administrators working outside the athletics department (e.g., the Directors of Financial Aid, Admissions and Evaluations) who work with student-athletes and/or have NCAA compliance responsibilities. Effective March 2011, the Assistant Athletic Director for Compliance consults with the Office of Human Resources to conduct an annual review of these documents to ensure compliance with

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the NCAA rules and guidelines. Beginning March 2011, the following language was added to contracts and letters of appointment: "As a Chicago State University employee whose job involves working with the Department of Intercollegiate Athletics, I understand that I am responsible for knowledge of and compliance with institutional, conference and National Collegiate Athletic Association (NCAA) rules which apply to my job responsibilities."

b. Rules Compliance Language in Job Descriptions

The University utilizes a software package (PeopleAdmin) to manage hiring and personnel matters. The Director of Intercollegiate Athletics and the Assistant Athletic Director for Compliance consults with the Office of Human Resources to update/adjust all job descriptions for individuals working outside the athletics department, specifically the Director of Admissions, Director of Financial Aid, Registrar and Director of Evaluations. These descriptions are standardized and include required NCAA compliance language. Beginning March of 2011, the following language was added to the job descriptions of those employees having NCAA responsibilities: "As a Chicago State University employee whose job involves working with the Department of Intercollegiate Athletics, the individual assuming this position is responsible for knowledge of and compliance with institutional, conference and National Collegiate Athletic Association (NCAA) rules which apply to his/her job responsibility."

c. Rules Compliance Language in Performance Evaluations

The Assistant Athletic Director for Compliance coordinates with the Office of Human Resources to identify those individuals working outside the athletics department that work with student-athletes and/or have NCAA compliance responsibilities, specifically the Director of Admissions, Director of Financial, Registrar and Director of Evaluations, to ensure that compliance language is included and assessed in their annual performance evaluation. In addition, the Assistant Athletic Director for Compliance provided NCAA rules education to the supervisors of these identified individuals to assist with completion of performance evaluations. Beginning March 2011, the following language was added to performance evaluation for individuals with NCAA responsibilities: "This employee understands and takes seriously his/her responsibility for knowledge of and compliance with institutional, conference and (NCAA) rules as it relates to his/her job responsibilities."

6. Provide the name(s) and title(s) of the insitutional staff member outside the department of athletics who has ultimate responsibility in determining student-athlete's admission to the institution, certification of academic standing, and conferment of academic degrees.

The institution must demonstrate that the responsibility for admission, certification of academic standing and conferment of academic degrees of student-athletes is vested in the same agencies that have authority in these matters for students in general.

The Interim Director of Admissions, Ms. Cheri Sidney, is ultimately responsible for determining a student-athlete's admission to the institution. In her absence, that responsibility falls to the Associate Director of Admissions, Mr. John Martinez. The Interim Registrar, Ms. Carnice Hill, is responsible for keeping the official University record of the students' academic standing. The Director of Evaluations, Ms. Mary Butler, evaluates a student's academic record and certifies a student's eligibility for graduation. All University degrees are awarded by the institution's President, Dr. Wayne Watson, on behalf of the Board of Trustees.

7. Provide the name(s) and title(s) of the individual(s) (other than the institution's compliance officer/director) who the chancellor or president designates as having final authority for the institution's rules compliance (e.g., athletics director, vice president for athletics).

The institution must assign direct accountability for rules compliance to the individual the chancellor or president assigns final authority for the athletics program (e.g., director of athletics, vice president for athletics).

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The President has designated the Director of Intercollegiate Athletics, then Mr. Sudie Davis, as having the final authority for the institution's rules compliance.

8. Identify the individuals inside and outside the department of athletics who have rules compliance responsibilities. Describe the reporting lines for and responsibilities assigned to these individuals, including but not limited to:
- a. Faculty athletics representative;
 - b. Director of athletics;
 - c. Compliance officer/director;
 - d. Coaches; and
 - e. Other key individuals (e.g., admissions director, financial aid personnel, registrar) who are responsible for documenting and monitoring compliance with NCAA rules, including but not limited to:
 1. Eligibility certification;
 2. Investigation and self-reporting of violations;
 3. Monitoring of financial aid; and
 4. NCAA Division I Academic Performance Program (APP).

The institution must identify individuals who have rules compliance-related responsibilities and the reporting lines of these individuals.

The institution must demonstrate that individuals external to the athletics program (including, but not limited to, financial aid personnel, registrar, faculty athletics representative) are engaged in the critical and sensitive areas of rules compliance. Examples of critical and sensitive areas of rules compliance include, but are not limited to, eligibility certification, investigation and self-reporting of rules violations, monitoring financial aid and APP.

a. Faculty Athletic Representative (FAR)- Dr. Thomas B. Rowan III

The FAR reports to the President, Dr. Wayne Watson. The FAR serves as the principle advisor to the University President on all matters related to intercollegiate athletics. He/she monitors the coordination of compliance efforts and rules education among campus entities inside and outside the athletics department. The FAR assists the Director of Intercollegiate Athletics (AD) in devising and implementing NCAA rules education and compliance programs inside and outside of the athletics department. He/she acts as the institutional representative to the NCAA and at athletic conferences. The FAR interprets NCAA and Conference legislation. The FAR is an ex-officio member of the Faculty Senate and sits on the Athletic Advisory Steering Committee (AASC).

b. Director of Intercollegiate Athletics then Mr. Sudie Davis

The Director of Intercollegiate Athletics (AD) reports directly to the President, Dr. Wayne Watson, and is ultimately responsible for rules compliance.

c. Assistant Athletic Director for Compliance then Ms. Linda M. Peete

The Assistant Athletic Director for Compliance reports directly to the Director of Intercollegiate Athletics. That person is responsible for ensuring that the University maintains proper institutional control over compliance with University conference and NCAA rules and regulations.

d. Coaches

The coaches report to the Director of Intercollegiate Athletics, then Mr. Sudie Davis or his/her designee. Coaches are contractually obligated to comply with institutional, NCAA and Great West Conference regulations, which include, but are not limited to, benefits and awards; recruiting; playing and practice seasons; personnel, and amateurism. Assistant coaches report to the head coaches for their respective sport.

Governance and Commitment to Rules Compliance

e. Other key individuals (e.g. admissions director, financial aid personnel, registrar) who are responsible for documenting and monitoring compliance with NCAA rules

1. Eligibility certification: Director of Evaluations, Ms. Mary Butler, certifies continuing academic eligibility and reports to the Interim Registrar, Ms. Carnice Hill. Interim Director of Enrollment Management, Ms. Cheri Sidney, has the responsibility of ensuring that students meet the criteria for admittance into the University, and reports to the Interim Vice President for Enrollment Management, Dr. Wayne Watson.

2. Investigation and self-reporting of violations: The Director of Intercollegiate Athletics, FAR, Assistant Athletic Director for Compliance are responsible for investigations and self-reporting of violations.

3. Monitoring of Financial Aid: The Director of Financial Aid, Ms. Brenda Hooker, provides and administers all financial aid programs in accordance with NCAA regulations. She reports to the Interim Vice President of Enrollment Management, Dr. Wayne Watson.

4. Academic Performance Program (APP): The Assistant Athletic Director for Compliance and Assistant Athletic Director for Academics, Ms. Constance Wright, are responsible for overseeing the APP. They both report to the Director of Intercollegiate Athletics.

9. Indicate by clicking "yes" or "no" in the Athletics Certification System (ACS), whether the institution has written policies and step-by-step procedures that include assignment of specific responsibilities pertaining to rules compliance. Please note, all policies and procedures must be available during the evaluation visit. If an institution indicates a specific written policy and step-by-step procedure is not applicable (N/A), the institution must provide an explanation. Please use the file upload link contained within this question on ACS to submit an explanation if the institution selects N/A.

The institution must provide evidence that written compliance policies and procedures exist and demonstrate that they are engaged and functioning in the following areas:

- a. *Initial-eligibility certification;*
- b. *Continuing-eligibility certification;*
- c. *Transfer-eligibility certification;*
- d. *NCAA Division I Academic performance program (APP) (e.g., data collection process, penalty implementation process);*
- e. *Financial aid administration, including individual and team limits;*
- f. *Recruiting (e.g., official and unofficial visits, hosts entertainment, contacts phone call);*
- g. *Camps and clinics;*
- h. *Investigations and self-reporting rules violations;*
- i. *Rules education;*
- j. *Extra benefits;*
- k. *Playing and practice seasons;*
- l. *Student-athlete employment; and*
- m. *Amateurism.*

Please note, if an institution develops a plan for improvement in this area, the plan must be implemented prior to the completion of the certification process.

Governance and Commitment to Rules Compliance

	Yes	No	N/A
Initial eligibility.	X		
Continuing-eligibility certification.	X		
Transfer-eligibility certification.	X		
APP.	X		
Financial aid administration.	X		
Recruiting.	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		
Amateurism.	X		

- 10.** Describe how the institution's written compliance policies and procedures are communicated on an annual basis to athletics department staff and individuals outside the athletics department with rules compliance responsibilities.

The institution must demonstrate that its compliance policies and procedures are directly communicated in writing (e.g., provide hard copy of document, provide weblink via e-mail) on an annual basis to department of athletics staff and individuals outside the department of athletics with rules compliance responsibilities. Please note, if an institution develops a plan for improvement in this area, the plan must be implemented prior to the completion of the certification process.

The University implements a comprehensive rules education program to ensure that all members of the athletics department and members outside the athletics department with responsibilities for rules compliance are provided with and informed of NCAA regulations. The rules education program is developed, maintained and reviewed by the Assistant Athletic Director for Compliance. She/he conducts orientation sessions specific to student-athletes, coaches and support staff of the athletics department and staff outside the athletics department. The written compliance policies and procedures are posted on the University's website and each member of the athletics department receives a copy in addition to the Student-Athlete Handbook, the Compliance Newsletter, and the NCAA Compliance Manual. Copies of the policies and procedures, the NCAA manual and the Compliance Newsletter are available for review online at www.csu.edu/athletics. Last, the Assistant Athletic Director for Compliance, conducts rules education and compliance update meetings with each individual team prior to their competitive season and as needed.

Governance and Commitment to Rules Compliance

11. Describe the institution's rules-education efforts for all individuals associated with the department of athletics, including the frequency and topics reviewed with each of the following groups:
- a. Boosters;
 - b. Student-athletes;
 - c. Department of athletics staff;
 - d. Coaches;
 - e. Faculty; and
 - f. Institutional staff outside the department of athletics.

The institution must provide evidence that it has a continuous and comprehensive rules education program for all individuals associated with the athletics program including boosters, student-athletes, department of athletics staff, coaches, and directly involved faculty and institutional staff outside the department of athletics.

The Department of Intercollegiate Athletics at Chicago State University has an ongoing rules education program tailored for all constituent groups of the campus community. The Director of Intercollegiate Athletics (AD), Associate Athletic Director and the Assistant Athletic Director for Compliance are responsible for rules education efforts on a university-wide basis. The University's rules education efforts can be found in the CSU Athletics Policies and Procedures Manual, the Student-Athlete Handbook, the Compliance Newsletter, and the NCAA Compliance Manual.

a. Boosters

The Department of Athletics provides a Quick Reference manual to NCAA Rules and Regulations for Athletics Boosters for all new and current members at regularly scheduled meetings. Information provided in the newsletter addresses booster identification, the "booster ban" legislation, contact with prospective student-athletes, recruitment rules, employment, and frequently asked questions. Furthermore, this reference manual is made available via the CSU athletics webpage and provided to Chicago State University's Office of Alumni Affairs.

b. Student-athletes

The Assistant Athletic Director for Compliance conducts a mandatory student-athlete orientation at the beginning of the full and/or spring semester. Additionally, information is provided by the senior administrative staff, institutional departments(e.g., Financial Aid, Student Services and Housing and Residential Life), and the coaches to student-athletes. Compliance meetings with each team are conducted prior to the beginning of their competition season. Lastly, education rules are discussed during Student-Athlete Advisory Committee(SAAC) meetings. Information provided to student-athletes relates to eligibility and amateurism, sports wagering, employment, extra benefits, academic requirements, outside competition and other relevant rules compliance topics.

c. Athletics Department Staff

Monthly meetings are held for all athletics department personnel where compliance issues are addressed. In addition, the NCAA Compliance Manual and the Athletics Department's Policies and Procedures Manual is shared with them, along with major infractions/violations that have been occurred in the recent past and how the University handles each violation. These meetings are conducted by the Director of Intercollegiate Athletics with the input of the Assistant Athletic Director for NCAA Compliance.

d. Coaches

The Assistant Athletic Director for Compliance conducts a mandatory student-athlete orientation in the beginning of the fall and/or spring, which all coaches are required to attend. Coaches are provided with an NCAA Division I Manual, the Great West Conference Manual and CSU Coaches Compliance Manual. Additionally, information is provided to the coaches by the athletic departments' senior-level administrative staff and institutional personnel from(Financial Aid, Student Services, Housing and Residential Life) to all coaches. Compliance meetings with each team are conducted prior to the beginning of their competitive season. Information provided to coaches relates to recruitment, travel, reimbursements, eligibility and amateurism, sports wagering, employment, extra benefits, academic requirements, outside competition and other rules compliance topics.

Governance and Commitment to Rules Compliance

e. Faculty

The Assistant Athletic Director for Compliance provides an annual orientation to the Faculty Athletic Representative (FAR), the Athletic Advisory Steering Committee (AASC) and the Board of Athletic Advisors (BAA), at which time they are provided information about NCAA regulations and rules compliance. The FAR and the BAA are liaisons between the athletics department and University faculty. The Assistant Athletic Director for Compliance also provides them with links to the NCAA website and the CSU athletics department's website relating to compliance matters.

f. Institutional Staff Outside of the Athletics Department

The Assistant Athletic Director for Compliance provides an annual orientation to the Director of Financial Aid, Registrar and Director of Admissions, at which time they are provided information about NCAA regulations and rules compliance. The Assistant Athletic Director for Compliance also provides them with links to the NCAA website and the CSU athletics department's website and meets with them as needed to discuss other matters relevant to NCAA compliance.

12. In regard to the institution's most recent rules-compliance evaluation:

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

The institution must demonstrate that its rules-compliance program is subject to a comprehensive, external rules-compliance evaluation at least once every four years and is conducted by an individual(s) external to athletics who is knowledgeable of NCAA compliance and who does not have day-to-day responsibilities in the areas under review. Please note, if an institution develops a plan for improvement in this area, the plan must be implemented prior to the completion of the certification process.

- a. Ed Grom, Commissioner of the Great West Conference, and Mike Sharpe, Assistant Commissioner, were responsible for conducting the most recent rules compliance evaluation.
- b. Senior-level administrative members from the athletics department consulted with the NCAA regarding viable consultants to perform the compliance evaluation. From the recommendations offered by the NCAA, the athletics department selected representatives of the Great West Conference who are knowledgeable of NCAA legislation and best compliance practices, to perform the compliance evaluation. Neither individual has day-to-day compliance responsibilities for the University.
- c. The most recent compliance audit was completed January 19-20, 2011.

Governance and Commitment to Rules Compliance

13. The rules compliance evaluation must determine that the institution's compliance practices are engaged and functioning and must include the required areas listed below. Indicate by clicking "yes" or "no" in the ACS which areas were included in the institution's most recent rules compliance evaluation. If the institution indicates a specific area is not applicable (N/A), the institution must provide an explanation. Please use the file upload link contained within this question on ACS to submit an explanation if the institution selects N/A.

The institution must provide evidence that the comprehensive, external rules-compliance evaluation demonstrates that the rules-compliance program is engaged and functioning. Further, the institution must review the written, comprehensive evaluation as part of the self-study process and determine if appropriate corrective actions are necessary in response to the written report.

The institution must provide evidence that the comprehensive, external rules-compliance evaluation includes, at minimum, the following areas;

- a. *Governance and organization (e.g., governing board policies related to athletics, responsibilities and duties of compliance personnel);*
- b. *Initial-eligibility certification;*
- c. *Continuing-eligibility certification;*
- d. *Transfer-eligibility certification;*
- e. *APP;*
- f. *Financial aid administration, including individual and team limits;*
- g. *Recruiting (e.g., official and unofficial visits, hosts entertainment, contacts, phone calls);*
- h. *Camps and clinics;*
- i. *Investigations and self-reporting rules violations;*
- j. *Rules education;*
- k. *Extra benefits;*
- l. *Playing and practice seasons;*
- m. *Student-athlete employment;*
- n. *Amateurism; and*
- o. *Commitment of personnel to rules-compliance activities.*

All rules compliance evaluations conducted on/after September 1, 2008, must include the following new areas: governance and organization; APP; amateurism; and commitment of personnel to rules-compliance activities. If an institution's rules compliance program has been evaluated at least once in the past four years at the time of the self-study process and the evaluation was conducted prior to September 1, 2008, the institution is not required to include the four new areas in its evaluation or conduct an additional evaluation to include the four new areas. However, the institution must create a plan for improvement demonstrating that the four new areas of review will be included in the next scheduled rules compliance evaluation.

Governance and Commitment to Rules Compliance

	Yes	No	N/A
Governance and organization.	X		
Initial-eligibility certification.	X		
Continuing-eligibility certification.	X		
Transfer-eligibility certification.	X		
APP.	X		
Financial aid administration, including individual and team limits.	X		
Recruiting (e.g., contacts and evaluations, official and unofficial visits).	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		
Amateurism.	X		
Commitment of personnel to rules-compliance activities.	X		

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

The institution must provide evidence that the comprehensive, external rules-compliance evaluation demonstrates that the rules-compliance program is engaged and functioning. Further, the institution must review the written, comprehensive evaluation as part of the self-study process and determine if appropriate corrective actions are necessary in response to the written report.

The Compliance Audit report was sent from the Great West Conference office to the Director of Intercollegiate Athletics (AD). The AD provided copies of the review to the President, the Faculty Athletic Representative (FAR) and Assistant Athletic Director for Compliance. Additionally, the athletic director sent a copy to the athletics department senior administrative staff, coaches, Director of Admissions, Director of Financial Aid, Financial Aid Liason, Registrar, Director of Evaluations, Sports Information Director, NCAA 2012 Certification Governance & Commitment to Rules Subcommittee, the NCAA 2012 Certification Steering Committee, Board of Athletic Advisors (BAA) and Athletics Certification Liason. All stakeholders have been given an opportunity to review the document and make recommendations for corrective action(s).

The individuals consulted include:

- * Dr. Wayne Watson- President
- * Ms. Brenda Hooker - Director of Financial Aid
- * Mr. John Martinez - Associate Director of Admissions
- * Mr. Sudie Davis - then Director of Intercollegiate Athletics
- * Ms. Linda Peete - then Assistant Athletic Director for Compliance
- * Ms. Telis Randle - then Compliance Specialist
- * Dr. Alonzo DeCarlo - Faculty Athletic Representative
- * Mr. Mark Cipich - Assistant Athletic Director for Business
- * Mr. Corey Miggins - Sports Information Director
- * Ms. Diana Muhammad - Head Coach, Women's Track and Field/Cross Country
- * Mr. Wayne Holloway - Head Coach, Men's Track and Field/Cross Country
- * Ms. Angela Jackson - Head Coach, Women's Basketball
- * Mr. Robert Eskew - Head Coach, Women's Volleyball
- * Mr. Tracy Dildy - Head Coach, Men's Basketball

Governance and Commitment to Rules Compliance

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

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

After reviewing the compliance evaluation provided by Mr. Mike Sharpe, Assistant Commissioner of the Great West Conference, President Watson assembled the following individuals to discuss strategies to address the concerns rendered in the evaluation: the Director of Intercollegiate Athletics (AD), the Associate Athletic Director, Senior Woman Administrator, Assistant Athletic Director for Compliance, Faculty Athletic Representative, Assistant Athletic Director for Business, Assistant Athletic Director for Academics, Interim Registrar, Director of Financial Aid, Vice President for Administration and Finance and the Director of Human Resources. This meeting was held in the President's Conference Room on Friday, February 25, 2010 at 9 a.m. President Watson asked the committee to work on corrective actions and to report back to him by March 15, 2011 with actions taken. Listed below are the actions taken by the committee and the dates of those actions.

1. Additional Compliance Officer

a. Hire a graduate student intern to assist the Assistant Athletic Director for Compliance

* Reassign specific compliance tasks to the Director of Intercollegiate Athletics and Associate Athletic Director; and

* Submit budget request and justification to add new position to the Athletic Department for review and approval for fiscal year 2013.

b. Timeline of completion: August 2011

2. Correct Noted Compliance Matters

a. Updated the Intercollegiate Athletics Policies and Procedures Manual

* Updated the Student-Athlete Handbook;

* Revised the roles of the Board of Athletic Advisors (Faculty Group) and the Athletic Advisory Steering Committee (Comprised of Faculty, Staff and Alumni);

* Re-established the Athletic Advisory Steering Committee;

* Established regular meeting schedules for the Board of Athletic Advisors and the Athletic Advisory Steering Committee;

* Scheduled on-going compliance education for all individuals connected to athletics (Staff, coaches, students, and key external personnel);

* Established monthly meetings for the Assistant Athletic Director for Compliance with the Director of Financial Aid, Director of Admissions, Registrar and Director of Evaluations;

* Developed additional written procedures to address concerns regarding the awarding of financial aid for student-athletes;

* Established monthly meetings with members of the athletic department regarding compliance issues and/or changes to NCAA policies and procedures; and

* Developed sport specific forms for each sports team based on NCAA rules regarding documentation of playing season.

b. Date of Action: March - April 2011

3. Professional Development

a. Established date for annual retreat for external personnel with NCAA responsibilities to provide rules education for specific area of responsibilities.

b. Date of Action: March 2011

Governance and Commitment to Rules Compliance

- 16.** Submit a copy of the report from the institution's most recent rules compliance evaluation. [Please use the file upload link contained within this question to submit a copy of the institution's most recent rules compliance evaluation.]

The institution must submit a copy of the written evaluation from its comprehensive external rules-compliance evaluation.

A copy of the rules compliance evaluation is uploaded for review.

List of attachments

1. CSU 2011 External Rules Compliance Evaluation.pdf

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

The institution did not develop a plan for improvement during the current self-study process for Operating Principle 1.2.

Academic Integrity

Operating Principle

2.1 Academic Standards.

Self-Study Items

1. List all "conditions for certification" imposed by the committee in its Cycle 2 certification decision (if any) as they relate to Operating Principle 2.1 (Academic Standards). For each condition, provide:
 - a. The original "condition" imposed;
 - b. The action(s) taken by the institution;
 - c. The date(s) of the action(s); and
 - d. An explanation for any partial or noncompletion of such required actions.

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

1. Condition

The committee reviewed Chapter 3, page 12 of our institution's self-study report and noted that the institution did not analyze the graduation rates of student-athlete subgroups (e.g., ethnic subgroups, specific sports subgroups, etc.).

Action

The institution analyzed the graduation rates of student-athlete subgroups by ethnicity and by specific sport groups as directed.

Action Date

July 12-14, 2005.

Explanation for partial or non-completion

Not applicable, the required action was completed.

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 Cycle 2 certification process as they relate to Operating Principle 2.1 (Academic Standards). For each issue identified, provide:
 - a. The original goal(s);
 - b. The step(s) taken by the institution to achieve the goal(s);
 - c. The date(s) the step(s) was completed; and
 - d. An explanation for any partial or noncompletion of the original goal(s) and/or step(s) to achieve the goal.

Please note, the institution will not be required to fulfill an element of a Cycle 2 plan if the element does not affect conformity with a current operating principle.

Academic Integrity

If the institution developed a plan for improvement for Operating Principle 1.2 during Cycle 2, the institution must demonstrate that it has implemented its Cycle 2 plan or provide an explanation for partial completion of the plan.

The committee will not accept the following explanations for partial completion or noncompletion:

- *The institution did not possess sufficient funds to implement the plan.*
- *The institution has had personnel changes since the original development of the plan.*
- *The institution does not have documentation of actions taken to implement the plan.*

The committee will accept the following explanation for partial or noncompletion:

- *The institution has implemented a different plan(s) or taken different action(s) to achieve or maintain progress toward the same goal outlined in its Cycle 2 plan.*

1. Original Plan

There were no plans for improvement developed during the Cycle 2 certification process for Operating Principle 2.1.

Action

No actions were required.

Action Date

No actions were required.

Explanation for partial or non-completion

Not applicable, as no plans for improvement were identified as necessary for the institution in this area during the Cycle 2 certification process.

3. Describe any additional plans for improvement/recommendations developed by the institution since the Cycle 2 certification decision was rendered by the committee for Operating Principle 2.1 (Academic Standards), including any plans or recommendations developed through the institution's involvement in the APP Data Review process, if applicable. For each additional plan, provide:

- a. The additional goal(s);
- b. The step(s) taken by the institution to achieve the goal(s); and
- c. The date(s) the step(s) was completed.

The institution has established a multifaceted plan that will monitor and ensure semester-by-semester oversight that that will minimize excessive class withdrawal and facilitate progress toward degree completion. Components of the plan are detailed below:

Improvement #1

a. The University requires that the Curriculum Advising Planning Program (CAPP) be used as an advising tool by both advisors and students to evaluate coursework in communication with degree requirements.

b. CAPP produces a report reflecting academic progress toward completion of an undergraduate degree in the students' declared or proposed major. The CAPP degree evaluation report shows how Chicago State University courses, transfer courses and courses in progress apply toward degree requirements. Faculty advisors and students are encouraged to generate a degree evaluation immediately after registration and during the graduation application process.

Academic Integrity

c. Spring 2006

Improvement #2

a. The University utilized and updated Academic Warning System. This system is an early intervention tool that identifies students what are performing below "C" level or are otherwise making limited progress in their classes.

b. Faculty participants formally alert students to the problems that are preventing them from succeeding in their classes by electronically submitting academic warnings to the Office of Academic Support (OAS). OAS counselors email the warnings to the students, from whom office visits or telephone calls are requested within five days of receipt. OAS counselors provide a combination of study techniques, referrals to tutoring or appropriate departments and encouragement to assist in achieving academic success. Faculty members are required to alert students of their academic progress using codes that are recorded on the students' records three times a semester. The codes are reported the fourth, eighth, and twelfth week of the semester. Deans are informed of those faculty members who do not submit academic warnings for their students. Students are contacted and offered assistance through the appropriate academic support offices.

c. Fall 2009

Improvement #3

a. All entering student-athletes must have an Individualized Degree Completion Plan (IDCP) filed with the athletics department by the end of their first semester.

b. The IDCP is then updated every semester by the student and the department advisor. If a student-athlete withdraws from or fails a class, those details as well as the semester in which she/he will make up the earned hours will be documented in the IDCP. The revised plan must be filed in the student's major department and with the Assistant Athletic Director for Academics.

c. Spring 2011

Improvement #4

a. The institution implemented a process to monitor the student-athlete procedure for withdrawal from a class during the academic semester to enhance progress toward degree completion.

b. In order to withdraw from a course, the student-athlete must obtain a withdrawal form from their department advisor and present it to authorized representatives of the athletics department for approval. All student-athletes must obtain a written approval from the Director of Intercollegiate Athletics and/or from the the Assistant Athletic Director of Academics before withdrawing from a class with the University Registrar.

C. Spring 2011

4. Describe the process by which student-athletes are admitted to the 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 in general? Be specific and give careful attention to key decision points (e.g., second-level or subsequent review process, appeals procedure) in these processes and the individuals or groups involved at each point, including the role, either formal or informal, the department of athletics plays (if any) in the admissions process for student-athletes.

Student-athletes must be governed by the institutional admissions policies that apply to all students.

Institutional admissions decisions for student-athletes must be made solely by the authority responsible for admissions decisions.

Chicago State University uses an identical process for admission of students in general and for the admission of student-athletes. The Undergraduate Office of Admissions is responsible for administering the admissions process based on the criteria published in the University catalogue and on the University website to screen all students for admission, including student-athletes. If the applicant does not meet the regular admission criteria they may be

Academic Integrity

admitted through the University College Program. Students admitted through the University College receive a conditional admit with explicit pre-enrollment instructions and requirements. If the student does not meet either regular or University College admission criteria, they will be sent a letter of denial. There is no appeal process for admissions decisions.

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

Institutional admissions decisions for student-athletes must be made solely by the authority responsible for admissions decisions.

Academic standards and policies for student-athletes must be consistent with the standards for the student body in general, conference or NCAA standards, whichever are higher.

Students who do not meet the criteria for regular admission may be conditionally admitted through the University College. Admissions procedures for the University College are as follows: (1.) All students must submit a completed admissions application to the Office of Undergraduate Admissions. (2.) Students who do not have the required ACT score will be identified as a conditionally admitted student. (3.) The Office of Undergraduate Admissions will mail pre-enrollment information to students qualifying for conditional admits. (4.) Conditionally admitted students should complete a commitment letter and return it to the University College Coordinator. (5.) The Coordinator will notify the Office of Undergraduate Admissions of the acceptance of the conditionally admitted students. There is no appeals process available, nor is there a subsequent review process.

6. Compare and explain any differences between the percentage of first-year student-athletes receiving athletics aid who were admitted through any of the processes described in Self-Study Item No. 5 and the percentage of first-year students in general (including student-athletes) who were so admitted. Provide these comparative data for the four most recent academic years.

Special Admissions chart.

Special Admissions by sport group chart.

The analysis of data reveals that the number of first-year student-athletes receiving athletics aid, admitted in the last four years (2006-2010), who do not meet the regular admissions requirements, was four (4). The number of first-year students from the general student population who were admitted in the last four years (2006-2010) who do not meet the institution's standard or normal entrance requirements, was 634. In sum, the percentage of student-athletes admitted from 2006-2010, through non-standard entrance requirements, is less than one percent (<1%).

During the past four academic years, the special admit student population as compared to the student-athlete special admit population, represented the following results for first-year students at Chicago State University: 34% and 0% in 2006-07; 31.2% and 0% in 2007-08; 37.5% and 17.39% in 2008-09; and 41.5% and 0% in 2009-10. For each of the evaluation periods reported, the University College special admit populations far exceeded the first year student-athlete population similarly admitted. Accordingly, no improvement plan is needed to address the population statistics provided.

Academic Integrity

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

If any of the institution's sports teams had student-athletes certified through the pilot early academic certification program from August 1, 2007, through July 31, 2008, provide an explanation regarding how the inclusion of these average core-course grade-point averages affects the data provided.

Test scores by gender chart.

Test scores by racial and ethnic group chart.

Test scores and grade-point average by sport chart.

The institution must analyze and explain any differences between the academic profile of entering student-athletes, as a whole or for any student-athlete subgroup (i.e., sport, gender, ethnicity, transfers), and the academic profile of other student-athletes and comparable student-body groups or subgroups.

Chicago State University did not participate in the pilot early certification program.

2006-2007 Gender Comparison

During the 2006-2007 school year, one hundred and five (105) male students entered Chicago State University with an average standardized test score of nineteen (19). Four (4) of the entering male students were classified as student-athletes. The average standardized test score of the male student-athletes was twenty-four (24). The average standardized test score of male student-athletes was five (5) points higher than the average standardized test score of the general male student population.

During the 2006-2007 school year, two hundred and fifty-four (254) female students entered Chicago State University with an average standardized test score of nineteen (19). Eight (8) of the entering female students were classified as student-athletes. The average standardized test score of the female student-athletes was twenty (20). The average standardized test score of female student-athletes was one (1) point higher than the average standardized test score of the general female student population.

2006-2007 Race Comparison

During the 2006-2007 school year, two hundred eighty-nine (289) Black/African students entered Chicago State University with an average standardized test score of nineteen (19). Six (6) of the entering Black/African students were classified as student-athletes. The average standardized test score of the Black/African student-athletes was twenty-one (21). The average standardized test score of the Black/African student-athletes was two (2) points higher than the average standardized test score of the general Black/African student population.

During the 2006-2007 school year, twenty-two (22) White students entered Chicago State University with an average standardized test score of twenty-two (22). Six (6) of the entering White students were classified as student-athletes. The average standardized test score of the White student-athletes was twenty-two (22). The average standardized test score of the White student-athletes was the same as the average standardized test score of the general White student population.

2006-2007 Sport Comparison

During the 2006-2007 school year, two teams had more than two entering first year students. Four (4) Women's Basketball student-athletes entered Chicago State University with an average standardized test score of twenty-one (21) and an average core course grade point average of 2.575. Three (3) student-athletes who compete in other Women's sports entered Chicago state University with an average standardized test score of twenty-one (21) and an average core course grade point average of 3.55.

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2007-2008 Gender Comparison

During the 2007-2008 school year, one hundred and seventeen (117) male students entered Chicago State University with an average standardized test score of twenty (20). Four (4) of the entering male students were classified as student-athletes. The average standardized test score of the male student-athletes was twenty (20). The average standardized test score of male student-athletes was the same as the average standardized test score of the general male student population.

During the 2007-2008 school year, two hundred and fifty-five (255) female students entered Chicago State University with an average standardized test score of nineteen (19). Fourteen (14) of the entering female students were classified as student-athletes. The average standardized test score of the female student-athletes was twenty-one (21). The average standardized test score of female student-athletes was two (2) points higher than the average standardized test score of the general female student population.

2007-2008 Race Comparison

During the 2007-2008 school year, four (4) Asian students entered Chicago State University with an average standardized test score of nineteen (19). Two (2) of the entering Asian students were classified as student-athletes. The average standardized test score of the Asian student-athletes was twenty-two (22). The average standardized test score of the Asian student-athletes was three (3) points higher than the average standardized test score of the general Asian student population.

During the 2007-2008 school year, three hundred eighteen (318) Black/African students entered Chicago State University with an average standardized test score of nineteen (19). Eighteen (18) of the entering Black/African students were classified as student-athletes. The average standardized test score of the Black/African student-athletes was twenty (20). The average standardized test score of the Black/African student-athletes was one (1) point higher than the average standardized test score of the general Black/African student population.

During the 2007-2008 school year, nine (9) White students entered Chicago State University with an average standardized test score of twenty (20). Seven (7) of the entering White students were classified as student-athletes. The average standardized test score of the White student-athletes was twenty (20). The average standardized test score of the White student-athletes was the same as the average standardized test score of the general White student population.

2007-2008 Sport Comparison

During the 2007-2008 school year, five (5) teams had more than two entering first year students. Six (6) Men's Basketball student-athletes entered Chicago State University with an average standardized test score of twenty (20) and an average core course grade point average of 2.803. Four (4) Men's Track and Field student-athletes entered Chicago State University with an average standardized test score of seventeen (17) and an average core course grade point average of 2.78.

Four (4) Women's Basketball student-athletes entered Chicago State University with an average standardized test score of twenty-one (21) and an average core course grade point average of 2.575. Four (4) Women's Track and Field student-athletes entered Chicago State University with an average standardized test score of eighteen (18) and an average core course grade point average of 2.919. Seven (7) student-athletes who compete in other Women's sports entered Chicago state University with an average standardized test score of twenty-one (21) and an average core course grade point average of 2.795.

2008-2009 Gender Comparison

During the 2008-2009 school year, one hundred and twenty-three (123) male students entered Chicago State University with an average standardized test score of nineteen (19). Eight (8) of the entering male students were classified as student-athletes. The average standardized test score of the male student-athletes was twenty-three (23). The average standardized test score of male student-athletes was four (4) points higher than the average standardized test score of the general male student population.

During the 2008-2009 school year, two hundred and seventy-nine (279) female students entered Chicago State University with an average standardized test score of nineteen (19). Thirteen (13) of the entering female students were classified as student-athletes. The average standardized test score of the female student-athletes was twenty (20). The average standardized test score of female student-athletes was one (1) point higher than the average standardized test score of the general female student population.

2008-2009 Race Comparison

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During the 2008-2009 school year, three hundred thirty-four (334) Black/African students entered Chicago State University with an average standardized test score of nineteen (19). Nineteen (19) of the entering Black/African students were classified as student-athletes. The average standardized test score of the Black/African student-athletes was nineteen (19). The average standardized test score of the Black/African student-athletes was the same as the average standardized test scores of the general Black/African student population.

During the 2008-2009 school year, thirty-seven (37) Hispanic students entered Chicago State University with an average standardized test score of twenty (20). One (1) of the entering Hispanic students was classified as a student-athlete. The average standardized test score of the Hispanic student-athlete was eighteen (18). The average standardized test score of the Hispanic student-athlete was two (2) points lower than the average standardized test scores of the general Hispanic student population.

During the 2008-2009 school year, six (6) White students entered Chicago State University with an average standardized test score of twenty (20). Four (4) of the entering White students were classified as student-athletes. The average standardized test score of the White student-athletes was twenty (20). The average standardized test score of the White student-athletes was the same as the average standardized test scores of the general White student population.

During the 2008-2009 school year, twenty-three (23) Other students entered Chicago State University with an average standardized test score of nineteen (19). Three (3) of the entering Other students were classified as student-athletes. The average standardized test score of the Other student-athletes was twenty-two (22). The average standardized test score of the Other student-athletes was three (3) points higher than the average standardized test scores of the general unknown student population.

2008-2009 Sport Comparison

During the 2008-2009 school year, five (5) teams had more than two entering first year students. Three (3) student-athletes who compete in other Men's sports entered Chicago State University with an average standardized test score of twenty (20) and an average core course grade point average of 2.437. Three (3) Men's Track and Field student-athletes entered Chicago State University with an average standardized test score of eighteen (18) and an average core course grade point average of 2.67.

Three (3) Women's Basketball student-athletes entered Chicago State University with an average standardized test score of eighteen (18) and an average core course grade point average of 3.54. Six (6) Women's Track and Field student-athletes entered Chicago State University with an average standardized test score of eighteen (18) and an average core course grade point average of 3.02. Five (5) student-athletes who compete in other Women's sports entered Chicago state University with an average standardized test score of twenty (20) and an average core course grade point average of 3.08.

2009-2010 Gender Comparison

During the 2009-2010 school year, one hundred and sixty-one (161) male students entered Chicago State University with an average standardized test score of eighteen (18). Six (6) of the entering male students were classified as student-athletes. The average standardized test score of the male student-athletes was twenty-two (22). The average standardized test score of male student-athletes was four (4) points higher than the average standardized test scores of the general male student population.

During the 2009-2010 school year, four hundred and twenty-eight (279) female students entered Chicago State University with an average standardized test score of eighteen (18). Nine (9) of the entering female students were classified as student-athletes. The average standardized test score of the female student-athletes was twenty-two (22). The average standardized test score of female student-athletes was four (4) points higher than the average standardized test score of the general female student population.

2009-2010 Race comparison

During the 2009-2010 school year, five hundred thirty nine (539) Black/African students entered Chicago State University with an average standardized test score of eighteen (18). Seven (7) of the entering Black/African students were classified as student-athletes. The average standardized test score of the Black/African student-athletes was twenty (20). The average standardized test score of the Black/African student-athletes was two (2) points higher than the average standardized test score of the general Black/African student population.

During the 2009-2010 school year, twenty-one (21) White students entered Chicago State University with an average standardized test score of twenty-one (21). Five (5) of the entering White students were classified as student-athletes. The average standardized test score of the White student-athletes was twenty-one (21). The

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average standardized test score of the White student-athletes was the same as the average standardized test score of the general White student population.

During the 2009-2010 school year, thirty-three (33) Other students entered Chicago State University with an average standardized test score of eighteen (18). Five (5) of the entering Other students were classified as student-athletes. The average standardized test score of the White student-athletes was twenty-one (21). The average standardized test score of the Other student-athletes was three (3) points higher than the average standardized test score of the general Other student population.

2009-2010 Sport Comparison

During the 2008-2009 school year, four (4) teams had more than two entering first year students. Three (3) Baseball student-athletes entered Chicago State University with an average standardized test score of twenty-two (22) and an average core course grade point average of 3.37. Three (3) student-athletes who compete in other Men's sports entered Chicago State University with an average standardized test score of twenty-two (22) and an average core course grade point average of 3.4.

Five (5) Women's Track and Field student athletes entered Chicago State University with an average standardized test score of twenty (20) and an average core course grade point average of 3.23. Three (3) student-athletes who compete in other Women's sports entered Chicago state University with an average standardized test score of eighteen (18) and an average core course grade point average of 2.85.

8. Describe the institution's specific academic support programs [e.g., Facilitating Learning and Achieving Graduation program (FLAG)] to ensure acclimation, academic success and retention of first-year student-athletes with special academic needs and first-year student-athletes admitted through any of the processes described in Self-Study Item No. 5.

The institution must develop specific academic support programs to address the unique needs of student-athletes with entering academic profiles lower than those of the general student body.

To ensure acclimation, academic success and retention of first-year student-athletes with special academic needs and first-year student-athletes admitted through any non-standard admissions criteria, the University provides the following resources for acclimation and retention (the Abilities Office for Disabled Students, RISE Academy and Counseling Center and academic success (the Bridge Program, the Office of Academic Support and Study Hall).

The Abilities Office - assists student-athletes with special academic needs by coordinating intervention with appropriate faculty, utilization of adaptive technology where required and the provision of assistance with testing processes.

Counseling Center - provides workshops specifically designed to address the needs of student-athletes with special academic needs. The workshops consist of Effective Study Skills, Note Taking Skills, Test-Taking Skills, Time Management Skills and Writing and Grammar Enhancement.

The Bridge Program - all conditionally-admitted students who enter through the University College are required to attend the Summer and/or Spring Bridge Program in Math, English & Reading, prior to beginning their classes. The Bridge Program is designed to provide a strong academic transition and support for this population whose academic challenges are already evident. This six week program is offered four days per week through two hour subject-specific workshops.

R.I.S.E. Academy - in a collaborative effort to assist incoming students with achieving academic and personal success, the Offices of Academic Support, University Academic Advising Support Center, Counseling Center and the Housing and Residence Life unit collaborate to address the needs of students on academic probation. The program is called RISE Academy (Retention Initiative for Student Engagement).

The Office of Academic Support - the Academic Success Program is a collaborative program offered by the Office of Academic Support (OAS) and the Counseling Center. The goal of the OAS is to enhance student learning by assisting students in identifying and removing the barriers that interfere with their own personal and academic success. A primary tool used by the OAS is the Academic Early Warning System which is an Early Alert program that identifies and alerts students who are performing below "C" level. Interventions may include counseling, tutoring and learning strategy assessment. The Counseling Center and the Learning Assistance Center strive to

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increase the acquisition of knowledge and study skills of students with weaknesses in their major or related areas of study. This program is designed to help students whose grade point average is below the required minimum GPA of 2.0/4.0.

Study Hall - all incoming freshmen student-athletes and any student-athlete with a grade point average less than 2.75 and/or as mandated by their coach, must be enrolled in study hall. They must present signed log sheets to coaches and the Assistant Athletic Director of Academics as verification of their study hall attendance. Student-athletes are given study hall points for using on-campus resources and visiting professors. Student-athletes are required to verify their participation in the study hall sessions.

9. For the four most recent academic years, assess and evaluate data regarding acclimation, retention and the academic success of student-athletes with special academic needs [as defined by the institution (e.g. at-risk, education-impacting disability)] and those student-athletes admitted through any of the processes described in Self-Study Item No 5. If necessary, the institution must develop plans for improvement to ensure acclimation, retention and academic success for these student-athletes.

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

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

There were no student-athletes with special academic needs admitted in the years of 2006-2007, 2007-2008 and 2009-2010. There were student-athletes with special academic needs admitted in academic year 2008-2009 into the University college. GPA data indicates that student-athletes receiving support services through the University College met or exceeded the grade point average of all first-year students admitted in the program.(see table 2.1, average GPA for Self-study item no.6)

Evidence available for student-athletes admitted in 2008-2009 shows that their retention rates were lower than that of all first-year students admitted through the University College program. The two students included in this group were involved in the following sports: Men's Basketball (1 student) and Women's Golf (1 student). The Men's Basketball team has a higher attrition rate than most of the other sports teams. For Women's Golf, it has a smaller squad and receives fewer full scholarships. This resulted in one student having financial barriers which prevented her from returning to campus to complete her studies. (See table 2.1 Retention for self-study item No.6)

The Bridge Program

All University College students are required to attend the summer or spring Bridge Workshops. The Summer/Spring Bridge are special workshops in Math, English, and Reading are offered during the summer and spring for freshman students in the University College Program. In order to register in the workshops, students must take the Placement exams first. The program is for six weeks, four days a week, Monday through Thursday. The duration of each workshop is two hours. Students may take more than one workshop depending on their placement results.

