

2005-2006  
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: 1901
3. Special Affiliation? No
4. Coeducational? Yes
5. Total student enrollment (undergraduate and graduate combined) [using a full-time-equivalency (FTE) basis]: 17643
6. Number of Faculty [using a full-time-equivalency (FTE) basis]: 899
7. Highest level of academic degree offered: Doctor of Education
8. Institution's governing entity: California State University Board of Trustees
9. a. Regional accreditation agency: Western Association of Schools and Colleges
9. b. Date of most recent regional accreditation self-study: 2000
9. c. Current accreditation status: Accredited

### Athletics Information

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

Baseball	Big West Conference
Football	Great West Football Conference
Men's Basketball	Big West Conference
Men's Cross Country	Big West Conference
Men's Golf	Big West Conference
Men's Soccer	Big West Conference
Men's Swimming	Big West Conference
Men's Tennis	Big West Conference
Men's Track, Outdoor	Big West Conference
Men's Wrestling	Pacific-10 Conference
Softball	Big West Conference
Women's Basketball	Big West Conference
Women's Cross Country	Big West Conference
Women's Golf	Big West Conference
Women's Soccer	Big West Conference

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Women's Swimming	Big West Conference
Women's Tennis	Big West Conference
Women's Track, Indoor	Mountain Pacific Sports Federation
Women's Track, Outdoor	Big West Conference
Women's Volleyball	Big West Conference

### 3. Athletics program structure ('X' all that apply):

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

### 4. Date of NCAA major infractions case(s) (if any) since previous certification self-study and impact (if any) on the areas of the certification program.

No major infraction cases.

## Previous Certification Self-Study

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

Previous orientation visit: 1996  
Previous evaluation visit: December 1997  
Interim self-sudy report: May 2002

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

The NCAA Committee on Athletics Certification determined that Cal Poly should be certified during its July 19-21, 1998 meeting.

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

No actions or changes.

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

Since the previous certification self-study, Cal Poly has had several changes in key institutional personnel. An Interim Provost and Vice President for Academic Affairs and an Interim Vice President for University Advancement were both hired in 2004. A new Vice President for Administration and Finance was hired in 2002. A new Athletic Director and a new Associate Athletic Director for Advancement were hired in 2005.

### 5. Significant changes impacting the institution and/or athletics program, if any (e.g., conference affiliation, sports sponsored, changes in admissions standards, significant changes in graduation rates, changes in mission statement of the athletics program, changes in fiscal stability/condition of the athletics program), since the institution's previous certification self-study:

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Cal Poly joined the Great West Football Conference in 2005. No other significant changes impacting the institution or the athletics program have occurred since the previous certification self-study.

### Certification Self-Study Information

1. Steering Committee Chair: Dr. David Conn
2. Chief report writer/editor of self-study report: Dr. David Conn
3. Describe the extent of broad-based participation of campus constituencies in the self-study. Specifically, report on the opportunities that actually were provided to various individuals or groups in the broad-campus community to: (a) offer input into the self-study report before its findings and plans for improvement were formulated, and (b) review the self-study report after it was drafted.

a) A variety of individuals and groups had the opportunity to offer input into the self-study report before its findings and plans for improvement were formulated. The three subcommittees were composed of faculty from multiple departments, as well as staff from other units on campus, both those that are directly involved with issues related to Certification, such as the Admissions Office, and those that have no direct relation to Athletics, such as Health Services. All three subcommittees had student and student-athlete members, thus allowing for input from and representation of those portions of the campus community. The Steering Committee had a similarly diverse makeup, including an alumnus. The members of the committees are listed below.

#### Steering Committee

Warren Baker President  
Robert Detweiler Interim Provost  
Cornel Morton VP Student Affairs  
David Conn, Chair Vice Provost for Academic Programs  
Frank Mumford Foundation  
Alison Cone Athletics Director  
Ken Walker Professor, Philosophy  
Tylor Middlestadt Student (ASI President)  
Michele Henke Student (athlete)  
Barbara Martinez Athletics Dept.  
Lee Walters Alumnus  
Phil Bailey Dean, Science & Math  
Myron Hood Professor, Mathematics  
Jerry Demers Dept. Chair, Kinesiology

#### Governance and Commitment to Rules Compliance Subcommittee

Jerry DeMers, Chair Kinesiology  
Dan Howard-Greene Office of the President  
Alison Cone Athletics  
Martin Bragg Health Services  
Jose Macedo Industrial Engineering  
Teresa Miller Student (athlete)  
Jason King Student (non-athlete)

#### Academic Integrity Subcommittee

Myron Hood, Chair Mathematics  
James Maraviglia Admissions  
Douglas Keeseey Academic Programs/GE  
Susan Sparling Student Academic Services  
Shannon Stephens Athletic Academic Services  
Ken Walker Philosophy  
Tom Zuur Registrar  
Brent Goodman Institutional Planning & Analysis  
Kayla Mulder Student (athlete)  
Jennifer Murphy Student (non-athlete)

## Introduction to Self-Study Report

Equity, Welfare, and Sportsmanship Subcommittee

Phil Bailey, Chair College of Science & Math  
Barbara Martinez Athletics  
Jean DeCosta Dean of Students  
Bill Hendricks Recreation Administration  
Jenny Wesser Student (athlete)  
Garrett Ponder Student (non-athlete)

b) The entire campus community had ample opportunity to comment on the self-study report after it was drafted. The report was posted on the web. An e-mail was sent to all faculty, staff, and students soliciting comments. An announcement was put in the weekly online bulletin that is e-mailed to all faculty and staff and is available online for everyone. An announcement was posted on the Cal Poly Portal, which is the entry page for faculty, students, and staff to log in to various services, and which is used daily by most of the campus community.

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

NCAA DIVISION I ATHLETICS CERTIFICATION 2005/06

Plan

##### 1. Goals

- a. Increase awareness of the athletics program campus-wide and ensure that the affairs of the athletics program are open to the university community and to the public.
- b. Affirm the positive aspects of the athletics program
- c. Identify and address any areas of concern within the athletics program
- d. Establish a plan for improvement for the athletics program, setting its direction and indicating priorities.

##### 2. First Cycle Plans and Required Actions

For first cycle plans, NCAA Division I Committee on Athletics Certification required actions, and Cal Poly responses up to 2002, see the appendix to this document, entitled: Plans and Actions from Cal Poly's Interim Report (May 1, 2002)

##### 3. Committees

- a. Functions of Steering Committee and Sub-Committees
  - i. Collecting and organizing data.
  - ii. Providing opportunities for input from appropriate campus groups.
  - iii. Reviewing draft and final reports.
  - iv. Communicating regularly through meetings and reports.
  - v. Maintaining a written record of:
  - vi. Dates of Steering Committee and Sub-committee meetings and individuals
  - vii. in attendance.

##### b. Steering Committee

Warren Baker President  
Robert Detweiler Interim Provost  
Cornel Morton VP Student Affairs  
David Conn, Chair Vice Provost for Academic Programs  
Frank Mumford Foundation  
Alison Cone Athletics Director  
Ken Walker Professor, Philosophy  
Tylor Middlestadt Student (ASI President)  
Michele Henke Student (athlete)  
Barbara Martinez Athletics Dept.  
Lee Walters Alumnus  
Phil Bailey Dean, Science & Math  
Myron Hood Professor, Mathematics  
Jerry Demers Dept. Chair, Kinesiology

## Introduction to Self-Study Report

### c. Governance and Commitment to Rules Compliance Subcommittee

Jerry DeMers, Chair Kinesiology  
Dan Howard-Greene Office of the President  
Alison Cone Athletics  
Martin Bragg Health Services  
Jose Macedo Industrial Engineering  
Teresa Miller Student (athlete)  
Jason King Student (non-athlete)

### d. Academic Integrity Subcommittee

Myron Hood, Chair Mathematics  
James Maraviglia Admissions  
Douglas Keesey Academic Programs/GE  
Susan Sparling Student Academic Services  
Shannon Stephens Athletic Academic Services  
Ken Walker Philosophy  
Tom Zuur Registrar  
Brent Goodman Institutional Planning & Analysis  
Kayla Mulder Student (athlete)  
Jennifer Murphy Student (non-athlete)

### e. Equity, Welfare, and Sportsmanship Subcommittee

Phil Bailey, Chair College of Science & Math  
Barbara Martinez Athletics  
Jean DeCosta Dean of Students  
Bill Hendricks Recreation Administration  
Jenny Wesser Student (athlete)  
Garrett Ponder Student (non-athlete)

### 4. Institutional Liaison

Valene Mathews, Administrative Analyst  
Academic Programs and Undergraduate Education

### 5. Individuals responsible for writing self-study reports

Overall responsibility: Steering Committee Chair, David Conn

Subcommittee reports: Subcommittee Chairs

Jerry DeMers  
Myron Hood  
Philip Bailey

### 6. Self-Study

#### a. Outline

Document will follow the format of the NCAA 2005-06 Self-Study Instrument.