Prior to the summer of 2010, student athletes who were accepted into the University College Program were not required to attend or enroll in the Summer Bridge Program. Again, this is designed to provide academic skills training in preparation for the successful completion of the university Placement exams. Starting in the summer of

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2011 all student athletes who qualify for admission into the University College Program will be required to enroll in the workshops offered by the Summer Bridge Program. This program has proven to increase students' successful transition to the university.

The University College Program

If the student does not meet the regular University admissions criteria, they may be conditionally admitted to the University through the University College. All students considered for admission to University College must be high school graduates and have taken the ACT and the University's qualifying examinations in Reading, English (written composition), and Mathematics. Generally, regular enrollment is limited to first-time freshmen (0 credits) students who have earned college credits in high school. Students are admitted to the university with a 15 to 21 ACT score and whose GPA falls within a range from 2.0 to 2.74 on a 4.0 scale.

- 10.** Describe your institution's written policies and procedures related to the step-by-step sequence of actions taken by particular individuals on the institution's campus to certify initial eligibility for student-athletes. Provide the names and titles of the individual(s) inside and/or outside of athletics who are involved with the certification of initial eligibility. In addition, provide the name(s) and title(s) of the individual(s) who has ultimate responsibility in determining student-athletes' initial eligibility.

The institution must have written step-by-step policies and procedures for the certification of initial, transfer, and continuing eligibility.

The University's step-by-step process to certify initial eligibility for student-athletes is as follows:

Step 1: Beginning with the January 2011 term, coaches must submit to the Admissions Liaison, Mr. John Martinez, the names of recruits on an Institutional Request Form (IRL) obtained from the Assistant Athletic Director for Compliance, then Ms. Linda M. Peete.

Step 2: Once a student-athlete name has been submitted to the NCAA Eligibility Center, the Admissions Liaison and the Assistant Athletic Director for Compliance may check the eligibility progress and pinpoint any potential problems with certification.

Step 3: All incoming freshmen must go through the NCAA Eligibility Center.

Step 4: Upperclassmen that are trying out for a team for the first time will have to go through the NCAA Eligibility Center and Amateurism Certification. They must also have been in residence for one year at CSU and be making progress towards a degree. The individual must meet satisfactory academic progress in order to be eligible to practice and compete, but he/she will have reduced years of eligibility at the Division I level.

Step 5: The coach will consult with the Admissions Liaison and the Assistant Athletic Director for Compliance to ensure all freshmen are cleared before engaging in competition.

Step 6: All incoming students must have an Individualized Degree Completion Plan filed with the Assistant Athletic Director for Academics, Ms. Constance F. Wright, by the end of the fall term.

- 11.** Describe your institution's written policies and procedures related to the step-by-step sequence of actions taken by particular individuals on the institution's campus to certify transfer eligibility for student-athletes. Provide the names and titles of the individual(s) inside and/or outside of athletics who are involved with the certification of transfer eligibility. In addition, provide the name(s) and title(s) of the individual(s) who has ultimate responsibility in determining student-athletes' transfer eligibility.

The institution must have written step-by-step policies and procedures for the certification of initial, transfer, and continuing eligibility.

The University's step-by-step process to certify transfer student-athlete eligibility is as follows:

Step 1: Transfer students must be identified as either a qualifier or non-qualifier.

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Step 2: Coaches are required to have a transfer release in hand before speaking to another student-athlete from a four-year college. If the coach does not have a release he/she will inform the Assistant Athletic Director for Compliance and a request for permission to contact will be sent to the student-athletes institution.

Step 3: If a coach is recruiting a two-year college transfer, he/she is permitted to contact that student-athlete without having a release. The only time the coach is not permitted to contact a two-year college student-athlete is if he/she is a non-qualifier and in the first year of the two-year college.

Step 4: The Assistant Athletic Director for Compliance, then Ms. Linda M. Peete or the Assistant Athletic Director for Academics, Ms. Constance F. Wright, must see a copy of the official, final transcripts from the previous institution to certify eligibility. The student-athlete is not cleared for eligibility and financial aid until the transcripts, and any other relevant information has been reviewed.

Step 5: In addition to meeting all NCAA eligibility requirements, all prospective student-athletes must have a preliminary credit evaluation and degree audit before the institution may extend scholarship offer. The credit evaluation is conducted by the Office of Evaluations and Records Director, Ms. Mary Butler, or her designee.

The name(s) and title(s) of the individual(s) with ultimate responsibility in determining student-athletes' transfer eligibility is the Director of Intercollegiate Athletics and Assistant Athletic Director for Compliance. These titles were previously held by Mr. Sudie Davis and Ms. Linda Peete, respectively.

- 12. Describe your institution's written policies and procedures related to the step-by-step sequence of actions taken by particular individuals on the institution's campus to certify continuing eligibility for student-athletes. Provide the names and titles of the individual(s) inside and/or outside of athletics who are involved with the certification of continuing eligibility. In addition, provide the name(s) and title(s) of the individual(s) who has ultimate responsibility in determining student-athletes' continuing eligibility.**

The institution must have written step-by-step policies and procedures for the certification of initial, transfer, and continuing eligibility.

There are two categories of continuing eligibility for student-athletes. The first category is for United States (US) citizens. The second category is for citizens of another country who are attending Chicago State University and are classified as an international student. The University's step-by-step process to certify continuing student-athlete eligibility is as follows:

Domestic Student-Athletes

Step 1: Each student-athlete must have a credit evaluation from the Office of Records and Evaluation Director, Mary Butler, or her designee, and it is to be completed prior to the first day of class.

Step 2: Each student-athlete must review and update his/her semester-by-semester graduation plan (IDCP) with their advisor prior to the commencement of classes.

Step 3: Each student-athlete must review the evaluation with their advisor and provide the Assistant Athletic Director for Academics, Ms. Constance F. Wright, with an updated copy every semester.

Step 4: Each student-athlete is certified every year on their academic progress. Once a student-athlete has been certified in the fall for competition, she/he is cleared for the entire year, unless the student-athlete is dismissed from school or has failed to meet the academic requirements between semesters.

Step 5: At the end of each academic year, the Assistant Athletic Director for Compliance, then Ms. Linda M. Peete, meets with the Registrar, Ms. Carnice Hill, and the Assistant Athletic Director for Academics to determine eligibility for next semester and to determine if a student-athlete needs to attend summer school.

Step 6: Returning students must have an Individualized Degree Completion Plan (IDCP) filed with the Assistant Athletic Director for Academics at the beginning of each semester.

Step 7: The Assistant Athletic Director for Compliance will notify each coach of any eligibility concerns. The Assistant Athletic Director for Academics is available for academic advisement purposes.

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Step 8: The coach is responsible for communicating to the student-athlete any summer school needs or any other eligibility problem.

International Student-Athletes

Step 1: Each international student-athlete must complete an NCAA Eligibility form for international students found at the NCAA Eligibility Center.

Step 2: If a coach is recruiting a foreign student, he/she must contact Ms. Tiffany Hope, Director of the Office of International Programs to ensure the individual has the appropriate paperwork to enter the country. International student-athletes shall not be issued a Form I-20 with the expectation of financial support from the athletics department before the student has been certified as a final qualifier by the NCAA Eligibility Center.

Step 3: International transfer student-athletes can fall under the non-recruited and non-sponsored sport exception can be immediately eligible for competition. However, if the student-athlete never went through the NCAA Eligibility Center they only have three years of eligibility at Division I.

Step 4: All international transfer student-athletes must be certified for eligibility by the Assistant Athletic Director for Compliance, then Ms. Linda M. Peete before he/she can practice or compete.

The Athletic Director and the Assistant Athletic Director for Compliance have ultimate responsibility for determining student-athlete's continuing eligibility, these titles were formerly held by Mr. Sudie Davis and Ms. Linda Peete respectively.

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

If there is a difference that cannot be adequately explained between the most recent four-class average Federal Graduation Rate for student-athletes and the most recent four-class average Federal Graduation Rate for all students, the institution must develop a plan for improvement to address the issue.

The institution must analyze, explain and address any differences between the most recent four-class average Federal Graduation Rate of student-athletes as a whole and the most recent four-class average Federal Graduation Rate of students generally. If there is a difference that cannot be adequately explained between the most recent four-class average Federal Graduation Rate of student-athletes and the most recent four-class average Federal Graduation Rate of students generally, the institution must develop a plan for improvement to address the issue.

The Federal Graduation Rate (FGR) chart shows the most recent four-class average FGR for all students and for all student-athletes receiving athletics aid at Chicago State University. As shown in the table, the FGR for student-athletes at Chicago State University is 28%, while the rate for all students is 15%. There is a difference of 13 percentage points. Due to the fact that the rate for student-athletes is almost twice the rate for all students, no plan for improvement is needed. In order for student-athletes to continue to graduate at higher rates than the general student population, all currently existing academic programming that contributes to academic progress and degree completion, will continue to be closely monitored.

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

If there is a difference that cannot be adequately explained between the most recent four-class average Federal Graduation Rate of a student-athlete subgroup and the most recent four-class average Federal Graduation Rate for all students or comparable student-body subgroup, the institution must develop a plan for improvement to address the issue.

The institution must analyze, explain and address any differences between the most recent four-class average Federal Graduation Rate of all student-athlete subgroups (i.e., team, gender, ethnicity, ethnicity within team) and the most recent four-class average Federal Graduation Rate of students generally, including comparable student body groups. If there is a difference that cannot be adequately explained between the most recent four-class average Federal Graduation Rate of a student-athlete subgroup and the most recent four-class average Federal Graduation Rate of students generally or a comparable student body subgroup, the institution must develop a plan for improvement to address the issue.

Federal Graduation Rate comparison for Student-Athletes and General Student Population Based on Gender

The Federal Graduation Rate (FGR) chart for 2008-09 shows the most recent four-class average FGRs for all student-athlete subgroups. The FGR for male student-athletes was 12%, two-and-a-half times the graduation rate for all male students at CSU. For female student-athletes, the FGR was nine percentage points higher than for all female students at Chicago State University (i.e., 26% for female student-athletes compared to 17% for all female students). The rate of female student-athletes is one-half times higher than the rate for all female students. In order for female student-athletes to continue to excel academically, all current academic programming that contributes to higher graduation rates will be closely monitored and continued.

Federal Graduation Rates for Male Student-Athletes by Sport

The male student-athletes' FGRs were higher than for that all male students at Chicago State University 30% for Baseball, 14% for Men's Basketball, 40% for Men's Cross Country/Track, and 43% for Men's Other Sports and Mixed Sports as compared to 12% for all male students. As shown in the table, the differences range from two percentage points in basketball, 18 percentage points in baseball, 28 percentage points in cross country track, and 31 percentage points in other sports and mixed sports, respectively. The average student-athlete FGR by sport is roughly 16 percentage points higher than the FGR for all male students.

To address the marginal difference in FGR for Men's Basketball and Baseball, the University has developed a comprehensive plan to improve academic outcomes for this subset of student-athletes. The "Academic Performance Rate (APR) Improvement Plan", adopted in April 2011, includes the following components:

- * Adopt minimum academic profiles for high school and transfer prospective student-athletes.
- * All incoming Men's Basketball student-athletes will be required to complete a Bridge program, an academic readiness and acclimation program such as the Effective Study Program and/or RISE Academy.
- * Each student-athlete must complete a semester-by-semester graduation plan with his/her academic advisor.
- * All incoming student-athletes whether transfer or freshman must have an Individualized Degree Completion Plan (IDCP) filed with the Athletics Department by the end of the fall semester. This (IDCP), will be reviewed and updated every semester.
- * Require all prospective transfer student-athletes to have a preliminary credit evaluation and degree audit before a team may extend an offer.
- * Educate advisors specifically on NCAA guidelines, especially on progress towards degree regulations.

In order for male student-athletes to continue to excel, all currently existing academic programming that contributes to higher graduation rates will also be closely monitored and continued.

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Federal Graduation Rate for Female Student-Athletes by Sport

In two sports, the female student-athletes' FGRs were overall higher than that for all female students at Chicago State University: 35% for Basketball and 29% for Cross Country/Track as compared to 17% for all female students). As shown in the table, these differences are 12 and 18 percentage points, respectively. There was a slight difference in Women's Other Sports (i.e., Women's Volleyball, Tennis, Golf), where the combined FGR was 16% compared to 17% for all female students. This difference is due to a higher attrition rates among female students in the other sports category. Overall, the FGR for female student-athletes is averaging six percentage points higher than for all female students.

Federal Graduation Rate Comparisons for Student-Athletes by Gender and Sport

There were slight differences when comparing Chicago State University's student-athletes based on gender. All male student-athletes' FGR was 31%, and all female student-athletes' FGR was 26%. The FGR for male student-athletes was five percentage points higher than for female student-athletes. The largest disparity between team categories based on gender was a 27 percentage point difference for Men's Other Sports and Mixed Sports (43%) and Women's Other Sports (16%). The lowest percentage difference between teams based on gender was 11 percentage points for Men's Cross Country Track (40%) and Women's Cross Country/Track (29%). The FGR for Men's Basketball FGR was 14% and for Women's Basketball was 35%. These differences among teams can be attributed to:

- * Higher attrition rates among female athletes in volleyball, tennis and golf;
- * Higher academic profiles among Women's Basketball players and fewer junior college transfer students;
- * Lower academic profiles among Men's Basketball players and Women's Multi-sport players, such as participants in cross country and other sports;
- * Female student-athletes who participate in the Other Sports category (i.e., volleyball, tennis, golf and cross country/track commonly do not receive full scholarships at the institution;
- * Women's Golf and Tennis attrition due to student-athletes who transfer to schools with programs that are more competitive.
- * In Women's Tennis and Volleyball and Men's Basketball, there has been a high turnover in coaching staff, which has a negative ripple effect on student-athletes who were originally recruited by the coaches who left.

In order for both male and female student-athletes to excel academically in those sports where disparities in FGRs exist, academic programming that contributes to the higher graduation rates will be closely monitored. Special attention will be paid to those females who are multi-sport student-athletes well as for Men's Basketball.

The University has developed a comprehensive plan to improve academic outcomes for this subset of student-athletes. The components the "Academic Performance Rate (APR) Improvement Plan" adopted in April 2011, includes:

- * Each student-athlete will be required to complete a semester-by-semester graduation plan with his/her academic advisor during their first semester. Every student must review and update the evaluation with their advisor and provide the athletics office with an updated copy every semester. Departmental advisors, the Assistant Athletic Director for Academics and the Faculty Athletic Representative will provide the necessary oversight for the implementation of this initiative.
- * All incoming student-athletes participate in a mandatory study hall program. Study hall hours may be earned by studying in the designated departmental facilities, visiting professors, and utilizing all other University academic programs. Credit will be given for utilizing the Learning Assistance Center, University tutors, the African-American Male Resource Center and the Effective Study Program. First-year student-athletes will also be required to enroll in University freshman seminar classes. All student-athletes will also be monitored using the Early Warning System. Those responsible for implementing this initiative include the Assistant Athletic Director for Academics, Registrar's Office, Learning Assistance Center, African-American Male Resource Center, Counseling Center, and the Dean of Freshman Year Experience.
- * Student-athletes will be placed in a separate cohort from the general student population and will only be allowed to register for classes that count towards their degrees and will not be able to drop courses without authorization from athletic administrators. The Chief Information Officer, Banner Coordinator, Assistant Athletic Director for Academics and the Provost will be responsible for the implementation of this initiative.

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* The University will expand mandatory program participation for targeted student-athlete subgroups in the summer and winter sessions. The Coordinator(s) of the Bridge Program, Head Coaches, and the Assistant Athletic Director of Academics will be responsible for implementing this initiative.

* Coaches will be required to create a minimum academic profile after analyzing the initial eligibility and transfer data of the previous 4 cohort years. The profiles must be approved by Director of Intercollegiate Athletics, the Assistant Athletic Director for Academics and the Faculty Athletics Representative.

* Increase the academic monitoring for incoming and returning student-athletes on a team during a head coaching change, continuing through the first academic semester of the new coach's employment.

* Installation of an interim head coach and increased communication regarding grant-in-aid and other operational matters with returning and incoming student-athletes when a head coaching change occurs.

Federal Graduation Rate Comparison for Student-Athletes by Race/Ethnicity and Sport

As shown in the table, among all ethnic groups White/Non-Hispanic and Black/African-American male student-athletes' FGRs were among the highest among all male student-athletes 100%, White/Non-Hispanic in Cross Country/Track; 67%, White/Non-Hispanic in Men's Other sports and Mixed sports; 40%, Black/African-American in Baseball; 33%, Black/African-American in Cross Country/Track; 20%, Black/African-American Basketball; and 20%, White/Non-Hispanic in Men's Baseball;. The differences between student-athletes of the reported ethnic groups as compared to all students range from 83 percentage points to the three percentage points higher. Generally, the data is consistent in showing that the FGRs among student-athletes are higher than the general student body at Chicago State University. The average FGR for male student-athletes by ethnicity is at least of one-and-a-half times the FGR for all students. Please note that columns within the populated charts that have 0% means that there are zero participants in that particular sport by ethnic category.

In looking at the FGRs between ethnic groups among male student-athletes, the largest difference is 80 percentage points 100% for White/Non-Hispanic Cross Country/Track student-athletes versus 20% for Black/African-American Male Basketball student-athletes. Initiatives targeting Black/African-American Men's Basketball student-athletes and White/Non-Hispanic Baseball student-athletes have been incorporated in the Athletic Department's overall APR Improvement Plan, as noted above.

Among female student-athletes the FGR for Black/African-Americans in Basketball was 43%, Cross Country/Track was 33%, and Other Sports was 33%. When analyzing FGR differences between Black/African-American females and all students by each ethnic group, the differences for student-athletes ranged from nine to 26 percentage points higher. The rate for female student-athletes by ethnicity is at least two times the rate of all female students by all ethnic groups.

In order for student-athletes of all ethnic groups to excel academically, all current academic programming in addition to the initiatives implemented in the APR Improvement Plan that contribute to higher graduation rates will be closely monitored and continued (see the improvement plan initiatives outlined above). In addition the comprehensive plan includes certain technology advances will assist with monitoring academic progress:

* The University will phase in the new software that will establish predictive analytic scheduling. This will create a better estimate of class availability for students to complete their degree in a timely manner.

* Student-athletes will be placed in a separate cohort from the general student population. The student-athletes in the cohort will only be able to register for classes that specifically count towards their degree.

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

If there is a difference that cannot be adequately explained between a sports team's projected Federal Graduation Rate and the most recent four-class average Federal Graduation Rate for all students, the institution must develop a plan for improvement to address the issue.

The institution must analyze, explain and address any differences between the corresponding Federal Graduation Rate projected by the most recent APR of each sports team and the most recent four-class Federal Graduation Rate of students generally. If there is a difference that cannot be adequately explained between a team's projected Federal Graduation Rate and the most recent four-class Federal Graduation Rate of students generally, the institution must develop a plan for improvement to address the issue.

The chart indicates that the majority of the athletic teams at Chicago State University have a higher FGR than the current multiyear four-class average FGR (15%) for all students. For Men's Baseball it is 20%, which is a five percentage point difference compared to the FGR for all students; for Men's Cross Country/Track it is 45%, which is 30 percentage points higher; for Men's Golf it is 35%, which is a 20 percentage points higher. For Men's Track the FGR is 25%, which is 10 percentage points higher than for all students. Please note that in Men's Tennis, the charts are not populated because the projected FGR is greater than 45%. Women's Cross Country FGR is equal to the most current multiyear four-class average FGR for all students (i.e., 15%).

Please note that for Women's Tennis and Women's Basketball the charts are not populated because the projected FGR is greater than 45%.

The majority of the women's teams at Chicago State University have similarly higher FGRs than the most current multiyear four-class average for all students. For Women's Golf it is 25%, which is ten percentage points higher than for all students. For Women's Volleyball it is 20%, which is five percentage points higher than for all students. The FGR for all student-athletes (both male and female) is at least 33% higher than the FGR for all students.

Therefore, no improvement plan that encompasses all student-athletes is required. However, improvement plans are needed for targeted sports where the FGR is lower than the FGR for all students (i.e., Men's Basketball, Women's Track are ten percentage points lower than the most current multiyear average Projected FGR for all students (i.e., 5% versus 15%). The differences in these sports are due to lower initial academic profile upon entering the institution and higher attrition rates based on transfers. Another factor that has contributed to the projected FGR differences includes the failure of previous coaching staffs to implement effective strategies to retain and graduate the student-athletes in particular subgroups.

The University has developed a comprehensive plan to improve academic outcomes for this subset of student-athletes. The components of the "Academic Performance Rate (APR) Improvement Plan", adopted in April 2011, includes the following:

- * Each student-athlete must have an Individualized Degree Completion Plan (IDCP) created before the end of the student's first semester. The plan must be reviewed and updated each semester and filed with the Assistant Athletic Director for Academics.

- * Installation and implementation of new software to create a better estimate of class availability for student-athletes to complete their degree within NCAA established guidelines.

- * Student-athletes will be placed in a separate cohort from the general student population. The student-athletes in the cohort can only register for classes that specifically count towards their degrees.

- * Prevent all student-athletes from withdrawing from a class without authorization from senior athletics administrators.

- * Expand mandatory participation for all incoming student-athlete subgroups in summer and winter sessions of University-sponsored bridge programs to enhance academic readiness and acclimation.

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* Follow internal transition procedures when head coaching changes occur to minimize impact on student-athletes.

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

If there is a difference that cannot be adequately explained between the most recent four-cohort GSR for any sports team and the GSR for all student-athletes, the institution must develop a plan for improvement to address the issue.

If the data in the charts include sports that are not used by the institution for NCAA sports sponsorship and/or sports in which the NCAA does not conduct a championship, the institution may provide an explanation of how the inclusion/exclusion of the sport(s) affects the analysis of the data.

The institution must analyze, explain and address any deficiencies between the most recent four-cohort average GSR of each sports team and the most recent four-cohort average GSR of student-athletes generally. If there is a difference that cannot be adequately explained between the most recent four-cohort average GSR of any team and the most recent four-cohort average GSR of student-athletes generally, the institution must develop a plan for improvement to address the issue.

The Graduation Success Rate (GSR) for men's teams averages 14 percentage points higher than the GSR for all student-athletes. For women, the GSR averages four percentage points higher for all women's teams and then the GSR of all student-athletes. The men's teams that have lower comparative GSRs are Basketball (28%) and Golf (25%), which average together 11 percentage points lower than the GSR for all student-athletes. The women's teams that have lower GSRs include Basketball (35%), Cross Country/Track (30%), Golf (33%), Tennis (33%) and Volleyball (36%), which together average 4.6% lower than the GSR for all student-athletes. These percentage differences for teams which have lower GSR's than all student-athletes can be attributed to the following factors:

- * Entering lower academic profile among teams such as Men's Basketball;
- * Higher transfer/attrition rates among student-athletes in certain sports (e.g., Women's Cross Country/Track, Women's Volleyball and Men's Baseball)
- * Instability and low retention of coaching staff which leads to recruited student-athletes leaving the athletic program if the coach leaves.

To address these issues, the University has developed a comprehensive plan to improve academic outcomes for this subset of student-athletes. The components of the "Academic Performance Rate (APR) Improvement Plan" adopted in April 2011, the following:

- * A departmental transitional procedure to decrease attrition and eligibility issues as a result of head coaching changes. The goal of this procedure is to maintain a stable environment for incoming and returning student-athletes during a head coaching change. It requires installation of an interim head coach, increased communication to returning and incoming student-athletes, increased academic monitoring by the athletic department administrators continuing through the first academic semester of new coaches' employment and other initiatives inspired to increase transparency and meet departmental, NCAA and institutional deadlines.
- * Enforce graduated penalty structure for student non-compliance with academic guidelines.
- * Require each student-athlete to have an Individualized Degree Completion Plan (IDCP) developed before the end of the student's first semester. The IDCP must be reviewed and updated each semester with the student-athlete's academic advisor and filed.

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

If there is a difference that cannot be adequately explained between the most recent four-class retention rate for any student-athlete subgroup and the retention rate for all student-athletes or comparable student-athlete subgroup, the institution must develop a plan for improvement to address the issue.

The institution must analyze, explain and address any differences between the most recent four-class retention rate of student-athlete subgroups (i.e., sport, gender, ethnicity) and the most recent four-class retention rate of all student-athletes. If there is a difference that cannot be adequately explained between the most recent four-class retention rate of any student-athlete subgroup and the four-class retention rate of student-athletes generally, the institution must develop a plan for improvement to address the issue.

Retention Rates for Mens' and Womens' Sports

Using the NCAA's Academic Performance Program measures, Chicago State University's four-year retention rate for all mens' sports, excluding Baseball and Basketball, is 934. The average four-year retention rate for mens' Baseball and Basketball is 848. For all womens' sports, excluding Cross Country, Golf and Volleyball, the four-year retention rate is 931. The average four-year retention rate for Women's Cross Country, Golf, and Volleyball is 873. In Men's Baseball and Men's Basketball, the retention rate is 76 points less than 925, which is the benchmark for student-athletes required by NCAA. In Women's Cross Country, Women's Golf, and Women's Volleyball an improvement plan has been developed because the retention rate is 51 points less than 925. Differences for those mens' and womens' sports with lower four-year retention rates (i.e., Men's Basketball and Baseball and Women's Cross Country, Golf and Volleyball) can be attributed to:

- * Male student-athletes within those sports have lower academic profiles, which increases their risk of attrition;
- * Instability in the coaching staff for Men's Baseball, Men's Basketball, Women's Track and Women's Volleyball leads to lower retention of student-athletes in those sports;
- * Smaller squads where few if any, of those participating in the sport are receiving full scholarships, Women's Cross Country, Golf and Volleyball.

In an effort to improve retention, the University has developed a comprehensive plan to improve academic outcomes for this subset of student-athletes. The components of the "Academic Performance Rate (APR) Improvement Plan" adopted in April 2011, includes the following:

- * Student-athletes are required to complete a semester-by-semester graduation plan with their advisor in the student's first semester. Each student must review the plan with their academic advisor and provide the Assistant Athletic Advisor for Academics with an updated copy every semester.
- * All prospective transfer student-athletes must have a preliminary credit evaluation and degree audit before the University extends an athletic aid offer.
- * Student-athletes are limited to one academic advisor per major department. Educate advisors specifically on NCAA academic guidelines and progress toward degree regulations.
- * Require transfer student-athletes who earned math and English grades below a B at their previous institutions to take supplemental math and writing tutorial sessions.
- * Require all incoming student-athletes to participate in the mandatory study hall program. Student-athletes will earn study hall hours by studying in the designated departmental facilities, by visiting professors and utilizing other University academic programs. Credit will be given for utilizing the Learning Assistance Center, University tutors, the African-American Male Resource Center and the Effective Study Program.
- * Place student-athletes in a separate cohort from the general student population. Student-athletes can only register for classes that specifically count towards their degree.

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- * Utilize the University's Early Warning System to flag academic problems and prevent withdrawals due to grades.
- * Edit the Individualized Degree Completion Plan for every student who withdraws from or fails a class. The plan must specifically outline how the student-athlete will make up unearned hours in a subsequent semester. The edited version of the plan must be filed with the departmental advisor and with the athletics department.
- * All incoming student-athletes must participate in the University's Bridge Program, Effective Study Program and/or RISE Academy for the purpose of improving academic readiness and acclimation.

Retention Rate by Sport and Ethnicity

There are four-year retention rate differences between ethnic groups within each men's sport:

- * In Baseball, there is a retention rate difference of 132 percentage points between African-American and Asian student-athletes (1000 and 868, respectively).
- * The retention rate difference is 65 percentage points between Hispanic/Latino and White male student-athletes in baseball (900 and 835)
- * The retention rate difference is 32 percentage points between Hispanic/Latino and African-American male student-athletes in baseball (900 and 868, respectively).
- * In Men's Basketball, the retention rate difference is 69 percentage points between Whites and African-American student-athletes (900 and 831, respectively).

Please note that where there are asterisks (**) outlined in the chart, this means that there were zero participants for that particular ethnic category. Differences cannot necessarily be explained based on the student-athlete's ethnicity, but the disparity in their academic profiles and educational backgrounds are likely factors. As mentioned in earlier explanations regarding differences in graduation rate data in certain sports, contributing factors include:

- * Higher attrition rates in certain sports (i.e., Men's Baseball, Men's Basketball, Cross Country and Track) can be attributed to lower academic profiles of those students based on less robust academic preparation:
- * Smaller squads where fewer student-athletes are receiving full scholarships (e.g., Men's Cross Country and Golf).

In women's sports, the four year retention rate differences between ethnic groups within each sport include:

- * There is an overall retention rate difference of between all African-American(923), Asian(907), White(895) and Hispanic female student-athletes (857).
- * In Women's Basketball, the retention rate difference is 203 percentage points between African-American and White student-athletes (953 and 750), respectively.
- * In Women's Indoor Track, the retention rate difference is 167 percentage points between White and Asian student-athletes (1000 and 833, respectively); between Whites and African-American student-athletes in the same sport, the retention rate difference is 78 percentage points (1000 and 922, respectively).
- * In Women's Outdoor Track, the retention rate difference is 81 percentage points between Whites and African-American student-athletes (1000 and 919), and 143 percentage points between Whites and Asians (1000 and 857, respectively).
- * In Women's Golf, the retention rate difference is 42 percentage points between Asian and White student-athletes (917 and 875, respectively), but only 12 points between Asians and African-American (917 and 905, respectively).
- * In Women's Volleyball, the retention rate difference is 29 percentage points between African-American and White student-athletes (886 and 857, respectively).
- * The highest retention rate difference is 333 percentage points between African-American (1000) and Asian (1000) Women's Tennis student-athletes, collectively, and Hispanic women on the same team (667). The lowest retention rate difference is 12 percentage points between Asian (917) and African-American (905) student-athletes on the Women's Golf team.

Differences in four-year retention rates cannot necessarily be explained based on the student-athletes' academic profile and educational background within those sports. Other factors that contribute to lower four-year retention rates include the following:

- * Previous instability in the coaching staff (i.e., Women's Track and Women's Volleyball);

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* Smaller squads where fewer student-athletes participating in the sport receive full scholarships (i.e., Women's Cross Country, Golf and Volleyball); and

* Previous instability in the coaching staff (i.e., Women's Track and Women's Volleyball).

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

The institution must have established, written policies regarding the scheduling of practices and competition to minimize student-athletes' conflicts with class time and final examination periods due to their participation in intercollegiate athletics. Please note, if an institution develops a plan for improvement in this area, the plan must be implemented prior to the completion of the certification process.

The University supports and promotes the principles of academic responsibility as a three-way partnership among faculty, staff and students. Curriculum instruction is critical to building a strong foundation to academic achievement and degree completion. To that end, the institution regularly enforces policies and procedures set forth by NCAA, the University, and the Department of Intercollegiate Athletics that simultaneously maximize students' learning goals and objectives and participation in organized intercollegiate competitions.

Class Scheduling and Related Absences

Coaches must examine the published academic calendar prior to scheduling all practices and contests. Students are prohibited from missing regularly scheduled classes for unscheduled practices during the regular academic term. Coaches should not schedule any non-conference competition during final exams. Conference competitions are scheduled by the conference administrators. Anticipated absences are discussed with conference administrators to minimize excessive absences. Non-conference athletic contests are arranged by coaches, but must be approved by the Director of Intercollegiate Athletics (AD). As an overall benchmark, student-athletes should not miss more than 25% of each scheduled class throughout the regular academic semester.

Institutional Monitoring

This process is monitored by the senior athletic administrative staff and the Board of Athletic Advisors. Coaches must submit an estimate of missed class time with competition schedules and a final practice and competition schedule for approval by the Director of Intercollegiate Athletics and Assistant Athletic Director for Compliance.

Students and departmental advisors are given a preliminary schedule of contests by the Assistant Athletic Director for Academics before registration commences for the subsequent semester to minimize missed class time and reschedule assignments ahead of time where necessary.

- 19.** Describe the institution's written missed-class policies for all students, including any exceptions or differences that exist for student-athletes.

The University missed class policy states that: students are expected to attend all class sessions in the course sections for which they are registered unless prevented by illness, an official university activity, or other urgent and unavoidable reasons. The responsibility for maintaining class attendance records rests with each faculty member. Students are expected to consult with instructors to complete class work and all assignments when classes are missed.

The athletics department missed class policy states that: students will receive a packet for every registered class from the Assistant Athletic Director for Academics. The absence packets will include a cover letter from the athletics department, a team competition schedule, a team travel schedule and make-up schedule. Students should initially meet with their professors at the beginning of the semester and periodically follow up with professors to reschedule assignments and exams accordingly. Students who fail to reschedule their assignments prior to traveling will not be permitted to submit them at a later date. Students who fail to obtain a rescheduled date for an exam prior to traveling will not be permitted to travel for competition. Academic excuse notes from the athletics department are only valid if presented before the anticipated absence.

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Absences due to athletic competitions are considered an official university activity for the purpose of the institutional missed class policy. Instructors must reasonably accommodate students to make up any missed class time, assignments or exams due to athletic competitions, if proper notice is rendered.

The Assistant Athletic Director for Academics distributes the absence letters to coaches before the commencement of the season for each sport. The coaches distribute the letters to student-athletes. Student-athletes must communicate with their professors to notify them of all anticipated absences and request to reschedule assignments and exams. Student-athletes must return the forms with rescheduled assignments and exams to their coaches. Coaches must monitor their student-athletes' assignment completion throughout the semester. Coaches must report the progress to the Assistant Athletic Director for Academics.

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

The institution must analyze and explain missed class time for the last two years for each sports team and address, through a plan for improvement, any missed class time that is deemed significant or excessive in nature.

The University monitors missed class time through the University's Early Warning System. This system is an operating feature of the SCT Banner System. The Assistant Athletic Director for Academics receives a report of missed classes, assignments, and academic progress for every student-athlete from the Registrar's Office three (3) times a semester, during the fourth, eighth and twelfth week. Over 80% of the University faculty participates in the Early Warning System.

The Department of Intercollegiate Athletics does not regularly record data relating to missed class time of student-athletes. In order to assess each academic term that student-athletes are not incurring excessive missed class time, the institution adopted a plan for improvement that requires head coaches, the Assistant Athletic Director for Academics and the Board of Athletic Advisors to review records of missed classes based on competition schedules each semester.

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

The institution's established, written policies regarding the scheduling of practices and competition must be directly communicated in writing (e.g., provide hard copy of document, provide weblink via e-mail) to student-athletes, department of athletics staff members and other appropriate faculty and administrative staff (e.g., published in the institution's student-athlete handbook or department of athletics policies and procedures manual, an e-mail with an attachment or link to the posting on the institution's website). Please note, if an institution develops a plan for improvement in this area, the plan must be implemented prior to the completion of the certification process.

All missed class and competition schedule policies are disseminated to student-athletes during student-athlete orientation each year in the fall and/or spring semester, posted on the athletics website, posted in the Athletics Department, published in the student-athlete handbook, and is available upon request from the Assistant Athletic Director for Academics. Athletics Department staff members receive the policies at the commencement of the every academic year via email and in the departmental policy and procedures handbook. Finally, the policy is distributed to the Provost's office at the beginning of the academic year and to faculty members via cover letters in the student-athletes absence packets.

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

The University achieved broad based participation and formal institutional approval for the improvement plan for Operating Principle 2.1 by using a multiple-step process.

A. First, the President of the University selected the co-chairs of the NCAA Self Study Steering Committee: Judge Bernetta Bush (ret.), Ethics Officer, and Dr. Beverly M. John, Professor of Sociology. The co-chairs in turn selected the members of the Steering Committee and the Academic Integrity Subcommittee. Membership was chosen from various academic services departments, units and positions. In addition to the chairpersons, the Steering Committee included the following members:

- * Dr. Wayne Watson - President, Chicago State University
- * Mr. Katey Assem - Executive Director, CSU Foundation
- * Mr. Patrick B. Cage, Esq. - General Counsel, Office of Labor and Legal Affairs
- * Ms. Sonja Clayton Pedersen, Esq. - Interim Director of Intercollegiate Athletics and Associate General Counsel, Office of Labor and Legal Affairs
- * Dr. Richard Darga - Interim Dean, Library and Instruction Services
- * Mr. Sudie Davis - then Director of Intercollegiate Athletics
- * Dr. Alonzo DeCarlo - then Faculty Athletic Representative; Professor of Psychology
- * Mr. Fernando Diaz - Director, Latino Resource Center
- * Dr. Michael Ellison - Assistant Dean, College of Pharmacy
- * Dr. Cheryl Green - Dean, Freshmen Year Experience
- * Dr. Lucy Rong He - Athletics Certification Liaison; Assistant Professor of Biology
- * Mr. Matthew Jordan - Student-Athlete, Track and Field
- * Ms. Anna Kent - Project Instructional Coordinator, Office of Academic Support
- * Mr. Glenn Meeks - Vice President of Administration and Finance
- * Dr. Richard Milo - Dean, Honors College
- * Ms Loyola Moore - Alumna; Former Student-Athlete, Women's Basketball
- * Ms Linda Peete - then Assistant Athletic Director for Compliance and Senior Woman Administrator
- * Dr. June Price-Shingles - Chair, Board of Athletic Advisors; Professor, Health, Physical Education and Recreation
- * Dr. Thomas Bernard Rowan III - Faculty Athletics Representative (effective April 2011); Chair., Dept. of History, Philosophy and Political Science
- * Dr. Byung-In Seo - Assistant Professor, Doctoral Studies
- * Mr. Ronnie Watson - Chief, University Police
- * Dr. Sandra Westbrooks - Provost and Senior Vice President, Office of Academic and Student Affairs

Second, the Academic Integrity was charged with conducting an assessment of the relevant academic standards and academic support services available for all student-athletes and students in general. Materials assessed and reviewed included University policies and procedures and designated facilities associated with the academic standards and the performance of athletic support services. The members of the Academic Integrity Subcommittee included several administrators, faculty, staff and students:

- * Dr. Cheryl Green - Chair., Academic Integrity Subcommittee; Dean, Freshmen Year Experience
- * Ms. Mary Butler - Director of Evaluations and Advisement
- * Mr. Michael Cronin - Director of Academic Assistance, Learning Assistance Center (LAC)
- * Dr. Alonzo DeCarlo - then Faculty Athletic Representative; Professor of Psychology
- * Dr. Jerald Henderson - Director of Assessment and Program Quality
- * Ms Angela Jackson - Head Coach, Women's Basketball
- * Mr. John Martinez - Associate Director for Admissions
- * Dr. Richard Milo - Dean, Honors College
- * Mr. Raymond Morris - President, Student Government Association
- * Ms Sandra Saunders - Coordinator for Abilities Office for Disabled Student Services
- * Ms Constance Wright, Esq. - Assistant Athletic Director for Academics
- * Ms Elana Wroten - Student-Athlete, Woman's Basketball

Third, a working group among our five certification subcommittees examined the deficiencies identified by the Academic Integrity Subcommittee and developed a future plan for improvement. That working group was composed of the following individuals:

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- * Mr. Katey Assem - Executive Director, CSU Foundation
- * Ms. Mary Butler - Director of Evaluations and Advisement
- * Dr. Chandra M. Cabraal - Professor, Department of Doctoral Programs in Education
- * Ms. Sonja Clayton-Pedersen, Esq. - Interim Director of Intercollegiate Athletics and Associate General Counsel, Office of Labor and Legal Affairs
- * Mr. Michael Cronin - Director, Learning Assistance Center
- * Dr. Richard Darga - Interim Dean, Library and Instruction Services
- * Mr. Fernando Diaz - Director, Latino Resource Center
- * Ms. Robin Hawkins, Esq. - Association General Counsel and Director of Equal Employment Opportunity, Office of Labor and Legal Affairs
- * Ms. Dawn Liddicoatt - Assistant to the Dean for Certification and Accreditation, College of Education
- * Mr. John Martinez - Associate Director of Admissions
- * Ms. Diana Muhammad - Head Coach Women's Track
- * Ms. Linda Peete - then Assistant Athletic Director for Compliance and Senior Woman Administrator
- * Dr. Bob Szyman - Board of Athletic Advisors; Professor, Health, Physical Education and Recreation
- * Ms. Shannon VanSlyke - Director, Office of Judicial Affairs
- * Dr. Lisa Young - Director, Wellness Center

Third, the Academic Integrity Subcommittee was charged with conducting a comprehensive review of the academic support services as they relate to the academic environment for student-athletes. The membership of the Academic Support Services Evaluation Committee was comprised of the following individuals:

- * Dr. Athanase Gahungu, Associate Professor, Graduate Programs in Education, Faculty Senate, Committee Chair.
- * Dr. Fatemah Asadi, Director, Public/Instruction Services, Library and Instruction Services
- * Ms. Robin Benny, Assistant to the Provost, Academic and Student Affairs
- * Mr. Fernando Diaz, Director, Latino Resource Center
- * Mr. Jason Ferguson, Director, Student Activities
- * Mr. Joseph E. Slonek III, Assistant Professor, Pharmacy Practice
- * Ms. Stephanie Suttles, Program Development Counselor, Continuing Education

Fourth, the Academic Integrity Plan for Improvement was comprehensively reviewed, edited and approved by the Steering Committee.

Fifth, the plan for improvement was made available for public review on March 25, 2011, via the University's NCAA Certification website. Campus constituents and members of the general public were able to submit comments electronically, regarding the Academic Integrity Plan for Improvement, through the NCAA Certification website, or in hard copy form to our NCAA Certification Office.

Sixth, the Steering Committee analyzed the feedback obtained during the public comment period and in consultation with Academic Integrity Subcommittee, incorporated comments and suggestions from the University community into the self-study report and plan for improvement.

These procedures ensured multiple opportunities for significant input from constituent groups, both within the athletics and from the greater University community, with respect to the Academic Integrity Plan for Improvement.

B. The Academic Integrity Plan for Improvement was formally adopted by the University's President, Dr. Wayne Watson, through a memorandum dated May 10, 2011. Additional stakeholders within the University signed an acknowledgement of the letter, demonstrating their support of the official adoption of the plan. These documents will be made available for review by the peer review team.

C. The Academic Integrity Plan for Improvement is a five-year plan, covering academic years 2012-2017.

Academic Integrity

Elements	Goals	Steps		
Issues in the Self-Study	Measurable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Academic Progress Monitoring and Reporting: Athletic Department relies upon external database systems and sources to track academic progress of student-athletes.	Increase the monitoring of progress towards degree for all student-athletes; decrease the number of student-athletes dropping below full-time class load.	Identify and attain academic tracking system software.	Chief Information Officer; Banner Coordinator; Assistant Athletic Director for Academics	August 2011
		Train athletic administrative staff and coaches on tracking system.	Banner Coordinator; Assistant Athletic Director for Academics	September 2011
		Implement tracking system.	Assistant Athletic Director for Academics	December 2011
		Assess tracking system; adjust plan as needed following assessment.	Assistant Athletic Director for Academics; Provost	June 2012 and monitor annually
	Monitor student-athletes' withdrawals from courses.	Implement policy requiring student-athletes to obtain the signature of their Department Chair (or designee), Faculty Athletics Representative (FAR), and Director of Intercollegiate Athletics before any course withdrawal form is processed; adjust plan as needed following assessment.	Registrar; Assistant Athletic Director for Academics; Faculty Athletics Representative	September 2011 and monitor annually
Academic Support Monitoring: Student-athlete academic support services and should be systematically monitored.	Provide additional for resources for Academic Affairs in Athletics for the purpose of improved monitoring of student-athlete academic support services and outcomes.	Hire Graduate Assistant to assist with duties of monitoring academic support services and outcomes for student-athletes, including the coordination of tutoring; adjust plan as needed following assessment.	Provost; Director of Intercollegiate Athletics	Each academic term beginning September 2011 and monitor annually
Missed Class Policies: Missed class time is not recorded and assessed on a systematic basis.	Maintain records of missed class time based on student-athletes' class, practice and competition schedules to ensure conflicts are minimized	Generate database of student-athletes' class, practice and competition schedules no later than one week following the start of classes; update information throughout the semester as needed.	Head Coaches; Assistant Athletic Director for Academics	September 2011

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Elements	Goals	Steps		
Issues in the Self-Study	Measurable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
		Review records and assess missed class time at the conclusion of each semester; adjust plan as needed following assessment.	Head Coaches; Assistant Athletic Director for Academics; Board of Athletic Advisors	Each academic term beginning December 2011

Academic Integrity

Operating Principle

2.2 Academic Support.

Self-Study Items

1. List all "conditions for certification" imposed by the committee in its Cycle 2 certification decision (if any) as they relate to Operating Principle 2.2 (Academic Support). For each condition, provide:
 - a. The original "condition" imposed;
 - b. The action(s) taken by the institution;
 - c. The date(s) of the action(s); and
 - d. An explanation for any partial or noncompletion of such required actions.