#### b. Schedule

Appointment of Steering Committee Oct-Nov 05  
Appointment of Sub-Committees Oct-Nov 05  
NCAA notifies Cal Poly of potential team members Oct 05  
Development of Plan for Completing the Self-Study Nov 05  
Orientation Videoconference Nov 15 05  
Sub-committees undertake data gathering  
and preparation of reports Nov 05-Jan 06  
Sub-committee reports made available  
to campus for comments Early Feb 06  
Sub-committee reports due to Steering Committee Late Feb 06  
Steering Committee reviews reports Early Mar 06

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Draft of Self-Study made available  
to campus for comments Late Mar 06  
Final editing of Self-Study Apr-May 06  
NCAA notifies Cal Poly of team chair Late Spring 06  
Self-Study forwarded to NCAA May 15 06  
NCAA notifies Cal Poly of team members Early Fall 06  
Certification visit Fall 06

7. Plans for involving conference office or other individuals and agencies outside the institution (subject to prior written approval from NCAA Division I Committee on Athletics Certification)

The conference office will be notified that Cal Poly is undertaking the self-study and certification process, and the office's participation will be solicited.

8. Institutional Guidelines for Writing and Editing Self-Study Report

Clerical and other logistical support, including the scheduling of meeting rooms as needed, will be provided or coordinated by the Office of Academic Programs and Undergraduate Education. The document will be prepared using MS Word and MS Excel software.

9. Process for Reviewing Subcommittee and Steering Committee Draft Reports.

Draft reports will be posted on an University website. The campus community (all administrators, faculty, staff, and students) will be notified — through the Cal Poly Report and by direct email — of their availability for review. Feedback via email will be solicited and studied, and revisions made as appropriate, by the relevant subcommittee (s) and/or the Steering Committee.

10. Process for developing the final self-study report

The Steering Committee will review the subcommittee reports for accuracy, clarity, and consistency with the operating principles, and revise them as appropriate. From reports and recommendations, the Steering Committee will develop a plan for improvement of the athletics program. This plan will include the following elements:

- a. It will address the issues confronting the athletics program and university as identified during the self-study, including gender equity and minority opportunities.
- b. It will reaffirm, or modify as appropriate, the goals for the University athletics program.
- c. It will delineate the steps to achieve those goals, including intended end results, individuals or offices responsible for taking specific actions, and timetables for completing the work.

A draft of the completed report with the plan for improvement will be posted on an University website. The campus community (all administrators, faculty, staff, and students) will be notified — through the Cal Poly Report and by direct email — of its availability for review. Feedback via email will be solicited and studied, and revisions made as appropriate, by the Steering Committee.

11. Plans for Communicating the Work of the Steering Committee to the University Community as well as to the Electronic and Print Media and General Public.

The campus community will be kept informed about the progress of the certification process via notices in the Cal Poly Report, direct emails (as appropriate), and announcements at meetings of the President's Management Staff, Academic Senate, Deans' Council, ASI Board of Directors, etc. Press releases regarding the certification process will periodically be prepared and distributed to the media.

### APPENDIX

Plans and Actions  
from Cal Poly's Interim Report (May 1, 2002)

# Governance and Commitment to Rules Compliance

## Operating Principle

### 1.1 Institutional Control, Presidential Authority and Shared Responsibilities

#### Self-Study Items

1. List all "corrective actions", "conditions for certification" or "strategies for improvement" imposed by the NCAA Division I Committee on Athletics Certification in its first-cycle certification decision (if any) as they relate to Operating Principle 1.1 (Institutional Control, Presidential Authority and Shared Responsibilities). In each case, provide: (a) the original "corrective action", "condition" or "strategy" imposed; (b) the action(s) taken by the institution; (c) the date(s) of the action(s); and (d) an explanation for any partial or noncompletion of such required actions. Please note, the institution is not required to respond to recommendations for required actions developed by the peer-review team unless those same recommendations were adopted by the Committee on Athletics Certification.

One concern was cited within the first-cycle certification. This concern related to the accuracy and completeness of the University's self-study report in future self-studies regarding equity and student welfare issues.