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

1. Condition

No conditions were imposed in the Cycle 2 certification.

Action

No actions were required.

Action Date

No actions were required.

Explanation for partial or non-completion

Not applicable, no actions were required.

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 Cycle 2 certification process as they relate to Operating Principle 2.2 (Academic Support). For each issue identified, provide:
 - a. The original goal(s);
 - b. The step(s) taken by the institution to achieve the goal(s);
 - c. The date(s) the step(s) was completed;
 - d. An explanation for any partial or noncompletion of the original goal(s) and/or step(s) to achieve the goal.

Please note, the institution will not be required to fulfill an element of a Cycle 2 plan if the element does not affect conformity with a current operating principle.

If the institution developed a plan for improvement for Operating Principle 2.2 during Cycle 2, the institution must demonstrate that it has implemented its Cycle 2 plan or provide an explanation for partial completion of the plan.

The committee will not accept the following explanations for partial completion or noncompletion:

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- *The institution did not possess sufficient funds to implement the plan.*
- *The institution has had personnel changes since the original development of the plan.*
- *The institution does not have documentation of actions taken to implement the plan.*

The committee will accept the following explanation for partial completion or noncompletion:

- *The institution has implemented a different plan(s) or taken a different action(s) to achieve or maintain progress toward the same goal outlined in its Cycle 2 plan.*

1. Original Plan

No plans for improvement were required in the Cycle 2 certification.

Action

No actions were required.

Action Date

No actions were required.

Explanation for partial or non-completion

Not applicable, no actions were required.

3. Describe any additional plans for improvement/recommendations developed by the institution since the Cycle 2 certification decision was rendered by the committee for Operating Principle 2.2 (Academic Support). For each additional plan, provide:

- The additional goal(s);
- The step(s) taken by the institution to achieve the goal(s); and
- The date(s) the step(s) was completed.

Improvement #1

a. Create the division of Enrollment Management for the purpose of improving outcomes of successful degree completion within six year time frame.

b. Appointed an Interim Vice, then Mr. Andre Bell, President of Enrollment Management to provide executive level leadership for campus-wide strategic planning for enrollment, marketing, retention and graduation rates of first-time full-time freshmen cohorts and transfer student population.

c. The action was completed December 1, 2009.

Improvement #2

a. Create a new position, the Dean of Freshmen Year Experience, to provide administrative leadership for new and first-time students' acclimation, retention and graduation.

b. Appointed an Interim Dean of the Freshmen Year Experience, Dr. Cheryl Green, to centralize recruitment, retention and graduation of all first-time full-time freshmen.

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c. As of October 1, 2009, the new Dean was appointed as interim and later confirmed as the final selection on January 15, 2010.

Improvement #3

a. Conduct a comprehensive review of the Curriculum, Advising, Planning and Program (CAPP) system at Chicago State University.

b. Established a committee to review the CAPP program at CSU during the months of January 2010 through April 2010. The committee completed its review and developed key recommendations, including:

* Office of Evaluations will now be copied on all curriculum routing forms and will update CAPP system as a result.

* Design and implement a campus wide campaign to educate and orient students on the Cougar Connect online data system.

* The Information Technology Department will run periodic audits on the CAPP system and submit results to department chairs and deans.

* Develop a plan to provide all introductory Freshmen Seminar students with a CAPP orientation by contacting all departments offering those courses and having them include this as a learning objective.

c. The committee completed its review during the months of January 2010 through April 2010. All recommendations were implemented by September 30, 2010.

Improvement #4

a. Conduct a comprehensive review of the academic advising process at Chicago State University

b. Established a committee of faculty, staff and administrators who examined all facets of the advising process during the months of January 2010 through April 2010. The committee developed eighteen (18) recommendations that were later implemented as a result of its investigation into the advising process at Chicago State University. The recommended items demonstrate a collective effort to review, revise and strengthen the advising process:

* Minimize the gap in dates available for online registration.

* Provide a course, program and curriculum change date that allows modifications of these areas to be implemented on a two-year schedule. Exceptions to the timeline must be accreditation-related mandates.

* Define and identify "Bottleneck Courses," i.e., entry level courses which have large enrollments and which fill up long before the beginning of classes.

* Allow department and program chairs more flexibility in making additions to the summer schedule once the spring semester has begun, in order to meet anticipated registration needs.

* Ensure that departments make regular corrections to the CAPP system in order to increase accuracy and efficiency.

* All students admitted for fall or spring semesters will be encouraged to take their placements exams and related developmental courses as early as possible after being admitted to the University.

* Modify the number and types of new student orientations and coordinate those dates with the advising staff.

* Work to eliminate the immunization and bursar holds so that students can remove them long before the start of classes.

* Improve the accuracy of student contact information on CSU Express. Require students to only use CSU email addresses for the communication regarding University business.

* Implement the AD-ASTRA course scheduling predictive analytics system as soon as possible.

* Revise Department Application of Criteria documents to include an evaluation of advisors.

* Simplify the CAPP reports.

* Generate timely reports for department chairs on data obtained from the Banner and ARGOS systems.

* Streamline the advising process and reduce long lines during registration.

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- * Train all CSU freshmen students on CAPP and Moodle.
- * Require students to print out regular reports from the CAPP system during their advisement appointments.
- * Update the advisor training manual and the Course Equivalency Guide on a regular basis.
- * Identify "Life Coaches or Mentors" for graduate students who can advise graduate students on issues beyond course registration.

c. All advising related objectives and recommendations will be implemented with the installation and utilization of the AD-ASTRA software system which is partially implemented and scheduled to be fully operational by the Spring of 2012.

Numerous retention-related initiatives have been designed and implemented at Chicago State University to address the needs of students at large, which includes student-athletes:

1. Summer Brigde Program

- a. Special Admit students who are were requested to enroll in the Summer Bridge program are now required to participate in this academic enrichment program as a condition of acceptance into the University College program.
- b. Students received letters with revised language regarding the program participation and sign contracts attesting to their understanding of the program requirements.

c. June 2010

2. Cycle 2 Summer Bridge

- a. Creation of a Cycle 2 Summer Bridge Program which starts a second cycle of academic enrichment seminars designed to help students increase the pass rates for entry-level college courses.
- b. Second Cycle begins additional six-week set of courses designed to increase students' participation in the required program.

c. June 2010.

3. Block Scheduling

- a. Implement block scheduling for all freshmen students.
- b. Designed a core curriculum required for all freshmen students. Encourages the implementation and use of cohort learning groups by area of specialization.

c. Fall 2010

4. Freshmen Seminar

- a. Implement a required course for all freshmen entitled "Freshmen Seminar" in order to ensure standardized orientation and acclimation of all new students to the University within the classroom setting.
- b. Eliminate the lack of new student acclimation issues arising from an inadequate knowledge of University resources, offices, services and freshmen student developmental issues.

c. Fall 2010

5. Centralized Student Services

- a. Centralize student services for campus resources related to Admissions, Registration, Financial Aid and Financial Affairs.
- b. Campus office related to Student Services have been centralized to the Cook Administration building.

c. Fall 2010

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6. Spring Bridge to Success

- a. Design and develop a Spring Bridge to Success program in order for specially admitted students to receive same instructional resources as fall admits.
- b. Instructed Bridge Coordinator to meet with instructional staff and revise summer program to create a January intercession program for special admit students who enter the University during the spring semester.
- c. December 2010-January 2011

7. Software Upgrade

- a. Develop and implement a new software based academic advising program that maximizes the use of technology and the Banner records system.
- b. The University acquired the Signals software system which applies an academic analytics approach to academic advising.
- c. Fall 2011

8. Textbooks on Reserve

- a. Address the needs of students to acquire classroom textbooks.
- b. Created a reserve of textbooks associated with classes taken by students at the beginning of the academic semesters for new students after evidenced showed that students were falling behind in their classes due to not being able to purchase textbooks.
- c. Spring 2010

9. President's Emergency Fund

- a. Address the needs of students attrition rate due to lack of funds available for emergencies which block student retention and persistence.
- b. Creation of the President's Emergency Fund whereby students meeting specific criteria can apply for limited funds to pay for tuition, books, travel and other school related expenses.
- c. December 2009

10. Apple iPads

- a. Implement a University-wide initiative to address digital divide experienced by minority students in social demographic areas of the community and first-generation college students.
- b. As of fall 2010, all first-time full-time freshmen received an Apple iPad after registration verification at Chicago State University. Continued enrollment is a condition of the use of the device.
- c. Fall 2010

11. Centralized Freshmen Advising

- a. Address student advising needs of all incoming students who are classified as freshmen.
- b. Centralized all freshmen advising so that full-time professional advising staff will conduct this task for all relevant students and standardized the advising process.
- c. January 15, 2011

12. Tutoring

- a. Improve tutoring resources to be utilized by students experiencing academic difficulties.

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b. Design a directory of all available tutoring services and post to the University website.

c. Fall 2010

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

Academic support services must be available to student-athletes either through institutional programming or through student-athlete support services.

The institution must demonstrate that its institutional structures and reporting lines for student-athlete academic support services are organized such that academic advising for student-athletes is an integral part of the institution's educational system.

Chicago State University is committed to providing academic support services to all students through a network of academic support offices and personnel. Academic advising and support services are made available through special programs and faculty and professional advising staff. In addition to these resources the athletics department has The Assistant Director for Academics to oversee support services for athletes.

1. All students have access to University academic advisors. Students who are classified as special admit (GPA under 2.0 but ACT of 16 or more) will be advised through the University College Program.

2. Student-athletes complete a pre-advising checklist before meeting with their advisor prior to registration. The advising checklist activities includes the following activities: a) Generate and review a CAPP evaluation through CSU Express; b) review the CSU course catalogue; c) review competition and practice schedule, c) schedule meeting with advisor; and d) register early. The University has all departments provide advisors who are assigned to student-athletes. The advisors who work with the student-athletes are trained in NCAA regulations, Great West Conference rules and Chicago State University guidelines.

3. All Chicago State University students have access to the Latino Resource Center, International Programs, Learning Assistance Center, language labs, department-specific tutoring, Student Support Services, African-American Male Resource Center, Office of Academic Support, Career Development Office, Abilities Office of Disabled Student Services and the Effective Study Program.

4. In summer 2010, the NCAA awarded funds to the athletics department to fund the purchase of six (6) Mac computers with Math and writing tutorials. These computers are made available to athletes to check out and use to complete their homework. The tutorial software is required for use by students athletes enrolled in basic writing or math 099 classes. They are mandated to use the software for at least six (6) hours per month.

5. In the athletics department, staff report to the Director of Intercollegiate Athletics (AD). There is one Associate Athletic Director and three Assistant Athletic Directors (for Business Affairs, Academics and Compliance). The Director of Intercollegiate Athletics reports directly to the President. The Assistant Athletic Director for Academics is the primary administrator for academic support for student-athletes and reports to the AD. The Assistant Athletic Director for Academics also reports to the University's Provost, who is in charge of Academic Affairs for the institution.

6. Student-athletes learn of these available resources from the Assistant Athletic Director for Academics, their academic advisor and at their student-athlete orientation. Also, these services are listed on the CSU website, semester Course Schedule Bulletin, University Undergraduate Catalogue, individual department and program flyers, and email list serve announcements.

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5. Explain how the institution's staffing, physical space and financial support for student-athlete academic support services has been reviewed by appropriate institutional academic authorities to ensure they meet the academic needs of student-athletes at the institution (this review must be conducted as part of the self-study process).

The institution must demonstrate that its staffing, physical space and financial support for student-athlete academic support services have been reviewed by appropriate institutional authorities and determined to meet the academic needs of student-athletes at the institution.

Please note, if an institution develops a plan for improvement in this area, the plan must be implemented prior to the completion of the certification process.

a. In fall 2010, an evaluation committee of faculty and staff, external to the athletics department, was appointed by President Watson to conduct the academic support services evaluation. The evaluation report was completed on February 7, 2011.

The institutional academic authorities that reviewed staffing, physical space and financial support for academic support services include:

- * Dr. Athanase Gahungu - Associate Professor, Graduate Programs in Education, Evaluation Committee Chair
- * Ms. Robin Benny - Assistant to the Provost Academic and Student Affairs
- * Dr. Fatemah Asadi - Director of Public/Instruction Services, Library
- * Ms. Stephanie Suttles - Program Development Counselor, Continuing Education
- * Mr. Joseph E. Slonek III - Assistant Professor, Pharmacy Practice
- * Mr. Fernando Diaz - Director Latino Resource Center
- * Mr. Jason Ferguson - Director Student Activities

b. As outlined in the Academic Support Services Evaluation Committee Report, the review team thoroughly studied the academic support services evaluation and the suggestions for improvement contained therein. The review team was also mindful of the personnel and physical realities confronting the University at this time. Consequently, the review team makes the following recommendation for improvement in the belief that they will have a measurable impact on the academic success of student-athletes without requiring a marked increase in resources.

Due to the low staffing issues in the athletics department and the lack of financial resources, the University is addressing the issues identified in the Academic Support Services Evaluation by ensuring that all academic programs, services and initiatives designed to improve student support services are integrated into and made available to all student-athletes. The relationship established between the Assistant Athletic Director for Academics and the Office of the Provost is an indicator of same, designed to facilitate this information-sharing and student-athlete success.

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6. Using the program areas for academic support services listed below, describe the following (this program analysis must be conducted as part of the self-study process):
- The specific academic support services offered to student-athletes (if any);
 - Any policies that govern which students can use these services;
 - The mechanisms by which student-athletes and staff are made aware of these services;

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

Information related to all academic support services must be clearly communicated to student-athletes and staff (e.g., through inclusion in the student-athlete handbook, discussion during team meetings, through inclusion in personnel manuals, review during staff orientation).

The institution must provide effective support services for student-athletes with learning disabilities and/or other special needs, either through institutional programming or through student-athlete support services.

The institution must demonstrate that all academic support services provided to student-athletes are subject to a comprehensive, written evaluation and approval at least once every four years by appropriate academic authorities outside athletics who do not have day-to-day responsibilities in the academic support services area (e.g., faculty members, degree program advisors, academic administrators of the institution or noninstitutional academic support specialists). Please note, academic support services evaluations conducted by athletics conference office personnel generally will not meet this requirement. Finally, if an institution develops a plan for improvement in this area, the plan must be implemented prior to the completion of the certification process.

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

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

Before any student registers for courses, he/she must be advised by their designated academic advisor. The advisor then gives the student a semester registration advising PIN for use with CSU web registration. All students have access to online registration the advising prerequisites have been met. Student-athletes in particular have access to additional advising resources through the Assistant Athletic Director for Academics and the Faculty Athletics Representative, and to priority registration during the preceding semester.

- Any policies that govern which students can use these services; and

University-wide policies and procedures mandate the assignment of an academic advisor to students through the department in which they are registered as a major. For those students who have not declared a major, there is a centralized unit with responsibility for advisement. The same advisor protocol is provided for student-athletes who also benefit from monitoring of academic progress by the Assistant Athletic Director for Academics.

In addition, each head coach receives an Academic Eligibility and Risk Factors Retention Form from the Assistant Athletic Director for Academics which they must complete for each student-athlete. The coaches meet with the student-athlete and provide the information requested on the form. When the information on the student-athlete is completed, the form is submitted to the Assistant Director for Academics for review. After review by the Assistant Athletic Director for Academics the form is forwarded to the Director of Intercollegiate Athletics for final approval. Coaches prepare an academic plan based on the risk factors identified on this form and are responsible for monitoring student academic progress.

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

Every semester the Assistant Athletic Director for Academics contacts (via email) department chairs to update the academic guidelines and competition schedules for all student-athletes for the subsequent semester. Each semester the Registrar provides all student-athletes with a priority/early registration date.

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);

Tutoring academic support services are available to all CSU students, including student-athletes. The Learning Assistance Center (LAC) is staffed with 30 tutors and provides academic tutoring and assistance in the following areas:

* Math

Math tutorial services are available one-on-one and in small-group sessions. Math tutorial services are utilized by more than 2,500 students each academic year. Services are provided on as needed basis, no appointments are necessary.

* Writing

Writing tutorial services are provided to students one-on-one or in small-group sessions. Services from the writing center require an appointment and are available on a weekly basis. Writing tutorial services are utilized by more than 1,000 students each academic year.

* Placement Exams

Students who need assistance in understanding and preparing for placement exams are referred to the LAC. The LAC provides academic advise and counseling to referrals on preparation for placement exams.

Qualification for tutors hired for services provided by the LAC vary according to subject area and course level. Entry-level tutors for basic english or math courses are CSU students at the junior or senior level, who have successfully completed the course being tutored and must pass a subject area exam. The starting salary for entry-level tutors without a degree is \$8.25 per hour. Tutors for advanced english and math courses or upper level undergraduate/graduate students writing research papers must have a bachelor's degree and take a subject area exam. The starting salary for tutors who meet this criteria is \$15.00 per hour. Tutors with advanced degrees receive a higher hourly compensation.

In addition to the general tutorial services available, student-athletes have tutors hired specifically to service their academic needs. These tutors qualifications and salary is the same as tutors who provide service to general CSU students.

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

The University offers tutoring for all enrolled students through its academic departments. The major tutorial laboratories are the Learning Assistance Center, which provides tutorial support in English Composition, Mathematics, Computer Science, Accounting, Biology, Chemistry, French, Physical Science and Spanish courses, and the Foreign Language Lab, which provides tutoring in Arabic, Chinese, French and Spanish. In addition, Student Support Services/Trio and the African-American Male Resource Center both provide tutoring and other support services. The availability (hours/days/locations) and procedures for obtaining assistance are provided by each department/program for each semester. The directory of tutorial services is available online. In addition, tutors have been hired through the Provost/Academic Affairs to exclusively assist student-athletes.

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

Students are informed of the availability of tutorial services in a variety of settings and in publications throughout their undergraduate career, including but not limited to: University orientations, the CSU

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website, the Course Schedule Bulletin each semester, the University Undergraduate Catalogue, individual department and program literature and announcements, flyers, University email Listserv and Moodle course shell announcements. Student-athletes are also informed of the availability of tutors during the student-athlete orientation held during the fall and/or spring semester.

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

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

The Early Warning System, the University's electronic monitoring process, is facilitated by faculty, who are required to provide three reports each semester (at the 4, 8 and 12-week intervals). The reports are forwarded to the Registrar and emailed to students, including student-athletes. Each report provides information on class attendance, missed exams, and assignments and general academic progress.

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

The Assistant Athletic Director for Academics and departmental academic advisors monitor student-athletes' academic progress. In addition, three times per semester, the Early Warning System report is provided to the Department of Intercollegiate Athletics by the Registrar.

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

Student-athletes are made aware of the Early Warning System in the following ways: listed on the CSU Website, Course Schedule Bulletin each semester, University Undergraduate Catalogue, individual department and program flyers, University email Listserv and Moodle course shell announcements.

4. Assistance for special academic needs: Provisions for diagnosis and treatment of education-impacting disabilities (EID).

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

Assistance for students, including student-athletes with special academic needs is provided through the University Abilities Office (AO). The AO provides referrals for off-campus evaluations, diagnosis and treatment of suspected education-impacting disabilities.

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

All students, including student-athletes, have rights regarding their access to education and the reasonable accommodations to which they are entitled. The University Abilities Office (AO) is the point-of-contact that serves the University community and to whom student-athletes are referred for support. Upon review and verification of the individual student's circumstance, the AO can provide letters of accommodation for full array of campus resources for tutoring, the Counseling Center and the Effective Study Program as well as referrals to off-campus evaluations for a suspected disability.

In addition, a Professor Conference Form is provided to faculty by the Department of Intercollegiate Athletics for the purpose of addressing deficiencies noted with respect to student-athletes. The form is completed by the professors to facilitate a meeting with the student-athlete, at which time the student-athlete's academic status is discussed with the professor.

Finally, if an academic warning has been posted for a student-athlete in the Early Warning System, the student-athlete is recommended for appropriate academic support services.

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

Services for CSU students with special academic needs, including student-athletes, are provided in a variety of verbal, print and electronic means, including but not limited to: course syllabi, Moodle course shell announcements, University email Listserv, the University Website, Course Schedule Bulletin, University Catalogues, individual department and program flyers.

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5. Assistance for at-risk students: Availability including institution-wide assistance.

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

At-risk students are identified as those with limited academic readiness for college course work. Evaluations in the areas of English, Reading and Mathematics are conducted for entering students, so that they may be placed in appropriate developmental courses where necessary. Monitoring of at-risk students occurs through the University's Early Warning System for limited academic progress based on specific factors, such as missed class and assignments or substandard grades. This process is applicable to student-athletes who fall into this category.

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

An academic plan must be completed for each student-athlete each semester. This form contains identifiers of at-risk categories for student-athletes and are updated when academic warnings are issued at the 4, 8 and 12-week intervals of the semester. Coaches are required to work with the Assistant Athletic Director for Academics to complete an academic plan for the student-athlete that addresses the areas of need identified in the form. As a part of this plan, student-athletes are referred to on-campus academic support services, as well as those services specifically provided through the Predominantly Black Institutions (PBI) Grant, the African-American Male Resource Center and the Latino Resource Center.

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

Student-athletes and staff are made aware of these services through communications from the Assistant Athletic Director for Academics, as well as through service listings on the CSU Website, Course Schedule Bulletin, University Undergraduate Catalogue, individual department and program flyers, University email Listserv and Moodle course shell announcements.

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

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

Twenty individual and/or group study rooms and hundreds of computers are available for general student use in the Academic Library. The Residence Hall and various colleges and academic departments also have study rooms and computers available for students residing or majoring therein. These services are available to student-athletes. In addition, the Department of Intercollegiate Athletics has a study room and computers available for student-athletes.

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

All students are at liberty to utilize the University-wide study rooms and computer labs located in the Academic Library. The Residence Hall has a study hall for residents, and departmental computer labs located throughout the campus provide major-specific access for student-athletes.

In addition, the Department of Intercollegiate Athletics provides a student-athlete study hall in the Jones Convocation Center as well as dispenses laptops to student-athletes on an as-needed basis. There are no restrictive policies on the use of these facilities and services.

Generally, all students must present their campus identification card in order to gain building or room access to study rooms or computer labs. In addition, the ability to log on to University computers in the labs, Academic Library and throughout the campus requires a student identification number.

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

Student-athletes learn of available study room, lab and computer resources to facilitate their studies from their departmental academic advisors, the Assistant Athletic Director for Academics, the coaches and during the student-athlete orientation held in the fall and/or spring semester.

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7. Academic evaluation of prospective student-athletes: Review of academic profiles of prospective student-athletes.

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

Beginning in Spring 2011, a broad-based institutional academic evaluation committee, including representatives of Admissions, Financial Aid, Evaluations and/or Athletics and the Faculty Athletics Representative, conduct an academic evaluation of prospective student-athletes to determine minimum academic profiles are met and to identify student-athletes who may be at-risk in certain academic areas.

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

Head coaches (and their staff, where applicable) are responsible for reviewing prospective student-athletes' high school transcripts for core course GPAs or transfer transcripts in accordance with both University and NCAA guidelines. A minimum academic profile of 2.5 GPA in core courses and 17 ACT (or equivalent SAT score) are required for high school prospective student-athletes; for transfer student-athletes, the profile is 2.25 GPA in transferrable courses and at least 20% of credits toward a degree for each year in college. The committee evaluates profile packets submitted by the head coaches, which include the current transcript, student-athlete profile form and verification of standardized test scores (where applicable). All prospective student-athletes must be cleared by committee vote prior to a National Letter of Intent or Grant-in-Aid agreement are extended.

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

Prospective student-athletes are made aware if the minimum academic requirements by head coaches (and their staff, where applicable). All departments involved in the extension of athletic aid are made aware through their representatives participation on the evaluation committee.

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

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

Degree program assistance is provided to all students, including student-athletes, through University advisors in the specific program of study or declared major. In addition, beginning in spring 2011, student-athletes' courses of study are reviewed by the Faculty Athletics Representative for the purposes of evaluating progress toward degree.

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

Academic advisors designated as advising student-athletes within a department or college are trained on the NCAA regulations, Great West Conference Rules and University Guidelines in order to understand extraordinary academic requirements that apply to student-athletes, such as grade point averages and credit hour requirements for eligibility, as well as progress toward degree.

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

Student-athletes are made aware of degree program assistance through the University website and Department of Intercollegiate Athletics website. Information is also communicated directly to student-athletes by the Assistant Athletic Director for Academics and by completing a pre-advising checklist that is provided to them prior to meeting with their individual academic advisors.

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

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

All students entering Chicago State University, including student-athletes are subject to placement testing in the areas of English, Math and/or Reading. If a deficiency is noted as a result of the placement test, students are required to take developmental courses in order to address an academic readiness issues

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before continuing in their regular course of study.

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

Once accepted for admission to Chicago State University, all freshmen must take the University qualifying examinations in English, Reading, and Mathematics by the end of their first term in residence. Transfer students who have not completed an associate's degree must take the university qualifying examinations in English and Reading. However, students who have earned up to 66 hours from a combination of two-year and four-year schools and have completed the Illinois General Education Core Curriculum are not required to take the qualifying examinations in Math, Reading or English.

The University's Office of Examinations is responsible for administering all placement exams to admitted students, including qualifying examinations, state and federal constitution exams, graduation requirement examinations and testing for ACT and College Level Examination Program (CLEP).

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

These testing and evaluation services are listed on the CSU Website, Course Schedule Bulletin and University Undergraduate Catalogue, and are communicated to students and staff through Cougar Connect, the University's online communication service to which all students and staff have access.

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

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

The University offers students and student-athletes: the Summer Bridge Program for furthering students' basic skills development; Effective Study Program for students needing assistance with time management, note-taking skills, test-taking skills, research and writing; RISE Academy for building study skills among residential students; Learning Assistance Center for students needing tutorial support in certain English Composition Courses, Mathematics, Computer Science, Accounting, Biology, Chemistry, French, Physical Science and Spanish; and Freshman Seminar for enhancing students' written and oral communication skills, sharpening their critical and analytical reasoning and broadening their intellectual perspectives.

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

CSU offers several options for all admitted students, including student-athletes to enhance their success skills, including through the Summer Bridge Program, Effective Study Program, RISE Academy, Learning Assistance Center and Freshman Seminar Courses. Beginning in spring 2011, all incoming student-athletes (first-time, full-time freshman and transfers) are required to complete the Summer Bridge Program, Effective Study Program and/or RISE Academy. In addition, the Assistant Athletic Director for Academics and coaches provide supplemental support to student-athletes on an as-needed basis.

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

Student-athletes learn of these available resources from the Assistant Athletic Director for Academics, their academic advisors, freshman orientation, and the student-athlete orientation conducted in the fall and/or spring semesters. Also, these services are listed on the CSU Website, Course Schedule Bulletin, Undergraduate College Catalogue, individual department and program flyers, and email Listserv announcements.

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

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

All student-athletes have access to study hall facilities on campus, tutors and monitored study time while on road trips.

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

Study hall is required for all incoming student-athletes, and those with a cumulative GPA less than 2.75. All student-athletes have access to the Department of Intercollegiate Athletics study halls sites located in the Jones Convocation Center (JCC) and in the African-American Male Resource Center. Students may also earn study hall points for using on-campus resources and visiting professors, conditioned on providing verification of these visits. If student-athletes are traveling for competition, study time is monitored by coaches.

In addition, student-athletes are encouraged to utilize various on-campus for resources and facilities for academic support (e.g., Academic Library, Learning Assistance Center and writing labs). Signed log-in sheets are examined by coaches and the Assistant Athletic Director for Academics as verification of student-athlete study hall attendance.

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

Information concerning study hall facilities and attendance policies is provided in the Department of Intercollegiate Athletics Policies and Procedures Manual, 2010-11 Academic Policy, Student-Athlete Handbook, Course Bulletins and the CSU website.

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

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

All new students (freshman and transfers) are required to attend the University's Student Orientation, Advising and Retention (SOAR) sessions. Student-athletes also have a mandatory orientation provided by the Department of Intercollegiate Athletics in the fall and/or spring semesters.

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

SOAR is conducted for all entering students, including student-athletes, in the fall and spring semesters. Student-Athlete Orientation is conducted in the fall semester, and in some instances the spring semester as well depending on the need.

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

Information concerning SOAR is available on the CSU website and during registration; student-athletes and staff are informed of the Student-Athlete Orientation through the athletics website, departmental meetings and head coaches.

13. Mentoring: Availability of mentors, identification and assignment methods, frequency of interaction.

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

Mentoring opportunities are available for Chicago State University students, including student-athletes through several specific programs. The African-American Male Resource Center (AAMRC) provides mentoring, tutoring and advocacy for all students, including pairing on-campus and off-campus mentors through its various community partnerships. The Freshmen Experience Program offered a pilot program in the fall 2010 entitled "Freshmen Meet and Greet," where first-year students were paired with CSU alumni mentors. The Department of Health Information Administration began a Mentoring Program in 2009 for professional students (juniors and seniors), with program coordination by an alumni volunteer with oversight by the department chair. The College of Business has mentors from National Association of Black Accountants (NABA) and Students in Free Enterprise (SIFE) who mentor transfer students and freshman students as part of its student leadership program.

The functions of CSU mentors include: professional consultation and development, resume review, assistance with job placement and self-esteem building.

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

Mentoring programs offered through the African-American Male Resource Center, Freshmen Experience Program may be used by all students, including student-athletes. The Department of Health Information Administration and College of Business mentoring programs are exclusive to those students enrolled in those respective programs of study.

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

Information concerning mentoring programs available through the University can be obtained from the Office of Student Activities, the African-American Male Resource Center, the Department of the Freshmen Year Experience and the Student-Athlete Student Affairs (SASA) coordinator within the Department of Intercollegiate Athletics.

14. Posteligibility programs: Availability of scholarships, assistantships and academic support.

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

All of the academic support programs and facilities described above remain available for all student-athletes once their eligibility is exhausted, until they graduate or otherwise separate from the University. In some instances student coaching or managing assistantships with specific sports teams also are available, on a case-by-case basis. Students-athletes may earn a post-eligibility scholarship based on an assessment of available resources through the Director of Intercollegiate Athletics and the Vice President of Administration and Finance.

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

University policies govern the use of academic support services by all students, while those services provided by the Department of Intercollegiate Athletics specifically to student-athletes are managed within the department. Because of the low resources available at the institution, any decisions regarding an award of post-eligibility scholarship aid is made in consultation with the Director of Intercollegiate Athletics and the Vice President of Administration and Finance.

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

Student-athletes and staff are informed of continuing University academic support services through the CSU website, Course Schedule Bulletin, Undergraduate Catalogue, individual department and program announcements, email Listserv and Moodle coues shell announcements. The Director of Intercollegiate Athletics and head coaches discuss post-eligibility resources, if funding is available, directly with student-athletes.

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

The institution must demonstrate that all academic support services provided to student-athletes are subject to a comprehensive, written evaluation and approval at least once every four years by appropriate academic authorities outside athletics who do not have day-to-day responsibilities in the academic support services area (e.g., faculty members, degree program advisors, academic administrators of the institution or noninstitutional academic support specialists). Please note, academic support services evaluations conducted by athletics conference office personnel generally will not meet this requirement. Finally, if an institution develops a plan for improvement in this area, the plan must be implemented prior to the completion of the certification process.

The comprehensive, written academic support services evaluation must include an evaluation of all services provided to student-athletes. [Note: The list below should provide institutions with a starting point for the evaluation but it is not an exhaustive list. Institutions are required to evaluate all relevant services provided.]

- a. *Academic counseling/advising resources and services;*
- b. *Tutoring;*
- c. *Academic progress monitoring and reporting;*
- d. *Assistance for special academic needs;*
- e. *Assistance for at-risk students;*
- f. *Academic support facilities;*
- g. *Academic evaluation of prospective student-athletes;*
- h. *Student-athlete degree selection;*
- i. *Learning assessments;*
- j. *Success skills;*
- k. *Study hall;*
- l. *First year/transfer orientation;*
- m. *Mentoring;*
- n. *Post-eligibility programs; and*
- o. *Any other relevant service provided to student-athletes.*

The institution must submit a copy of the written evaluation of the academic support services. Please note that institutions that do not have a separate academic support program for student-athletes are not required to ensure that its academic support program for students generally is subject to a comprehensive written evaluation at least once every four years by authorities external to athletics.

The institution must involve a broad group of on-campus personnel who are employed outside the department of intercollegiate athletics (e.g., academic board, undergraduate education office, provost office) as participants in the comprehensive, written evaluation and periodic approval of academic support services. Further, institutions must review the written, comprehensive evaluation as part of the self-study process and determine if appropriate corrective actions are necessary in response to the written report.

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A copy of the most recent Academic Support Services Evaluation Report has been uploaded to the ACS site as requested.

List of attachments

1. CSU 2011 Academic_Support_Services_Evaluation.pdf

8. Identify the academic authorities outside the department of athletics responsible for conducting the institution's academic support services evaluation and explain the process used in selecting these individuals to ensure they do not have day-to-day responsibilities in the academic support services area. Also, provide the date of the institution's most recent academic support services evaluation.

The institution must involve a broad group of on-campus personnel who are employed outside the department of intercollegiate athletics (e.g., academic board, undergraduate education office, provost office) as participants in the comprehensive, written evaluation and periodic approval of academic support services. Further, institutions must review the written, comprehensive evaluation as part of the self-study process and determine if appropriate corrective actions are necessary in response to the written report.

a. The academic authorities responsible for conducting the Academic Support Services evaluation are:

- *Dr. Athanase Gahungu (Chair)- Assoc. Professor, Graduate Programs in Education; Member of the Faculty Senate
- *Dr. Fatemeh Asadi - Director, Library and Information Services- Public Services;
- *Ms. Robin Benny - Assistant to the Provost, Academic and Student Affairs;
- *Mr. Fernando Diaz - Director, Latino Resource Center;
- *Mr. Jason Ferguson - Director, Student Activities;
- *Dr. Joseph E. Slonek, III, - Asst. Professor, Pharmacy Practice;
- *Ms. Stephanie Suttles, Program Development Counselor, Division of Continuing Education.

b. The individuals who conducted the academic support services evaluation were appointed by the President with consultation from the University's Provost, in the Academic Services Support Evaluation Committee. Since the Director of Intercollegiate Athletics (AD) and Provost report directly to the University President, the administrators were able to ensure that none of the evaluators on the committee have day-to-day responsibilities in the academic support services area within the athletics department.

c. The most recent Academic Support Services Evaluation was completed on February 7, 2011.

9. If the institution used an outside individual or entity (e.g., conference office, peer colleagues) to assist in the coordination or facilitation of the academic support services evaluation, provide the name(s) and affiliation(s) of the individual(s). Further, describe the process used in selecting this authority outside the institution to ensure the individual(s) is knowledgeable of academic support services. Also, provide a description of the authority's involvement in the academic support services evaluation.

No individuals or entities outside of Chicago State University were involved in coordinating or facilitating the academic support services evaluation.

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

The institution must involve a broad group of on-campus personnel who are employed outside the department of intercollegiate athletics (e.g., academic board, undergraduate education office, provost office) as participants in the comprehensive, written evaluation and periodic approval of academic support services. Further, institutions must review the written, comprehensive evaluation as part of the self-study process and determine if appropriate corrective actions are necessary in response to the written report.

a. The Academic Integrity Subcommittee of the NCAA 2012 Certification Steering Committee obtained the most recent Academic Support Services Evaluation from the chair of the Academic Support Services Evaluation Committee, Dr. Athanase Gahungu, Associate Professor, Graduate Programs in the College of Education. Dr. Richard Milo, a member of the Steering Committee and the Academic Integrity Subcommittee, was charged with convening a group to review the evaluation and to make recommendations for corrective action. Like the evaluation committee, the review committee was chosen to be broadly representative of the campus community.

b. The individuals involved with reviewing the academic support services evaluation are:

- * Dr. Richard Milo - Dean, Honors College;
- * Dr. Cheryl Green - Dean of Freshmen;
- * Mr. Michael Cronin - Director, Learning Assistance Center;
- * Mr. John Martinez - Associate Director, Office of Undergraduate Admissions;
- * Dr. June Price-Shingles - Chair, Board of Athletic Advisors;
- * Dr. Sarah Buc - Chair, Academic Standards Committee, CSU Faculty Senate; and
- * Dr. Richard Darga - Interim Dean, Library and Instructional Services.

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

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

The review team thoroughly studied the Academic Support Services Evaluation and the suggestions for improvement contained therein. The review team was also mindful of the personnel and fiscal realities confronting the University at this time. Consequently, the review team makes the following recommendations for improvement in the belief that they will have a measurable impact on the academic success of student-athletes without requiring a marked increase in resources.

Recommendation #1

a. Better integrate the Assistant Athletic Director for Academics (AADA) into the broader university advising network. The purpose is to insure that the AADA is fully aware of advising procedures and any changes thereto, and to insure that the University's academic advisors are aware of their students' practice and competition schedules, continuing eligibility requirements, and other academic needs. Specific components of this recommendation are:

(1) Make the Assistant Athletic Director for Academics an ex-officio member of the Faculty Advisors' Council and invite her/him to attend all CSU Academic Advisors' Workshops.

(2) Invite the Assistant Athletic Director for Academics ADA to make a brief presentation at each Advisor's Workshop outlining: any changes in student-athlete eligibility requirements; and University policies regarding student-athlete absences for practice and competition, credit load requirements, and so forth.

b. (1) Will be implemented upon approval by Faculty Senate during summer 2011. (2) Implemented at the University Advisors' Workshop held March 28-29, 2011.

Recommendation #2

Academic Integrity

a. (1) Charge the Director of Intercollegiate Athletics and the Assistant Athletic Director for Academics with insuring greater uniformity among coaches in the degree to which they monitor their players' participation in academic support-related activities like study halls, meeting with academic advisors, and other related activities. (2) Schedule opportunities to make all coaches aware of their responsibilities for the academic performance of their players and ensure that there are ways of evaluating the coaches' effectiveness at motivating their players academically.

b. This activity should be initiated no later than May 15, 2011, and should then become a regular part of orientations, staff meetings, etc.

Recommendation #3

a. Implement a shared database in the Department of Athletics to track all student-athletes. The data should be accessible to all coaches and administrators in the Department of Athletics and should not rely on external sources (e.g., NCAA).

b. Perform a needs analysis in consultation with Information Technology by May 15, 2011. Design and implement database in cooperation with Information Technology by the beginning of the fall 2011 semester.

Recommendation #4

a. (1) Require all student-athletes entering the University through the University College to attend and complete the College Bridge program during the summer before they matriculate at CSU. Data clearly show that University College students, including student-athletes, who have completed Bridge enjoy higher GPAs, greater student satisfaction and better acclimation than those who have not. (2) Make arrangements for new students who will live on-campus to move into the Residence Hall early enough in the summer to attend the College Bridge program. (3) Devise a communication strategy for communicating the requirement to new student-athletes. (4) Involve the Department of Intercollegiate Athletics, coaches, the Office of Admissions, the Bridge Program Coordinator, the University College Coordinator and Housing and Residence Life in the planning to ensure a seamless transition for students.

b. The Bridge Program requirement should be in place for students entering fall 2011.

Recommendation #5

a. Hire at least one additional staff member in the academic support area within the Department of Intercollegiate Athletics. The Academic Support Services Evaluation notes repeatedly that this division is understaffed compared to other divisions in the Department of Athletics. One individual simply cannot effectively monitor and pro-actively address all of the student-athletes' academic needs in addition to handling all of the reporting requirements attendant on the position.

b. Identify funds to hire a new staff member by June 30, 2011. Create job description and fill the position by the beginning of the fall 2011 semester.

12. List all APR Improvement Plans developed and approved by the institution for any team if required by the Committee on Academic Performance. In each case, provide:

- a. The original goal(s);
- b. The step(s) taken by the institution to achieve the goal(s);
- c. The date(s) the step(s) was completed; and
- d. An explanation for any partial or noncompletion of the original goal(s) and/or step(s) to achieve the goal.

The institution must provide evidence that the most recent APR Improvement Plans developed and approved by the institution during the previous self-study or as required by the Committee on Academic Performance have been implemented. If the plan(s) was modified or not fully implemented, the institution must provide a written explanation prepared and approved by appropriate institutional authorities.

Academic Integrity

1. Original Plan

Minimize the number of transfer student-athletes who fail to graduate within five (5) years in baseball and men's basketball.

Action

- (a) Require all prospective transfer student-athletes to have a preliminary credit evaluation by the Office of Evaluations before a coach can extend an athletic aid offer.
- (b) Require all advisors to complete a Individualized Degree Completion Plan (IDCP) for incoming transfer students. Obtain software to monitor student progress towards a degree.

Action Date

Fall 2011

Explanation for partial or non-completion

Partially implemented. The software to monitor student progress toward degree will not be obtained until fall 2011 because the University is currently upgrading its system to accommodate the software.

2. Original Plan

Minimize eligibility point loss by 2-4 year transfer student-athletes in baseball and men's basketball.

Action

Require all transfer student-athletes, who earned a grade below B at their former institution, to take supplemental writing and math tutorial sessions. Evaluate math and writing readiness of transfer student-athletes before making a financial aid offer.

Action Date

Spring 2011

Explanation for partial or non-completion

This goal has been fully implemented.

3. Original Plan

Increase the number of student-athletes who graduate within five (5) years for all teams.

Action

Have every student-athlete complete an IDCP.

Action Date

Spring 2011 and ongoing

Explanation for partial or non-completion

Monitor and update IDCP every semester.

4. Original Plan

Decrease retention point loss by student-athletes in baseball.

Action

Provide more equipment, practice and stable competition facilities for the team.

Action Date

Spring 2011 and ongoing

Academic Integrity

Explanation for partial or non-completion

The University is in the process of constructing a baseball field. The anticipated date of completion is 2012.

5. Original Plan

Minimize eligibility and retention point loss by teams due to head coach changes in men's basketball, men's tennis, and women's cross country, indoor and outdoor track.

Action

Create and implement a departmental transition procedure for head coaches.

Action Date

Spring 2011

Explanation for partial or non-completion

This policy has been fully implemented.

6. Original Plan

Decrease loss of retention points by out-of-state student-athletes in baseball, women's cross country, men's and women's golf.

Action

(a) Increase student-athlete/student affairs programming for out-of-state student-athletes. (b) Increase out-of-state student-athlete participation in student affairs programming. (c) Award study hall hours to student-athletes who participate.

Action Date

Fall 2011

Explanation for partial or non-completion

The awarding of study hall hours has been implemented. The remaining steps will be fully developed and implemented by fall 2011.

7. Original Plan

Minimize the number of incoming freshmen student-athletes who lose eligibility points for all teams.

Action

Require all incoming freshmen student-athletes to participate in the mandatory study hall program.

Action Date

Fall 2009 and ongoing

Explanation for partial or non-completion

Fully implemented.

8. Original Plan

Increase student-athlete's ability to schedule classes to fulfill their degree requirements for all teams.

Action

Utilize ADAstra software for scheduling classes.

Action Date

Academic Integrity

Fall 2011

Explanation for partial or non-completion

Partially complete pending full installation of the system by Spring 2012.

9. Original Plan

Eliminate student-athletes ability to take courses that do not fulfill degree requirements by all teams.

Action

(a) Create a student-athlete cohort system within the general population. (b) Restrict student-athlete's ability to register for classes that do not fulfill a degree requirement.

Action Date

Fall 2011

Explanation for partial or non-completion

Implementation of this procedure is in process because coordination is needed with Information Technology and Registrar. It is expected that this process will be completed by fall 2011.

10. Original Plan

Eliminate student-athlete's excessive class withdrawals for all teams.

Action

Prevent all student-athletes from withdrawing from class without a signature from the Director of Intercollegiate Athletics.

Action Date

Fall 2011

Explanation for partial or non-completion

Partial implementation pending beginning of cohort system in fall 2011

11. Original Plan

Increase communication between the Athletics Department and University advising network for all teams.

Action

Create channel on Cougar Connect portal.

Action Date

Fall 2011

Explanation for partial or non-completion

Site is under construction and will be fully implemented by Fall 2011.

12. Original Plan

Increase communication between Athletics Department and faculty for all teams.

Action

Make Assistant Athletic Director for Academics an ex-officio member of the Faculty Advisors Council.

Action Date

Academic Integrity

Summer 2011

Explanation for partial or non-completion

Will be implemented upon approval by Faculty Senate during summer 2011.

13. Original Plan

Require mandatory participation in Bridge Program for student-athletes identified as academically-at-risk for all teams.

Action

Identify academically-at-risk students and enroll them in the Bridge Program.

Action Date

Summer 2011

Explanation for partial or non-completion

Will be implemented during the Bridge Program offered in summer 2011.

14. Original Plan

Increase departmental monitoring of student-athlete registration status and academic records for all teams.

Action

Upload all student-athlete information into Banner 8 monitoring software.

Action Date

Fall 2011

Explanation for partial or non-completion

Currently in process, will be fully implemented by fall 2011.

15. Original Plan

Create minimum academic mandatory benchmarks for all teams.

Action

Assistant Athletic Director for Academics to create minimum academic recruitment profile, approved by Director of Intercollegiate Athletics, for all student-athletes.

Action Date

Summer 2011

Explanation for partial or non-completion

Partially implemented, will be fully implemented by summer 2011.

16. Original Plan

Increase faculty academic progress reports for all teams.

Action

Install and utilize SIGNAL software.

Action Date

Fall 2011

Explanation for partial or non-completion

Currently in progress, will be fully implemented by fall 2011.

Academic Integrity

17. Original Plan

Increase student-athletes use of technology while traveling for competitions to improve access to assignments for all teams.

Action

Purchase Apple iPads and computers which will be available to student-athletes to access classroom assignments while traveling for competitions.

Action Date

Fall 2011

Explanation for partial or non-completion

In progress, will be fully implemented fall 2011.

18. Original Plan

Increase student-athlete's compliance with academic guidelines and procedures for all teams.

Action

(a) Inform student-athletes of academic guidelines and procedures through student-athlete orientation, publications, website, email and student-athlete handbook. (b) Establish and enforce a penalty structure for student- athlete failure to comply with academic guidelines and procedures.

Action Date

Fall 2011

Explanation for partial or non-completion

Partially implemented, will be fully operational by Fall 2011.

19. Original Plan

Increase summer school participation for all student-athletes to improve progress towards degree for all teams.

Action

(a) Generate summer school eligibility list immediately after the fall semester. (b) Increase funding for student-athlete participation in summer school.

Action Date

Summer 2010

Explanation for partial or non-completion

This goal has been fully implemented.

20. Original Plan

Increase access to tutors for student-athletes for all teams.

Action

Provide designated tutors for student-athletes in all subject areas.

Action Date

Spring 2011

Explanation for partial or non-completion

Academic Integrity

Partially implemented. Tutors designated solely for student-athletes are currently available only in the areas of writing and math. Designated tutors for student-athletes in all subject areas will be fully implemented by January 2012.

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

The institution developed an APR Improvement Plan during the current self-study.

Plan Development Process

The Assistant Athletic Director for Academics (AADA) analyzed the APR data points and identified the variables that trend across students. Trends were tracked by team, student classification, transfer status, scholarships and other pertinent variables. The AADA then drafted a plan identifying problem areas and outlining solutions for improvement. The plan was presented and discussed with the athletics' department coaches, Director of Intercollegiate Athletics (AD), Faculty Athletic Representative (FAR), and members of the University community for review. Input was received from the Information Technology Division, Office of Evaluations and Advisement and the University community. Changes to the draft were integrated into the plan and a copy of the draft was presented to the President for review. The president made edits to the document and added changes for the overall improvement of the document. The plan was then submitted to the NCAA.

Broad-Based Participation

The Improvement Plan was presented to and discussed with the following University community members:

- *Dr. Wayne Watson - President
- *Ms. Shawnice Avilez - Banner Student User Coordinator
- *Ms. Candy Bennett - Coordinator of University College
- *Ms. Mary Butler - Director of Evaluations and Advisement
- *Ms. Sonja Clayton-Pedersen, Esq. - Interim Director of Intercollegiate Athletics and Associate General Counsel, Office of Labor and Legal Affairs
- *Mr. Michael Cronin - Director of Learning Assistance Center
- *Mr. Sudie Davis - then Director of Intercollegiate Athletics
- *Mr. Tracy Dildy - Head Coach, Men's Basketball
- *Ms. Ce Cole Dillon - Chief Information Officer
- *Ms. Cheryl Green - Dean of Freshman Experience
- *Ms. Linda Peete - then Assistant Athletic Director for Compliance
- *Mr. Steve Powenski - Admissions Officer
- *Ms. Creola Rigsby - Director of Administrative Computing
- *Dr. Thomas Bernard Rowan III - Faculty Athletic Representative (effective April 2011); Chair., Department of History, Philosophy and Political Science
- *Dr. Sandra Westbrooks - Provost and Senior Vice President of Academic and Student Affairs

Institutional Approval

The President of the University approved the most recent APR Improvement Plan, April 11, 2011, prior to the final submission to the NCAA.

Academic Integrity

Special-Admissions

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

1. Indicate the numerical percentage of entering first-year students who were admitted through special exception provisions during the four most recent academic years. List the most recent academic year's data first and include all first-year students entering the institution during the year.

Column 1. Calculate this percentage by dividing the number of all entering first-year students who were admitted through special exception provisions by the total number of entering first-year students.

2. Indicate the numerical percentage of first-year student-athletes receiving athletics aid* who were admitted through special exception provisions during the four most recent academic years. Include nonqualifiers who were ineligible for aid. List the most recent academic year's data first.

Column 2. Calculate this percentage by dividing the number of entering first-year student-athletes receiving athletics aid* who were admitted through special exception provisions by the total number of entering first-year students.

		1	2
	Year	All First-Year Students	All First-Year Student-Athletes on Athletics Aid
Percent of Specially Admitted Students	2010	41.5%	0%
	2009	37.5%	22.7%
	2008	31.2%	0%
	2007	34%	0%

*Institutions that do not award athletics aid should compile this data for first-year student-athletes who were recruited, in accordance with NCAA Division I Bylaw 13.02.12.1.

Note: Institutions are not required to report data if the number of students in a group is two or less.

Name of person completing this chart: Dr. Cheryl Green

Title: Chair., Academic Integrity Subcommittee

Academic Integrity

Special-Admissions by Sport

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

1. Indicate the total number of entering first-year student-athletes receiving athletics aid * by sport group who were admitted through special exception provisions during the four most recent academic years. List the most recent academic year's data first.
2. Indicate the total number of entering first-year student-athletes receiving athletics aid *. List the most recent academic year's data first.

Year	All First Year Student-Athletes		Baseball		Men's Basketball		Football		Men's Track/ Cross Country		Men's Other Sports and Mixed Sports		Women's Basketball		Women's Track/ Cross Country		Women's Other Sports	
	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2
2009-2010	0	18	0	3	0	1	0	0	0	1	0	3	0	2	0	5	0	3
2008-2009	4	24	0	1	1	2	0	0	0	3	1	4	0	3	1	6	1	5
2007-2008	0	28	0	1	0	6	0	0	0	4	0	2	0	4	0	4	0	7
2006-2007	0	13	0	2	0	1	0	0	0	0	0	1	0	4	0	2	0	3

*Institutions that do not award athletics aid should compile this data for first-year student-athletes who were recruited, in accordance with NCAA Division I Bylaw 13.02.12.1.

Note: Institutions are not required to report data if the number of students in a group is two or less.

Name of person completing this chart: Dr. Cheryl Green

Title: Chair., Academic Integrity Subcommittee

Academic Integrity

Test Scores by Gender

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

		Gender							
		Male Students		Male Student Athletes		Female Students		Female Student Athletes	
Year		Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students
Average Standardized Test Score	2009-2010	18	161	22	6	18	428	22	9
	2008-2009	19	123	23	8	19	279	20	13
	2007-2008	20	117	20	13	19	255	21	14
	2006-2007	19	105	24	4	19	254	20	8

Name of person completing this chart: Dr. Cheryl Green

Title: Chair., Academic Integrity Subcommittee

Academic Integrity

Test Scores by Racial or Ethnic Group - Old Race/Ethnicity Categories Chart (IPEDS)

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

		Racial or Ethnic Group - All Entering First-year Students													
		Am. Ind./AN		Asian/PI		Black		Hispanic		White		NR Alien		Other	
Year		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	2009-2010	17	1	21	4	18	359	18	30	21	11	21	3	18	33
	2008-2009	22	2	0	0	19	334	20	37	20	6	0	0	19	23
	2007-2008	0	0	19	4	19	318	19	24	20	9	0	0	19	17
	2006-2007	20	30	20	4	19	289	19	26	22	9	0	0	18	28

		Racial or Ethnic Group - All Entering First-year Student Athletes on Aid													
		Am. Ind./AN		Asian/PI		Black		Hispanic		White		NR Alien		Other	
Year		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	2009-2010	0	0	0	0	20	7	0	0	21	5	0	0	21	5
	2008-2009	0	0	0	0	19	14	18	1	20	4	0	0	22	3
	2007-2008	0	0	22	2	20	18	0	0	20	7	0	0	0	0
	2006-2007	0	0	0	0	21	6	0	0	22	6	0	0	0	0

Name of person completing this chart: Dr. Cheryl Green

Title: Chair., Academic Integrity Subcommittee

Academic Integrity

Test Scores and GPA by Sport

FOR FIRST-YEAR STUDENT-ATHLETES ON ATHLETICS-AID

		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		Women's Other Sports	
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	2009-2010	0	0	4.31	1	3.37	3	4	1	3.4	3	2.85	2	3.23	5	2.85	3
	2008-2009	0	0	2.66	2	2.31	1	2.67	3	2.43	3	3.54	3	3.02	6	3.08	5
	2007-2008	0	0	2.8	6	3.03	1	2.78	4	2.75	2	2.9	4	2.91	4	2.79	7
	2006-2007	0	0	3.1	1	2.6	2	0	0	3.5	1	2.57	4	2.5	2	3.55	3

		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		Women's Other Sports	
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
A v e r a g e Standardized Test Score	2009-2010	0	0	22	3	22	3	23	1	22	3	19	2	20	5	18	3
	2008-2009	0	0	20	1	20	1	18	3	20	3	18	3	18	6	20	5
	2007-2008	0	0	20	6	18	1	17	4	21	2	18	3	18	4	21	7
	2006-2007	0	0	22	1	2	22	0	0	29	1	21	4	19	2	21	2

Name of person completing this chart: Dr. Cheryl Green

Title: Chair., Academic Integrity Subcommittee

Academic Integrity

Federal Graduation Rates - Comparison Chart

Information obtained to complete this chart

- 2008-2009 NCAA Federal Graduation Rates Report

	FGR
All Students	15%
Student Athletes	28%

Academic Integrity

Federal Graduation Rates by Racial and Ethnic Group

Information obtained to complete this chart

- 2008-2009 NCAA Federal Graduation Rates Report

Men's Team	Team FGR by Racial and Ethnic Group									Team FGR	All SA's	All Male SA's	All Male Students	All Male Students FGR by Racial and Ethnic Group								
	Am. Ind. / AN	Asian	Native Hawaiian /PI	Black/ African American	Hispanic/ Latino	White/ Non-Hispanic	NR Alien	Two or More Races	Unknown					Am. Ind. / AN	Asian	Native Hawaiian /PI	Black/ African American	Hispanic/ Latino	White/ Non-Hispanic	NR Alien	Two or More Races	Unknown
Baseball	0%	0%	0%	40%	0%	20%	0%	0%	0%	30%	28%	31%	12%	0%	50%	0%	12%	6%	17%	0%	0%	20%
Basketball	0%	0%	0%	20%	0%	0%	0%	0%	14%													
CC Track	0%	0%	0%	33%	0%	100%	0%	0%	40%													
Others	0%	0%	0%	0%	0%	67%	0%	0%	100%	43%												

Women's Team	Team FGR by Racial and Ethnic Group									Team FGR	All SA's	All Female SA's	All Female Students	All Female Students FGR by Racial and Ethnic Group								
	Am. Ind. / AN	Asian	Native Hawaiian /PI	Black/ African American	Hispanic/ Latino	White/ Non-Hispanic	NR Alien	Two or More Races	Unknown					Am. Ind. / AN	Asian	Native Hawaiian /PI	Black/ African American	Hispanic/ Latino	White/ Non-Hispanic	NR Alien	Two or More Races	Unknown
Basketball	0%	0%	0%	43%	0%	0%	0%	0%	0%	35%	28%	26%	17%	0%	0%	0%	17%	24%	4%	0%	0%	22%
CC Track	0%	0%	0%	33%	0%	0%	0%	0%	29%													
Others	0%	0%	0%	33%	0%	0%	0%	0%	16%													

All Student's	All Students FGR by Racial and Ethnic Group									
	Am. Ind./AN	Asian	Native Hawaiian /PI	Black/ African American	Hispanic/ Latino	White/ Non-Hispanic	NR Alien	Two or More Races	Unknown	
15%	0%	20%	0%	15%	19%	10%	0%	0%	21%	

Academic Integrity

Federal Graduation Rates by Sport

Information obtained to complete this chart

- 2008-2009 NCAA Graduation Success Rates Report(Columns 1-2 below)
- 2008-2009 NCAA Federal Graduation Rates Report(Columns 3-6 below)

1	2	3	4	5	6
Men's Team	Team FGR	All Students FGR	All Male Students FGR	All SA's FGR	All Male SA's FGR
Baseball	30%	15%	12%	28%	31%
Basketball	14%				
CC Track	40%				
Golf	40%				
Tennis	50%				

1	2	3	4	5	6
Women's Team	Team FGR	All Students FGR	All Female Students FGR	All SA's FGR	All Female SA's FGR
Basketball	35%	15%	17%	28%	26%
CC Track	29%				
Golf	25%				
Tennis	0%				
Volleyball	17%				

Academic Integrity

Academic Progress Rates

Information obtained to complete this chart

- 2008-2009 NCAA Academic Progress Rate Report(Columns 1-2 below)
- 2008-2009 NCAA Projected Federal Graduation Rate Chart(Columns 3 below)
- 2008-2009 NCAA Federal Graduation Rates Report(Columns 4 below)

1	2	3	4
Men's Team	Team MultiYear APR	Team Projected FGR	All Students FGR
Baseball	885	20%	15%
Basketball	818	5%	
Cross Country	937	45%	
Golf	922	35%	
Tennis	1000	%	
Track, Indoor	903	25%	
Track, Outdoor	900	25%	

1	2	3	4
Women's Team	Team MultiYear APR	Team Projected FGR	All Students FGR
Basketball	962	%	15%
Cross Country	873	15%	
Golf	900	25%	
Tennis	962	%	
Track, Indoor	865	5%	
Track, Outdoor	861	5%	
Volleyball	888	20%	

Academic Integrity

Graduation Success Rates

Information obtained to complete this chart

- 2008-2009 NCAA Graduation Success Rates Report(Columns 1-2 below)
- 2008-2009 NCAA Federal Graduation Rates Report(Columns 3 below)

1	2	3
Men's Team	Team GSR	All SA's GSR
Baseball	39%	38%
Basketball	28%	
CC Track	69%	
Golf	25%	
Tennis	57%	

1	2	3
Women's Team	Team GSR	All SA's GSR
Basketball	35%	38%
CC Track	30%	
Golf	33%	
Tennis	33%	
Volleyball	36%	

Academic Integrity

Retention Rates - Men's Sports

Information obtained to complete this chart

- 2008-2009 NCAA Academic Progress Rate Report
- 2008-2009 NCAA Retention Rate Report

Men's Team	Team Retention by Ethnicity									Team Rate
	Am. Ind./AN	Asian	Native Hawaiian /PI	Black/ African American	Hispanic/ Latino	White/ Non-Hispanic	NR Alien	Two or More Races	Unknown	
Baseball		1000		868	900	835			714	859
Basketball				831		900				838
Cross Country				900		875				944
Golf		**		923		955				911
Tennis		1000		1000		1000	1000		**	1000
Track, Indoor		**		919		929	**		**	942
Track, Outdoor		1000		928		929	**		**	933
ALL SA's	667	942		911	882	893	1000		818	907
ALL Male SA's		977		900	900	892	1000		846	903

Academic Integrity

Retention Rates - Women's Sports

Information obtained to complete this chart

- 2008-2009 NCAA Academic Progress Rate Report
- 2008-2009 NCAA Retention Rate Report

Women's Team	Team Retention by Ethnicity									Team Rate
	Am. Ind./AN	Asian	Native Hawaiian /PI	Black/ African American	Hispanic/ Latino	White/ Non-Hispanic	NR Alien	Two or More Races	Unknown	
Basketball				953		750			1000	942
Cross Country				895						891
Golf	**	917		905		875			667	867
Tennis		1000		1000	667	**				974
Track, Indoor		833		922	**	1000			667	904
Track, Outdoor		857		919	**	1000			667	904
Volleyball	**	**		886		857			**	863
ALL SA's	667	942		911	882	893	1000		818	907
ALL Female SA's	667	907		923	857	895			800	912

Gender/Diversity Issues and Student-Athlete Well-Being

Operating Principle

3.1 Gender Issues.

Self-Study Items

1. List all "conditions for certification" imposed by the committee in its Cycle 2 certification decision (if any) as they relate to Operating Principle 3.1 (Gender Issues). For each condition, provide:
 - a. The original "condition" imposed;
 - b. The action(s) taken by the institution;
 - c. The date(s) of the action(s); and
 - d. An explanation for any partial or noncompletion of such required actions.

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

1. Condition

Demonstrate a commitment to and progression toward fair and equitable treatment of both male and female student-athletes and athletics department personnel. Based on Committee's review of our institution's self-study report, it did not appear that a thorough evaluation, specifically comparing the resources allocated for men's and women's sports teams, was conducted for all areas. Therefore, the Committee stated that our institution must conduct a formal review of its commitment to gender equity in the intercollegiate athletics program by evaluating the program areas outlined: (1) Athletics scholarships; (2) Accommodation of interest and abilities; (3) Equipment and supplies; (4) Scheduling of games and practice times; (5) Travel and per diem allowances; (6) Tutors; (7) Coaches; (8) Locker rooms, practice and competitive facilities; (9) Medical and training facilities and services; (10) Housing and dining facilities and services; (11) Publicity; (12) Support services; and (13) Recruitment.

Action

The athletics department assessed the gender issues program areas, specifically compared the resources allocated for men's and women's sport teams, as a prerequisite to establishing its revised Cycle 2 plan for improvement.

Action Date

August 2007

Explanation for partial or non-completion

Not applicable, the required action was completed.

2. Condition

Develop and implement an institutional plan to address gender equity in the intercollegiate athletics program. The NCAA Committee on Certification noted that many elements of our gender-equity plan included actions to develop additional plans. The certification committee did not accept plans for improvement that primarily contained actions to develop additional plans. Therefore, we were instructed to revise our then-current gender-equity plan to ensure that it contained specific actions, intended end results, extended at least five years into the future, addressed each of the 13 program areas to be reviewed for gender issues, and supported athletics department staff and student-athletes. Further, the plan was to have formal institutional approval and be active at all times.

Action

Gender/Diversity Issues and Student-Athlete Well-Being

The institution revised its 2002 gender equity plan for improvement to encompass specifications, delineate intended results, extend at least five years into the future, address each of the 13 program areas for gender issues, and support athletics department staff and student-athletes. The revised gender equity plan is active and has received formal approval by Chicago State University.

Action Date

August 2007

Explanation for partial or non-completion

Not applicable, the required action was completed.

2. Report on the implementation of the plan for improvement to address gender issues developed by the institution during its Cycle 2 certification process. For each issue identified, provide:

- a. The original goal(s);
- b. The step(s) taken by the institution to achieve the goal(s);
- c. The date(s) the step(s) was completed; and
- d. An explanation for any partial or noncompletion of the original goal(s) and/or step(s) to achieve the goal.

The committee will not accept the following explanations for partial or noncompletion:

1. The institution did not possess sufficient funds to implement the plan.
2. The institution has had personnel changes since the original development of the plan.
3. The institution does not have documentation of actions taken to implement the plan.

The committee will accept the following explanation for partial completion or noncompletion:

- The institution has implemented a different plan(s) to achieve the same goal outlined in its Cycle 2 gender-issues plan.

The institution must demonstrate that it has implemented its Cycle 2 gender-issues plan or provide an explanation for partial completion of the plan.

- a. *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.*
 2. *The institution has had personnel changes since the original development of the plan.*
 3. *The institution does not have documentation of actions taken to implement the plan.*
- b. *The committee will accept the following explanation for partial completion or noncompletion:*
 - *The institution has implemented a different plan(s) or taken a different action(s) to achieve or maintain progress towards the same goal outlined in its Cycle 2 gender-issues plan.*

Gender/Diversity Issues and Student-Athlete Well-Being

Within gender-issues and diversity-issues written plans, specific numerical targets may place an institution at legal risk and are not expected in an institution's written plan, particularly as it relates to hiring practices. Institutions may develop plans that have broad, flexible non-numeric hiring goals. As it relates to the program areas, including but not limited to participation rates and budget increases, specific numerical targets may be appropriate.

1. Original Plan

Accommodation of Interest and Abilities - Continue with program expansion and participation within women's sports.

Action

Add women's softball team.

Action Date

Not completed.

Explanation for partial or non-completion

A women's softball team was not added to the athletics program because the department determined that adding a women's soccer team instead would be more feasible based on interest level among current and prospective student-athletes, as demonstrated by the results of an online petition and comment cards provided by student-athletes. Moreover, it was determined that the addition of a women's soccer team would work to enhance diversity and provide the opportunity for more overall female participation. Lastly, obtaining facilities for competitive soccer games was within our ability. The University continues to progress toward the goal of adding a women's soccer team to enter competition in the 2012-13 academic year, as detailed through several steps in the institution's 2012-2017 plan for improvement.

2. Original Plan

Athletics Scholarships-Ensure that each sport is offered maximum scholarships.

Action

- (1) Continue to invest more funds in women's teams for scholarships; and
- (2) Offer NCAA proportion of maximum number of grants-in-aid for women's teams as indicated below:
 - * 100% of maximum for women's basketball and volleyball to include either in-state and out-of-state student-athletes;
 - * 100% of maximum for women's golf and tennis with 75% of scholarship funds for in-state and 25% for funds for out-of-state student-athletes,
 - * 75% of maximum for women's track and field with 75% of scholarships funds for in-state and out-of-state student-athletes,
 - * 75% of maximum for softball with 75% of scholarship funds for in-state and out-of-state student-athletes.

Action Date

Partially completed, May 2007

Explanation for partial or non-completion

All original goals/steps were completed, except one relating to funding of women's softball. As stated above, the plan to add women's softball to CSU's athletic program has been altered.

3. Original Plan

Gender/Diversity Issues and Student-Athlete Well-Being

Equipment and Supplies - Ensure that equipment and supplies will continue to be made available equitably to all student-athletes.

Action

- (1) Implement new equipment purchasing policy to ensure that all teams purchase only brand name products from reputable vendors;
- (2) Monitor purchases of similar sports, discuss discrepancies with teams involved, and report continual issues to the Athletic Director for corrective action; and
- (3) Encourage teams to purchase similar products from same merchandiser to take advantage of bulk pricing or product discounts.

Action Date

January 2009

Explanation for partial or non-completion

Not applicable, original goal/steps were completed.

4. Original Plan

Scheduling of Games and Practice Time - Ensure the scheduling of the same number of competitive events for similar sports and the same percentage of minimum allowable contests for dissimilar sports.

Action

Monitor establishment of schedules and hold coaches contractually accountable for contests, particularly with women's golf and volleyball.

Action Date

2004 and ongoing

Explanation for partial or non-completion

Not applicable, original goal/steps were completed.

5. Original Plan

Scheduling of Games and Practice Time - Ensure equitable usage of facilities for competitive use and practice opportunities.

Action

- (1) Monitor facility request and ensure comparable facilities are available for similar teams at the times requested by coaches giving no priority to men's sports; and
- (2) Maintain complete records of coaches' facility requests and final assignments.

Action Date

January 2009

Explanation for partial or non-completion

Not applicable, original goal/steps were completed.

6. Original Plan

Travel and Per Diem Allowances - Ensure equitable availability of sports information personnel and dispensation of per diems and hotel arrangements between similar sports.

Action

Gender/Diversity Issues and Student-Athlete Well-Being

- (1) Assign a Sports Information Director (SID) staff member to travel with the women's basketball and volleyball teams
- (2) Establish a policy regulating the distribution of per diems to student-athletes by the coaches
- (3) Monitor per diem distributions and hotel accommodations and report discrepancies/issues for corrective action
- (4) Implement a policy on hotel stays to ensure each similar team makes accommodations of equivalent equality.
- (5) Monitor per diem distributions and hotel accommodations, report discrepancies/issues for corrective action.

Action Date

July 2004 and ongoing

Explanation for partial or non-completion

Not applicable, original goal/steps were completed.

7. Original Plan

Tutoring - Ensure availability of tutorial support for every student-athlete.

Action

- (1) Maintain separate records of student-athletes' tutorial requests, arrangements, and final assignments; and
- (2) Prepare semester report on tutorial usage for distribution to the Athletic Director, Compliance Coordinator and Senior Woman Administrator.

Action Date

Partially completed, September 2009

Explanation for partial or non-completion

In September 2009, the academic services division of the athletics department began maintaining records for student-athletes who are enrolled in the mandatory study hall program (entering freshman and students with a GPA below 2.75).

8. Original Plan

Coaches - Ensure quality coaching for women's sports.

Action

- (1) Provide salaries for female coaches and coaches in women's sports that are equitable to their male counterparts; and
- (2) Ensure that the percentage of total salaries for men's and women's coaches are in proportion to rates of participation in women's and men's sports.

Action Date

December 2010

Explanation for partial or non-completion

The University's Office of Human Resources conducted a comparative study to ensure that salaries of male and female coaches were balanced and appropriate for the market, which was completed in 2010.

9. Original Plan

Coaches - Expand coaching opportunities for females and women's sports.

Action

Gender/Diversity Issues and Student-Athlete Well-Being

- (1) Add at least one female head coach with the addition of a women's softball team;
- (2) Seek to hire a softball head coach who has at the minimum 5 years of coaching experience either as head coach at the high school level or assistant coach at the college level, or who has at least 3 years head coaching experience at the college level in Division I or II; and
- (3) Remunerate softball coach at a rate equivalent to experience and expertise.

Action Date

Not completed

Explanation for partial or non-completion

A women's softball team was not added to the athletics program because the department determined that adding a women's soccer team instead would be more feasible based on current and prospective student-athletes' interest level. Moreover, it was determined that the addition of a women's soccer team would work to enhance diversity and provide the opportunity for more overall female participation. Lastly, obtaining facilities for competitive soccer games was within our ability. The University continues to progress toward the goal of adding a women's soccer team to enter competition in the 2012-13 academic year, as detailed through several steps in the institution's 2012-2017 plan for improvement.

10. Original Plan

Locker Rooms, Practice and Competitive Facilities - Improve facilities for men's and women's sports by ensuring equivalent accommodations within the new Convocation Center.

Action

- (1) Review/revise architectural plans to ensure equitable facilities for each sport, coach, and staff members;
- (2) Assign locker rooms and /or offices for teams, coaches, staff, and cheer/dance teams, visiting teams, and officials; and
- (3) Develop new policies and procedures for Convocation facilities request and scheduling to ensure equitable availability for athletics department events.

Action Date

January 2009

Explanation for partial or non-completion

Not applicable, original goal/steps were completed.

11. Original Plan

Medical Training Facilities and Services - Continue to provide equivalent facilities and services to all student-athletes.

Action

- (1) Monitor issues/concerns of female student-athletes as it relates to medical needs, conditioning, and training facilities and report quarterly any inadequacies to the athletic director for remediation; and
- (2) Hire a full-time Strength and Conditioning Coach.

Action Date

August 2004 and ongoing

Explanation for partial or non-completion

Not applicable, original goal/steps were completed.

12. Original Plan

Housing and Dining Facilities and Services - Ensure equal access to pre- and post-game meals.

Gender/Diversity Issues and Student-Athlete Well-Being

Action

Discuss the need for meals to be set aside for teams when practice/home competition schedules interfere with normal cafeteria hours during staff meetings with coaches to make specific arrangements with the University cafeteria to supply boxed meals at required times.

Action Date

August 2004 and ongoing

Explanation for partial or non-completion

Not applicable, original goal/steps were completed.

13. Original Plan

Housing and Dining Facilities and Services - Ensure equitable availability and dispensation of per diems and housing arrangements for basketball and volleyball teams.

Action

(1) Implement a policy on housing/dining to ensure each similar team makes accommodations of equity and provides all team members with per diems; and
(2) Monitor housing accommodations/per diem distributions and report discrepancies/issues for corrective action.

Action Date

July 2004 and ongoing

Explanation for partial or non-completion

Not applicable, original goal/steps were completed.

14. Original Plan

Publicity - Improve the level of sports information personnel available for women's sports.

Action

(1) Add intern(s) or graduate assistants to the Sports Information Director (SID) staff;
(2) Elevate part-time statistician position to full-time staff position; and
(3) Assign sports information personnel to attend all away games of volleyball and women's basketball in addition to men's basketball.

Action Date

July 2005 and ongoing

Explanation for partial or non-completion

Not applicable, original goal/steps were completed.

15. Original Plan

Publicity- Provide equivalent marketing collateral, for men's and women sports.

Action

(1) Produce media guides, posters, game programs, and schedule cards for women's basketball and volleyball of the same as other men's teams quality and of sufficient quantity based on fan attendance;
(2) Provide photo gallery for each sport; and
(3) Provide same level of spirit group support during women's basketball events by providing locker room accessibility and additional incentives for spirit team members once the Convocation Center was completed.

Action Date

Gender/Diversity Issues and Student-Athlete Well-Being

July 2007 and ongoing

Explanation for partial or non-completion

Not applicable, original goal/steps were completed.

16. Original Plan

Publicity - Provide publicity and promotional opportunities for women's sports to degree market will accommodate.

Action

Continue to pursue TV/radio opportunities for women's basketball.

Action Date

August 2004 and ongoing

Explanation for partial or non-completion

Not applicable, original goal/steps were completed.

17. Original Plan

Support Services - Provide adequate staff to support the operations of each team and administrator.

Action

- (1) Continue to provide women's basketball head coaches with three assistants; and
- (2) Provide similar teams and volleyball with the same number of assistants.

Action Date

August 2004

Explanation for partial or non-completion

In 2003 and 2004, the men's and women's basketball teams had 3 assistant coaches. Currently, men's and women's basketball teams each have two assistants, while volleyball and baseball teams have one assistant per team. The remaining teams have volunteer assistants. Assistants for men's and women's teams are provided equally.

18. Original Plan

Recruitment of Student-Athletes - Improve overall quality of recruitment effort resulting in increased female student-athletes.

Action

- (1) Host an annual recruitment coach's clinic;
- (2) Provide women's basketball program with automobiles provide all teams and with the same number of assistants; and
- (3) Develop/produce recruitment video and brochure that can be used for general student-recruitment while highlighting athletics program, including scholarship availability and the Convocation Center facilities.

Action Date

Partially completed, June 2006

Explanation for partial or non-completion

Gender/Diversity Issues and Student-Athlete Well-Being

(1) While the athletics department does not host an annual recruitment coaches' clinic, there are numerous opportunities throughout the academic year, including during staff meetings, for staff to learn about various recruitment topics, such as compliance rules, academic and performance evaluations of recruits and appropriate student-athlete fit for the University.

(2) All coaches have equal access to a fleet of vehicles maintained by the University and are equally reimbursed for the use of their own cars. The second component of step two is complete: the women's volleyball and men's baseball teams have the same number of assistant coaches.

(3) The athletics department does not have a recruitment video presentation. Instead, it has a brochure and uses its webpage as its primary recruiting media. The department determined that using its website provided a better means to use technology and a more modern approach for marketing.

3. Describe any additional plans for improvement/recommendations developed by the institution since the Cycle 2 certification decision was rendered by the committee for Operating Principle 3.1 (Gender Issues). For each additional plan, provide:

- a. The additional goal(s);
- b. The step(s) taken by the institution to achieve the goal(s); and
- c. The date(s) the steps(s) was completed.

Expanded Geographical Recruiting

- a. In an effort to increase University-wide enrollment and expand the talent pool search for female student-athletes, students from the neighboring 5 surrounding states are able to attend CSU at an in-state tuition fee. These states include Wisconsin, Missouri, Iowa, Indiana and Kentucky.
- b. The institution's Office of Admissions, Department of Intercollegiate Athletics and other administrative offices developed this plan and drafted a Board resolution that was submitted to the University President and the Board of Trustees for approval.
- c. The Board of Trustees approved the expansion of recruitment and the in-state student tuition status through its resolution dated May 10, 2010. This resolution went into effect fall 2010.

Locker Room Space

- a. In an effort to provide equitable use of athletics facilities, measures were taken specifically to ensure that female student-athletes had the same access to locker room space as the male student-athletes.
- b. To this end, the institution built a new facility; the Jones Convocation Center, which provided needed space to provide additional locker rooms for twelve athletic teams
- c. The construction of the 140,000 sq. ft. Jones Convocation Center was completed and the facility was opened on October 2, 2007.

Athletic Trainers

- a. At the request of female student-athletes, it was determined that a need existed to hire a female athletic trainer.
- b. In an effort to meet this need, the athletics department began contracting services for female trainers to assist our female student-athletes.
- c. Female trainer joined our athletics department in fall 2008.

4. Explain how the institution is organized to further its efforts related to the gender-issues operating principle for both department of athletics staff, coaches and student-athletes.

The institution is committed to providing resources to assist with gender issues for athletics staff, coaches and student-athletes. Resources within our institutional organization include:

* The CSU Counseling Center provides assistance to athletics staff and coaches on how to deal with a host of issues presented by student-athletes. Student-athletes also have direct access to services, including but not limited to, life coping skills, educational counseling, test-taking skills, conflict resolution and medical care for mental illnesses.

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* The Women's Resource Center, which is a part of the Counseling Center, has staff on site to assist with issues and concerns that are specific to the female student population.

* The African-American Male Resource Center (AAMC) has staff on-site to assist with issues and concerns that are specific to the male and female student population.

* The Learning Resource Center provides academic resources and support for all students, to help ensure their academic success.

* Sexual Harassment and Assault Education Programs are provided to all students and faculty. All enrolled Chicago State University students are required to complete an on-line Sexual Harassment assessment.

5. Describe how matters concerning gender equity for department of athletics staff, coaches and student-athletes are monitored, evaluated and addressed on a continuing basis.

Chicago State University and the Department of Intercollegiate Athletics are committed to gender equity and to the application of Title IX. The President of the University has institutional oversight and responsibility for the athletics program. A part of this responsibility is to ensure that gender equity continues to be provided in the athletics program. The Director of Intercollegiate Athletics (AD) reports directly to the President and is ultimately responsible for matters regarding monitoring gender equity within the athletics department.

Gender issues are evaluated when student-athletes raise issues regarding gender equity, formally and informally, as individuals, to their coaches, or as groups (such as the Student-Athlete Advisory Committee). Student-athletes also have the opportunity to raise concerns, both in writing or in person with AD or Associate Athletic Director within the context of their annual questionnaire or exit interview. Finally, gender equity concerns are raised during staff and coaches' meetings or in private meetings with team administrators or the Senior Woman Administrator (SWA).

Gender issues are then addressed by the SWA, who is responsible for providing support for the coaches of female student-athletes and other athletics staff members. Concerns are discussed, and if they are significant and beyond the scope of the SWA to resolve, they are shared with and addressed by the AD. In order to resolve any challenges that arise, the AD directs athletics administrators to formulate and execute solutions to address any actual or perceived gender inequities, such as with budgets or facilities.

6. Describe the programs and activities that the institution has in place for coaches, department of athletics staff and student-athletes that address gender issues, including programs and activities designed to address the needs of the underrepresented gender within the athletics program.

The institution must demonstrate that it provides programs and activities for coaches, department of athletics staff and student-athletes that address gender issues, including programs and activities designed to address the needs of the underrepresented gender within the athletics program.

The University and the athletics department are committed to providing equitable treatment and opportunities to male and female student-athletes and staff, and are committed to full compliance with Title IX regulations. The athletics department and the institution have the following programs and activities that address gender issues and that address the needs of the underrepresented gender within the athletics program:

* Student-Athlete Student Affairs (formerly Champs/Life Skills Program) was created to support student development initiatives and to enhance the quality of the student-athlete's experience within the University. It is designed to promote respect for diversity among student activities. The athletics department works hand-in-hand with all student development entities campus-wide through this program. Each year during orientation, the Student-Athletes Student Affairs manual is distributed to each student-athlete and coach, identifying the resources available throughout the University on an ongoing basis.

* AASDV Program (Counseling Center) is an educational support program for students and sports teams. It is designed to address the following areas of concentration: (1) Anger Management, (2) Alcohol Prevention, (3) Stress Management, (4) Drug Prevention, and (5) Violence Prevention.

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* Safe Zone is a training program designed to reduce homophobia and heterosexism in the CSU community, by training students, staff, faculty and community members to serve as resources on Lesbian, Gay, Bisexual, Transgender and Intersex (LGBTI) issues, and to support anyone who is dealing with issues pertaining to his/her sexual orientation or gender identity.

* Title IX/Gender Equity refers to Education Amendments of 1972, a federal civil rights statute that prohibits gender discrimination in any educational program, including athletics. The athletics department has been committed to equity in gender and ethnicity, and has organized activities which promoted Title IX throughout the year. Many activities are in March, with which is National Women's History Month. The athletics department encourages student-athlete participation.

* Sexual Harassment and Assault Education Programs are provided via training for all students and faculty. The Office of Student Affairs provides an online assault prevention training for all students. This is a mandatory training which all students must complete. The Counseling Center also provides educational programs which include sexual harassment issues.

* Professional Development programs are designed to help develop coaches to become better experts in their field. Coaching staff participate annually in various professional association conferences. Listed below are the professional development programs that coaches have participated in on an ongoing basis:

- Women's Basketball

*Black Coaches Association Leadership Conference

*College Business Conference (Coaching Education, Recruitment)

*WBCA Women's Basketball Coaches Association/NCAA Final

- Women's Golf

*The National Golf Coaches Association annual membership conference

- Women's Track and Field

*USATFCCCA Convention, USA Track and Field Convention

7. For the three most recent academic years in which information is available, analyze the institution's EADA report (i.e., participation, head coaches and assistant coaches). [Note: the institution must include all male and female NCAA intercollegiate sports programs offered at the institution in its analysis]. If any differences exist, the institution must explain (using supporting data) and address any deficiencies in the gender-issues plan for improvement.

The institution must analyze its EADA report (i.e., participation, head coaches and assistant coaches) and NCAA financial report (specified expense categories) for the three most recent academic years, explain (using supporting data) any differences, address any deficiencies and comment on any trends.

A review of the 2008, 2009 and 2010 EADA reports indicates the following:

Participants: The ratio of female to male student-athletes has improved over the last three academic years. The unduplicated female student-athletes comprised 44.52% of all student-athletes in 2007-2008, which grew to 45.19% in 2008-2009 and further in 2009-2010 to 45.65%.

Head Coaches: The gender of men's and women's head coaches remained fairly constant over the three-year analysis. For the years of 2007-2008 and 2008-2009, the percentage of female head coaches was 40%. This percentage rose in the 2009-2010 year to 50%, when the men's golf team was coached by our female women's golf coach.

The percentage of female coaches of women's teams during our analysis remained at 80% for all three years. During the 2009-2010 season, there was one female coach for a men's team, resulting in 20% of men's teams coached by a female coach.

Assistant Coaches: Female assistant coaches made up a 33.3% of the total assistant coaching staff in 2007-2008, 28.6% in 2008-2009, and 40% in 2009-2010. The drop in 2008-2009 was due to Men's Track and Field increasing the number of part-time volunteer coaches. In the 2009-2010 year, the discrepancy was noticed, and steps were taken to reduce the disparity that was created.

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In terms of the total number of assistants, female sports teams comprised 44.4%, 42.9% and 50% of the assistants in the respective years. The athletics department has made conscious efforts in providing assistants for both male and female sports teams. For example, Baseball has one assistant and Women's Volleyball has one assistant. Similarly, Men's and Women's Basketball and Track and Field each have two assistants.

8. For the three most recent academic years in which information is available, analyze the institution's NCAA financial report (specified expense categories). [Note: the institution must include all male and female NCAA intercollegiate sports programs offered at the institution in its analysis]. If any differences exist, the institution must explain (using supporting data) and address any deficiencies in the gender-issues plan for improvement.

The institution must analyze its EADA report (i.e., participation, head coaches and assistant coaches) and NCAA financial report (specified expense categories) for the three most recent academic years, explain (using supporting data) any differences, address any deficiencies and comment on any trends.

A review of the 2008, 2009 and 2010 NCAA Financial Reports indicates the following:

Athletics Student Aid: Analysis of the most recent three years demonstrated differences between the athletic scholarships. In 2008, the percentage of the mens' scholarships was 45.5% of the athletic aid granted and the womens' scholarships accounted for 54.5%, with a dollar variance of \$118,840. In 2009, the percentage of the mens' scholarships was 47.7% and the womens' scholarships was 52.3%, with a dollar variance of \$52,243. In 2010, the percentage of the mens' scholarships was 45.0% and the womens' scholarships were 55.0%, with a dollar variance of \$121,700. The differences in scholarships with female student-athletes receiving the larger percentage of scholarships (in 2008 a variation of 10% in 2009 a variation of 4.5%, and in 2010 variation of 10%) represents a distribution of scholarships for females closer to the proportion of 70.4% female undergraduate students at Chicago State University.

Coaching Salaries, Benefits and Bonuses

Head Coaches: After review of the most recent three years the analysis demonstrated a discrepancy between the salaries of men and women. In 2008, the percentage of mens' salaries was 53.4% and the womens' was 46.6% of Head Coaches Salaries representing a dollar difference of \$28,285. In 2009, the percentage of mens' salaries was 52.2% and the womens' was 47.8% of Head Coaches Salaries with a dollar difference of \$18,856. In 2010, the percentage of mens' salaries was 51.2% and the womens' was 48.8% of Head Coaches Salaries, with an average dollar difference of \$9,604. Overall the salaries percentage differences decreased from 6.8% variance in 2008 to 2.3% variance in 2010.

Assistant Coaches: A review of the most recent three years shows a discrepancy between the salaries of men and women. In 2008, the percentage of mens' salaries was 50.3% and the womens' was 49.7% with a dollar difference of \$2,000. In 2009, the percentage of mens' salaries was 54.1% and the womens' was 45.9% with a dollar difference of \$24,618. In 2010 the percentage of mens' salaries was 60.2% and the womens' was 39.8% with a dollar difference of \$36,968.

During this period of analysis the discrepancies between mens' and Womens' teams increased. This increase occurred, in large part, due to a change in the Head Coach position of the Women's Volleyball team. The Assistant Coach in 2009 was promoted to the Head Coach position in 2010, leaving on less woman in the Assistant Coach ranks.

Other Compensation and Benefits: In the most recent three years of NCAA Financial Reports, there were no additional compensation and benefits reported.

Support Staff/Admin Salaries, Benefits and Bonus Paid by University and Related Entities: During the review of the most recent three years of NCAA Financial Reports, support staff salaries and benefits did not have any specific allocation to mens' or womens' teams. Support staff all work together to ensure equitable assistance to be provided to both male and female teams.

Support Staff/Admin Other Compensation and Benefits Paid by Third Party: During the most recent three years of NCAA Financial Reports, there was no compensation or benefits paid out by third parties.