Since the submittal of the NCAA Certification Self-Study in 1997, Cal Poly has undergone both regional and specialized professional accreditations, submitted System-wide accountability reports, and begun a comprehensive review of all administrative policies. Furthermore, a Task Force on Institutional Accountability and Learning Assessment was appointed and charged by the Provost in 2000 "to propose a systematic and coordinated approach to addressing academic (and larger institutional) accountability and assessment issues" that would build upon, integrate and implement the perspective and approaches contained in existing documents, in a clear, concise, simple manner consistent with our institutional mission and values. At issue was the establishment of consistency, while maintaining flexibility, in internal accountability, external accountability and reporting.

All subsequent institutional reports have used these principles as guides. The Steering Committee has made every effort to comply with these principles in the drafting of this Report.

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

N/A

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

N/A

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

## Governance and Commitment to Rules Compliance

The Athletics Department is considered a program similar to other academic departments within the University. In this sense, decisions are consistent with all academic program decisions. Decisions within academic departments are made in conjunction with faculty input. The Chair or Head of the department seeks input from the college dean. Major program decisions then go to the Provost, Academic Senate and the President. In some situations, major program revisions must be approved by the CSU Board of Trustees and Chancellor of the CSU.

The Athletics Department must go through similar channels. The difference is the Athletic Governing Board assists in making program decisions. The Athletics Director is not within a University academic college; therefore, major changes go directly to the Provost, Academic Senate and then the President.

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

The following key decisions were made during the past three years:

1. Movement to the Great West Football Conference. The President was involved with discussions of football conference alignment. He was critically involved and ultimately made the determination to become one of the founding members of the Great West Football Conference.

2. Initiation of the Capital Campaign and the renovation of Mustang Stadium. As the University has considered capital projects relating to Intercollegiate Athletics, the President has participated on committees and ultimately approves the initiation of any formal project. During the past three years, this process was used in conjunction with the renovation of Mustang Stadium.

3. Overall funding plan for Intercollegiate Athletics. Scholarship allocations and associated development efforts are submitted through the Athletic Governing Board to the President for his approval as part of the annual budget process. A funding plan, including a request for a student fee referendum to increase scholarship funding, was approved by the President. The President then approved the initiation of the fee after the students voted to support this initiative.

4. Appointments to the Athletics Governing Board. The President receives recommendations from the Academic Senate for appointments to the Athletics Governing Board. Two new faculty and eight new student Board members have been appointed during the past three years.

5. Appointment of the Faculty Athletics Representative. The President appointed a new FAR during the past three years and revised and updated the duties associated with the FAR position.

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

All questions are channeled through the Director of Athletics office and may involve various individuals, offices, committees, and councils in the decision-making process. The following individuals play key roles in the process:

**President:** The President is the CEO of the University and has final authority and responsibility for all major decisions regarding athletics. This authority may be shared with the Provost, Director of Athletics (AD), Senior Woman Administrator (SWA), Faculty Athletic Representative (FAR), and the Athletics Governing Board (AGB).

**Provost:** The Provost is designated by the President for day-to-day oversight of the Athletics Department and in that capacity is Chair and a voting member of the Athletics Governing Board.

**Director of Athletics:** The AD is responsible for the management and administration of the Intercollegiate Athletic Program in accordance with the "Policies and Procedures" manual, NCAA, Conference, and related University regulations. The AD reports to the Provost for day-to-day operational issues and to the University President for major policy and personnel issues. The AD supervises coaches and other departmental staff members in all activities related to intercollegiate athletics. The AD (or appointed designee) acts as a voting member of any athletic conferences(s) to which the University belongs in accordance with the particular conference regulations. The AD is an ex-officio, non-voting, member of the Athletics Governing Board.

## Governance and Commitment to Rules Compliance

**Senior Woman Administrator:** The SWA assists the AD in managing the athletic programs and acts as the primary liaison between the University and the NCAA and affiliated leagues on issues relating to all athletic programs. The SWA reports directly to the AD and advises the AD concerning all issues involving the athletic programs with an emphasis on gender equity and compliance.