Recruiting: During the review of the most recent three years of NCAA Financial Reports the recruiting dollars spent and percentages for the mens' teams in 2008, were \$11,956 (37.0%) and the womens' was \$20,355 (63.0%), a difference of \$8,399 (26.0%). In 2009, the dollars spent and percentages for the mens' teams were \$1,606 (15.3%)

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and the womens' were \$8,884 (84.7%), a difference of \$7,278 (69.4%). In 2010, the dollars spent and percentages for the mens' team were \$10,968 (42.0%) and the womens' were \$15,138 (58.0%), a difference of \$4,170 (16.0%). The differences in the 2008 recruiting resulted from the need to solidify the womens' sport teams. The large discrepancy in 2009 was due to out-of-state recruitment travel expense incurred by the women's basketball coaching staff. The recruiting funds spent in 2010 were allocated on a more equitable basis reducing the variances to a difference in 2010 of 16% from the 2009 difference of 69.4%.

Team Travel: During the review of the most recent three years of NCAA Financial Reports team travel in 2008, as far as, dollars spent and percentages for the mens'teams were \$463,313 (58.5%) and for the womens' were \$328,810 (41.5%), a difference of \$134,503 (17.0%). In 2009, the dollars spent and percentages for the mens' teams were \$429,806 (61.6%) and the womens' were \$268,019 (38.4%), a difference of \$161,787 (23.2%). In 2010, the dollars spent and percentages for the mens' team were \$358,346 (55.8%) and the womens' were \$283,447 (44.2%), a difference of \$74,899 (11.6%). The disparity in expenses for mens' and womens' teams in 2008, 2009 and 2010 were mainly due to the extensive travel generated from mens' baseball. The differences in travel were decreased between 2009, \$161,787 or 23.2%, and 2010 \$74,899 or 11.6%.

Equipment, Uniforms and Supplies: During the review of the most recent three years of NCAA Financial Reports discrepancies in the equipment, uniforms and supplies for men and women. In 2008, the dollars spent and percentages for the mens' teams were \$83,034 (57.6%) and for the womens' teams were \$61,238 (42.4%), a difference of \$21,796 (15.1%). In 2009, the dollars spent and percentages for the mens' teams were \$36,837 (53.3%) and for the womens' teams were \$32,278 (46.7%), a difference of \$4,559 (6.6%). In 2010, the dollars spent and percentages for the mens' teams were \$35,007 (55.1%) and for the womens' teams were \$28,566 (44.9%), a difference of \$6,441 (10.2%). The differences in 2008 resulted from baseball purchasing new uniforms and replacing outdated equipment. In 2009 and 2010, the amounts spent on men's basketball resulted from vendor cost for team specific sizing issues for shoes and uniform sizes 3x, 4x, 5x.

Game Expenses: During the review of the most recent three years of NCAA Financial Reports discrepancies in the game expenses in 2008 for the mens' teams were \$59,229 (51.3%) and for the womens' were \$56,341 (48.7%), a difference of \$2,888 (2.6%) In 2009, the dollars spent and percentages for the mens' teams were \$88,048 (60.3%) and for the womens' teams were \$58,039 (39.7%), a difference of \$30,009 (20.6%). In 2010, the dollars spent and percentages for the mens' teams were \$59,935 (57.1%) and the womens' were \$45,060 (42.9%), a difference of \$14,875 (14.2%). The differences in 2009 and 2010 were identified in amounts spent on men's basketball resulting from difference in the cost of officials, event staff and support staff for basketball games.

Fundraising, Marketing and Promotion: During the review of the most recent three years of NCAA Financial Reports the fundraising, marketing and promotions expenses did not have any specific allocation to mens' or womens' teams.

Sport Camp Expenses: During the most recent three years of NCAA Financial Reports, there were no sports camp expenses.

Medical Expenses and Insurance: During the review of the most recent three years of NCAA Financial Reports, the medical expense and insurance expenses did not have any specific allocation to mens' or womens' teams.

Membership and Dues: During the review of the most recent three years of NCAA Financial Reports showed that memberships and dues for the team expenses in 2008, as far as, dollars spent and percentages for the mens' teams were \$6,476 (65.5%) and in the womens' were \$3,410 (34.5%), a difference of \$3,066 (31.0%). In 2009, the dollars spent and percentages for the mens' teams were \$540 (64.3%) and for the womens' were \$300 (35.7%), a difference of \$240 (28.6%). In 2010, the dollars spent and percentages for the mens' teams were \$1,555 (77.6%) and for the womens' teams were \$450 (22.4%), a difference of \$1,105 (55.2%). The differences in 2008 resulted from dues paid for men's tennis and not being able to identify a portion for women's tennis. The increase in 2010 was due to the men's basketball membership dues paid when they attended the Basketball conference.

Total Operating Expenses: During the most recent three years of NCAA Financial Reports the total operating expenses in 2008 for the mens' teams were \$1,628,027 (41.3%), for the womens' teams were \$1,547,538 (39.3%), and the amount not allocated by gender was \$763,338 (19.4%). In 2009, the dollars spent and percentages for the mens' teams were \$1,500,340 (43.9%), for the womens' teams were \$1,308,297 (38.3%), and the amount not allocated by gender was \$611,518 (17.8%). In 2010, the dollars spent and percentages for the mens' teams were \$1,363,748 (38.7%), for the womens' teams were \$1,318,141 (37.4%), and the amount not allocated by gender \$839,924 (23.9%).

Based on the operating expenses specifically allocated for mens' and womens' teams, the difference ranged from 2% in 2008, 5.7% in 2009 and 1.39% in 2010.

Gender/Diversity Issues and Student-Athlete Well-Being

9. Using the program areas for gender issues:

- a. Describe how the institution has ensured a complete study of each of the 15 program areas. This study must be conducted as part of the self-study process;
- b. Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 15 areas;
- c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the underrepresented gender within the athletics program (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis) [Note: the institution must include all male and female NCAA intercollegiate sports programs offered at the institution in its program area analysis]; and
- d. Explain how the institution's written, stand-alone plan for gender issues addresses each of the 15 areas, including any deficiencies identified in the institution's narrative response as listed in item (c) above.

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

The institution must conduct a thorough and written review of each of the 15-program areas for gender issues. Please see program area definitions located in the Gender, Diversity and Student-Athlete Well-Being attachment of the self-study instrument. If the institution identifies any deficiencies during this review, the deficiencies must be incorporated into the institution's gender-issues plan for improvement. If no deficiency exists, the institution must include a maintenance plan for each program area and action steps the institution will take if the program area(s) becomes inequitable in the future.

The review must:

Describe how the institution has ensured a complete study of each of the 15-program areas for gender issues. This study should be conducted as part of the self-study process. Please note that for the program area of accommodations of interests and abilities, the use of surveys alone does not constitute a complete study. If an institution chooses to use an interest survey (e.g., a web survey or hard-copy survey) as one of its sources of data, the committee will require an explanation regarding the survey content, populations surveyed, the survey response rate, method used to interpret the data, and written evidence demonstrating the institution's Title IX coordinator has approved the survey. In addition, the institution must describe other methods of measuring interest and ability.

- a. *Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the areas;*
- b. *Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the underrepresented gender within the athletics program. Please note, any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis; and*
- c. *Explain how the institution's written, stand-alone plan for gender issues addresses each of the 15-program areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.*

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1. Accommodation of Interests and Abilities. Participation proportionate to enrollment; and/or, history and continuing practice of program expansion for the under represented gender within the athletics program; and/or, full and effective accommodation for the under represented gender within the athletics program; and equivalent levels of competition. Institutions must clearly identify methods (e.g., proportionality, history of program expansion, etc.) for addressing accommodation of interests and abilities when presenting gender-issues plans for the future.

a. Describe how the institution has ensured a complete study of each of the 15 program areas. This study must be conducted as part of the self-study process;

Interviews were conducted with the following individuals: Fernando Diaz (Director, Latino Resource Center), Sudie Davis (then Director of Intercollegiate Athletics), Mark Cipich (Assistant Athletic Director for Business), Linda Peete (then Assistant Athletic Director for Compliance) and Dr. Wayne Watson (President). Additionally, student petitions and admission information sheets were reviewed.

b. Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 15 areas;

The University reviewed student petitions reflecting a great interest in a soccer program and CSU Admission information sheets that demonstrate an interest in soccer among prospective students. An intramural soccer program also served as a foundation for gathering support for a new women's soccer program. CSU sits on 161 acres of land, and a soccer field is feasible as the area is already in use for intramural competition.

c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the under-represented gender within the athletics program (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis) [Note: the institution must include all male and female NCAA intercollegiate sports programs offered at the institution in its program area analysis]; and

As result of interviewing the above individuals, it was determined that the addition of a women's soccer team was feasible based on interest level. Moreover, it was determined that the addition of a women's soccer team would work to enhance diversity and provide the opportunity for more overall female participation. Lastly, obtaining facilities for competitive soccer games was within our ability.

d. Explain how the institution's written, stand-alone plan for gender issues addresses each of the 15 areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.

The 2012-2017 Gender Equity Plan for Improvement calls for the University to develop a women's soccer program, including recruiting coaches, staff and student-athletes, identifying practice and competitive facilities, and soliciting game and tournament schedule from Great West Conference current divisional teams. The Director of Intercollegiate Athletics and designated coaching staff will assess all components of the women's soccer program annually to determine future actions as the program matures.

2. Athletics Scholarships. Scholarship dollars to be awarded to women and men at the 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 15 program areas. This study must be conducted as part of the self-study process;

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The Gender Issues Subcommittee interviewed Mark Cipich (Assistant Athletic Director for Business) and Linda Meredith (Athletic Clerk in the Office of Student Financial Aid). Additionally, the 2007 and 2009-2010 scholarship reports were reviewed.

- b.** Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 15 areas;

The Summary of Athletic Scholarship report for 2007-2008 illustrated that mens' sport teams received \$494,951 (48.8%) and womens' sport teams received \$518,950 (51.2%) in athletic aid. The Summary of Athletic Scholarship report for 2009-2010 showed that mens' sports teams received \$453,920 (47.9%) and womens' sports teams received \$492,928(52.1%). The trend for these reports is that womens' sport programs receive a higher amount of financial aid than the mens' teams. These reports are available for review in the athletics department.

- c.** Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the under-represented gender within the athletics program (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis) [Note: the institution must include all male and female NCAA intercollegiate sports programs offered at the institution in its program area analysis]; and

The institution is meeting the needs of its womens' sports teams by providing equitable scholarship dollars to mens' and womens' athletic programs. The data demonstrates that the University is continually working toward the equity for all student-athletes.

- d.** Explain how the institution's written, stand-alone plan for gender issues addresses each of the 15 areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.

No gender equity deficiencies were cited in this area. The University will continue monitoring annually and make adjustments if necessary.

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 15 program areas. This study must be conducted as part of the self-study process;

The Gender Issues Subcommittee interviewed Earl Bowers, (then Facilities and Equipment Manager for Athletics) and Sudie Davis (then Director of Intercollegiate Athletics) and reviewed the department's inventory and maintenance logs to identify the usages of equipment. The department's purchase orders also contain data noting equipment and supplies.

- b.** Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 15 areas;

Equipment and supply logs and inventory checklists, which provide both quantity and quality of merchandise used by all sports programs, are reviewed each semester in accordance with each specific sport's season. The department's purchase orders contain additional data indicating equitable distribution of equipment and supplies.

Gender/Diversity Issues and Student-Athlete Well-Being

c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the under-represented gender within the athletics program (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis) [Note: the institution must include all male and female NCAA intercollegiate sports programs offered at the institution in its program area analysis]; and

The institution maintains an active log and inventory of all equipment and supplies, including their condition, for both men's and women's sports. Those listings show equitable treatment of men's and women's sports relating to equipment and supplies provided and are available in the athletics department for review. The athletics department continues to assess current vendors and seek new vendors in an effort to provide quality equipment and supplies for both men's and women's sports teams.

d. Explain how the institution's written, stand-alone plan for gender issues addresses each of the 15 areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.

No gender equity deficiencies were cited in this area. The athletics department will continue to monitor the amount and quality of equipment for all athletic programs. The University will continue monitoring annually and make adjustments if necessary.

4. Scheduling of Games and Practice Time. Number of contests; number, length and time of day of practices; time of day of contests; preseason and postseason opportunities, including foreign tours.

a. Describe how the institution has ensured a complete study of each of the 15 program areas. This study must be conducted as part of the self-study process;

The Gender Issues Subcommittee conducted interviews with Alexis Mihelich (Women's Golf Head Coach), Angela Jackson (Women's Basketball Head Coach), Jack Barton (Women's and Men's Tennis Head Coach), and Sudie Davis (then Director of Intercollegiate Athletics) to gather information relating to scheduling of games and practice time.

b. Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 15 areas;

Contest scheduling and practice times are prepared by the head coaches. The information collected indicated that each sport scheduled at least the required NCAA minimum, with the majority of the sports, in particular Women's Basketball, scheduling at or near the NCAA maximum of contests. Weekly practice logs are completed and filed in a binder with the Assistant Athletic Director for Compliance.

c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the under-represented gender within the athletics program (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis) [Note: the institution must include all male and female NCAA intercollegiate sports programs offered at the institution in its program area analysis]; and

Competition schedules are presented to and approved by the Director of Intercollegiate Athletics (AD). All teams, regardless of gender, are given the opportunity to schedule the maximum limit of NCAA contests. The Assistant Athletic Director for Compliance monitors game scheduling and practice times per NCAA rules. Practice days and times are coordinated through team administrators with alternate use policies in place. Practice times are charted and scheduled through the Office of Meetings and Events (OME), having the optional times for practice in shared-use facilities, i.e., the Jacoby Dickens Center (JDC) and the Jones

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Convocation Center (JCC). Coaches consult with OME and student-athletes with regard to class schedules to determine the best time of day to schedule practice. In the JDC and JCC, game days and start times are scheduled via consultation with all the sports involved. Most importantly, consideration is given to conference scheduling, television network agreements, OME, event staff and opponent's travel in terms of game times. Post-season hosting opportunities for all sports are done in advance and approved by the AD to accommodate teams.

d. Explain how the institution's written, stand-alone plan for gender issues addresses each of the 15 areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.

There are no gender inequities related to scheduling contests, practice times and shared-use facilities cited in this area. Scheduling contests and practice times will continue to be monitored and evaluated annually.

5. Travel Allowance. Modes of transportation; housing furnished during travel; length of stay before and after competitive events; dining arrangements and per diem for institutional competition and other competitive opportunities (e.g., under NCAA Bylaw 16.8.1.3).

a. Describe how the institution has ensured a complete study of each of the 15 program areas. This study must be conducted as part of the self-study process;

The Gender Issues Subcommittee interviewed Lyle Montgomery (Director of Accounts Payable) and Sudie Davis (then Director of Intercollegiate Athletics). Purchase orders and direct payment vouchers were also reviewed for the respective areas.

b. Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 15 areas;

Purchase Orders and Direct Payment Vouchers were reviewed for mens' and womens' teams highlighting transportation, housing, dining and other competitive opportunities.

c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the under-represented gender within the athletics program (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis) [Note: the institution must include all male and female NCAA intercollegiate sports programs offered at the institution in its program area analysis]; and

Our review showed the travel and per diem allowance for mens' teams was \$358,346.00 and for womens' teams was \$273,800.00. Travel and meal allowance policy's are the same for all teams in the athletics department. Teams travel equally in vans or buses for close competitions and both use air transportation for contests far away. The hotel stays are with three star hotels unless the contest is held in a small town, and then hotel accommodations are the same for both genders.

After review of each specific area, the disparity found between mens' and womens' teams is a result of the amount of players on a given team and the amount of travel for a given contest. For example, due to in-climate weather in this region, Baseball travels more than any other team and their schedule is mostly comprised of away contests. Furthermore, their roster includes anywhere from 27-30 players per contest. Whereas Volleyball is an indoor sport with only 10-12 players needing accommodations with regards to travel and per diem allowance. Additionally, Volleyball does not have as many contests as Baseball. As a result, there are significant but reasonably explained deficiencies in travel allowance.

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- d.** Explain how the institution's written, stand-alone plan for gender issues addresses each of the 15 areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.

To ensure maintenance of gender equity, the athletics department will continue to provide the same travel accommodations, housing, dining and other competitive opportunities to all sport teams. The University will continue to monitor the amount these areas and the quality management over those areas annually and make adjustments if necessary.

- 6. Academic Support Services.** Availability of, and equitable access to, academic support services that meet the needs of student-athletes based on individual student-athlete academic profiles and/or performance, and equitable criteria for obtaining assistance.

- a.** Describe how the institution has ensured a complete study of each of the 15 program areas. This study must be conducted as part of the self-study process;

The Gender Issues Subcommittee interviewed Constance Wright (Assistant Athletic Director for Academics), Mike Cronin (Director of the Learning Assistance Center), and Ronald Harris (Director of the African-American Male Resource Center).

- b.** Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 15 areas;

The review revealed that the University has assigned three additional tutors specifically to assist student-athletes, and that the processes and the mechanisms are in place to assure that student-athletes, regardless of gender, have access to academic support programs. Student-athletes academic progress is monitored and managed for all sports programs.

- c.** Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the under-represented gender within the athletics program (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis) [Note: the institution must include all male and female NCAA intercollegiate sports programs offered at the institution in its program area analysis]; and

As a result of the interviews, a comprehensive program that outlined the equitable academic support programs for student-athletes of both genders was revealed. Coaches host study halls on the road. A mechanism to monitor and track academic progress has been developed. Athletics utilizes the university-wide academic early warning program, but also has additional tutors that have been assigned specifically to work with student-athletes. Information regarding student-athlete academic progress is collected continuously and supplied to coaches who are directly involved with the student-athletes, and the coaches are expected to intervene when appropriate. Eligibility projections are developed and reported. Aggregate reports are made and shared with the Director of Intercollegiate Athletics (AD) and staff for planning purposes, and for focused interventions as appropriate. Team "snapshots" are created to keep the AD and coaches informed of the student-athlete's academic progress, individually and by team. Men's and women's team academic progress monitoring mechanisms follow the same process. Coaches file academic plans for teams when and, where necessary, for individual players who, because of academic eligibility concerns, need focused attention.

- d.** Explain how the institution's written, stand-alone plan for gender issues addresses each of the 15 areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.

No corrective measures are required because the current plan is gender neutral and comprehensive. The University will continue monitoring annually and make adjustments if necessary.

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7. Coaches. Availability of full-time, part-time, assistant and graduate assistants. Training, experience, professional standing, and other professional qualifications. Total rate of compensation package, duration of contracts, conditions relating to contract renewal, experience, nature of coaching duties, working conditions and other terms and conditions of employment.

a. Describe how the institution has ensured a complete study of each of the 15 program areas. This study must be conducted as part of the self-study process;

The Gender Issues Subcommittee interviewed University and athletics department administrators and coaches, including: Sudie Davis (then Director of Intercollegiate Athletics), Mark Cipich (Assistant Athletic Director for Business), Renee Mitchell (Director of Human Resources), Angela Jackson (Women's Basketball Head Coach) and Diana Muhammad (Women's Track and Field/Cross Country Head Coach).

b. Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 15 areas;

(1) Assistant coaches are utilized for all sports programs except four: women's golf, men's golf and women's and men's tennis. (2) The athletics department provides the opportunity and financial resources for coaches of men's and women's athletics programs to join and remain active in professional associations, such as the Professional Golfers' Association of America (PGA), Ladies Professional Golf Association (LPGA), United States Tennis Association (USTA), and United States Track & Field and Cross Country Coaches Association (USTFCCCA). (3) Human Resources conducted a study in 2010 that revealed the salaries for coaches of men's and women's golf, track/field and cross country programs differ by no more than +/-5%. The women's golf head coach's salary is 2% higher than the men's golf head coach's salary, and the women's track and field/cross country head coach's salary is 4.87% less than that of the men's track and field/cross country head coach. For CSU's single gender athletics programs, men's baseball and women's volleyball, more salary resources are allocated for the women's program. The average salary of the head and associate head volleyball coaches is 15.02% more than the salary of the head baseball coach. There is a divergence between the head men's and women's basketball coaching salaries. The head men's basketball coach is paid 39.29% more than the head women's basketball coach. However, among the basketball assistant coaches, the average of the women's team coaches is 2.43% higher than that for the men's team assistant coaches. (4) All coaches are offered identical health insurance, life insurance, medical flexible spending and pension benefits from CSU, as part of their compensation package. (5) In 2010, with the exception of the men's basketball head coach who has a different five-year contract, all coaches have one-year contracts with nearly identical terms and conditions. (6) All head coaches have individual offices in the Jones Convocation Center or the Jacoby Dickens Center and have access to bus, van or rental vehicles provided by CSU, on an as-needed basis.

c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the under-represented gender within the athletics program (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis) [Note: the institution must include all male and female NCAA intercollegiate sports programs offered at the institution in its program area analysis]; and

The institution is meeting the needs of its womens' sports programs by providing equitable compensation, benefits, contract duration, as well as professional development opportunities for the coaching staff. As noted above, there is a less than 5% difference in the pay between men's and women's golf head coaches, track and field/cross country head coaches, and basketball assistant coaches. There are salary disparities in two women's sports programs, specifically for the women's volleyball head/associate head coaches and women's basketball head coach; the volleyball coaches are paid significantly higher (+15%) than the head coach for CSU's only other single gender sport (baseball) based on program need and market forces. The women's head basketball coach is paid substantially less (39.29%) than the men's basketball head coach based in large part, ability to generate revenue to fund the men's program and market forces. With respect to the availability of assistants, those programs that do not have budgets

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allowing for an additional staff person utilize part-time employees, student-athletes who have exhausted their eligibility, or volunteer workers.

- d.** Explain how the institution's written, stand-alone plan for gender issues addresses each of the 15 areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.

The 2012-2017 plan for improvement includes a maintenance plan to ensure the athletics department provide equitable resources: (1) continue to provide equitable compensation; (2) continue to pay for at least one professional association membership and one continuing education seminar/conference per fiscal year for all head coaches of women's and men's sports programs; and (3) continues to provide at least one assistant coach or graduate assistant for the majority of all sports programs. The University will continue monitoring annually and make adjustments if necessary.

- 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 15 program areas. This study must be conducted as part of the self-study process;

The Gender Issues Subcommittee interviewed Earl Bowers (then Facilities and Equipment Manager), Dianna Muhammad (Women's Track and Field/Cross Country Head Coach), Sudie Davis (then Director of Intercollegiate Athletics), Linda Peete (then Assistant Athletic Director for Compliance), and Mark Cipich (Assistant Athletic Director for Business). The committee also toured all athletic facilities.

- b.** Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 15 areas;

The institution is providing equitable access to and use of its locker rooms, practice and competitive facilities for its women's sports team. The Jacoby Dickens Center and the additional space constructed in the Jones Convocation Center provide equitable locker space for all teams. The coach for each individual sport submits his/her requests for practice space as well as his/her competition schedule to Yvette Warren, Director, The Office of Meetings and Events (OME). The Office of Meetings and Events then equally assigns all use of space to meet the needs of each team.

- c.** Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the under-represented gender within the athletics program (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis) [Note: the institution must include all male and female NCAA intercollegiate sports programs offered at the institution in its program area analysis]; and

Interviews with staff, coaches and administrators showed a system of space assignment that is currently working for the athletics department. Even when there are conflicting schedules, the Office of Meetings and Events manages to reassign space to meet the teams' needs in various facilities on campus.

- d.** Explain how the institution's written, stand-alone plan for gender issues addresses each of the 15 areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.

No corrective measures are required in the 2012-2017 plan for improvement, as the current plan is gender equitable and effective. A maintenance plan is included, and the University will continue monitoring annually and make adjustments if necessary.

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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 athletic trainers; health, accident and injury insurance coverage; provision of medical and training expenses.

a. Describe how the institution has ensured a complete study of each of the 15 program areas. This study must be conducted as part of the self-study process;

The Gender Issues Subcommittee interviewed Sudie Davis (then Director of Intercollegiate Athletics), Mark Cipich (Assistant Athletic Director for Business), Omar Jefferson (Head Athletic Trainer), and Dana Cohen (Athletic Trainer). The committee also reviewed the medical plan established with Weiss Hospital.

b. Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 15 areas;

(1) The athletics department provides equal medical services to male and female student-athletes through its medical plan with Weiss Hospital for sports-related injuries. The medical plan provides for a medical doctor to cover all home competitions for men's and women's basketball, as well as conference tournaments hosted by Chicago State University (such as the Great West Volleyball Conference Championship). A Weiss-affiliated doctor also visits campus once per week for treatment, a service that is open to all student-athletes. (2) All student-athletes use weight training and conditioning facilities at the Jones Convocation Center, which was constructed in 2007. Installed in 2008, the equipment in that facility is of professional quality. (3) The athletics department offers training services to cover practices and home competitions for both men's and women's sports programs. The department employs two certified trainers: one head full-time trainer who has a B.S. in Exercise Science, has practiced since 1995 and has clinical experience; and another full-time trainer who earned a B.S. in Integrative Physiology with an emphasis in Athletic Training, has practiced since 2008 and has three years of experience. If an occasion arises where a CSU trainer is on the road with a team, a substitute certified trainer is contracted to ensure all sports have training services coverage at home. (4) Male and female student-athletes have identical secondary insurance coverage provided by CSU for health, accidents and injuries. (5) The athletics department pays for medical and training expenses resulting from sports-related injuries for all male and female student-athletes. (6) A new strength and conditioning coach, Michael Bugielski, was hired in July 2010 for both men's and women's sports programs.

c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the under-represented gender within the athletics program (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis) [Note: the institution must include all male and female NCAA intercollegiate sports programs offered at the institution in its program area analysis]; and

CSU is meeting the needs of female student-athletes within its athletics program by providing medical services, weight training and conditioning facilities, insurance coverage and medical/training expenses that are identical to that provided to male student-athletes. The training services provided to female student-athletes and male student-athletes are not identical but equitable, and may vary from time to time based on the schedule of men's and women's sports programs. For instance, if the head trainer is away for a men's basketball competition, the athletics department makes a provision for training services for the women's basketball team by the other trainer on staff or by a contracted substitute trainer.

d. Explain how the institution's written, stand-alone plan for gender issues addresses each of the 15 areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.

The 2012-2017 plan for improvement includes a maintenance plan to keep two high-quality trainers on staff, to ensure male and female student-athletes continue to have equitable medical and training services

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for practices and home competitions. The University will continue monitoring annually and make adjustments if necessary.

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 15 program areas. This study must be conducted as part of the self-study process;

The Gender Issues Subcommittee interviewed Earl Bowers (then Facilities and Equipment Manager), Diana Muhammad (Women's Track and Field/Cross Country Head Coach), Sudie Davis (then Director of Intercollegiate Athletics), Linda Peete (then Assistant Athletic Director for Compliance), Mark Cipich (Assistant Athletic Director for Business), Stella Okeke (Director of Residence Life), and Amenia Commander (Director of Thompson Hospitality). The committee also toured the respective areas and observed services offered as well as reviewed a dining survey provided to students for their input.

b. Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 15 areas;

The institution has one residential facility, which is co-ed and has the same floor plans available for male and female student-athletes. Residential space is reserved, each academic year, to meet the needs of each team. There is one dining facility, with services provided by Thompson Hospitality. Each team is offered the same meal plan. Each team has access to after-hours, evening dining services. Special dining is not provided for any team based on gender. All University students, staff, faculty and administrators share the same dining facility.

c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the under-represented gender within the athletics program (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis) [Note: the institution must include all male and female NCAA intercollegiate sports programs offered at the institution in its program area analysis]; and

The University is meeting the needs of all student-athletes by providing equitable housing and dining facilities and services, and by allowing each student-athlete an opportunity to share their input regarding dining services and residential accommodations through dining surveys, during Student Government Association meetings, town hall meetings, team meetings and Student Athletics Advisory Committee (SAAC) meetings.

d. Explain how the institution's written, stand-alone plan for gender issues addresses each of the 15 areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.

No corrective measures are required in the 2012-2017 plan for improvement as the current plan is gender equitable and effective. The University will continue monitoring annually and make adjustments if necessary.

11. Publicity and Awards. Availability and quality of sports information personnel; access to other publicity resources; quantity and quality of publications and other promotional devices; availability and quality of institutional awards; opportunity for application and/or nomination for other outside awards (e.g., NCAA, national or conference awards).

a. Describe how the institution has ensured a complete study of each of the 15 program areas. This study must be conducted as part of the self-study process;

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The Gender Issues Subcommittee interviewed Bob Beamon (then Associate Athletic Director), Corey Miggins (Director of Sports Information), and Wayne Holloway (Coordinator of Athletics Events and Marketing and Men's Track and Field/Cross Country Head Coach).

- b.** Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 15 areas;

All athletics programs have equitable access to media publications, such as posters, schedule cards and media guides. Additionally, media outreach is provided for all teams through CSU website, University Relations email blasts and on-campus mailers. For the first time in our history, the University in 2010 allocated funding for a marketing program, which included for the athletics department.

- c.** Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the under-represented gender within the athletics program (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis) [Note: the institution must include all male and female NCAA intercollegiate sports programs offered at the institution in its program area analysis]; and

The institution distributes the available funding for marketing equitably between men's and women's programs as funding for marketing has increased for the University as a whole.

- d.** Explain how the institution's written, stand-alone plan for gender issues addresses each of the 15 areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.

No corrective measures are required in the 2012-2017 plan for improvement as the current plan is gender equitable and effective. The University will continue monitoring annually and make adjustments if necessary.

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

- a.** Describe how the institution has ensured a complete study of each of the 15 program areas. This study must be conducted as part of the self-study process;

The Gender Issues Subcommittee interviewed Sudie Davis (then Director Of Intercollegiate Athletics), Bob Beamon (then Associate Athletic Director), Mark Cipich (Assistant Athletic Director for Business), Diana Muhammad (Women's Track and Field/Cross Country Head Coach), and Linda Peete (then Assistant Athletic Director for Compliance). The 2010 department organizational chart was also reviewed.

- b.** Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 15 areas;

The athletic department organizational chart illustrates a staffing roster that includes support services: One (1) Director of Intercollegiate Athletics, one (1) Associate Director of Athletics, three (3) Assistant Athletic Directors, one (1) Faculty Athletic Representative, one (1) Contract and Business Specialist, two (2) Athletic Trainers, one (1) strength coach, one (1) Facilities and Equipment Manager, nine (9) Head Coaches, two (2) Associate Head Coaches, eight (8) Assistant Coaches, one (1) Director of Basketball Operations, three (3) Volunteer Coaches, and four (4) Student Assistant Coaches. The current staffing has adequate, individual office space.

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- c.** Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the under-represented gender within the athletics program (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis) [Note: the institution must include all male and female NCAA intercollegiate sports programs offered at the institution in its program area analysis]; and

Support Services are equitable amongst male and female staff with regards to administrative, secretarial, clerical and office space. Office space at the Jones Convocation Center and Jacoby Dickens Center is abundant and available for all support staff, administrators, and clerks.

- d.** Explain how the institution's written, stand-alone plan for gender issues addresses each of the 15 areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.

There are no gender inequities identified in this area. This area will be assessed annually to ensure that sufficient support services are provided for staff. The University will continue monitoring annually and make adjustments if necessary.

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 15 program areas. This study must be conducted as part of the self-study process;

The Gender Equity Subcommittee interviewed Sudie Davis (then Director of Intercollegiate Athletics), Mark Cipich (Assistant Athletic Director for Business), Linda Peete (then Assistant Athletic Director for Compliance), John Martinez (Director of Admissions) as well as reviewed a coaches' survey, the NCAA Financial Report and EADA Report and Recruitment logs.

- b.** Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 15 areas;

All coaches are given an equal opportunity to recruit by becoming certified through the NCAA Division I Coaches Certification exam. The exam is proctored by the Faculty Athletic Representative (FAR) each year. Travel resources and recruiting funds are equally available for coaches' recruitment trips locally and regionally. The expectation is that the coaches will recruit primarily from the five contiguous states (Iowa, Wisconsin, Indiana, Missouri and Kentucky), which have been approved for in-state tuition. Coaches use their own vehicles for a majority of in-state recruitment trips and are reimbursed for expenses incurred. For out-of-state trips, the use of commercial rental vehicles is permitted and paid for by the athletics department via purchase requisition, travel authorization and purchase card. Hotel accommodations and air travel accommodations are paid for by the athletics department via purchase requisition, travel authorization and direct payment voucher. Prior to submitting paperwork for a recruitment trip, coaches are required to submit a complete recruitment profile of any prospective student-athlete (PSA) to the Director of Intercollegiate Athletics, Assistant Athletic Director for Compliance and the Assistant Athletic Director for Academics. The recruitment profile helps the athletics department to identify early those PSAs who may require academic and other support services so that arrangements can be made to accommodate their needs. The profile also ensures only objective, nondiscriminatory criteria are evaluated in the recruitment of student-athletes.

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c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the under-represented gender within the athletics program (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis) [Note: the institution must include all male and female NCAA intercollegiate sports programs offered at the institution in its program area analysis]; and

The number of recruiters and recruiting opportunities are equitable for mens' and womens' athletic programs. Recruitment logs submitted to Linda Peete (then Assistant Athletic Director for Compliance) and Senior Woman Administrator) for review and analysis ensure that the University is in compliance with the NCAA and conference bylaws.

d. Explain how the institution's written, stand-alone plan for gender issues addresses each of the 15 areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.

No corrective measures are required in the 2012-2017 plan for improvement as the current plan is gender equitable and effective. The University will continue monitoring annually and make adjustments if necessary.

14. Retention. Programs and services to address retention of staff, coaches and student-athletes from the under-represented gender within the athletics program; review of retention and promotion of staff and coaches from the under-represented gender within the athletics program, including professional development opportunities (e.g., mentoring programs), rate of compensation, duration of contracts, conditions relating to contract renewal; programs and services to address retention of student-athletes who are members of the under-represented gender within the athletics program.

a. Describe how the institution has ensured a complete study of each of the 15 program areas. This study must be conducted as part of the self-study process;

The Gender Equity Subcommittee interviewed Constance Wright (Assistant Athletic Director for Academics), Dr. Richard Darga (Interim Dean, Library and Instruction Service), and Dr. Renee Mitchell (Director of Human Resources). Documents regarding the University's student-athlete retention initiatives and student academic progress records were reviewed.

b. Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 15 areas;

Detailed documentation regarding student-athlete retention initiatives, as well as student academic progress records are kept by the Assistant Athletic Director for Academics. Those documents illustrate the processes and the mechanisms in place to assure that student-athletes and coaches are part of a comprehensive retention strategy. The retention strategies are monitored and managed to assure they are working. In addition, all student-athletes are part of an institution-wide retention initiative, which focuses on enrollment, retention and graduation (ERG). The University also has demonstrated a commitment to retention of staff and coaches by providing equitable opportunities for professional development via various professional sport associations, including USATF Convention, NCAA Convention, LPGA and Coaches Convention.

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- c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the under-represented gender within the athletics program (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis) [Note: the institution must include all male and female NCAA intercollegiate sports programs offered at the institution in its program area analysis]; and

Eligibility projections are developed and reported, and aggregate reports are maintained by the Director of Intercollegiate Athletics (AD) and athletic staff for planning purposes and for focused interventions as appropriate. Team 'snap shots' are created to keep the AD and Coaches in tune with student-athlete academic progress individually and by team. Men's and women's team academic progress monitoring mechanisms follow identical processes. Coaches file academic plans for teams and where necessary, for individual players who may, because of academic eligibility concerns, need focused attention. Gender differences exist with respect to academic eligibility, but athletic support processes are managed equitably. Goal setting for student-athlete academic achievement is being utilized to monitor gender equity differences for academic support. The Office of Academic Support provides additional resources.

The power of the coach to influence and motivate student-athletes is recognized and supported as a key strategy to influence student-athletes to achieve academically. With respect to monitoring team aggregate academic progress, the Women's Track and Field team has demonstrated significant improvement in academic performance as a result of focused interventions. Improvements also have been documented in the Women's basketball team's academic performance. Regular and clear two-way communication with coaches is recognized as critical to insuring appropriate academic support for student-athletes. The Assistant Athletic Director for Academics has developed a clear and comprehensive degree completion program that monitors student-athlete progress toward graduation. The program is gender neutral, and a critical path for degree completion is developed for all student-athletes. Software manages their progress and provides alerts where needed. Progress is reviewed frequently during each semester. Student-athletes follow a registration checklist.

With respect to coaching staff, the Office of Human Resources undertakes periodic focused reviews and completes comprehensive analysis to insure that compensation, contracts and conditions necessary to recruit and retain valuable coaching staff is present. The analysis reviews gender equity issues to insure compliance. As a result of the interviews, a comprehensive program was illustrated that supports equitable retention programs for student-athletes and coaches of both genders.

- d. Explain how the institution's written, stand-alone plan for gender issues addresses each of the 15 areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.

No corrective measures are required in the 2012-2017 plan for improvement because the current plan is gender neutral and comprehensive. The University will continue monitoring annually and make adjustments if necessary.

15. Participation in Governance and Decision Making. Involvement of athletics department staff, coaches and student-athletes from the under-represented gender within the athletics program in the governance and decision-making processes of the athletics department; provision of leadership opportunities for all student-athletes (e.g., participation on student-athlete advisory committee) and athletics department staff and coaches (e.g., participation at the conference and/or national level).

- a. Describe how the institution has ensured a complete study of each of the 15 program areas. This study must be conducted as part of the self-study process;

The Gender Issues Subcommittee interviewed Sudie Davis (then Director of Intercollegiate Athletics) and Constance Wright (Assistant Athletic Director for Academics).

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- b.** Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 15 areas;

Data is collected based upon input from the Student-Athlete Advisory Committee(SAAC), exit interviews of student-athletes, annual survey of student-athletes, the Board of Athletic Advisors and suggestion box located within athletics department.

- c.** Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the under-represented gender within the athletics program (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis) [Note: the institution must include all male and female NCAA intercollegiate sports programs offered at the institution in its program area analysis]; and

On campus, ample avenues are available for student-athletes to voice their opinions and be part of governance and decision-making for the athletic program. This same opportunity is available to athletics staff and coaches via the "Open Door Policy" instituted by the athletic director. A more formal opportunity to present issues is also available to coaching staff by requesting to be placed on the Board of Athletic Advisors (BAA) agenda. Student-athletes also have a voice and seat on the BAA. The Student-Athlete Advisory Committee (SAAC) provides student-athletes with an opportunity to more effectively communicate their issues and concerns with the athletics department and offer suggestions for improvements that are designed to meet their needs. Programs are designed and implemented with the student-athletes' academic achievements, health, social development and general well-being in mind. The Assistant Athletic Director for Compliance ensures that the recommendations of SAAC are documented and reviewed by the athletics department at regular monthly meetings. Nationally, the CSU student representative for SAAC is also the current Chair of the student section of the Great West Conference. In addition, the Director of Intercollegiate Athletics (AD) is the CSU delegate with full voting power at all NCAA functions. The athletic director reports national issues pending by NCAA to the BAA, the Assistant Athletic Director for Compliance and the President's office and athletic staff. At such time, matters are discussed and guidance is provided.

- d.** Explain how the institution's written, stand-alone plan for gender issues addresses each of the 15 areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.

No gender inequities were identified in this area. Therefore, a maintenance plan is included for the the University to continue monitoring annually and make adjustments if necessary.

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- 10.** Using the plan for improvement section, provide an institutional gender-issues plan that addresses all 15 aforementioned program areas for the department of athletics. The plan must include all required elements of a plan as noted by the committee. If a deficiency does not exist in a program area(s), the institution must include an evaluation mechanism to maintain the institution's status in that program area (s) and action steps the institution will take if the program area(s) becomes inequitable in the future. Finally, the institution must describe how it will review its plan on an annual basis and include this information in the institution's gender-issues plan.

Within gender-issues and diversity-issues written plans, specific numerical targets may place an institution at legal risk and are not expected in an institution's written plan, particularly as it relates to hiring practices. In the program area of hiring practices, institutions may submit plans that have broad, flexible non-numeric hiring goals. As it relates to other program areas, including but not limited to participation rates and budget increases, specific numerical targets may be appropriate.

The institution must develop a five-year written, stand-alone plan addressing gender issues that maintains an institution's conformity or moves an institution into conformity with the operating principle.

The institution's plan must be active at all times and include a mechanism to ensure the plan is reviewed on an annual basis, including a comparison with its EADA report and NCAA financial report, to determine if the course of action is still appropriate and this information must be included in the institution's gender-issues plan.

- 11.** Describe how the institution will annually compare its gender-issues plan with its EADA reports and NCAA financial reports to determine if the course of action is still appropriate. Further, please provide the names and titles of the individuals who will be responsible for this review.

The institution's plan must be active at all times and include a mechanism to ensure the plan is reviewed on an annual basis, including a comparison with its EADA report and NCAA financial report, to determine if the course of action is still appropriate and this information must be included in the institution's gender-issues plan.

The University's Athletics Certification Liaison (ACL), Dr. Rong Lucy He, is the individual who is responsible for monitoring and reporting the progress of our institutional plans for improvement developed during the Cycle 3 self-study process. Dr. Wayne Watson (President), or his designee, Sonja Clayton-Pedersen (Interim Director of Intercollegiate Athletics), Mr. Mark Cipich (Assistant Athletic Director for Business) and the ACL will review the gender equity plan for improvement on an annual basis to determine if the steps outlined to achieve each goal are appropriate given our institution's Equity in Athletics Disclosure Act(EADA)report and the NCAA financial report.

Gender/Diversity Issues and Student-Athlete Well-Being

12. Describe the institution's efforts to ensure the gender-issues plan for improvement was developed through a process involving broad-based campus participation and has received formal institutional approval. Further, please identify the length (e.g., five years) of this plan, including the specific years this plan will be active.

If a plan concludes before the commencement of the institution's next self-study, the institution is expected to create a new five-year plan for improvement, even if each of the actions in the institution's original plan were ongoing in nature. The institution must develop a new five-year plan that will maintain conformity with the operating principle. Please note that all institutional plans must contain all of the committee's required elements.

The institution's gender-issues plan must include the following requirements:

- a. Include identification of issues or problems confronting the institution.*
- b. Include measurable goals the institution intends to achieve to address issues or problems.*
- c. Include specific steps the institution will take to achieve its goals.*
- d. Include a specific timetable(s) for completing the work.*
- e. Identify the individuals and/or offices responsible for carrying out the actions identified by the institution.*

Further, the institution's gender-issues plan must meet the following requirements:

- a. Be committed to paper and be a stand-alone document.*
- b. Be developed with opportunities for significant input from appropriate constituent groups inside and outside athletics.*
- c. Must be adopted formally by the institution's final authority in such matters (i.e., chancellor/president or board of trustees) to ensure that it carries the commitment and support of the entire institution.*

The University has implemented a multi-stage process to ensure both broad-based campus participation in the development of its gender issues plan for improvement and formal institutional approval of the plan.

A. First, the Chairpersons of the third-cycle NCAA Self-Study Certification Steering Committee, Judge Bernetta Bush (ret.), Ethics Officer and Dr. Beverly M. John, Professor of Sociology, selected members of the Steering Committee and the Gender Equity Subcommittee across numerous institutional departments, units and positions, to ensure that the University's self-study process engaged a broad base within the campus community.

Second, the Gender Equity Subcommittee was charged with conducting a comprehensive evaluation of gender issues as they relate to athletics within the institution and identify any deficiencies. The Gender Equity Subcommittee consisted of the following individuals:

- * Dr. June Price - Co-Chair, Gender Equity Subcommittee; Chair, Board of Athletic Advisors; Professor, Health, Physical Education and Recreation
- * Ms. Anna Kent - Co-Chair, Gender Equity Subcommittee; Project Instructional Coordinator, Office of Academic Support
- * Mr. Mark Cipich - Assistant Athletic Director for Business
- * Ms. Sonja Clayton-Pedersen, Esq. - Interim Director of Intercollegiate Athletics and Associate General Counsel, Office of Labor and Legal Affairs
- * Dr. Richard Darga - Interim Dean, Library and Instruction Services
- * Dr. Brenda Hooker - Director, Office of Financial Aid
- * Ms. Diana Muhammad - Head Coach Women's Track
- * Ms. Linda Peete - then Assistant Athletic Director for Compliance; Senior Woman Administrator
- * Ms. Shannon VanSlyke - Director, Office of Judicial Affairs

Gender/Diversity Issues and Student-Athlete Well-Being

Third, a working group among our five certification subcommittees examined the deficiencies identified by the Gender Equity Subcommittee and developed a future plan for improvement. That working group was composed of the following individuals:

- * Mr. Katey Assem - Executive Director, CSU Foundation
- * Ms. Mary Butler - Director of Evaluations and Advisement
- * Dr. Chandra M. Cabraal - Professor, Department of Doctoral Programs in Education
- * Ms. Sonja Clayton-Pedersen, Esq. - Interim Director of Intercollegiate Athletics and Associate General Counsel, Office of Labor and Legal Affairs
- * Mr. Michael Cronin - Director, Learning Assistance Center
- * Dr. Richard Darga - Interim Dean, Library and Instruction Services
- * Mr. Fernando Diaz - Director, Latino Resource Center
- * Ms. Robin Hawkins, Esq. - Association General Counsel and Director of Equal Employment Opportunity, Office of Labor and Legal Affairs
- * Ms. Dawn Liddicoatt - Assistant to the Dean for Certification and Accreditation, College of Education
- * Mr. John Martinez - Associate Director of Admissions
- * Ms. Diana Muhammad - Head Coach Women's Track
- * Ms. Linda Peete - then Assistant Athletic Director for Compliance and Senior Woman Administrator
- * Dr. Bob Szyman - Board of Athletic Advisors; Professor, Health, Physical Education and Recreation
- * Ms. Shannon VanSlyke - Director, Office of Judicial Affairs
- * Dr. Lisa Young - Director, Wellness Center

Fourth, the gender issues plan for improvement was comprehensively reviewed, edited and approved by the Steering Committee. In addition to the Chairpersons, the Steering Committee included the following members:

- * Dr. Wayne Watson - President
- * Mr. Katey Assem - Executive Director, CSU Foundation
- * Mr. Patrick B. Cage, Esq.- General Counsel, Office of Labor and Legal Affairs
- * Ms. Sonja Clayton-Pedersen, Esq. - Interim Director of Intercollegiate Athletics and Associate General Counsel, Office of Labor and Legal Affairs
- * Dr. Richard Darga - Interim Dean, Library and Instruction Services
- * Mr. Studie Davis - then Director of Intercollegiate Athletics
- * Dr. Alonzo DeCarlo - then Faculty Athletics Representative; Professor, Department of Psychology
- * Mr. Fernando Diaz - Director, Latino Resource Center
- * Dr. Michael Ellison - Assistant Dean, College of Pharmacy
- * Dr. Cheryl Green - Dean, Freshman Year Experience
- * Dr. Rong Lucy He - Athletics Certification Liaison; Assistant Professor of Biology
- * Mr. Matthew Jordan - Student-Athlete, Track and Field
- * Ms. Anna Kent - Project Instructional Coordinator, Office of Academic Support
- * Mr. Glenn Meeks - Vice President of Administration and Finance
- * Dr. Richard Milo - Dean, Honors College
- * Ms. Loyola Moore - Alumna, Former Student-Athlete, Women's Basketball
- * Ms. Linda Peete - then Assistant Athletic Director for Compliance and Senior Woman Administrator
- * Dr. June Price-Shingles - Chair., Board of Athletic Advisors; Professor, Health, Physical Education and Recreation
- * Dr. Thomas Bernard Rowan III - Faculty Athletics Representative (effective April 2011); Chair., Department of History, Philosophy and Political Science
- * Dr. Byung-In Seo - Assistant Professor, Doctoral Studies
- * Mr. Ronnie Watson - Chief, University Police
- * Dr. Sandra Westbrooks - Provost and Senior Vice President, Office of Academic and Student Affairs

Fifth, the gender issues plan for improvement was made available for public review on March 16, 2011, via the University's NCAA Certification website. Campus constituents and members of the general public were able to submit comments electronically, regarding the gender issues plan for improvement, through the NCAA Certification website, or in hard copy form to our NCAA Certification Office.

Sixth, the Steering Committee analyzed the feedback obtained during the public comment period and in consultation with Gender Equity Subcommittee, incorporated comments and suggestions from the University community into the self-study report and gender issues plan for improvement.

These procedures ensured multiple opportunities for significant input from constituent groups, both within the athletics and from the greater University community, with respect to the gender issues plan for improvement.

Gender/Diversity Issues and Student-Athlete Well-Being

B. The gender issues plan for improvement was formally adopted by the University's President, Dr. Wayne Watson, through a memorandum dated May 10, 2011. Additional stakeholders within the University signed an acknowledgement of the letter, demonstrating their support of the official adoption of the plan. These documents will be made available for review by the peer review team.

C. The gender issues plan for improvement is a five-year plan, covering academic years 2012-2017.

Gender/Diversity Issues and Student-Athlete Well-Being

Elements		Goals	Steps		
Program Area	Issues in the Self-Study	Measurable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	S p e c i f i c Timetable for Completing the Work
Accommodation of Interests and Abilities.	The female/male ratio of the study body should be better reflected in the number of women's sports program opportunities.	Increase the number of women's sports programs, specifically with the development of a Women's Soccer team to enter NCAA competition in the 2012-2013 academic year.	Recruit Women's Soccer Head Coach and staff.	Director of Intercollegiate Athletics; Director of Human Resources	September 2011
			Identify practice and competitive facilities.	Director of Intercollegiate Athletics; Women's Soccer Head Coach; Director of Facilities Management	December 2011
			Recruit student-athletes to participate in program.	Director of Intercollegiate Athletics; Women's Soccer Head Coach; Assistant Athletic Director for Compliance	June 2012
			Create game schedule.	Director of Intercollegiate Athletics; Women's Soccer Head Coach; Director of Events Management	July 2012
			Assess the Women's Soccer program annually; adjust plan as needed following assessment.	Director of Intercollegiate Athletics; Assistant Athletics Director for Compliance; Women's Soccer Head Coach	June 2013 and annually thereafter
Athletics Scholarships.	No gender issues identified; maintenance plan included.	Continue following NCAA gender guidelines regarding equitable assignment of scholarships.	Conduct annual review of the assignment of scholarships to ensure gender equity; adjust plan as needed following assessment.	Assistant Athletic Director for Compliance; Assistant Athletic Director for Business	May 2011 and annually thereafter

Gender/Diversity Issues and Student-Athlete Well-Being

Elements		Goals	Steps		
Program Area	Issues in the Self-Study	Measurable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	S p e c i f i c Timetable for Completing the Work
Equipment and Supplies.	No gender issues identified; maintenance plan included.	Continue ensuring that equipment and supplies are provided equitably to all sports.	Monitor purchasing policies and practices biannually to ensure there are no gender-based discrepancies.	Director of Purchasing; Assistant Athletic Director for Business	December 2011 and each academic term thereafter
			Maintain active inventory log of equipment for all sports programs.	Athletics Facilities Manager	December 2011 and monitor each academic term thereafter
			Supply equipment of comparable quality and quantity for all sports programs; adjust plan as needed following assessment.	Director of Purchasing; Assistant Athletic Director for Business	December 2011 and monitor each academic term thereafter
Scheduling of Games and Practice Time.	No gender issues identified; maintenance plan included.	Continue providing equitable access to and use of competitive facilities for contests and practice.	Each head coach submits a request for practice space and competition schedule to the Office of Meetings and Events (OME), which equitably assigns the facilities; adjust plan as needed following assessment.	Director of Intercollegiate Athletics; Director of Meetings and Events; Head Coaches	August 2011 and monitor biannually thereafter
T r a v e l Allowance.	No gender issues identified; maintenance plan included.	Continue providing the same travel accommodations, housing, dining and other competitive opportunities to all sports programs.	Monitor each sports program's expenditures on and quality of travel accommodations, housing, dining and other competitive opportunities; adjust plan as needed following assessment.	Assistant Athletic Director for Business	June 2012 and annually thereafter
A c a d e m i c Support Services.	No gender issues identified; maintenance plan included.	Monitor student-athletes' academic progress and utilize available tools to advance academic objectives.	Head coaches host regularly scheduled study halls while traveling to complement mandatory on-campus study halls.	Head Coaches	December 2011 and each academic term thereafter; monitor annually

Gender/Diversity Issues and Student-Athlete Well-Being

Elements		Goals	Steps		
Program Area	Issues in the Self-Study	Measurable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	S p e c i f i c Timetable for Completing the Work
			Aggregated reports are reviewed each academic term by athletics department coaches and staff allowing for appropriate intervention; head coaches will intervene when appropriate to ensure the student-athlete is meeting their educational objectives.	Head Coaches; Assistant Athletic Director for Academics; Assistant Athletic Director for Compliance	December 2011 and each academic term thereafter; monitor annually
			Athletics department coaches and staff monitor academic progress through the University's Early Warning System; Office of Academic Support sends out early warning notices (3 times per semester, at 4, 8 & 12 weeks) to identify at-risk students; adjust plan as needed following assessment.	Head Coaches; Assistant Athletic Director for Academics; Assistant Athletic Director for Compliance; Director of Academic Support Office	December 2011 and each academic term thereafter; monitor annually
Coaches.	No gender issues identified; maintenance plan included.	Continue providing equitable compensation, access to professional development and adequate staffing for all sports programs.	Continue to provide head coaches with access to resources to attend professional development and continuing education seminars annually; adjust plan as needed following assessment.	Director of Intercollegiate Athletics; Assistant Athletic Director for Business; Human Resources	August 2011 and monitor annually thereafter
			Continue to provide assistant coaches or graduate assistant for a majority of sports programs; adjust plan as needed following assessment.	Director of Intercollegiate Athletics; Assistant Athletic Director for Business; Human Resources	August 2012 and monitor annually thereafter
Locker Rooms, Practice and Competitive Facilities.	No gender issues identified; maintenance plan included.	Continue providing equitable access to and use of competitive facilities for contests and practice.	Each head coach submits a request for practice space and competition schedule to the Office of Meetings and Events (OME), which equitably assigns the facilities; adjust plan as needed following assessment.	Director of Intercollegiate Athletics; Director of Meetings and Events; Head Coaches	August 2011 and monitor biannually thereafter

Gender/Diversity Issues and Student-Athlete Well-Being

Elements		Goals	Steps		
Program Area	Issues in the Self-Study	Measurable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	S p e c i f i c Timetable for Completing the Work
Medical and Training Facilities and Services.	No gender issues identified; maintenance plan included.	Continue providing equitable medical and training facilities and services for all student-athletes.	Maintain two high-quality trainers on staff to ensure male and female student-athletes continue to have equitable medical and training services for practices and home competitions; adjust plan as needed following assessment.	Director of Intercollegiate Athletics; Head Athletic Trainer	December 2011 and monitor annually thereafter
Housing and Dining Facilities and Services.	No gender issues identified; maintenance plan included.	Continue providing equitable dining services and housing.	Maintain meal plans that meet the varied schedules of student-athletes and provide access to on-campus housing for all student-athletes; adjust plan as needed following assessment.	Director of Intercollegiate Athletics, Director of Housing and Residence Life; Director of Food Services	June 2012 and monitor annually thereafter
Publicity and Awards.	No gender issues identified; maintenance plan included.	Continue providing marketing and events management for all athletic programs.	Distribute publications, such as media guides and programs, and engage in marketing outreach to the University's internal and external stakeholders; adjust plan as needed following assessment.	Associate Athletic Director; Sports Information Director; Coordinator of Athletic Events and Marketing	December 2011 and monitor annually thereafter
S u p p o r t Services.	No gender issues identified; maintenance plan included.	Maintain equitable allocation of support services resources for each team.	Annually review the needs of each sports team to ensure that proper clerical and administrative support is provided; adjust plan as needed following assessment.	Senior Woman Administrator	August 2012 and monitor annually thereafter
Recruitment of S t u d e n t - Athletes.	No gender issues identified; maintenance plan included.	Maintain equitable recruitment programs for student-athletes regardless of gender.	Monitor recruitment initiatives and expenses and generate an annual report on equitable athletic program development; adjust plan as needed following assessment.	Assistant Athletic Director for Business; Senior Woman Administrator	March 2012 and annually thereafter
Retention.	No gender issues identified; maintenance plan included.	Retaining quality head coaches and staff through professional benefits offered.	Continue to offer equitable professional development opportunities to all coaches through membership in at least one professional association and attendance at annual conferences or seminars; adjust plan as needed following assessment.	Director of Intercollegiate Athletics; Assistant Athletic Director for Business; Director of Human Resources	August 2011 and monitor annually thereafter

Gender/Diversity Issues and Student-Athlete Well-Being

Elements		Goals	Steps		
Program Area	Issues in the Self-Study	Measurable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
		Retain quality student-athletes through University programs and services.	Utilize the University's Enrollment, Retention and Graduation (ERG) program, Bridge Program, RISE Academy and Effective Study Program to improve student-athletes' academic progress towards degree; adjust plan as needed following assessment.	Assistant Athletic Director for Academics; Vice President of Enrollment Management	August 2011 and monitor annually thereafter
Participation in Governance and Decision Making.	No gender issues identified; maintenance plan included.	Continue providing equitable access to the governance and decision making process.	Monitor Student Athletic Advisory Committee (SAAC) to maintain an avenue for all student-athletes to participate in the decision-making process; adjust plan as needed following assessment.	Assistant Athletic Director for Academics; Senior Woman Administrator	September 2011 and annually thereafter

Gender/Diversity Issues and Student-Athlete Well-Being

Operating Principle

3.2 Diversity issues.

Self-Study Items

1. List all "conditions for certification" imposed by the committee in its Cycle 2 certification decision (if any) as they relate to Operating Principle 3.2 (Minority Issues). For each condition, provide:
 - a. The original "condition" imposed;
 - b. The action(s) taken by the institution;
 - c. The date(s) of the action(s); and
 - d. An explanation for any partial or noncompletion of such required actions.

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

1. Condition

There were no conditions imposed in the Cycle 2 certification.

Action

No actions were required.

Action Date

No actions were required.

Explanation for partial or non-completion

No actions were required.

2. Report on the implementation of the plan for improvement to address minority issues developed by the institution during its Cycle 2 certification process. For each issue identified, provide:
 - a. The original goal(s);
 - b. The step(s) taken by the institution to achieve the goal(s);
 - c. The date(s) the step(s) was completed; and
 - d. An explanation for any partial or noncompletion of the original goal(s) and/or step(s) to achieve the goal.

The committee will not accept the following explanations for partial or noncompletion:

1. The institution did not possess sufficient funds to implement the plan.
2. The institution has had personnel changes since the original development of the plan.
3. The institution does not have documentation of actions taken to implement the plan.

The committee will accept the following explanation for partial completion or noncompletion:

- The institution has implemented a different plan(s) to achieve the same goal outlined in its Cycle 2 minority-issues plan.

Gender/Diversity Issues and Student-Athlete Well-Being

The institution must demonstrate that it has implemented its Cycle 2 minority-issues plan or provide an explanation for partial completion of the plan.

- a. *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.*
 2. *The institution has had personnel changes since the original development of the plan.*
 3. *The institution does not have documentation of actions taken to implement the plan.*
- b. *The committee will accept the following explanation for partial completion or noncompletion:*
- *The institution has implemented a different plan(s) or taken a different action(s) to achieve or maintain progress towards the same goal outlined in its Cycle 2 minority-issues plan.*

Within gender-issues and diversity-issues written plans, specific numerical targets may place an institution at legal risk and are not expected in an institution's written plan, particularly as it relates to hiring practices. Institutions may develop plans that have broad, flexible non-numeric hiring goals. As it relates to the program areas, including but not limited to participation rates and budget increases, specific numerical targets may be appropriate.

1. Original Plan

Institutional and Athletics Department Commitment - Affirmation of a commitment to diversity will be included in the mission statement of the department of intercollegiate athletics.

Action

(1)The athletics director, staff and coaches amended the athletics department's mission statement to ensure consistent diversity practices within the athletics program. To accomplish this goal the athletics department met with the Board of Athletic Advisors (BAA), Student-Athlete Advisory Committee (SAAC), coaches, student-athletes and student government organizations. The mission statement was approved by the University president and published in the CSU Student Handbook, and on the CSU athletics webpage. The mission statement, including the athletics diversity policy, is reviewed every three years and revised as needed.

Action Date

Spring 2010 and every three years ongoing

Explanation for partial or non-completion

Not applicable, original goal and steps completed.

2. Original Plan

Evaluation - The athletics department will continue to participate in university, conference and NCAA assessment activities that measure its commitment to diversity.

Action

Gender/Diversity Issues and Student-Athlete Well-Being

The athletic department reviewed University and NCAA reports : The Demographics and Sports Sponsorship Information report, the Illinois Board of Higher Education (IBHE) report, the Equity in Athletics Disclosure Act (EADA) report, the NCAA Financial report and the athletic department's financial report to gather data to assess the alignment of the diversity commitment of the athletics department and the diversity commitment of the university.

Action Date

October 2001

Explanation for partial or non-completion

Not applicable, original goal and steps completed.

3. Original Plan

Organizational Structure - Athletics staff members and coaches will be encouraged to join professional organizations and to participate in development activities that maintain their professional acuity.

Action

CSU coaches in track and field are members of the U.S. Track and Field (USTF). The tennis coaches is a member of the U.S. Tennis Association (USTA); the golf coaches are members of the Professional Golfers' Association (PGA) and Ladies Professional Golf Association (LPGA). They attend meetings and seminars provided by these organizations, as well as, keep abreast of current issues through the organizational publications. The women's and men's basketball coaches and staff attended the Final Four Men's and Women's Professional Basketball seminars in 2008, 2009, and 2010. Athletic department staff attended the APR portfolio workshop in December 2009 and the NCAA Regional Rules Seminar in May 2010. Members of the athletics department, the Director of Intercollegiate Athletics (AD) and Assistant Athletic Director for Business, as well as a member of the University's legal department attended the 2010 NCAA convention. The AD also attended the NCAA convention in 2008 and 2009. Finally, the AD and the Assistant Athletic Director for Compliance conduct informational sessions with coaches and staff on an ongoing basis.

Action Date

See above and ongoing

Explanation for partial or non-completion

Not applicable, original goal and steps completed.

4. Original Plan

Organizational Structure - The Athletics Department will work to enhance sensitivity to diversity.

Action

The CSU athletics department partnered with CSU's Latino Resource Center and the African-American Male Resource Center to explore issues of diversity as they affected athletics, as well as the wider University community. The athletics department held meetings with its coaching staff to explore diversity issues related to its student-athletes and the departmental staff. Finally, the AD held meetings with high-school personnel in the Chicagoland suburban areas to enhance diversity in recruitment.

Action Date

Spring 2009, 2010, and ongoing

Explanation for partial or non-completion

Not applicable, original goal and steps completed.

Gender/Diversity Issues and Student-Athlete Well-Being

5. Original Plan

Organizational Structure - The Department of Intercollegiate Athletics' commitment to diversity will be published.

Action

The University's commitment to diversity is published in the CSU Athletics Policy Manual, student-athlete handbook and on the athletics department webpage.

Action Date

Fall 2008 and ongoing

Explanation for partial or non-completion

Not applicable, original goal and steps completed.

6. Original Plan

Enrollment - Coaches will continue to make determined efforts to recruit and to offer scholarships in ways that adequately reflect minority student-athlete availability.

Action

The AD reviews coaches' recruitment activities during the season and made adjustments where inequities have been identified. The AD has communicated directly with high-school athletics directors and administrators in order to alleviate difficulties in coaches' recruitment efforts. At the beginning of each recruiting season, the AD and Assistant Athletic Director for Business review scholarship opportunities, including financial aid that might be available to potential student-athletes in each sport. This review helps to inform the AD on new sports programs that may positively impact the recruitment of student-athletes from underrepresented groups.

Action Date

Fall 2010 and ongoing

Explanation for partial or non-completion

Not applicable, original goal and steps completed.

7. Original Plan

Comparison of Populations - Statistics from the NCAA Graduation Rates Reports will reveal that the numbers of minority student-athletes with athletics scholarships are in reasonable proportion to their numbers in the CSU general student population.

Action

The AD and Assistant Athletic Director for Compliance monitor NCAA reports to ensure that the number of scholarships awarded to minority and underrepresented student-athletes reasonably reflects their numbers in the overall student population. The AD also shares that information with other stakeholder groups, including Athletic Advisory Steering Committee (AASC), BAA and SAAC.

Action Date

Spring 2011

Explanation for partial or non-completion

Not applicable, original goal and steps completed.

8. Original Plan

Graduation Rates - Minority student-athletes will continue to graduate at a rate, which is the same as or higher than the graduation rate of the minority student population at CSU.

Gender/Diversity Issues and Student-Athlete Well-Being

Action

At the conclusion of each academic term, AD, Assistant Athletic Director for Compliance, Assistant Athletic Director for Academic Affairs, and the coaches of each sports team review grades and monitor student-athletes' progress toward degree. The Assistant Athletic Director for Academic Affairs has in place academic support services and utilizes campus tutoring resources that assist student-athletes in making satisfactory academic progress. Additional information regarding the services and resources provided to student-athletes to ensure comparable graduation rates among minority students may be found in the Academic Integrity portion of CSU's self-study report.

Action Date

Fall 2009 and ongoing

Explanation for partial or non-completion

Not applicable, original goal and steps completed.

9. Original Plan

Participation in Governance and Decision-Making - Minority student-athletes will continue to be on SAAC.

Action

The composition of SAAC reflects the diverse body of student-athletes at CSU, including minorities, women and underrepresented groups. To achieve this goal, coaches encourage students from diverse backgrounds to join SAAC and take part in the opportunity to represent the interests of all student-athletes.

Action Date

Fall 2010 and ongoing

Explanation for partial or non-completion

Not applicable, original goal and steps completed.

10. Original Plan

Participation in Governance and Decision-Making - SAAC will be invited to provide input on decisions that need to be made.

Action

The AD and other department administrators meet with SAAC throughout the academic year regarding issues affecting student-athletes. Any interdepartmental problems are addressed by the AD at monthly staff meetings. In addition, when athletics department policies are being developed or updated, the AD invites a representative of SAAC to participate in the process to ensure SAAC has the opportunity for input.

Action Date

January 2010 and ongoing

Explanation for partial or non-completion

Not applicable, original goal and steps completed.

11. Original Plan

Employment Opportunities - The athletics department will follow required CSU procedures and maintain specific records of its employment procedures (job searches, hiring, promotions, etc.).

Action

Gender/Diversity Issues and Student-Athlete Well-Being

The athletics department follows the institution's policies and practices with respect to diversity and inclusion in employment practices. This goal is achieved in two ways. First, the athletics department policy manual incorporates, by reference, the University's equal opportunity and affirmative action policies. Second, hiring protocols across all University departments are consistent with the directives of CSU's Office of Human Resources, which centralized institutional practices beginning in 2009.

Action Date

2009 and ongoing

Explanation for partial or non-completion

Not applicable, original goal and steps completed.

12. Original Plan

Employment Opportunities - The necessary documentation on all employment matters should be submitted to the EEO Office so that the office can perform its monitoring and evaluating function.

Action

All equal employment opportunity functions are performed by the Office of Labor and Legal Affairs and the Office of Human Resources. The AD submits new employment materials, including position announcements, to Human Resources for the purpose of overseeing the hiring process. In addition, when a search committee is involved in the hiring process, Labor and Legal Affairs offers written guidance on the legal standards for consideration of candidates.

Action Date

2009 and ongoing

Explanation for partial or non-completion

Not applicable, original goal and steps completed.

13. Original Plan

Programs and Activities - Establish the NCAA's CHAMPS/Life Skills program, which promotes respect for diversity among student athletes.

Action

The AD assigned the head coach for Men's and Women's Tennis, Jack Barton, to lead a revamped Student-Athlete Student Affairs (SASA) program (formerly CHAMPS/Life Skills). Components of the program focus on respect for diversity and inclusion, and students are directed to campus resources if they are facing issues concerning diversity. The SASA program was explained in detail at the Spring 2011 student-athlete orientation, and coaches, staff and student-athletes were given written materials about the program at that time.

Action Date

Spring 2011

Explanation for partial or non-completion

Not applicable, original goal and steps completed.

Gender/Diversity Issues and Student-Athlete Well-Being

3. Describe any additional plans for improvement/recommendations developed by the institution since the Cycle 2 certification decision was rendered by the committee for Operating Principle 3.2 (Minority Issues). For each additional plan, provide:

- a. The additional goal(s);
- b. The step(s) taken by the institution to achieve the goal(s);and
- c. The date(s) the step(s) was completed.

After review it was determined that no additional plans for improvement were developed.

4. Explain how the institution is organized to further its efforts related to the diversity-issues operating principle for both department of athletics staff, coaches and student-athletes.

Chicago State University's mission and philosophy is built on principles of diversity; therefore, its organizational structure naturally supports inclusion and diversity. The athletics department is an integral part of University's organizational structure and fully embraces the University's diversity principles. The athletics department is led by the Director of Intercollegiate Athletics (AD). The AD reports directly to the President and is a member of the President's Executive Council. The Athletic Director makes quarterly reports to the Board of Trustees (Board). Additionally, dual reporting relationships, including some athletics department staff to senior administrators and the AD, enhance the ability of the University and the Athletics department to address issues concerning diversity and inclusion within the athletics department.

There are several entities within the University that provide multiple opportunities to ensure involvement of student-athletes in efforts towards diversity and inclusion. They include: Abilities Office, Office of Human Resources, African-American Male Resource Center, Career Development Center, Disabled Student Services, Distance Learning, Counseling Center, Equal Employment Opportunity, Evening and Commuter Student Services, Individualized Curriculum Program, International Programs, Latino Resource Center, Minority Internship Program, Neighborhood Assistance Center, Predominantly Black Institutions Program, Student Activities, Student Resources, and Veterans Affairs. However, the key institutional organizing principle for sustaining the tenets of diversity-related matters can be found embedded within university's code of excellence highlighted below.

Chicago State University's Code of Excellence highlights the need for accepting and valuing the differences of others. It has given a true comprehensive meaning to cultural diversity by emphasizing equal rights and opportunities for all regardless of their age, sex, race, religion, disability, ethnic heritage, socioeconomic status, sexual orientation and gender equity, political, social or other affiliation or disaffiliation." The University has also taken the necessary actions to assure educational access for all students and provides equal educational opportunities by making collaborative efforts between students, faculty and University resources.

5. Describe the institution's written statements (e.g., vision statements, mission statements, diversity statements, policies, plans) that address issues of diversity, including where the statements are published. Describe how the institution's written statements are communicated directly to department of athletics staff, coaches and student-athletes.

The institution must demonstrate how the institution's and department of athletics' written commitment and expectations related to diversity are communicated directly to department of athletics staff, coaches and student-athletes.

Written Statement #1 - University Mission Statement

a. Description

Chicago State University's Mission Statement states that in order to accomplish multiple aspects of its mission, the University is committed to a number of functions. Some of the functions are directly related to University's commitment to diversity issues of the University including student-athletes, athletics staff, and coaches. One such functional area is about "recruiting, retaining and graduating a culturally and economically diverse student body.." Another is "employing a dedicated, caring and culturally diverse faculty" Addressing the issue of diversity in

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academic environment of the University the CSU mission identifies one of its functions as "fostering a collaborative and intellectually stimulating community that promotes academic freedom, mutual respect and integrity for its graduate and undergraduate students, faculty and staff." The University's commitment to the principles of equal opportunity in "employment and educational practices, ...recruitment of both staff and students, admissions, hiring and training procedures, advancement and retention policies, and curriculum/course materials stems not only from legal and moral considerations, but also from a conviction that an institution of higher learning is enriched by the presence of diversity, and narrow cultural biases serve to limit rather than enhance the university's mission." Chicago State University directly addresses its commitment to recruiting, retaining and graduating a culturally and economically diverse population at the undergraduate and graduate levels.

b. Published Location

This mission statement is published on the Chicago State University's website, <http://www.csu.edu/strategicplanningresources/missionstatement.htm> and on the University's Intercollegiate Athletics Policy and Procedures Manual on the athletic department's website, Introduction, page 1.

c. Direct Communication

The University's mission statement is communicated directly to the department's athletic staff and coaches by way of the department's policies and procedures manual, athletic department's website, email and staff meetings.

Written Statement #2- Equal Employment Opportunity Policy Statement

a. Description

The Equal Employment Opportunity Policy Statement of the Chicago State University Affirmative Action Plan states, "the university seeks to insure that no person will encounter discrimination in employment or education on the basis of age, color, disability, sex, national origin, race, religion, sexual orientation, or veteran's status." The responsibility of monitoring the implementation of Equal Employment policy and the related reporting procedures has been assigned to the Equal Employment Opportunity office.

b. Published Location

This document can be found online at <http://www.csu.edu/eeo/diversityeepolicy.htm>.

c. Direct Communication

This policy is directly communicated at staff meetings and orientation sessions. It is also communicated through the Chicago State University's Intercollegiate Athletics Policies and Procedures Manual, athletic department's website and email. This manual contains the University's support of the "principles of equal opportunity and affirmative action in employment and education." Equal Opportunity and Affirmative Action, page 1.

Written Statement #3- Department of Intercollegiate Athletics Mission Statement

a. Description

The mission statement of the Department of Intercollegiate Athletics at Chicago State University states that it is committed to providing the necessary environment for students to achieve the goals of excellence both in "...academic endeavors and maximum potential in their sport." The department is driven by the philosophy that "excellence is achieved through the constant pursuit of equity, student welfare and sportsmanship." Through its Athletics Strategic Business Plan, The Office of Intercollegiate Athletics emphasizes the commitment to excellence in athletics, exemplary leadership, and employment of diverse groups of individuals.

In its Athletics Certification Comprehensive Plan Report, CSU highlights a University wide understanding of commitment to diversity, periodical reviewing of all athletics department activities including the area of commitment to diversity, by enhancing diversity policies, structure, organization and activities of the athletic program. Part of the goal is to implement an enrollment policy which ensures the equitable recruitment of student-athletes and equitable awarding of scholarships to athletes within each sport.

Chicago State University's Minority Opportunities Plan for Intercollegiate Athletics addresses three issues of diversity. The first is to amend the mission statement in order to reflect the athletic department's practice of ensuring diversity within the program; the second is the athletic department's continued participation in University, conference, and NCAA assessment activities that measure its commitment to diversity; the third is the department working to enhance sensitivity to diversity and to demonstrate its commitment to diversity related concerns.

b. Published Location

This policy document is published in the Intercollegiate Policy and Procedures Manual.

c. Direct Communication

The plan is communicated as part of the Intercollegiate Policy and the Student Athletic Handbook, which is distributed directly to student-athletes, coaches and staff via the athletic department's website, email, staff meetings

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and orientations.

Written Statement #4- Intercollegiate Policy and Procedures manual

a. Description

According to the Intercollegiate Policy and Procedures Manual, a CHAMPS Life/Cougars GROWL Program (now known as Student-Athlete Student Affairs) was initiated in the fall of 2002. One objective of the program is to "promote respect for diversity among student-athletes." Each student athlete and coach receives a copy of this manual which identifies the developmental resources available throughout the University on an ongoing basis.

b. Published Location

This objective is found in the Policy and Procedures Manual.

c. Direct Communication

Each student-athlete and coach receives an electronic copy of the manual.

Written Statement #5 - University Strategic Plan

a. Description

The Chicago State University's Strategic Plan and its process of preparation and implementation provide direction for the institution and offer the framework for planning units (colleges, service units and departments). The University's philosophy behind having a framework is to reflect its desire and commitment to diversity and how it relates to institutional creativity and growth in all areas including athletics. Chicago State University's true involvement in the mission of building excellence through difference is one of the essential ingredients for internal capacity building. All University wide policies emphasize and promote appreciation of diversity and provision of multiple services to diverse groups in all areas including athletics.

b. Published Location

<http://www.csu.edu/strategicplanningresources/missionstatement.htm>

c. Direct Communication

This statement is not directly communicated, but is available online at the Chicago State University website for review.

6. Describe how matters concerning diversity issues for department of athletics staff, coaches, and student-athletes are monitored, evaluated and addressed on a continuing basis.

Matters concerning diversity issues for athletics department staff, coaches and student-athletes are monitored, evaluated and addressed on a continuing basis as follows:

Staff and coaches meet regularly with the Director of Intercollegiate Athletics (AD), Associate Athletic Director and the Assistant Athletic Director for Compliance. These meetings provide an opportunity for staff to discuss matters concerning diversity, including recruitment, resources and scholarships. It also provides a forum to explore new ways to increase diversity in athletics and creates an open forum to address any issues;

In addition to oversight by coaches, student-athletes are monitored through exit interviews that are scheduled upon completion of their final season. The interviews are conducted by the AD or Associate Athletic Director. There is also an annual interview of the teams, where they can discuss issues concerning diversity;

Finally, student-athletes, coaches, and staff have at their disposal campus resources, such as Human Resources and EEO, where diversity issues are monitored university-wide.

7. Describe the programs and activities the institution has in place for coaches, department of athletics staff and student-athletes that address diversity issues, including programs and activities designed to address the needs of the underrepresented groups or individuals of diverse backgrounds.

The institution must demonstrate that it provides programs and activities for coaches, department of athletics staff and student-athletes that address diversity issues, including programs and activities designed to address the needs of under-represented groups or individuals of diverse backgrounds.

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Chicago State University provides several programs and activities that are accessible for coaches, athletics department staff and student-athletes that address diversity issues. These programs and activities are designed to meet the needs of underrepresented groups or individuals of diverse backgrounds. They are available to all CSU students, faculty, and staff, as needed.

* The Abilities Office of Disabled Students Services

This department provides accommodations for qualified students with verified disabilities in accordance with provisions of Section 504 of the Rehabilitation Act and Americans with Disabilities Act (ADA). These services include testing accommodations, special advising, a variety of instructional support services, providing access to University services and equipment, providing auxiliary aids, and teaching advocacy skills. It's also the responsibility of the Abilities Office of Disabled Student Services office to "act as a mediator or advocate for students when appropriate and maintain the confidentiality of the disability."

* Human Resources

The vision of this department is to foster an environment that values diversity, employee development, and professionalism.

* African-American Male Resource

African-American Male Resource Center (AAMRC) helps young African-American male students become eligible for postsecondary options by making available those services that will offer academic and social support. The primary purpose of the Center is to collaborate with undergraduate students in becoming efficient, independent learners. The program's components are designed to improve the rate of African-American males at the University, by providing an environment that emphasizes positive male development through shared experiences.

* Campus Ministry

Campus Ministry seeks to support, encourage, and develop the faith/spiritual life of the university community, students, administrators, and faculty. Campus Ministry offers non-denominational opportunities for Bible study, worship, counseling, retreats, community service, and peace and justice awareness. The ministry is extended to all members of the University regardless of faith denomination.

*Equal Employment Opportunity Office

The mission of the Office of Equal Employment Opportunity is to eliminate discrimination in the workplace through the promotion of equal opportunity in employment through compliance with the federal, state, and local civil rights employment laws, education and outreach.

* The Latino Resource Center

The Latino Resource Center (LRC) assists Latino students in achieving their educational goals by offering extensive support services and living-learning-serving experiences, and in making the transition to Chicago State University's campus life and academic programming as smooth as possible.

* Predominantly Black Institutions Program

Predominantly Black Institutions Program focuses on educational attainment of African-American males by implementing strategies that will enhance the campus climate, communicate messages that stress the importance and relevance of the college experience, and analyze issues and disparities as barriers to enrollment."

* Safe Zone

The Safe Zone symbol is a message to Lesbian, Gay, Bisexual, Transgender, Intersex (LGBTI) and Ally students and colleagues that this place is safe, where they may be open about their identity without fear. This space respects all people regardless of sexual orientation and gender identity. People displaying this symbol have participated in a training workshop to increase their awareness and sensitivity to LGBTI and ally issues, and can serve as a referral/resource person.

* Veterans Affairs

The Veteran Affairs Office at Chicago State University assists veterans and eligible dependents with the processing of benefit information to secure the use of educational benefits. Programs sponsored through this office include: The Montgomery GI Bill, Reservist Tuition Assistance, Administration Chapter 31 (Vocational Rehabilitation), Veterans Administration Chapter 35, Illinois Veterans Grant (IVG), National Guard Grant, MIA/POW Scholarship, and Reserve Officer Training Corps

* Women's Resource Center

The Center is designed to advocate for increased access to childcare, counseling, education, and health care services, as well as to provide assistance in cases of domestic violence, sexual assault, or sexual harassment. The Center is a nurturing and welcoming place, a drop-in area where women regardless of ethnic background, race, religion, disability, sexual orientation, national orientation, national origin, age or socioeconomic status, can meet, organize, read, and relax.

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* The Student-Athlete/Student Affairs (formerly CHAMPS)

The Student-Athlete/Student Affairs program supports student development initiatives and enhances the quality of the student-athlete's experience within the University setting. This program is specifically designed by the athletics department specifically for its student-athletes.

8. Describe how the institution actively recruits department of athletics staff, coaches and student-athletes from underrepresented groups or diverse backgrounds including a description of actions and strategies taken to increase diversity.

The institution must demonstrate through actions and strategies how it actively recruits department of athletics staff, coaches, and student-athletes from underrepresented groups or diverse backgrounds from those currently represented in athletics.

The University actively recruits Department of Intercollegiate Athletics staff and coaches, using the search process as an opportunity to advance diversity within the institution. All athletics department position announcements are placed in the University's "People Admin" database management system to ensure the announcement complies with University policies. Those announcements are then advertised in locations that are likely to generate a diverse applicant pool reflective of the department's needs, including professional organizations, publications and websites - such as Chronicle of Higher Education, DIVERSE (formerly Black Issues in Higher Education), Black Coaches Association, and the University's Human Resources website.

To promote inclusion of individuals from diverse backgrounds in student-athlete recruitment process, the University has expanded its recruitment to five contiguous states to include to diverse geographic areas and communities. It also highlights various resources available to student-athletes, such as the Latino Resource Center, the Women's Resource Center, the Abilities Office, and the African-American Male Resource Center, during campus recruiting visits.

The University employs a strategy of promoting its diversity and inclusion policies and related practices to increase diversity among athletics staff, coaches, and student-athletes. Those policies, including the Diversity and Equal Employment Opportunity Policy Statement and the Affirmative Action Plan, advance the principles of equal opportunity and diversity in all recruitment practices and in the administration of the University's athletics program.

9. Describe institutional and department of athletics hiring practices to ensure the department of athletics demonstrates a commitment to diversity in hiring procedures for department of athletics staff and coaches. Compare and explain any differences that exist between institutional hiring practices and department of athletics hiring practices. Please provide the date of your most recent assessment and comparison of the institution's and athletics department's hiring practices. Note: this assessment and comparison must occur at least once every five years.

The institution must provide evidence that an assessment and comparison of the institution's and department of athletics' hiring practices has occurred at least once every five years.

The University and the athletics department engages in hiring practices that foster the University's commitment to equal opportunity, diversity, and inclusion. As an institution, we seek to create an environment where no person will encounter discrimination on the basis of age, color, disability, gender, national origin, race, religion, sexual orientation or veteran's status. Ensuring compliance with and achievement of the University's diversity policy is the responsibility of managers at several levels. Ultimate accountability rests with the President, both institutionally and under law. The responsibility for monitoring and reporting procedures is assigned to the Equal Employment Opportunity Office, which oversees compliance, education, outreach and resolution of disputes. Finally, all administrators whose duties include personnel decisions are charged with upholding the diversity policy. All employment practices, including but not limited to recruitment of staff, hiring, training, advancement and retention, are subject to the University's diversity policy.

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The hiring practices of the Athletics Department adhere to guidelines established for the University, as a whole, by the Office of Human Resources. The institutional search process guides hiring for administrative positions (including coaches), while the Illinois State Universities Civil Service Act regulates all staff hiring.

All University hiring procedures became centralized in the Office of Human Resources in 2009. Accordingly, the practices of the institution and those of the Department of Intercollegiate Athletics are nearly the same in every respect, except for the negotiation of contracts offered to coaches. Once a decision has been reached regarding a successful coaching candidate, the athletics department produces a contract, which is negotiated utilizing the services of the Office of Labor and Legal Affairs. Such contracts are not used by other departments or units within the University.

In 2009, the University, through the Office of Human Resources, conducted its most recent assessment of its hiring practices, including a comparison of the practices employed by the institution and the athletics department. The University will conduct future assessments of its hiring practices, at least once every five years.

- 10.** Describe institutional and department of athletics policies related to the use of outside firms (e.g., search firms) and truncated or expedited hiring processes. Describe the actual hiring practices used by your institution since the previous self-study for any positions (e.g., coaches, staff) determined to be high profile at your institution.

The institution must demonstrate a commitment to diversity in all athletics department hiring efforts, including those involving outside firms (e.g., search firms) and truncated or expedited processes.

The University does not have a policy regarding the use of outside search firms. A standard protocol exists for the use of internal search committees to make recommendations concerning candidates to the President, Provost, Vice Presidents or hiring administrators. A formal search is not required if a position is (a) interim, (b) a one-year appointment, or (c) a grant position. In those instances, an expedited hiring process may be used.

Since the previous self-study, the University has hired the following positions determined to be high profile at our institution:

- * Wayne Baskerville - Director of Intercollegiate Athletics, 2006-2008
- * Sudie Davis - Director of Intercollegiate Athletics, 2008-2011
- * Robert Beamon - Associate Athletic Director, 2009-2011
- * Linda Peete - Assistant Athletic Director for Compliance and Senior Women's Administrator, 2009-2011
- * Mark Cipich - Assistant Athletic Director for Business, 2008-present
- * Constance Wright - Assistant Athletic Director for Academics, 2009-present
- * Jack Barton - Men's and Women's Tennis Head Coach, 2009-present
- * Benjy Taylor - Men's Basketball Head Coach, 2007-2010
- * Tracy Dildy - Men's Basketball Head Coach, 2010-present
- * Diana Muhammad - Women's Cross Country/Track and Field Head Coach, 2009-present
- * Bob Eskew - Women's Volleyball Head Coach, 2010-present
- * Wayne Holloway - Men's Cross Country/Track and Field Head Coach, 2008-present
- * Alexis Mihelich - Women's Golf Head Coach, 2007-present
- * Mary Schiene - Men's Golf Head Coach, 2010-present
- * Sonja Clayton-Pedersen - Interim Director of Intercollegiate Athletics, April 2011 - Present

The hiring practices used to identify the successful candidates listed above included advertising with the National Association for Collegiate Directors of Athletics (for the position of athletic director) and appointing search committees that reflect broad participation across the University (for all positions). Search committee guidelines require representation from administration, faculty, civil service, students, and the department with the open position. The composition of the successful candidates placed in high profile positions within the Department of Intercollegiate Athletics reveals a diverse group, inclusive of different racial, gender, geographical, educational and professional backgrounds that enrich the environment of the athletics program and the institution.

- 11.** For the three most recent academic years, analyze and explain the data regarding the racial or ethnic composition for the following:

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- a. Full-time senior administrative department of athletics staff members (i.e., assistant director of athletics up through the director of athletics level);
- b. Other full- and part-time professional (i.e., nonclerical) department of athletics staff members (such as directors of operations, athletic trainers, ticket managers, academic support staff, and facility managers, even if the position is not funded by or does not report to the department of athletics);
- c. Full- and part-time head coaches;
- d. Full- and part-time assistant coaches (including graduate assistant and volunteer coaches);
- e. Faculty-based athletics board or committee (e.g., faculty senate subcommittee on athletics, faculty athletics committee) members; and
- f. Other advisory or policy-making group (e.g., governing board subcommittee for athletics, student athlete advisory committee) members (if any).

The majority of athletic department personnel in the academic years covering 2008-2010 were Black (69% in 2008-2009 and 78% in 2009-2010); Whites accounted for 22% and 18%, respectively and Hispanics accounted for 9% and 4% , respectively. No other racial or ethnic groups were represented on the staff for the two years indicated.

a. The majority of senior administrators on the athletic department staff were Black (5 (75%) in 2008-2009 and 5 (75%) in 2009-2010); there was one(25%) White senior administrator; and no senior administrator from any other racial or ethnic group.

b. Other full-time professional athletic department staff consisted of 4 (66.4%) Black staff members; 1 (16.3%) Hispanic staff member in 2008-2009, and 1(16.3%) White staff member.

c. Head coaches for predominantly Black (6 (75%) each year); with 2 (25%) Hispanic head coaches, 1 (12.5%) Hispanic head coach in 2009-2010; and 1(12.5%) White head coach.

d. There were 7 (69.6%) Black assistant Coaches; and 4 (32.4%) White assistant coaches in 2008-2009. In 2009-2010 there were 9 (83.6%) Black assistant coaches and 2 (16.4%) White assistant coaches in 2009-2010.

e. The composition of the athletic department staff correlates somewhat with the composition of the student-athletes at Chicago State University, with Black students representing the largest percentage of student-athletes (55%), White students the next largest percentage (21%), and Hispanic students accounting for 2% of student-athletes. Asian students, NR Alien students, and other students are modestly represented amongst student-athletes and within the athletics department staff. Racial or Ethnic data is not available for 2008-2010 for faculty based athletic board committee members and other advisory policy making group at the University.

f. The composition of the athletic department staff correlates somewhat with the composition of the student-athletes at Chicago State University, with Black students representing the largest percentage of student athletes (55%), White students the next largest percentage (21%), and Hispanic students accounting for 2% of student-athletes. Asian students, NR Alien students, and other students are modestly represented amongst student-athletes and within the athletics department staff. Racial or Ethnic data is not available for 2008-2010 for the Board of Athletic Advisors (BAA) and Athletic Advisory Steering Committee (AASC).