**Faculty Athletic Representative:** The FAR is a faculty member of an instructional department and is appointed by the President of the University following established University procedures. The FAR is a voting member of any athletic conference to which the University belongs, as provided by the particular conference rules. The FAR is responsible for monitoring such matters as eligibility and academic progress to determine if they are being carried out in the best interests of the University and consistent with University, conference, and NCAA regulations. The FAR has the authority to request any additional information required concerning eligibility from the AD or coaches, and investigates any irregularities that may occur in this area. The FAR rules on all eligibility cases requiring local campus interpretation, and may be the investigator for appeals to conferences and the NCAA regarding rulings which may affect athletic eligibility. This individual is responsible for signing eligibility certifications. The FAR is an ex-officio, non-voting, member of the Athletics Governing Board.

**Athletics Governing Board:** The AGB is responsible for ensuring that the goals of the athletic program are consistent with the educational objectives of the University, that the educational pursuits of student-athletes maintain priority over their involvement in intercollegiate sports, and that budgets for the athletic program reflect sound fiscal planning. The AGB informs the President annually of the state of the athletic program and submits recommendations regarding policies as they pertain to the programs.

### Functions of the AGB

The Athletics Governing Board serves as an advisory body to the President, who has ultimate responsibility and final authority for the conduct of the Intercollegiate Athletics program. The Board functions as an oversight committee for Athletics, establishing policy and setting direction for such issues as the addition or elimination of sports programs, academic standards, gender equality, and financial integrity.

Specifically, responsibilities of the Board shall include:

1. Reviewing and making recommendations on the budget for Athletics, giving special attention to the fact that Athletics receives funding from the State and other sources.
2. Developing general policies for Athletics to ensure the financial and academic integrity of the program, including but not limited to establishment of eligibility certification policies.
3. Reviewing and making recommendations on proposals aimed at raising funds or seeking other support for Athletics.
4. Ensuring that the Athletics Program provides equity of opportunity for women and men.

### Membership

The Board appointments are made annually by the President.

1. Provost and Vice President for Academic Affairs (Chair)
2. Three faculty members, nominated by the Academic Senate Executive Committee, with at least two members being teaching faculty
3. Two students, nominated by the ASI
4. Chair, ASI University Union Advisory Board

The following are designated as ex officio, nonvoting members:

1. Vice President for Administration and Finance
2. Vice President for Student Affairs
3. ASI President
4. Faculty Athletics representative
5. Director of Athletics
6. Assistant Vice Provost for Systems and Resource Management

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

Composition of the Athletics Board

NAME TERM REPLACING NOMINATING AUTHORITY  
(OR OFFICE HELD)

Bob Detweiler\* Ex officio Continuing (Provost & VP, Academic Affairs)  
Kurt Colvin 2004-2007 Continuing Academic Senate  
Myron Hood 2003-2006 Continuing Academic Senate

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Matthew Novak 2005-2008 Kevin Clark Academic Senate  
Shannon Shutts 2005-2007 Derek Tye ASI President  
Garrett Ponder\*\*\* 2004-2006 Jamie Barry ASI President  
Mike Motroni Ex officio Tracy Watte (Chair, UU Advisory Board)  
Lawrence Kelley\*\* Ex officio Continuing (VP, Admin & Finance)  
Cornel Morton\*\* Ex officio Continuing (VP, Student Affairs)  
Jennifer Murphy\*\* Ex officio Ryan Feist (ASI President)  
Ken Walker\*\* Ex officio Michael Wenzl (Faculty Athletic Representative)  
Alison Cone\*\* Ex officio Continuing (Athletic Director)  
Kimi Ikeda\*\* Ex officio Continuing (Asst Vice Provost/Systems & Resource Mgt.)  
Lee Walters\*\*/\*\* 2004-2006 Bill Fairbanks Director of Athletics (Community Rep)

\* Chair

\*\* Nonvoting

\*\*\* Completing Term

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

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

### Evaluation

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

# Governance and Commitment to Rules Compliance

## Operating Principle

### 1.2 Rules Compliance

#### Self-Study Items

1. List all "corrective actions", "conditions for certification" or "strategies for improvement" imposed by the NCAA Division I Committee on Athletics Certification in its first-cycle certification decision (if any) as they relate to Operating Principle 1.2 (Rules Compliance). In each case, provide: (a) the original "corrective action," "condition" or "strategy" imposed; (b) the action(s) taken by the institution; (c) the date(s) of the action(s); and (d) an explanation for any partial or noncompletion of such required actions. Please note, the institution is not required to respond to recommendations for required actions developed by the peer-review team unless those same recommendations were adopted by the Committee on Athletics Certification.

There were no corrective actions imposed by the NCAA Division I Committee on Athletics Certification in its first-cycle certification decision as they relate to Operating Principle 1.2 (Rules Compliance).

2. List all actions the institution has completed or progress it has made regarding all plans for improvement/recommendations developed by the institution during its first-cycle certification process for Operating Principle 1.2 (Rules Compliance). Specifically include: (a) the original plan; (b) the actions(s) taken by the institution; (c) the date(s) of the action(s); (d) an explanation for any partial or noncompletion of such required actions. Please note, the institution will not be required to fulfill an element of a first-cycle plan if the element does not affect conformity with an operating principle.

There were no plans for improvement/recommendations developed by the institution during its first cycle certification process for Operating Principle 1.2.

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

Big West Conference Compliance Review (November 2001)

Suggestion/Task: 1. (Program Administration) Rules Education - Provide continuing education on rules and regulations for coaches and staff.

Responsible Person/Office: Compliance Coordinator

Timeline: April 2002 - On-Going

Action: 1.a. Quarterly rules education sessions/workshops for all coaches at least once each quarter beginning with Winter 2002. Attendance by coaches is mandatory.

1.b. Electronic communications (email) are promptly sent to coaches and staff with new or revised NCAA rules or interpretations, as needed.

1.c. Beginning with the 2001-2002 year, all non-coaching staff members will participate in at least one rules/education session in conjunction with an annual staff test.

Status: 1.a. Completed quarterly since Spring 2002.

1.b. Completed as needed.

1.c. Since 2001-02, test has been administered all but one year.

Suggestion/Task: 2. (Recruiting) Cal Poly may wish to modify the procedures for distribution of graduation rates so that all individuals that are recruited receive this information within the designated period.

Responsible Person/Office: Compliance Coordinator

Timeline: April 2002 - On-Going

Action: 2.a. All coaches were provided with the section in the Athletic Compliance Manual that outlines the policy that addresses the distribution of graduation rates information to students.

2.b. Coaches were notified in writing and verbally at the educational meeting on January 29, 2002, of the

## Governance and Commitment to Rules Compliance

expectations for immediate compliance with this policy.  
Status: 2.a./b. In compliance with policy since April 2002.

Suggestion/Task: 3. (Recruiting) Cal Poly may wish to develop a system in which coaches designate dates that they intend to evaluate prospects prior to the evaluation period (\*\*)

Responsible Person/Offic:e Compliance Coordinator

Timeline: April 2002 - On-Going

Action: 3.a. Written notification sent to the softball coach and the men's and women's basketball coaches indicating that:

— no later than two weeks prior to the first permissible date of the evaluation period for the respective sport, the coach must provide a tentative evaluation calendar to the Compliance Coordinator designating the tentative days of evaluation

—within two weeks of the evaluation period, the coach must provide the actual calendar of evaluation days.

Status: 3.a. Completed; however, as of 2005, legislation changed, so basketball will no longer need to do this.

Football and volleyball have been added as teams required to do this.

(\*) NCAA Bylaw 13.3.1.2 states - Graduation Rate Sheets "need to be provided at the earliest opportunity after the institution's first arranged in-person encounter with the prospect or upon request; however, in no event shall an institution provide the information later than the day prior to a prospect's signed acceptance or the national letter (NLI) or signed acceptance of the institution's written offer of admission and/or financial aid."

(\*\*) NCAA Bylaw 13.02.6.2 states - Evaluation Days —"The combined total of such days for all staff members shall not exceed 42 in Division I-AA football, 50 in softball and 80 in women's volleyball."

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

Cal Poly Athletics has several means of involving alumni and boosters who wish to support the program. All of these methods are organized and staffed by the Athletics Advancement Office as well as other members of the Athletic Department staff and University staff.

The Mustang Athletic Fund's purpose is to raise annual funds for student-athlete grants-in-aid. The Mustang Athletic Fund has an associated 40-member Board of Directors and is controlled by the Athletics Department. Meeting agendas and activities are set in advance by the Associate Director of Athletics for Advancement and the Director of the Mustang Athletic Fund. The Director of Athletics and the Associate Director of Athletics are members of the Mustang Athletic Fund Board of Directors. As part of the Athletic Department's ongoing process to ensure awareness of NCAA regulations and rules compliance, each year a "Quick Reference Guide to NCAA Rules and Regulations" is mailed to all season ticket holders, Stampede Club members, and all other donors of \$100 or more. This informational booklet is updated yearly to reflect changes in NCAA legislation. The Mustang Athletic Fund conducts an annual fund drive each spring as well as various social and fund-raising events throughout the year.