12. For the three most recent academic years, analyze and explain the data regarding the racial or ethnic composition for student-athletes who received athletics aid and for all students.

See the Racial or Ethnic Composition of all Students Chart - Old Race/Ethnicity Categories Chart (IPEDS), which shows percentages of students by racial or ethnic groups for the entire student body, and for athletes who received athletics aid. Black student-athletes received a lower percentage of aid than their percentage in the general student population for all three academic years (2007-2008: 58.06%, or 72 students versus 79.03% of all students; 2008-2009: 57.14% or 56 students versus 78.11% of all students; 2009-2010: 55.43% or 51 students versus 77.69% of all students, as did Hispanic student-athletes 2007-2008: 0.81%, or 1 student, versus 6.96% of all students; 2008-2009: 0; 6.86%; 2009-2010: 2.17%, or 2 students; 6.47%).

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While there was a small percentage of American Indian students in the general population, there were none receiving athletics aid during the three most recent academic years.

One contributing factor to the aforementioned differentials may be related to the fact that CSU student athletes tend to have a higher graduation rate than the general student body population. In addition, White students, Non-Resident Alien students, and Other students, received a larger percentage of athletics aid than their representation in the total student population for each of the three academic years which may be related to the fact that they are attending a Predominately Black Institution where they are the minority. (White: 2007-2008: 18.55%, or 23 students; 8.93%; 2008-2009: 21.43%, or 21 students; 9.38%; 2009-2010: 20.65%, or 19 students; 9.47%) (Non Resident Alien: 2007-2008: 4.84%, or 6 students; 0.38%; 2008-2009: 4.08%, or 4 students; 0.27%; 2009-2010: 13.04%, or 12 students; 0.44%) (Other: 2007-2008: 12.10%, or 15 students; 3.50%; 2008-2009: 9.18%, or 9 students; 4.04%; 2009-2010: 7.61%, or 7 students; 4.22%.

The percentage of Asian students who received athletics aid was roughly equivalent to the percentage of Asian students in the total student population for 2009-2010 (1.09%, or 1 student versus 1.56% of all students), while the percentage who received athletics aid for the other two years exceeded the percentage in the total student population (2007-2008: 5.65% or 7 students, versus 1.01%; 2008-2009: 8.16% or 8 students versus 1.12%). These numbers reflect an effort to increase the diversity of the student population at the University.

13. For the three most recent academic years, analyze and explain the data regarding the racial or ethnic composition of student-athletes who received athletics aid by the eight sport groups listed in the NCAA Federal Graduation Rates Report.

The data shows a diverse group of students who received athletics aid within the various sports groups identified. Because of the limited number of students for several teams, small changes in number of participants can lead to large changes in percentages of the overall groups make-up. The data shows that Baseball and Women's Other Sports are the most diverse of the CSU's teams, each having been comprised of Asian, Black, Hispanic, White, Non-Resident Alien and Other students who received athletics aid during the past three academic years. Men's Other Sports follows, having been comprised of Asian, Black, White, Non Resident Alien, and Other students who received athletics aid. Men's Basketball has been comprised of Black, White, Non Resident Alien, and Other students who received athletics aid. Men's Track and Field/Cross Country has been comprised of Black, White and Non-Resident Alien students who received athletics aid. Women's Basketball has been comprised of Black, White, and Other students who received athletics aid, while Women's Track/Cross Country has been comprised solely of Black students who received athletics aid during the past three academic years.

Baseball: Whites comprised the majority of student-athletes receiving athletics aid for the three years in the study; 35%, 50%, & 46.67%, respectively, followed by Blacks: 30%, 31.25% and 26.67% respectively, four students classified as Other received athletics aid in 2007-2008, accounting for 20% of student-athletes receiving athletics aid. For the next two years, the number of student-athletes dropped to two per year, 12.5% and 13.33% respectively. One Hispanic student received athletics aid on the baseball team for the years 2007-2008 and 2009-2010, accounting for 5% and 6.67%, respectively. Two Asian student-athletes received athletic aid in 2007-2008, accounting for 10% of the athletic aid amongst baseball players; one Asian student-athlete received athletic aid in 2008-2009, for 6.25%, and no Asian student-athletes received athletic aid in 2009-2010. One Non-Resident Alien student received athletics aid for the year 2009-2010 (6.67%), and zero for each of the other two years in the study.

Men's Basketball: Blacks have comprised the majority of student-athletes receiving athletics aid for the three years in the study(2008-2010): 69.23%, 69.23%, 72.73%, respectively. The increase in percentage for 2009-2010 is due to a decrease in Other students, as well as, in the total number receiving athletic aid for that sport, and also reflects a decrease in Black students by one. White students comprised 7.59%, 7.69%, and 9.09%, respectively of the athletes receiving aid for the sport, respectively, but this percentage represents one student each year. Other students comprised 23.08% each for 2007-2008 and 2008-2009 (3 students each year), and 9.09% for 2009-2010 (1 student). There were no Non-Resident Alien students for either of the first two years, and 9.09% (1 student) for 2009-2010. There were no Hispanic or Asian students receiving athletics aid on the men's basketball team.

Football: Chicago State University does not have a football team.

Men's Track/Cross Country: Blacks have comprised the majority of student-athletes receiving athletics aid for the three years in the study, though the percentage dropped each year as has the number of Black athletes receiving aid: 84.21% or 15 students, 80% or 12 students and 75%, or 9 students respectively. The percentage of Whites receiving athletics aid has increased over the three years: 10.53% or 2 students, 13.33% or 2 students, and 25% or 3 students, respectively. There was one Non-Resident Alien student receiving aid on the team for each of the years 2007-2008 and 2008-2009, and none for 2009-2010. There were no Hispanic, Asian or Other students receiving

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athletics aid during any of the years in the study.

Men's Other Sports: The percentages of students by racial group receiving athletics aid in this area was quite volatile over the three years in the study, probably due largely to the small total number of student-athletes: 13, 10, and 7 for the three years in the study. Blacks made up 23.08%, 50%, and 42.86%, reflecting 3, 5, and 3 students, respectively. Non-Resident Aliens constituted 23.08%, 10%, and 42.86%, representing 3, 1, and 3 students, respectively. Whites made up 23.08%, 40%, and 14.29%, representing 3, 4, and 1 students respectively. Two Asians (15.38%) received aid in this sport group in 2007-2008, as did two Other students (15.38%), but no student-athletes from either group received aid for the other two years in the study. No Hispanic students received athletics aid during the three years in the study.

Women's Basketball: Blacks comprised the largest percentage of students receiving athletics aid (78.57% or 11 students, 72.73% or 8 students and 71.43% or 10 students), though the percentage decreased slightly the last year of the study due to the addition of one white athlete receiving athletics aid (7.14% or 1 student, 9.09% or 1 student and 14.29 or 2 students). There were two students each year in the Other category, representing 14.29%, 18.18%, and 14.29% of athletes receiving athletic aid. There were no Hispanic, Asian, or Non-Resident Alien athletes receiving athletics aid.

Women's Track/Cross Country: This sport has been the most consistent, and the least diverse, with Blacks representing 100% of the student-athletes receiving athletics aid. There was a dramatic decrease in the number of athletes over the three years, starting with 21 in 2007-2008, dropping to 12 in 2008-2009, and 11 in 2009-2010.

Women's Other Sports: This sport group has been one of the most diverse over the three years in the study. Whites comprised 37.5% (9 students), 23.81% (5 students), and 22.73% (5 students) of athletes receiving athletics aid; Blacks comprised 25% (6 students), 23.81% (5 students), and 27.27% (6 students); Asian students accounted for 12.5% (3 students), 33.33% (7 students), and 4.55% (1 student). Non-Resident Alien students comprised 8.33% (2 students), 9.52% (2 students), and 31.82% (7 students) of the athletes receiving athletics aid, and Other students comprised 16.67% (4 students), 9.52% (2 students), and 9.09% (2 students) over the three years in the study.

American Indian/Alaskan Natives were not included as there were no student-athletes receiving athletics aid on any of the sports teams representing that racial group during the period of analysis.

14. Using the program areas for diversity issues:

- a. Describe how the institution has ensured a complete study of each of the four program areas. This study must be conducted as part of the self-study process;
- b. Provide data demonstrating the institution's status and commitment across each of the four areas;
- c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of its student-athletes and staff with diverse racial, ethnic and other backgrounds (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis); and
- d. Explain how the institution's written, stand-alone plan for diversity issues addresses each of the four areas, including any deficiencies identified in the institution's narrative response as listed in item (c) above.

The institution must conduct a thorough and written review of each of the four program areas for diversity issues. Please see program area definitions located in the Equity and Student-Athlete Well-Being attachment of the self-study instrument. If the institution identifies any deficiencies during this review, the deficiencies must be incorporated into the institution's diversity issues plan for improvement. If no deficiency exists, the institution must include a maintenance plan for each program area and action steps the institution will take if the program area(s) becomes inequitable in the future.

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The review must:

- a. *Describe how the institution has ensured a complete study of each of the four program areas for diversity issues. This study should be conducted as part of the self-study process;*

Please note that for the program area of assessment, the use of student-athlete exit interviews alone does not constitute a complete assessment for purposes of the self-study. An institution may choose to include student-athlete exit interviews as part of a broader assessment conducted, but the institution must ensure that an assessment of the entire department of athletics has been conducted in respect to diversity issues.

- b. *Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the areas;*
- c. *Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of its student-athletes, coaches, and department of athletics staff with diverse racial, ethnic and other backgrounds. Please note any deficiencies should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis; and*
- d. *Explain how the institution's written, stand-alone plan for diversity issues addresses each of the four program areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.*

The institution must develop a five-year written, stand-alone plan addressing diversity issues that maintains an institution's conformity or moves an institution into conformity with the operating principle.

1. Assessment. Assessment of department of athletics activities to evaluate consistency with objectives set forth in the institution's and department of athletics' written diversity statements; assessment of campus diversity climate through evaluation of various campus constituencies using the five diversity program areas.

- a. Describe how the institution has ensured a complete study of each of the four program areas. This study must be conducted as part of the self-study process;

Structured interviews were conducted with the following University staff: Sudie Davis, then Director of Intercollegiate Athletics; Dr. Jerald Henderson, Director of Assessment and Program Quality; Dr. Cheryl Green, Dean Freshmen Experience; Mr. Fernando Diaz, Director of the Latino Resource Center; Mr. Ronald Harris, Director of the African American Male Resource Center; Mr. Jack Barton, Head Men's and Women's Tennis Coach and Student-Athlete Student Affairs Coordinator; Mr. Wayne Holloway, Head Men's Track and Field and Athletic Events Committee Chairperson; and Mr. Matthew Jordan, Student-Athlete Advisory Committee (SAAC) President.

A review of the written diversity statements for Chicago State University and its athletics department, as well as, structured interviews within athletics and various campus constituents was conducted.

In addition, the following reports were reviewed:

- *The NCAA Demographics and Sports Sponsorship
- *The Illinois Board of Higher Education (IBHE)
- *The Equity in Athletics Disclosure Act (EADA)
- *The NCAA Financial Report

Gender/Diversity Issues and Student-Athlete Well-Being

b. Provide data demonstrating the institution's status and commitment across each of the four areas;

The NCAA Demographics and Sports Sponsorship report provides information on student athletes, coaches and administrators in various ethnic groups such as American Indian/ Alaskan Native, Asian, Black Non-Hispanic, Hispanic/Latino, White Non-Hispanic, Hawaiian/Pacific Islander, Two or more races and other. The IBHE (Illinois Board of Higher Education) report details information concerning University and athletics demographic information on enrolled students, degree recipients, faculty and staff. The EADA (Equity in Athletics Disclosure Act) report shows funds attributed to various sports expenditures enabling athletics to monitor the necessary resources for teams consisting of diverse student-athletes and coaches. The NCAA Financial Report provides data indicating the diverse group of coaches, staff and student-athletes detailing salaries, memberships, dues and funds expended on athletic scholarships.

c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of its student-athletes and staff with diverse racial, ethnic and other backgrounds (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis); and

The information above allows the AD and athletic administrative team to determine if any modifications are necessary to provide student athletes and staff, from under represented groups, a more equitable allocation of resources and focus on students' education and participation in university-sponsored activities without regard to race, color, religion, sex, national origin, age, disability, veteran status, sexual orientation or gender identity.

d. Explain how the institution's written, stand-alone plan for diversity issues addresses each of the four areas, including any deficiencies identified in the institution's narrative response as listed in item (c) above.

The University's plan for improvement for 2012-2017 requires an annual assessment of the athletics department's activities to ensure its commitment to diversity and inclusion is reflected. Multiple campus constituents will be involved in the process, including:

- * Mr. Katey Assem - Executive Director, CSU Foundation
- * Ms. Mary Butler - Director of Evaluations and Advisement
- * Dr. Chandra M. Cabraal - Professor, Department of Doctoral Programs, College of Education
- * Sonja Clayton-Pedersen, Esq. - Associate General Counsel, Office of Labor and Legal Affairs
- * Mr. Michael Cronin - Director, Learning Assistance Center
- * Mr. Fernando Diaz - Director, Latino Resource Center
- * Ms. Robin Hawkins, Esq. - Association General Counsel and Director of Equal Employment Opportunity, Office of Labor and Legal Affairs
- * Ms. Dawn Liddicoatt - Assistant to the Dean for Certification and Accreditation, College of Education
- * Mr. John Martinez - Associate Director of Admissions
- * Ms. Diana Muhammad - Head Women's Track Coach
- * Ms. Linda Peete - then Assistant Athletic Director for Compliance and Senior Woman Administrator
- * Dr. Bob Szyman - Board of Athletic Advisors; Professor, Health, Physical Education and Recreation
- * Ms. Shannon VanSlyke - Director, Office of Judicial Affairs
- * Dr. Lisa Young - Director, Wellness Center

This plan will be monitored annually and adjusted as necessary.

2. Retention. Programs and services to address retention and acclimation of diverse staff, coaches and student-athletes; review of retention and promotion of staff and coaches who are members of under represented groups, including professional development opportunities (e.g., mentoring programs), compensation, duration of contracts, conditions relating to contract renewal.

Gender/Diversity Issues and Student-Athlete Well-Being

- a.** Describe how the institution has ensured a complete study of each of the four program areas. This study must be conducted as part of the self-study process;

The Diversity Issues subcommittee conducted structured interviews with athletics department administrators, coaching staff and the campus administrators to gather information concerning the retention of staff, coaches and student-athletes. Then Director of Intercollegiate Athletics, Sudie Davis, Assistant Athletic Director for Business, Mark Cipich, Men's Track and Field/Cross Country, Coach Wayne Holloway, Head Baseball Coach, Mike Caston and the Dean of Freshmen Experience, Dr. Cheryl Green, provided information.

- b.** Provide data demonstrating the institution's status and commitment across each of the four areas;

The institution's status and commitment in the area of retention are evidenced in the various programs implemented from the Freshmen Experience Department which include block scheduling, freshmen and transfer student orientations, Apple iPad initiative, Presidents Emergency Education Assistance Fund, development of cohort classes for improved tracking, creation of the Dean of Freshmen position, advisement of freshmen by professional advisors, text books placed in library to be accessed by students not able to purchase books, and the summer Bridge Program for students with special admission to the University. The African-American Male Resource Center provides academic support, provides guest speakers, advocates for students in the classroom and with advisors, provides books for first-time freshmen and tutors to facilitate educational enhancement student-athletes of diverse groups. The addition of an indoor baseball batting facility and a golf putting facility provides two athletic teams comprised of underrepresented student-athletes the opportunity to excel in their respective sports with practice facilities present on-campus enhance to their development in their respective sport and strengthen pride in their affiliation with Chicago State University, all of which promotes retention.

The athletics department has shown a commitment to retention of diverse coaches and staff by providing opportunities for professional development and education through various sport associations, including USATF convention, NCAA convention, LPGA and Coaches conventions.

- c.** Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of its student-athletes and staff with diverse racial, ethnic and other backgrounds (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis); and

The institution has shown its commitment to the retention of quality coaches and staff in a variety of ways, including by offering coaches membership in associations in their respective sports, allowing for professional development to staff and coaches in attending conventions, and annual performance evaluations detailing areas for growth and goal setting.

By focusing on enhancing academic and athletic growth, the University has demonstrated a commitment to retaining all student-athletes. Detailed reports distributed three times per semester indicate student-athlete academic progress and facilitate the process of identifying and provided needed academic support. The athletic administration and coaches have the ability to identify student-athletes requiring additional assistance with academics, which in turn improves retention. Plus, the addition of various practice facilities for baseball and golf also shows the commitment of the University to retain student-athletes of diverse populations at Chicago State University.

- d.** Explain how the institution's written, stand-alone plan for diversity issues addresses each of the four areas, including any deficiencies identified in the institution's narrative response as listed in item (c) above.

There are no diversity inequities related to retention. Programs, services and opportunities to address retention and acclimation will continue to be offered and assessed on an annual basis.

Gender/Diversity Issues and Student-Athlete Well-Being

3. Partnerships. Collaboration and integration between athletics department and other institutional units or external organizations to enhance diversity efforts in programs, activities and services.

a. Describe how the institution has ensured a complete study of each of the four program areas. This study must be conducted as part of the self-study process;

The Diversity Issues subcommittee conducted structured interviews with various campus constituents in the Latino Resource Center, the African-American Male Resource Center, Freshmen Year Experience and athletic administrators and coaches to obtain information concerning partnerships between department of athletics and other institutional units and organizations. Fernando Diaz, Director Latino Resource Center, Ronald Harris, Director African American Male Resource Center, Dr. Cheryl Green, Dean Freshmen Year Experience, Sudie Davis, then Director of Intercollegiate Athletics, Jack Barton, Men's and Women's Tennis Head Coach and Student-Athlete Student Affairs Program coordinator.

b. Provide data demonstrating the institution's status and commitment across each of the four areas;

Examples of collaboration and integration between the athletics department and other institutional units include: hosting of Latino Night with the Latino Resource Center during the basketball season; preparation of proposal for additional sport of soccer in conjunction with the Latino Resource Center; availability of study hall and academic support for student-athletes through the Latino Resource Center and African-American Male Resource Center; Student-Athlete Student Affairs Program (SASA) coordination of programs for student-athletes well being with the counseling center and Judicial Affairs; and workshops for student-athletes concerning GLBI issues from Safe Zone.

c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of its student-athletes and staff with diverse racial, ethnic and other backgrounds (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis); and

The partnerships created with other institutional units on campus create an open and welcoming environment where diversity is both acknowledged and cultivated. The involvement and assistance of the Latino Resource Center actively participating in the research and implementation of adding soccer as an additional sport for CSU's athletics program promotes diversity with the addition of student-athletes from diverse backgrounds. Our promotion and organization of Latino Night during the basketball season demonstrates our commitment to promote awareness of diverse cultures and ethnicities during athletic events. The Latino Resource Center and the African-American Male Resource Center both provide academic tutoring and guidance to student-athletes in an environment that celebrates diversity on campus. Safe Zone workshops for student-athletes and staff increase the awareness and support among colleagues and students for a safe and educational environment, regardless of sexual orientation. While all of these programs and activities promote diversity and inclusion, the athletics department should more effectively utilize strategic partnership with other University departments to address diversity issues.

d. Explain how the institution's written, stand-alone plan for diversity issues addresses each of the four areas, including any deficiencies identified in the institution's narrative response as listed in item (c) above.

Identifying and tracking freshmen and transfer students to provide them with available resources to address diversity issues assists in retention of student-athletes.

The 2012-2017 plan for improvement calls for collaboration with student activities, the Latino Resource Center, Women's Study Program and GLBTI community to co-sponsor events addressing diversity issues each semester. The implementation of the plan will be assessed each year in May and adjusted as needed.

Gender/Diversity Issues and Student-Athlete Well-Being

4. Participation in governance and decision making. Involvement of department of athletics staff, coaches and student-athletes from under-represented groups or diverse backgrounds in the governance and decision-making processes of the department of athletics; provision of leadership opportunities for all student-athletes (e.g., participation on student-athlete advisory committee) and department of athletics staff and coaches (e.g., participation at the conference and/or national level).

a. Describe how the institution has ensured a complete study of each of the four program areas. This study must be conducted as part of the self-study process;

The Diversity Issues subcommittee interviewed and reviewed information provided by Sudie Davis, then Director of Intercollegiate Athletics; Robert Beamon, then Associate Athletic Director; Matt Jordan, Student-Athlete and President of Student Athletic Advisory Committee (SAAC); and Dr. June Price, Chair, Board of Athletic Advisors (BAA) relative to participation in governance and decision making for underrepresented groups of diverse backgrounds.

b. Provide data demonstrating the institution's status and commitment across each of the four areas;

Participation in governance and decision making is evidenced from input from SAAC a diverse group of student-athletes comprised of representatives from each team, minutes of meetings of participation of student-athletes, in discussions concerning the athletic fee increases, exit interviews following final season of competition, annual student-athlete survey and the suggestion box posted within the athletics department. Finally, input from athletics department coaches and staff is sought through departmental meetings, committees, and direct communication with the Director of Intercollegiate Athletics (AD).

c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of its student-athletes and staff with diverse racial, ethnic and other backgrounds (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis); and

There are many avenues for coaches and student-athletes to participate in the decision making process of the athletics program. Student-Athletes can express their opinions and concerns through the SAAC organization. Also representatives from SAAC consulted regarding changes to athletics policies affecting student-athletes.

Through the "Open Door" policy of the AD, athletics administrators, Human Resources, Director of Equal Employment Opportunity, Ethics, Legal Affairs, the President's Office, athletics coaches, staff and student-athletes have the ability to express their input and concerns in decisions affecting diversity within the department, creating a culture where underrepresented students and staff have a voice.

d. Explain how the institution's written, stand-alone plan for diversity issues addresses each of the four areas, including any deficiencies identified in the institution's narrative response as listed in item (c) above.

No diversity inequities relating to participation in governance and decision making were identified. The athletics department will continue to welcome input from SAAC, BAA, and Athletic Advisory Steering Committee (AASC), all of which are diverse groups reflecting broad campus participation.

Gender/Diversity Issues and Student-Athlete Well-Being

- 15.** Using the "plan for improvement" section, provide an institutional diversity-issues plan that addresses all four aforementioned program areas for the department of athletics. The plan must include all required elements of a plan as noted by the committee. If a deficiency does not exist in a program area(s), the institution must include an evaluation mechanism to maintain the institution's status in that program area (s) and action steps the institution will take if the program area(s) becomes inequitable in the future. Finally, the institution must describe how it will review its plan on an annual basis and include this information in the institution's diversity-issues plan.

Within gender-issues and diversity-issues written plans, specific numerical targets may place an institution at legal risk and are not expected in an institution's written plan, particularly as it relates to hiring practices. In the program area of hiring practices, institutions may submit plans that have broad, flexible non-numeric hiring goals. As it relates to other program areas, including but not limited to participation rates and budget increases, specific numerical targets may be appropriate.

The institution must develop a five-year written, stand-alone plan addressing diversity issues that maintains an institution's conformity or moves an institution into conformity with the operating principle.

- 16.** Describe how the institution will periodically compare its diversity-issues plan with its assessment of the campus diversity climate (see Program Area No. 1) using the four diversity program areas to determine if the course of action is still appropriate. Further, provide the names and titles of the individuals who will be responsible for this review.

The institution's plan must be active at all times and include a mechanism to ensure the plan is reviewed on an annual basis to determine if the course of action is still appropriate. This information must be included in the institution's diversity-issues plan.

The institution must compare its diversity-issues plan with its written assessment of the campus diversity climate (see Program Area No. 1) at least once every four years, to determine if the course of action is still appropriate.

The University's Athletics Certification Liaison (ACL), Dr. Rong Lucy He, Assistant Professor of Biology, is the individual who is responsible for monitoring and reporting the progress of our institutional plans for improvement developed during the Cycle 3 self-study process. In connection with these ongoing monitoring duties, the ACL will consult with Dr. Jerald Henderson, Director of Assessments, who conducts campus climate assessments, and Dr. Renee Mitchell, Director of Human Resources, the administrator responsible for developing institutional strategy for diversity and inclusion. Dr. Wayne Watson, President or his designee, the Director of Intercollegiate Athletics and the ACL will review the diversity issues plan for improvement on an annual basis, to determine if the steps outlined to achieve each goal are appropriate in light of our institution's campus diversity climate.

- 17.** Describe the institution's efforts to ensure the diversity-issues plan for improvement was developed through a process involving broad-based campus participation and has received formal institutional approval. Further, please identify the length (e.g., five years) of this plan, including the specific years this plan will be active.

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*If a plan concludes before the commencement of the institution's next self-study, the institution is expected to create a new five-year plan for improvement, even if each of the actions in the institution's original plan was ongoing in nature. The institution must develop a new five-year plan that will maintain conformity with the operating principle.

If a plan concludes prior to the commencement of the institution's next self-study, the institution is expected to create a new five-year plan for improvement, even if each of the actions in the institution's original plan was ongoing in nature. The institution must develop a new five-year plan that will maintain conformity with the applicable operating principle. Please note that all institutional plans must contain all of the committee's required elements.

The institution's diversity-issues plan must include the following requirements:

- a. Include identification of issues or problems confronting the institution.*
- b. Include the measurable goals the institution intends to achieve to address issues or problems.*
- c. Include the specific steps the institution will take to achieve its goals.*
- d. Include a specific timetable(s) for completing the work.*
- e. Identify the individuals and/or offices responsible for carrying out the actions identified by the institution.*

Further, the institution's diversity-issues plan must meet the following requirements:

- a. Be committed to paper and be a stand-alone document.*
- b. Be developed with opportunities for significant input from appropriate constituent groups inside and outside athletics.*
- c. Must be adopted formally by the institution's final authority in such matters (i.e., chancellor/president or board of trustees) to ensure that it carries the commitment and support of the entire institution.*

The University implemented a multi-stage process to ensure both broad-based campus participation in the development of its diversity issues plan for improvement and formal institutional approval of the plan.

First, the Chairpersons of the third-cycle NCAA Self-Study Certification Steering Committee, Judge Bernetta Bush (ret.), Ethics Officer and Dr. Beverly M. John, Professor of Sociology, selected members of the Steering Committee, and the Diversity Subcommittee across numerous institutional departments, units, and positions, to ensure that the University's self-study process engaged a broad-base within the campus community.

Second, the Diversity Subcommittee was charged with conducting a comprehensive evaluation of diversity issues as they relate to athletics within the institution and to identify any deficiencies. The Diversity Subcommittee consisted of the following individuals:

- * Dr. Alonzo DeCarlo - Chair., Diversity Issues Subcommittee; then Faculty Athletic Representative; Professor, Department of Psychology
- * Mr. Jack Barton - Head Coach, Men's and Women's Tennis
- * Dr. Chandra M. Cabraal - Professor, Department of Doctoral Programs, College of Education
- * Mr. Mark Cipich - Assistant Athletic Director for Business
- * Ms. Sonja Clayton-Pedersen, Esq. - Interim Director of Intercollegiate Athletics and Associate General Counsel, Office of Labor and Legal Affairs
- * Ms. Dawn Liddicoatt - Assistant to the Dean for Certification and Accreditation, College of Education
- * Ms. Hanya Minta-Gigovskar - Student-Athlete, Women's Volleyball
- * Dr. Bob Szyman - Board of Athletic Advisors; Professor, Health, Physical Education and Recreation

Third, a working group among our five certification subcommittees examined the deficiencies identified by the Diversity Subcommittee and developed a future plan for improvement. That working group was composed of the following individuals:

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- * Mr. Katey Assem - Executive Director, CSU Foundation
- * Ms. Mary Butler - Director of Evaluations and Advisement
- * Dr. Chandra M. Cabraal - Professor, Department of Doctoral Programs, College of Education
- * Sonja Clayton-Pedersen, Esq. - Interim Director of Intercollegiate Athletics and Associate General Counsel, Office of Labor and Legal Affairs
- * Mr. Michael Cronin - Director, Learning Assistance Center
- * Dr. Richard Darga - Interim Director, Library and Instruction Service
- * Mr. Fernando Diaz - Director, Latino Resource Center
- * Ms. Robin Hawkins, Esq. - Associate General Counsel and Director of Equal Employment Opportunity, Office of Labor and Legal Affairs
- * Ms. Dawn Liddicoatt - Assistant to the Dean for Certification and Accreditation, College of Education
- * Mr. John Martinez - Associate Director of Admissions
- * Ms. Diana Muhammad - Head Coach Women's Track
- * Ms. Linda Peete - then Assistant Athletic Director for Compliance and Senior Woman Administrator
- * Dr. Bob Szyman - Board of Athletic Advisors; Professor, Health, Physical Education and Recreation
- * Ms. Shannon VanSlyke - Director, Office of Judicial Affairs
- * Dr. Lisa Young - Director, Wellness Center

Fourth, the diversity issues plan for improvement was comprehensively reviewed, edited and approved by the Steering Committee. In addition to the Chairpersons, the Steering Committee included the following members:

- * Dr. Wayne Watson - President
- * Mr. Katey Assem - Executive Director, CSU Foundation
- * Mr. Patrick B. Cage - General Counsel, Office of Labor and Legal Affairs
- * Ms. Sonja Clayton-Pedersen, Esq. - Interim Director of Intercollegiate Athletics and Associate General Counsel, Office of Labor and Legal Affairs
- * Dr. Richard Darga - Interim Dean, Library and Instruction Service
- * Mr. Studie Davis - then Director Intercollegiate Athletics
- * Dr. Alonzo DeCarlo - then Faculty Athletic Representative; Professor, Department of Psychology
- * Mr. Fernando Diaz - Director, Latino Resource Center
- * Dr. Michael Ellison - Assistant Dean, College of Pharmacy
- * Dr. Cheryl Green - Dean, Freshmen Year Experience
- * Dr. Rong Lucy He - Athletics Certification Liaison; Assistant Professor Biology
- * Mr. Matt Jordan - Student-Athlete, Track and Field/Cross Country
- * Ms. Anna Kent - Project Instructional Coordinator, Office of Academic Support
- * Mr. Glenn Meeks - Vice President of Administration and Finance
- * Dr. Richard Milo - Dean, Honors College
- * Ms. Loyola Moore - Alumna, Former Student-Athlete, Women's Basketball
- * Ms. Linda Peete - then Assistant Athletic Director for Compliance and Senior Women's Administrator
- * Dr. June Price-Shingles - Chair., Board of Athletic Advisors; Professor, Health, Physical Education and Recreation
- * Dr. Thomas Bernard Rowan III - Faculty Athletic Representative (effective April 2011); Chair., Department of History, Philosophy and Political Science
- * Dr. Byung-In Seo - Assistant Professor, Doctoral Studies
- * Mr. Ronnie Watson - Chief, University Police
- * Dr. Sandra Westbrooks - Provost and Senior Vice President, Office of Academic and Student Affairs

Fifth, the diversity issues plan for improvement was made available for public review on March 16, 2011 via the University's NCAA Certification website. Campus constituents and members of the general public were able to submit comments regarding the diversity issues plan for improvement electronically through the NCAA Certification website or in hard copy form to our NCAA Certification Office.

Sixth, the Steering Committee analyzed the feedback, if any, obtained during the public comment period and, in consultation with the Diversity Subcommittee, incorporated comments and suggestions from the University community into the self-study report and diversity issues plan for improvement.

These procedures ensured multiple opportunities for significant input from constituent groups, both within athletics and from the greater University community, with respect to the diversity issues plan for improvement.

The diversity issues plan for improvement was formally adopted by the University's President, Dr. Wayne Watson, through a memorandum dated May 10, 2011. Additional stakeholders within the University signed an acknowledgement of the letter, demonstrating their support of the official adoption of the plan. These documents will be made available for review by the peer review team.

The diversity issues plan for improvement is a five-year plan, covering academic years 2012-2017.

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Elements		Goals	Steps		
Program Area	Issues in the Self-Study	Measurable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Assessment.	Athletics department should more effectively and systematically collect and review data related to diversity.	Conduct an annual assessment of athletics department activities to ensure its commitment to diversity and inclusion is reflected.	Utilize student-athlete questionnaire and exit interviews to ascertain diversity issues; share any issues raised with athletics department staff and University support services.	Associate Athletics Director; Director of Assessments and Program Quality	June 2011 and annually thereafter
			Review demographic data and trends for student-athletes, staff and coaches annually; adjust plan as needed following assessment.	Assistant Athletic Director for Compliance; Human Resources	June 2012 and annually thereafter
Retention.	No diversity issues identified; maintenance plan included.	Continue to offer programs and services to address retention and acclimation of diverse student-athletes.	Enroll all entering student-athletes (i.e., freshman and transfers) in University's Bridge, RISE Academy Program, and/or effective study program.	Assistant Athletic Director for Academics; Dean of Freshman Experience	September 2011 and monitor annually thereafter
		Continue to offer equitable professional development opportunities, compensation, duration of contracts and contract renewal conditions to staff and coaches.	Assess equity of terms and conditions of all coaches' contracts each fiscal year; assess resources provided for all coaches to join at least one professional association and attend at least one professional conference or seminar each fiscal year; adjust plan as needed following assessment.	Athletic Director; Assistant Athletic Director for Business; Director of Human Resources	May 2011 and monitor annually thereafter
Partnerships.	Athletics Department should more effectively utilize strategic partnerships with other University departments to address diversity issues.	Collaborate with Student Activities, Latino Resource Center, Womens' Resource Center and GLBTI community on campus to enhance diversity and inclusion efforts.	Co-sponsor an event addressing diversity issues through the Office of Student Activities each semester; directly communicate activities and events to student-athletes, coaches and staff.	Assistant Athletic Director for Compliance; Student-Athlete Student Affairs Coordinator; Director of Student Activities	May 2012 and monitor annually thereafter
Participation in governance and decision making.	No diversity issues identified; maintenance plan included.	Continue to draw on diverse groups reflecting broad campus participation for guidance regarding athletics department activities.	Review meeting minutes and recommendations of Athletic Advisory Steering Committee (AASC), Board of Athletic Advisors (BAA) and Student-Athlete Advisory Committee (SAAC); report biannually to President on implementation of recommendations.	Athletic Director; Faculty Athletics Representative	Each academic term beginning January 2012 and monitor annually thereafter

Gender/Diversity Issues and Student-Athlete Well-Being

Operating Principle

3.3 Student-Athlete Well-Being.

Self-Study Items

1. List all "conditions for certification" imposed by the committee in its Cycle 2 certification decision (if any) as they relate to Operating Principle 3.3 (Student-Athlete Well-Being). For each condition, provide:
 - a. The original "condition" imposed;
 - b. The action(s) taken by the institution;
 - c. The date(s) of the action(s); and
 - d. An explanation for any partial or noncompletion of such required actions.

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

1. Condition

No conditions were imposed in the Cycle 2 certification.

Action

No actions were required.

Action Date

No actions were required.

Explanation for partial or non-completion

No actions were required.

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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 Cycle 2 certification process as they relate to Operating Principle 3.3 (Student-Athlete Well-Being). For each issue identified, provide:
- The original goal(s);
 - The step(s) taken by the institution to achieve the goal(s);
 - The date(s) the step(s) was completed; and
 - An explanation for any partial or noncompletion of the original goal(s) and/or steps to achieve the goal.

Please note, the institution will not be required to fulfill an element of a Cycle 2 plan if the element does not affect conformity with a current operating principle.

If the institution developed a plan for improvement for Operating Principle 3.3 during Cycle 2, the institution must demonstrate that it has implemented its Cycle 2 plan or provide an explanation for partial completion of the plan.

The committee will not accept the following explanations for partial completion or noncompletion:

- The institution did not possess sufficient funds to implement the plan.*
- The institution has had personnel changes since the original development of the plan.*
- The institution does not have documentation of actions taken to implement the plan.*

The committee will accept the following explanation for partial or noncompletion:

- The institution has implemented a different plan(s) or taken a different action(s) to achieve or maintain progress toward the same goal outlined in its Cycle 2 plan.*

1. Original Plan

To acquire more space for athletic programs.

Action

In October 2007, the University opened the Jones Convocation Center (JCC) as an addition to the athletics facilities. With the addition of this new building, the athletic program is now housed in two locations, the JCC and the Jacoby Dickens Center (JDC). The JCC is a 140,000 square-foot building with a seating capacity of 6,500 people. This facility is used extensively by the Department of Intercollegiate Athletics and houses an athletic suite that includes administrative offices, a multi-purpose academic study room and media room, eight locker rooms, a training facility and a new basketball floor. Adjacent to the JCC are a baseball field, an outdoor track and eight tennis courts. The JDC houses locker rooms, a training room, a weight room, a volleyball facility, an indoor track and three swimming pools. In addition to the completion of the JCC in October 2010, the University commissioned a baseball training facility, consisting of two baseball-batting cages, on its property at 9601 S. Cottage Grove.

Action Date

Construction of the new facility was complete in October 2007.

Explanation for partial or non-completion

Not applicable, original goal/step completed.

Gender/Diversity Issues and Student-Athlete Well-Being

2. Original Plan

To update the department's policies and to file them in the department's policy handbook.

Action

Updates to the policies and procedures were completed in 2007 by the Assistant Athletic Director for Compliance. Updates are to be compiled annually by a newly established internal committee and reviewed by the Athletics Advisory Steering Committee (AASC).

Action Date

A Committee for the Review of the Athletic Department's Policy and Procedures Manual was established on November 15, 2010. Members of the committee include:

- * Director of Intercollegiate Athletics
- * Senior Woman Administrator
- * Assistant Athletic Director for Academics
- * Assistant Athletic Director for Compliance
- * Sports Information Director
- * Head Athletic Trainer
- * President or Vice President of Student Athletic Advisory Committee (SAAC)
- * Two Head Basketball Coaches

Explanation for partial or non-completion

The athletics department established a committee charged with evaluating, reviewing and updating its Policy and Procedures Manual. The manual will be evaluated and updated by August 1 of each fiscal year. Revisions to the manual will be communicated to athletics staff at staff meetings, to coaches at compliance meetings, and to all student-athletes at the fall and spring student-athlete orientations. The publication date will be affixed to all policies and procedures, so that date of manual publication and subsequent changes in policies are clearly identified. Additionally, minutes of staff meetings and compliance meetings, and agendas for the orientation programs will document the dissemination of all policies and procedures.

3. Original Plan

To provide additional opportunities for student-athletes to give input into the operations of the department; to analyze the data gathered and use it for assessment purposes to better the program.

Action

Student-athletes are provided opportunities to give input to the operations of the department via their exit interviews. Additionally, student-athletes have opportunity to meet with their coaches, the Assistant Athletic Director for Compliance and the Director of Intercollegiate Athletics to share their views on the operations of the department.

Action Date

A formal process for administering the exit interview was established on November 30, 2010, and the formal process was communicated in writing to the staff of the department at the December 1, 2010 meeting with the Director of Intercollegiate Athletics (AD).

Explanation for partial or non-completion

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The exit interview instrument has been revised to include the issues outlined in Measurable Standard #2 of Operating Principle 3.3. To increase data gathering for assessment purposes, the department developed an annual questionnaire. Both the exit interview and the annual questionnaire were made available at the student-athlete orientation on February 1, 2011. The exit interview is administered by the Associate Athletic Director to at least a sample of student-athletes for each sport who exits from the program. The annual questionnaire is administered to every student-athlete at the end of his or her season. The AD will review the responses from both instruments. Any concerns identified by these assessments will be documented and discussed at athletic department staff meetings and used as a basis to develop improvements within the department.

4. Original Plan

To develop new ancillary student support programs as indicated in the department's Strategic Plan.

Action

Ms. Arleta Canady held the position of Special Projects Coordinator of the athletics department from 2001 to 2005, and developed special support programs for student-athletes. In 2006, Ms. Debra Brown continued the duties of the position, which included student development, scholarship/internship program development, travel coordination and website and computer operations. In 2007, those duties were reassigned to various athletics department staff. The staff members to whom these duties are currently assigned are as follows:

- * Associate Athletic Director
- * Men's and Women's Head Tennis Coach
- * Assistant Women's Basketball Coach
- * Men's Head Track and Field Coach
- * Women's Head Track and Field Coach

Action Date

Special project activities have been successfully ongoing since the Fall of 2006.

Explanation for partial or non-completion

In 2001, the Department developed the CHAMPS/Life Skills program. Mr. James Sheldou, then the Academic Coordinator, managed the program through 2008. With his departure, many of the resources provided by the CHAMPS/Life Skills program to all athletes were assumed by the African-American Male Resource Center and the Latino Resource Center. A new CHAMPS/Life Skills program (now known as Student-Athletes/Student Affairs Program) has been reconstituted. The Program and the resource directory was updated and revised in January 2011, and it was available at the student-athlete orientation session for all student-athletes held February 1, 2011. All student-athletes and athletic staff were provided a written copy of the new Student-Athlete/Student Affairs program and resource directory. The following athletic department personnel have been reconstituted into a special program committee that is charged with the responsibility of developing special ancillary support programs:

- * Associate Athletic Director (Chairman)
- * Assistant Athletic Director of Compliance: supervises sport camps, and other special events.
- * Assistant Athletic Director for Academics: researches opportunities for student scholarships/internships and conference awards.
- * Head Women's Track and Cross Country Coach: special events, posters, invitations, press conferences and designs programs.
- * Head Women's Golf Coach: promotional activities, awards banquet.

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- * Head Men's Track and Cross Country Coach: special events coordination.
- * Assistant Women's Basketball Coach: operations for athletic banquet and press conferences.
- * Head Men's and Women's Tennis Coach: coordinator of Student-Athlete Student Affairs Program.
- * Sports Information Director: manages the web page and designs the posters and programs for departmental events.

3. Describe any additional plans for improvement/recommendations developed by the institution since the Cycle 2 certification decision was rendered by the committee for Operating Principle 3.3 (Student-Athlete Well-Being). For each additional plan, provide:

- a. The additional goal(s);
- b. The step(s) taken by the institution to achieve the goal(s);and
- c. The date(s) the step(s) was completed.

Improvement #1 -

- a. To provide opportunities for broader involvement of student-athletes in campus activities.
- b. CSU has instituted the following activities in which student-athletes were active participants:
 - * Welcome Week
 - * Spirit Day Activities
 - * Established 82 active student clubs/organizations
 - * Sponsored trip to Six Flags Great America
 - * Provided opportunities for Student Volunteerism and Ambassadorship, including in connection with the 16th Annual CSU Gala, Chicago Public Schools-Area 24 dinner events, and the dedication of the DuSable Bridge on Michigan Ave
- c. Dates:
 - * Welcome week - August 25, 2010 - September 1, 2010
 - * Spirit Day - September 30, 2010
 - * The Clubs/Organizations function on an ongoing basis (no specific date)
 - * Six Flags Great America - October 24, 2010

Improvement #2 -

- a. To involve student-athletes in the Presidential Scholars Program.
- b. A total of fifty students, including student-athletes, participated in the Presidential Scholars Program, during the 2009-2010 academic year. Service is a major component of the program as each student is required to complete 40 service hours per semester. The total service hours they provided over the academic year totaled 3,645, with 1,645 of these service hours completed during the spring 2010 semester. The service projects in which the Presidential Scholars participated on campus were varied and included:
 - * The Arthur Stephens Scholarship Walk
 - * Higher Learning Commission Focus Visit
 - * Illinois Board of Higher Education at CSU
 - * Latino Cougar Night
 - * Event with Tavis Smiley WE COUNT
 - * CSU Gala

Additional service projects were completed at other off-campus sites including:

- *University of Chicago Comer's Children Hospital
- *CPS Schools
- *Various other community-based organizations and churches.

c. The following are dates on which these events were held:

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- * Arthur Stephens Scholarship Walk - May 1, 2010
- * Higher Learning Commission Focus Visit - March 29, 2010 and March 30, 2010
- * Illinois Board of Higher Education at CSU - March 4, 2010
- * Latino Cougar Night - February 27, 2010
- * Event with Tavis Smiley WE COUNT - March 20, 2010
- * Friends of CSU Award Dinner - November 19, 2009, and September 16, 2010
- * University of Chicago Comer Children's Hospital - November 2009 (Pre-med students volunteered at hospital)
- * Chicago Public Schools at CSU forum - April 5, 2010 (Presidential Scholars engaged in a panel discussion with Chicago Public School students)
- * Chicago Public Schools Administrator Conference at CSU - September 8, 2010 (Presidential Scholars volunteer as host/hostess)
- * Chicago Public School Parents and Students Meeting at CSU - Wednesday, October 6, 2010 (Presidential Scholars spoke to CPS parents and students and served as host/hostess, greeters)
- * Hope Afterschool Tutoring Program - Presidential Scholars volunteer as tutors (ongoing) - September 7, 2010 - current (Schmidt Elementary Schools)

Improvement #3 -

a. Annual Graduates Fair for graduating seniors.

b. The Student Activities Center staff hosted the Annual Graduates Fair for Graduating Seniors and their guests. Activities fellowship and celebrating activities for the graduates and their families, including:

*Spring Fling Week

- * 1000 participants throughout the week
- * Cool Running-an amazing race event that highlighted the colleges and departments of Chicago State University
- * "Accessibilities" Awareness Day- an informative day that highlighted the Abilities Office and educated the student body on the services offered for students living with disabilities.
- * Ship Wrecked-a leadership cruise for clubs/organizations leaders hosted by student government association.

*Friday Night Live

- * Attendance over 100 students gaming throughout the student union
- * After work social for alumni members, faculty, and staff
- * Student tournaments were extremely successful [Define Successful]

*Mister and Miss CSU Platform Presentations

- * 33 Harlan High School students were invited by Mr. & Miss CSU to visit and gather information on campus
- * The Office of Admissions gave a presentation that included CSU Athletics.
- * The Fraternities and Sororities hosted an informational and step show for the high school students.

c. The events were held on May 17-22, 2010.

4. Please submit a copy of the student-athlete exit-interview instrument with the submission of your self-study report. [Please use the file upload link contained within this question to submit a copy of your current student-athlete exit interview instrument.]

The institution's instrument used to conduct student-athlete exit interviews must contain questions related to the following: (Note: Institutions should note the list of examples below is not an exhaustive list and institutions are not limited to addressing only those provided.)

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- a. *The institution's commitment to the academic success of its student-athletes (e.g., academic support services available, priority registration for classes, coaches' support).*
- b. *The institution's commitment to opportunities for student-athletes to integrate into campus life.*
- c. *The institution's efforts to measure the extent of time demands encountered by student-athletes.*
- d. *The institution's efforts to measure the effectiveness of the institution's mechanisms to monitor time demands of its student-athletes (e.g., travel commitments, missed class time, final exam schedules, and summer vacation periods).*
- e. *The institution's efforts to measure the effectiveness of the institution's SAAC.*
- f. *The institution's commitment to informing student-athletes about the NCAA Special Assistance Fund and NCAA Student-Athlete Opportunity Fund.*
- g. *The institution's efforts to measure the effectiveness of the institution's mechanisms (e.g., annual surveys, exit-interview process) to monitor the well-being of its student-athletes.*
- h. *The institution's commitment to the physical, psychological and emotional health (e.g., athletic training, nutrition, counseling) of student-athletes.*
- i. *The institution's commitment to the safety (e.g., travel policies, emergency medical plans) of student-athletes.*
- j. *The institution's commitment to a safe and inclusive environment for all student-athletes.*
- k. *The institution's commitment to diversity.*
- l. *The value of student-athletes' athletics experience.*
- m. *The opportunity for student-athletes to suggest proposed changes in intercollegiate athletics.*
- n. *The opportunity for student-athletes to express concerns related to the administration of the sport(s) in which student-athletes participate.*

Please note, if an institution develops a plan for improvement in this area, the plan must be implemented prior to the completion of the certification process.

A copy of the student-athlete exit interview is uploaded for review.

List of attachments

1. CSU Student-Athlete Exit Interview Instrument.pdf
5. Describe the methods used to conduct student-athlete exit interviews. Further, describe the process used to evaluate and implement outcomes.

The institution must demonstrate that it conducts interviews via in-person meetings and/or conference calls in each sport with a sample of student-athletes (as determined by the institution) whose eligibility has expired in accordance with NCAA Constitution 6.3.2. please note, if an institution develops a plan for improvement in this area, the plan must be implemented prior to the completion of the certification process.

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Chicago State University's athletics department utilizes a specific structured method to conduct student-athlete exit interviews. Student-athletes whose terms have expired meet first with their respective coaches and then with the Director of Intercollegiate Athletics or Associate Athletic Director. The AD or Associate Athletic Director randomly meets with a minimum of one student from each sport to request feedback on the athletic program and input from the student's perspective. Each eligible student is provided with the exit interview instrument and an opportunity to complete the instrument in private. After completion of the written exit interview, the student-athlete returns the instrument to the AD or the Associate Athletic Director who discuss the exit interview instrument with the student-athlete in an effort to address any concerns that the student-athlete did not want to commit to writing.

To evaluate and implement outcomes, the information obtained as a result of the exit interviews becomes a standing agenda item at the athletic department's staff meetings. The AD also shares a summary of any feedback with the University President and the Athletic Advisory Steering Committee (AASC).

6. Describe opportunities other than the student-athlete exit-interview process that are available to student-athletes to provide input regarding student-athlete well-being issues (e.g., SAAC, open-door policy of athletics administrators, including the director of athletics, senior woman administrator, and/or faculty athletics representative).

Opportunities for student-athletes to provide input regarding well-being issues are communicated during student-athlete orientations and in their handbooks. These include the open door policy of the athletics department administrators, participation on the Student-Athlete Advisory Committee (SAAC). Representatives from SAAC consult with their respective teams and then bring any issues concerning student-athlete well-being to the Director of Intercollegiate Athletics. The athletics department posts these opportunities on the website and disseminates the information to staff at department meeting.

Additionally, the athletics department has a suggestion box in Jones Convocation Center (JCC), which the Associate Athletic Director collects and reviews monthly. Any suggestions for improvement are as an agenda item for departmental meetings. SAAC and the individual offering the suggestion, if identified, are notified if the suggestion is adopted.

7. Describe the department of athletics written grievance and/or appeals procedures available to student-athletes in areas mandated by NCAA legislation (i.e., financial aid and transfers). Also, provide the name (s) and title(s) of the individual(s) responsible for overseeing the administration of these grievance and/or appeals procedures. Describe the means by which these grievance and/or appeals procedures are directly communicated in writing to department of athletics staff members, coaches and student-athletes.

The institution must have established written grievance and/or appeals procedures for areas mandated by NCAA legislation (i.e., financial aid [in accordance with Bylaw 15.3.2.4] and transfers [in accordance with Bylaws 13.02.1, 13.1.1.3, 13.1.1.3.1, 14.02.2, 14.5.5.2.10 and 14.5.5.2.10.1]). Please note, if an institution develops a plan for improvement in this area, the plan must be implemented prior to the completion of the certification process.

The institution must demonstrate that all grievance and/or appeals procedures for areas mandated by NCAA legislation (i.e., financial aid [in accordance with NCAA Division I Bylaw 15.3.2.4] and transfers [in accordance with Bylaws 13.02.1, 13.1.1.3, 13.1.1.3.1, 14.02.1, 14.5.5.2.10, and 14.5.5.2.10.1]) are directly communicated in writing (e.g., provide hard copy of document, provide web link via e-mail) to department of athletics staff members, coaches and student-athletes. Please note, if an institution develops a plan for improvement in this area, the plan must be implemented prior to the completion of the certification process.

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Financial Aid

The Chicago State University Policy and Procedures Manual for the Department of Intercollegiate Athletics addresses written grievances and/or appeal procedures for athletes. This manual is provided to each coach, and it is posted on the athletics department website with the necessary information on how to handle grievances and/or appeal procedures.

All financial aid is administered through the Office of Financial Aid. Athletic financial aid is reviewed and renewed on an annual basis. The Assistant Athletic Director for Compliance and the Assistant Athletic Director for Business are the Department of Intercollegiate Athletics liaisons with the Office of Financial Aid. These individuals are responsible for all administrative functions involving financial aid.

Renewals:

The renewal of institutional financial aid for student-athletes for the upcoming academic year are made on or before July 1. Head coaches must inform the Assistant Athletic Director of Compliance and Assistant Athletic Director of Business of their financial aid distribution intention by June 1 of each year.

Non-Renewals:

Non-renewal of institutional financial aid for student-athletes may occur if a student-athlete commits any of the following acts:

- * fails to make satisfactory academic progress; renders himself or herself ineligible for the intercollegiate competition,
- * fraudulently misrepresents any information on an application, letter of intent or financial aid agreement;
- * engages in serious misconduct warranting substantial disciplinary penalty; or
- * voluntarily withdraws from a sport for personal reasons.

Financial Aid

Appeal Procedures

The Director of Financial Aid, Brenda Hooker, is responsible for overseeing and the administration of the financial aid grievance and appeal procedures.

* Appeals are handled by the Financial Aid Status Committee (FASC). This committee is chaired by the Financial Aid Director, or his or her designee and includes two members of the athletics staff knowledgeable on ethical issues. The process is as follows:

1. The Head Coach initiates and documents non-renewal of the student-athlete;
2. The Head Coach sends a notice of non-renewal to the Director of Intercollegiate Athletics (AD);
3. The AD communicates the non-renewal to the Director of Financial Aid;
4. The Director of Financial Aid convenes a FASC meeting within seven (7) days of the receipt of the non-renewal notice to render a decision;
5. The FASC Chair informs the student-athlete of the committee's decision;
6. The student-athlete has seven (7) business days to submit a letter of appeal to the FASC chair;
7. The FASC chair notifies contacts the Chair of the Financial Aid Appeal Committee (FAAC) within two (2) business days, in writing, of the student's appeal. The FAAC is chaired by the Registrar and includes the Coordinator of Academic Advisors and a representative from the Office of Financial Aid who did not serve on the FASC committee reviewing the same appeal;
8. The FAAC Chair convenes the committee, renders a decision and communicates same to the Chair of the CFASC, in writing within two (2) business days using the standard letter/form;
9. The Chair of the FASC forwards the decision to the student-athlete within three (3) business days, with copies FAR and the AD. The entire process should not exceed one month.

Transfer Appeal Procedures

If the Director of Intercollegiate Athletics denies a student-athlete's request to permit another institution to contact the student-athlete about transferring, the Assistant Athletic Director for Compliance, upon being notified of such denial by the Athletic Director, shall inform the student-athlete in writing that he/she, upon request, shall be provided a prompt hearing conducted by the Transfer Appeal Committee. This committee consists of the Chair of the Board of Athletic Advisors, Assistant Director of Athletics for Academics and the Assistant Director of Athletics for Compliance.

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If a student-athlete requests a hearing, he/she must state in writing to the Chair of the Transfer Appeal Committee the reason why the student-athlete disagrees with the decision of the Director of Intercollegiate Athletics. The student-athlete may submit additional written statements, documents and other relevant information in support of his/her position. The Chair shall provide copies of the student-athlete's statement and other materials to the other members of the committee.

The student-athlete may, but is not obligated to, appear personally before the Committee. If the student-athlete elects not to appear personally, the committee shall decide the matter based on the written information submitted by the student-athlete, information submitted to the committee by the Director of Intercollegiate Athletics, and/or the Assistant Athletic Director of Compliance and such other relevant information as the committee may obtain from other sources. Each of the parties shall receive copies of all materials considered by the committee in making its decision.

If the student-athlete elects to appear personally, the chair shall set the date, time and place for the hearing and notify the committee members and the student-athlete. The hearing will be held within twenty (20) days after the request for a hearing.

The hearing will be informal. Technical rules for the admission of evidence will not apply. A quorum will consist of a majority of the committee members. The chair of the committee will make all of the procedural rulings, which may only be reversed by a majority of the voting members of the committee who are present.

At the hearing, the Director of Intercollegiate Athletics and/or the Assistant Athletic Director for Compliance will first inform the committee of the basis for the decision not to allow contact with the student-athlete, and may also present witnesses, statements, and other relevant information in support of this decision. The committee will hear the position of the student-athlete, including any witnesses, statements, and other relevant information that the student-athlete wishes to present. The committee may call additional witnesses and/or request additional information if it determines that would be helpful to a full and fair review of the case. Each party may ask questions of the other parties and witnesses who attend the hearing. The committee may limit the number of witnesses and/or the length of the presentations in consideration of time constraints or to avoid redundancy, but no limitations shall be imposed that unfairly restrict a party's opportunity to provide relevant information to the committee.

The committee will decide the matter based on the information presented at the hearing (or, if no hearing is requested, the written information submitted to the committee), and will issue its written decisions to the parties promptly (where practical, within seven (7) days after the hearing). The decisions shall set forth the reason for the committee's action.

Persons in attendance at the hearings are limited to the following: the members of the committee, the student-athlete, the Director of Intercollegiate Athletics, and others invited by the committee. The student-athlete may also be accompanied by an advisor, who must be one of the following: a full-time Chicago State University student; a faculty or professional staff member who is employed part-time or full-time by the University; or a parent, legal guardian or spouse of the student-athlete. The advisor's role will be to assist the student-athlete at the hearing, however, he/she is not an advocate for the student-athlete. The student-athlete will be expected to present his or her own case.

Witnesses called by either party (if not otherwise entitled to attend the hearing) may attend only when testifying. Each party is responsible for arranging the attendance of his or her own witnesses and must present a list of these witnesses to the committee chair and the other party at least two (2) days before the hearing.

If a student-athlete, after having elected to appear personally for a hearing, fails to attend the hearing, the committee shall decide the matter based on the information and materials previously submitted by the parties and other relevant information obtained by the committee.

The hearing may, but not need be, tape recorded, at the discretion of the committee. If a tape recording is not made, a general summary of the information presented at the hearing will be prepared by the committee's chair or secretary, or by another person designated by the chair.

The committee may, if it so desires, adopt additional procedural rules not consistent with those outlined in this document to aid in carrying out its review function. The decision of the Transfer Appeal Committee shall be final.

The Chair of the Board of Athletics Advisors (BAA), Dr. June Price-Shingles, is responsible for oversight and administration of the transfer grievance and appeals procedures.

Communication of Appeals Policies and Procedures

The grievance and/or appeals procedure(s) are directly communicated in writing to the athletics department staff members, coaches, and student-athletes. The information is disseminated in writing to staff as a part of the

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Intercollegiate Policy and Procedures Manual. This information is communicated to student-athletes through Student-Athlete Orientation and the Student-Athlete Handbook.

In addition, the athletics department communicates the appeals process to student-athletes in writing by posting these processes on the Athletic department's website and by sending each student-athlete an e-mail with the appropriate web link.

8. Describe the institution's written grievance and/or appeals procedures available to student-athletes in other areas (e.g., harassment, hazing, abusive behavior, discrimination). Also, provide the name(s) and title(s) of the individual(s) responsible for overseeing the administration of these grievance and/or appeals procedures. Describe the means by which these grievance and/or appeals procedures are directly communicated in writing to department of athletics staff members, coaches and student-athletes.

The institution must have established written grievance and/or appeals procedures for other areas not mandated by NCAA legislation (e.g., harassment, problems with coaches, hazing, abusive behavior). Please note, if an institution develops a plan for improvement in this area, the plan must be implemented prior to the completion of the certification process.

The institution must demonstrate that all grievance and/or appeals procedures for other areas not mandated by NCAA legislation (e.g., harassment, problems with coaches, hazing, abusive behavior) are directly communicated in writing (e.g., provide hard copy of document, provide web link via e-mail) to department of athletics staff members, coaches and student-athletes. Please note, if an institution develops a plan for improvement in this area, the plan must be implemented prior to the completion of the certification process.

A. Chicago State University has a Code of Excellence that sets forth the expectations of conduct for all members of the CSU community, this includes student-athletes. The Student Code of Conduct provides written notice to all students as to the process by which violations to these standards are addressed. The Student Code of Conduct is a part of the Institutional Policy Manual (IPM). Specifically, Article X-Section 2 of the IPM addresses the institution's policy on student conduct enumerates a comprehensive, though not exhaustive, list of conduct violations, such as: hazing; harassment; physical and mental abuse; theft of property; and possession, consumption or distribution of drugs or alcohol. Article X-Section 2.1 addresses the institution's grievance procedures. The Office of Judicial Affairs administers CSU's student judicial process and follows the procedural guidelines established in the Student Code of Conduct.

The judicial hearing officer or hearing board, representing faculty and/or staff and students, is responsible for hearing student judicial matters and levying sanctions (penalties) in matters where a student has been found responsible for violating the Student Code of Conduct. Any student accused of violating the Student Code of Conduct has the right to a preliminary hearing; if applicable, a full board hearing will be held before any final determination of responsibility or sanction is issued.

Sanctions for violating the Student Code of Conduct are intended to provide educational experiences that will develop behavior and conduct demonstrative of responsible citizenship. This does not mean that sanctions are not also punitive in nature. Therefore, sanctions are levied relative to the nature and scope of the violation. Upon final disposition, the case is closed and sanctions become effective. The student then has the responsibility to complete their sanctions and to notify the Office of Judicial Affairs when all sanction requirements are met.

Students may file an Incident Report with the Office of Judicial Affairs to initiate a judicial proceeding. Matters involving only students are then adjudicated through the OJA. If a student files an incident report against a faculty member, a staff member or an administrator, that report is forwarded by the Director of Judicial Affairs to the employee's supervisor and to the Director of Human Resources, Dr. Renee Mitchell.

The Office of Judicial Affairs (OJA) is responsible for overseeing this administrative process that addresses issues of student conduct. The OJA staff consists of the Director, Shannon L. VanSlyke and the office Clerk, Anika L. Miller.

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In addition, any student found responsible for conduct violations may appeal the decision to the Dean of Students or their designee. In the absence of a Dean of Students, appeals are heard by Dr. Sandra Westbrooks, Provost.

The University's grievance and/or appeal procedures are directly communicated in writing to the department of athletics staff members, coaches and student-athletes during the Student-Athlete Orientation, held at the beginning of each fall and/or spring semester. Staff members, coaches and student-athletes are provided a one-page, two-sided information sheet that provides a copy of the Code of Excellence, information about the Student Code of Conduct policies and procedures, as well as information about the Office of Judicial Affairs and available assistance for any issues involving alleged misconduct. Access to the Student Code of Conduct is available to all students electronically and in hard copy. The Student Code of Conduct is Article X, Sections 2 and 2.1 of the Institutional Policy Manual (IPM) and may be viewed online at www.csu.edu/ipm. The Student Code of Conduct is also available from the homepage for the Office of Judicial Affairs at www.csu.edu/judicialaffairs. Hard copies of the Student Code of Conduct are available in the Office of Judicial Affairs located in the Cordell Reed Student Union, Suite 247.

9. 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.

Chicago State University provides educational and support programs in the area of sexual orientation in a variety of ways.

First, there is a formal Student Government Association program called Helping to Educate Regarding Orientation (HERO) and this organization collaborates with other campus groups, such as Motivating Adults Achieving Together (MAAT), Multicultural Health Promotion Association, African American Studies Association, Black Student Psychological Association, Illinois Counseling Association, Organization of Latin American Students, Sociology Club, Students Taking Action Against STD's and AIDS. In addition, during fall 2010, the campus hosted programming related to "National Coming Out Day" and "The Healing." Events such as these provide information, education, resources and support in the area of sexual orientation. These educational and support activities are provided to student-athletes with diverse sexual orientations, and there are also informational and educational activities that are provided to all students. The formal student-led organizations have faculty advisors who provide university support and oversight. Finally, since most athletes at Chicago State University live in the campus residence hall, where ongoing educational and support activities are provided in that context. Resident assistants also receive training in diversity, sensitivity, and Lesbian, Gay, Bisexual, Transgender and Intersex (LGBTI) sexual orientation issues.

The University has implemented a campus-wide Safe Zone program that seeks to:

1. Develop awareness of issues faced by people who do not fit the heterosexual model;
2. Enhance communication skills with regard to sex and gender;
3. Explore opportunities for becoming an "Ally" and creating "Safe Zones";
4. Examine personal knowledge and feelings about LGBTI people;
5. Examine homophobias and heterosexism; and
6. Take an active role in increasing visibility and the fostering of a safe and welcoming environment for LGBTI people and their Allies.

The Safe Zone program provides comprehensive training to campus staff, students and administrators throughout the campus, including those associated with Intercollegiate Athletics, thereby establishing Safe Zones. Safe Zones are places on campus, free of stereotypical barriers, that promote respect for individuals of all sexual orientations. The resident assistant training was provided at the beginning of fall 2010 and is used in the provision of Housing and Residence Life services.

10. Describe the policies, organization and structure of the department of athletics and how it enhances student-athlete well-being. Further, describe the commitment of the institution to enhance the overall student-athlete educational experience including how issues are monitored, evaluated and addressed on a continuing basis.

Policies

The athletics department has the following policies that enhance student-athlete well-being:

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1. Academic Policies: These policies spell out the expectations of student-athletes relative to academic performance, study hall and study during travel.
2. Recreational Policies: These policies explain how student-athletes may participate in campus-wide recreational activities and other student activities.
3. Housing Policies: These policies establish the expectations of student-athletes relative to their housing on-and-off campus.
4. Health/Sports Medicine Policies: These policies designate what kinds and from whom student-athletes any receive medical and health-related treatments.
5. Counseling Policies: These policies inform how and from whom student-athletes may receive counseling services.

In addition to these policies, all student-athletes are required to attend orientation programs in fall and/or spring where copies of the Student-Athlete Handbooks are distributed. This handbook contains the policies and procedures of the Department of Intercollegiate Athletics. Additionally, the handbook is available to all student-athletes, coaches and athletics department staff on the athletics department's website.

Organization

The Department of Intercollegiate Athletics operates under the direction of the Director of Intercollegiate Athletics who is assisted by the Associate Athletic Director, Assistant Athletic Director of Compliance, Assistant Athletic Director of Business, Assistant Athletic Director of Academics, coach and other support staff. The Assistant Athletic Director for Compliance has been specifically assigned by the AD to be a resource to student-athletes. All of the coaches provide day-to-day assistance to student-athletes in their respective sports. The Student Athlete Advisory Committee (SAAC), the Board of Athletic Advisors (BAA), and the Faculty Athletic Representative (FAR) are all other resources to assist and provide direction to student-athletes in matters pertaining to University or personal issues that may affect their well-being. The Director of Intercollegiate Athletics is ultimately responsible for all issues affecting student well-being. Additionally, all coaches and assistant coaches are responsible for ensuring that the well-being of student-athletes are constantly monitored and handled in a responsible manner.

The well-being of student-athletes is ensured based on the organizational structure described above. Further, the athletics department assures that student-athletes are able to raise issues relating to their well-being with several administrators within the department and throughout the University. The department operates on an "open-door" policy whereby student-athletes are able to speak to department administrators and staff including the AD, Coaches, the FAR and others as needed. Also, the SAAC provides opportunities for communication between student-athletes and staff and administrators within the department.

Structure

Furthermore, to assure the commitment of the institution to the well-being of student athletes, the structure of the department allows administrators to assist student-athletes on how and where in the University they can seek assistance whenever they have issues be resolved. The following are examples of available resources:

1. University Registrar: The office of the Registrar assists student-athletes with issues relating to Advance Registration. In particular, they help student-athletes register prior to the regular registration period to ensure that they have no conflicts in their schedules.
2. Student Support Services: Monitors student-athletes on their academic progress throughout each semester. Where student-athletes need assistance with their academic progress, the coordinator determines strategies and solutions to help them achieve success.
3. Study Center: The department of athletics has made space available in the JCC for student-athletes for study hall without any interruption. All student-athletes are required to study for one hour every day and are monitored by a coach. The student-athletes' study hour is monitored while on travel status by the student support services coordinator.
4. Office of Academic Support: This office offers a variety of programs to enhance student-athletes' retention. In particular, this office provides student-athletes with tutorial assistance in math and English. Other areas of support include: Student Success Program (boosts the knowledge and skills of student-athletes within their major; Study Skills Assistance (provides student-athletes with assistance related to their academic program and with developing study techniques); Writing across the Curriculum (assists student-athletes with developing their writing skills).

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5. Non-Academic Resources: In addition to the academic resources, the following non-academic resources provide support to student-athletes and all students who may need their services: the Abilities Office, Campus Ministry, Career Development, Women's Center, Child Care Center and the Counseling Center. Also, services are provided in debt management and domestic violence. In addition, the Latino Resource Center, African American Male Resource Center, University Police, Financial Aid, Wellness/Health Center and Fitness Center provide services in equal opportunity and sexual assault and harassment.

Commitment to Enhance Student-Athlete Well-Being

The well-being of all student-athletes is monitored by athletic department staff as well as team coaches. Whenever a student-athlete expresses any concerns to any staff or coach, the responsible athletic department administrator or University administrator is contacted to resolve the issues. Where necessary, student-athletes are referred to the appropriate University service area for which a student-athlete may need assistance. During the monthly meetings of the athletic department staff, student-athlete well-being issues are discussed to ensure that the issues have been addressed appropriately. As part of the annual evaluation of all coaches and athletic department personnel, the AD discusses student-athlete issues to ensure that there are no outstanding matters, that need to be addressed.

11. Describe how student-athletes are involved in the governance and decision-making processes of the department of athletics, including the role of the SAAC.

The institution must demonstrate that it has an active SAAC pursuant to Constitution 6.1.4. Please note, if an institution develops a plan for improvement in this area, the plan must be implemented prior to the completion of the certification process.

To ensure that student-athletes are involved in the governance and decision-making processes of the Department of Intercollegiate Athletics, two representatives of each athletic team are selected by each team to be a part of the Student-Athlete Advisory Committee (SAAC). The SAAC is involved in shared governance as mandated for all NCAA institutions. Also, the president of the SAAC is a member of the Board of Athletic Advisors (BAA), a subcommittee of the Faculty Senate.

The SAAC is involved in decision-making process in the following manner: before the athletics department distributes information to student-athletes about any policies affecting the well-being of student-athletes, the SAAC is consulted regarding those policies. The SAAC is given opportunities to meet with the department staff to give their feedback and through this process, is able to share the thoughts and reactions of the student-athletes that the group represents. If the student-athletes express any concerns regarding policies the athletic department staff sets up a subsequent meeting with the SAAC to review the policies and make any necessary amendments before the policies are distributed to all student-athletes.

Policies are also shared with the FAR, AASC and BAA, which review the policies to assure that the well-being of student-athletes are upheld. Through this process, the department is able to assure that the well-being of student athletes is given the highest regard.

Through this level of engagement and activities, student-athletes are able to be involved in the governance and decision-making that affects their well-being and future success as graduates of the university.

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12. List the department of athletics and/or other institutional programs in place that address the needs and issues affecting student-athletes (e.g., CHAMPS/Life Skills program and/or programming involving career counseling, personal counseling, nutrition, diversity, gambling, alcohol and drug guidelines, sexual orientation, personal development, leadership). Further, describe the policies and procedures in place to encourage and ensure student-athletes' access to these programs.

The institution must demonstrate that it has an active CHAMPS/Life Skills program (or an equivalent program) pursuant to NCAA legislation with programming to address nonacademic areas (e.g., career counseling, personal counseling, nutrition, diversity, gambling, alcohol and drug guidelines, sexual orientation, personal development, leadership). Please note, if an institution develops a plan for improvement in this area, the plan must be implemented prior to the completion of the certification process.

Chicago State University's Department of Intercollegiate Athletics provides the following programs, services and support that address the needs and issues affecting student-athletes;

The Student-Athlete Advisory Committee (SAAC), the Student-Athlete/Student Affairs Programs and the Effective Study Program are in place to address the needs and issues that affect student-athletes. Policies and procedures in place that encourage student-athletes' access to these programs are found in the following areas: Student-Athlete Orientation; Academic Resources (Learning Assistance Center, Athletic Study Center); and Non-Academic Assistance (Abilities Office, Campus Ministry, Career Development, Child Care, Counseling Center, Domestic Violence, Equal Opportunity Program, Financial Aid, Library, Wellness Center, Women's Resource Center, Residence Life, Sexual Assault/Harassment Program, Student Development Program, University Police, Student Development, First Mentors, Title IX Gender Equity, Sports Medical Care).

Within the athletics department, SAAC functions as the primary voice of the student-athletes. The goals of the SAAC are:

- * To promote efficient communication between the athletics department and student athletes;
- * To provide student-athletes with an opportunity to more effectively communicate with the athletics department and offer suggestions that are designed to serve the needs of student-athletes;
- * To actively encourage student-athletes involvement in the overall campus academic achievement standards, health, social responsibility and general awareness of activities on campus; and
- * To promote unity, solidarity and harmony between athletic teams and all athletes in the athletics program;

In addition, student-athletes well-being is facilitated through the Student-Athletes/Student Affairs (SASA) program (formerly the CHAMPS/Life Skills Program) and the Cougar GROWL (Growth and Responsibility for Outreach and Wellness in Life Skills). Cougar Growl was created in fall 2002 to support student-athletes' development and to enhance the quality of life experiences for student-athletes within the University.

The objectives of the Cougar GROWL program are:

- * To promote respect among student-athletes;
- * To increase interpersonal relationships in the lives of student-athletes;
- * To assist student-athletes in building their self-esteem;
- * To enable student-athletes to make meaningful contributions to their communities; and
- * To promote personal involvement and responsibility in the outcomes of student-athletes' academic, athletic and social well-being on campus.

The department of athletics works collaboratively with all student activities and resources through the SASA program to promote positive engagement within the University community. Each year, SASA manual is distributed to all student-athletes at orientation. This manual provides information on developmental resources that exist throughout the university. Additionally, during every semester, special programs are designed and offered to meet the specific needs of student-athletes.

The SASA program provides opportunities for student-athletes to be involved in the Adopt-A-School Program and activities in the Career Development Center. The Adopt-A-School Program allows student-athletes to build volunteer service and critical mentoring skills with children from economically disadvantaged areas of Chicago. Through this

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program, student-athletes provide one-on-one mentoring and tutoring to designated children from the school.

The Career Development Center assists all students in pursuing career and professional development opportunities. All students and student-athletes participate in workshops and individual consultation with staff of the Center to help students identify career goals, schedule on-campus interviews with corporate entities, graduate schools and to develop placement credentials. Other services include; resume writing, interviewing skills, researching jobs and companies, professional image development, computerized guidance systems, career resource library and career awareness events.

Further, the athletics department works very closely with the University to provide programs that address the needs of student-athletes the University Counseling Center which provides the following counseling and psychological services/programs to student-athletes: Effective Study Program, Anger Management Groups, Alcohol and Drug Prevention Groups, Stress Management Workshops, Mindfulness and Relaxation Workshops, Career, Vocational and Academic Major Assessment/Counseling, Domestic Violence Prevention and Intervention (crisis response and treatment/referral in collaboration with community-based specialized providers), Individual Personal Counseling and Specialized Group Counseling. In addition to the aforementioned services, there is also the Abilities Office of Disabled Student Services.

In order to assure that student-athletes have access to these programs, athletics department policies require all student-athletes to attend the department's orientation programs in fall and/or spring, where copies of the student-athlete handbooks are distributed to all student-athletes. This handbook contains all the policies of the athletics department and identifies all the services available to provide support for their needs and issues. Further, all student-athletes are required to meet with their coaches or athletics administrators regularly to assure that they are following the policies and procedures of the athletics department. If it is determined that the student-athlete's needs require further referral to other University resources, they are then taken to those resources. Student-athletes who are chronic abusers of the policies and procedures of the athletics department maybe suspended from practice or competition by their coaches. If a student-athlete is suspended they have opportunity to appeal the decision through proper channels up to the AD.

- 13. Describe how the department of athletics monitors student-athlete time demands, including travel commitments, missed class time, final exam schedules, summer vacation periods and intersession periods. Further, describe methods used to educate coaches and student-athletes about time demands and opportunities to integrate into campus life.**

The athletics department regularly examines the institutional academic calendar to determine the class schedules, final exam schedules, summer vacation and intersession periods to avoid interference with student-athlete academic progress. In addition, coaches are required to examine the institutional academic calendar before scheduling contests, and are bound by a policy that student-athletes shall not miss more than 25% of each scheduled class throughout the regular academic semester. Coaches must submit an estimate of missed class time with competition schedules and a final practice and competition schedule for approval by the Director of Intercollegiate Athletics and Assistant Athletic Director of Compliance. Faculty members communicate excessive student absences directly to the athletics department and through the institutional early warning system. Students may also express concerns about time demands to senior athletic administrators and in regular SAAC meetings.

Student-athletes are educated about time management and time demands through University academic and student affairs programming, including the Bridge Program, RISE Academy and Effective Study Program. Students receive study hall credit for utilizing these campus resources. Coaches receive regular education through staff meetings, meetings with the FAR and communication with BAA.

- 14. Please submit a copy of the department of athletics and/or institution's written travel policies to ensure the safety and well-being of student-athletes with the submission of your self-study report (e.g., road travel; air travel, including charter policies; driver selection; training; privately owned vehicles). [Please use the file upload link contained within this question on the ACS to submit a copy of the athletics department and/or institution's written travel policies].**

The CSU Department of Intercollegiate Athletics' travel policies have been uploaded for review.

List of attachments

Gender/Diversity Issues and Student-Athlete Well-Being

1. CSU Dept. of Intercollegiate Athletics Travel Policies.pdf

- 15.** Describe the annual evaluation of the department of athletics and/or institution's travel policies to ensure these policies are effective. Further, describe how the travel policies are directly communicated in writing to department of athletics staff members and student-athletes and list the name and title of the administrator(s) responsible for oversight in this area.

The institution must have written travel policies that are annually evaluated for their effectiveness in protecting the health and providing a safe environment for student-athletes. Further, the administrator(s) responsible for annually evaluating travel policies must be identified and travel policies must be directly communicated in writing (e.g., provide hard copy of document, provide web link via e-mail) to department of athletics staff members, including coaches, and student-athletes.

A.) Travel policies are evaluated annually prior to the start of the fall semester. The Assistant Athletic Director for Business, Mark Cipich, is responsible for reviewing and updating the travel policies following an assessment of any incidents occurring in the previous academic year.

B.) The travel policy is directly communicated to athletics department staff in the Policy and Procedure Manual and to the student-athlete in the Student-Athlete Handbook. The travel policy is also distributed to staff and student-athletes at orientations.

Finally, the department sends emails to staff and student-athletes informing them that the updated travel policies are available on the department website.

- 16.** Please submit a copy of the department of athletics written emergency medical plan for practices, contests, strength training and skills sessions with the submission of your self-study report. [Please use the file upload link contained within this question on the ACS to submit a copy of the athletics department's written emergency medical plan for practices, contests, strength training and skills sessions].

The emergency medical plan has been uploaded for review.

List of attachments

1. CSU Emergency Medical Plan.pdf

- 17.** Describe the annual evaluation of the department of athletics written emergency medical plan for practices, contests, strength training and skills sessions to ensure its effectiveness. Further, describe how the department of athletics written emergency medical plan for practices, contests, strength training and skills sessions is directly communicated in writing to department of athletics staff members and student-athletes and list the name and title of the administrator(s) responsible for oversight in this area.

The institution must have a written emergency medical plan for practices, contests, strength training and skills sessions. Further, the administrator(s) responsible for annually evaluating this emergency medical plan must be identified and the emergency medical plan must be directly communicated in writing (e.g., provide hard copy of document, provide web link via e-mail) to athletics department staff members, including coaches, and studentathletes.

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A. The written emergency medical plan is reviewed biannually by committee which evaluates: any emergencies that occurred in the last 6 months, including but not limited to; examines how the process and procedure was handled during each emergency; and identifies additional steps in order to avoid future emergencies.

Heat exhaustion;
Allergic reaction to medications; and
Respiratory distress

The Emergency Plan Review Committee is Chaired by the Assistant Athletic Director for Compliance, who is responsible for oversight in this area. The committee includes members with expertise in emergency management, including the Head Athletic Trainer, Director of Wellness Center, CSU Police and a medical doctor.

B. The department of athletics written emergency medical plan is updated annually, and a link is provided on the athletic department's website. The written plan has been distributed to the athletic staff members and the student-athletes at the student-athlete orientation conducted in fall and/or spring each year. Athletic Trainer, Omar Jefferson, is responsible for the oversight in this area.

- 18.** Please submit a copy of the department of athletics written emergency medical plan for out-of-season workouts with the submission of your self-study report. [Please use the file upload link contained within this question on the ACS to submit a copy of the athletics department's written emergency medical plan for out-of-season workouts].

The emergency medical plan has been uploaded for review.

List of attachments

1. CSU Emergency Medical Plan.pdf

- 19.** Describe the annual evaluation of the department of athletics written emergency medical plan for out-of-season workouts to ensure its effectiveness. Further, describe how the department of athletics written emergency medical plan for out-of-season workouts is directly communicated in writing to department of athletics staff members and student-athletes and list the name and title of the administrator(s) responsible for oversight in this area.

The institution must have a written emergency medical plan for out-of-season workouts. Further, the administrator(s) responsible for annually evaluating this emergency medical plan must be identified and the emergency medical plan must be directly communicated in writing (e.g., provide hard copy of document, provide web link via e-mail) to athletics department staff members, including coaches, and student-athletes.

A. The written emergency medical plan is reviewed biannually by committee which evaluates: any emergencies that occurred in the last 6 months, including but not limited to; examines how the process and procedure was handled during each emergency; and identifies additional steps in order to avoid future emergencies.

Heat exhaustion;
Allergic reaction to medications; and
Respiratory distress

The Emergency Plan Review Committee is Chaired by the Assistant Athletic Director for Compliance, who is responsible for oversight in this area. The committee includes members with expertise in emergency management, including the Head Athletic Trainer, Director of Wellness Center, CSU Police and a medical doctor.

B. The medical plan was updated and a link to the updated medical plan is available on the athletic department's website. In Spring 2011, an email message was sent to all athletic department staff and coaches, notifying them of

Gender/Diversity Issues and Student-Athlete Well-Being

the link to the updated plan, and a written copy of the emergency medical plan for out-of-season workouts is distributed to all staff and coaches at a department staff meeting. The updated written emergency medical plan for out-of-season workouts was distributed to all student-athletes at the most recent student-athlete orientation on February 1, 2011.

- 20.** Please submit a copy of the athletics department's athletic training and sports medicine policies and procedures with the submission of your self-study report. [Please use the file upload link contained within this question on the ACS to submit a copy of the athletics department's athletic training and sports medicine policies and procedures].

The athletic training and sports medicine policies and procedures have been uploaded for review.

List of attachments

1. CSU Athletic Training and Sports Medicine Policies and Procedures.pdf

- 21.** Describe the annual evaluation of the department of athletics written athletic training and sports medicine policies and procedures. Further, describe how the department of athletics athletic training and sports medicine policies and procedures is directly communicated in writing to department of athletics staff members and student-athletes and list the name and title of the administrator(s) responsible for oversight in these areas.

The institution must have written athletic training and sports medicine policies that are reviewed annually.

Further, the administrator(s) responsible for annually evaluating athletic training and sports medicine policies

must be identified and the athletic training and sports medicine policies must be directly communicated in

writing (e.g., provide hard copy of document, provide web link via e-mail) to athletics department staff members, including coaches, and student-athletes.

A. The written athletic training and sports medicine policies and procedures plan is reviewed biannually by committee which evaluates: training rooms, team coverage, record keeping, hours of follow-up care, insurance coverage, physician coverage, and annual physical examination procedures and cost.

The Athletic Training and Sports Medicine Policies and Procedures Review Committee is Chaired by the Assistant Athletic Director for Compliance, who is responsible for the oversight in this area.

B. The athletic training and sports medicine policies and procedures was updated, and a link to the updated medical plan is available on the athletic department's website. In Spring 2011, an email message was sent to all athletic department staff and coaches, notifying them of the link to the updated plan, and a written copy of the athletic training and sports medicine policies and procedures was distributed to all staff and coaches at a department staff meeting. The updated written athletic training and sports medicine policies and procedures was distributed to all student-athletes at the most recent student-athlete orientation on February 1, 2011.

- 22.** If the institution has developed a plan(s) for improvement during the current self-study process for Operating Principle 3.3, describe the institution's efforts to ensure the plan(s) for improvement was developed through a process involving broad-based campus participation and has received formal institutional approval.

There are no plans for improvement.

Gender/Diversity Issues and Student-Athlete Well-Being

Racial or Ethnic Composition of Personnel - Old Race/Ethnicity Categories Chart (IPEDS)

	Year	Racial or Ethnic Group																				
		Am. Ind./AN (N)			Asian/PI (N)			Black (N)			Hispanic (N)			White (N)			NR Alien (N)			Other (N)		
		1	2	3	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		5	5		0	0		1	1		0	0		0	0
Other Professional Athletics Dept. Staff	F		0	0		0	0		4	4		1	0		1	1		0	0		0	0
	P		0	0		0	0		0	0		0	0		0	0		0	0		0	0
Head Coaches	F		0	0		0	0		6	6		2	1		1	1		0	0		0	0
	P		0	0		0	0		0	0		0	0		0	0		0	0		0	0
Assistant Coaches	F		0	0		0	0		7	7		0	0		4	2		0	0		0	0
	P		0	0		0	0		0	0		0	0		0	0		0	0		0	0
Totals (for Athletics Dept. Personnel)	F	0	0	0		0	0	0	22	22		3	1		7	5		0	0		0	0
	P		0	0		0	0		0	0		0	0		0	0		0	0		0	0
Faculty-Based Athletics Board or Committee Members			0	0		0	0		8	10		0	0		2	2		0	0		0	0
Other Advisory or Policy-Making Group Members			0	0		0	0		0	0		0	0		0	0		0	0		0	0

Name of person completing this chart: Dr. Alonzo DeCarlo

Title: Chair., Diversity Issues Subcommittee

Gender/Diversity Issues and Student-Athlete Well-Being

Racial or Ethnic Composition of all Students - Old Race/Ethnicity Categories Chart (IPEDS)

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)			NR Alien (N)			Other (N)		
Year	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
All Students	14	18	18	139	95	86	6935	6600	6738	578	580	593	845	793	761	39	23	32	377	341	298
Student-Athletes	0	0	0	1	8	7	51	56	72	2	0	1	19	21	23	12	4	6	7	9	15

Name of person completing this chart: Dr. Alonzo DeCarlo

Title: Chair., Diversity Issues Subcommittee

Gender/Diversity Issues and Student-Athlete Well-Being

Racial or Ethnic Composition of Student-Athletes by Sport Group - Old Race/Ethnicity Categories Chart (IPEDS)

Sports** Year	Racial or Ethnic Group																				
	Am. Ind./AN (N)			Asian/PI (N)			Black (N)			Hispanic (N)			White (N)			NR Alien (N)			Other (N)		
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Baseball	0	0	0	0	1	2	4	5	6	1	0	1	7	8	7	1	0	0	2	2	4
Men's Basketball	0	0	0	0	0	0	8	9	9	0	0	0	1	1	1	1	0	0	1	3	3
Football	0	0	0	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	0	0	9	12	16	0	0	0	3	2	2	0	1	1	0	0	0
Men's Other Sports and Mixed Sports	0	0	0	0	0	2	3	5	3	0	0	0	1	4	3	3	1	3	0	0	2
Women's Basketball	0	0	0	0	0	0	10	8	11	0	0	0	2	1	1	0	0	0	2	2	2
Women's Track / Cross Country	0	0	0	0	0	0	11	12	21	0	0	0	0	0	0	0	0	0	0	0	0
Women's Other Sports	0	0	0	1	7	3	6	5	6	1	0	0	5	5	9	7	2	2	2	2	4
Total	0	0	0	1	8	7	51	56	72	2	0	1	19	21	23	12	4	6	7	9	15

Name of person completing this chart: Dr. Alonzo DeCarlo

Title: Chair., Diversity Issues Subcommittee