The Athletic Department also benefits through a series of special events, such as golf tournaments, that are conducted each spring. These events are organized by the Alumni Association chapters in conjunction with the Athletic Advancement staff. All funds generated by these golf tournaments are controlled by the Alumni Association. Alumni chapters present the Athletics Department with a check from the proceeds of the golf tournaments.

Additionally, coaches are allowed to present fundraising ideas to the Associate Athletics Director for Advancement for approval. Special events or solicitations are conducted with the monitoring and oversight of the Associate Athletics Director.

There is also a Capital Campaign Steering Committee composed of alumni, business leaders, University, and Athletic Department administrators. This group meets as needed and is focused on the successful completion of a variety of capital projects. All funds appropriated by these groups and activities are deposited and controlled through the University's Foundation accounts. Coaches and boosters cannot access these accounts on their own.

## Governance and Commitment to Rules Compliance

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

The President designates the responsibility for rules compliance in the department of athletics to the Director of Athletics who reports to the Provost. The FAR, who reports to the Provost and the President, is involved in developing and monitoring appropriate procedures regarding admissions, financial aid, and certification of eligibility. Those procedures are performed primarily by personnel in the offices of Admissions, Financial Aid, and the Registrar. The Director of Compliance, who reports to the AD, is the primary person assigned to conduct rules education efforts with all on-campus and off-campus entities involved in rules compliance.

The reporting lines for coaches are as follows: Men's and Women's Swimming, Wrestling, Tennis, Men's and Women's Soccer, and Men's and Women's Golf all report to the Sr. Associate Athletic Director, who reports to the Director of Athletics. Men's and Women's Basketball, Football, Baseball, Softball, Volleyball, Men's and Women's Cross Country, Men's and Women's Track, and Men's and Women's Indoor Track all report to the Director of Athletics.

In addition, there are key individuals and offices outside of Athletics that are not on the organizational chart but are involved in maintaining compliance with NCAA rules. The following reflects the reporting lines/working relationship between those entities and the Athletics Department.

a. The Financial Aid Office works with the Senior Associate Director of Athletics. The Financial Aid Office reports to the Associate Vice President for Admissions, Recruitment and Financial Aid.

Individual scholarship limits are monitored by the Assistant Director for Scholarships and Special Programs. The Director of Financial Aid signs all offers of financial aid and non-renewal letters and oversees the committee that hears non-renewals, reductions, and cancellation of aid appeals.

b. The Admissions Office works with the Compliance and Eligibility Coordinator. The Admissions Office reports to the Associate Vice President for Admissions, Recruitment and Financial Aid.

c. The Compliance and Eligibility Coordinator works with and reports to the Evaluations Office. The Evaluations Office reports to the University Registrar.

An Academic Records Office evaluator prepares eligibility lists after checking both initial and continuing eligibility. These lists are maintained in the Registrar's Office.

d. The Internal Auditor works with the Director of Athletics. The Internal Auditor reports to the Vice President for Administration and Finance.

The Associate Vice President for Administration and Finance performs a management audit of the Department of Athletics annually to assess fiscal management and integrity relative to institutional control.

Responsibilities of those involved in maintaining compliance with NCAA Rules:

The responsibilities for those involved in maintaining Cal Poly Athletics' compliance with NCAA rules are listed below. The Athletics Department follows all NCAA procedures for monitoring institutional compliance with NCAA rules.

### Master Compliance Plan

The President is responsible for Certification of Compliance. The Athletics Director (AD) is responsible for Certification of Athletics Department Staff. The Director of Compliance (DC) is responsible for the NCAA Student-Athlete Statement. The DC is responsible for the NCAA Drug-Testing Consent Form. The AD, DC, and the Sport Coaches are responsible for the Affirmation of Eligibility. The Faculty Athletics Representative (FAR) and the DC are responsible for the Squad Lists. The DC and the Office of Institutional Planning & Analysis are responsible for graduation rate disclosure. The Financial Aid Office is responsible for the Financial Aid Audit. The Provost, the AD, the Sr. Associate Athletics Director, the DC, and the Sport Coaches are responsible for playing and practice

## Governance and Commitment to Rules Compliance

seasons. The Provost, the AGB, the AD, the FAR, the Sr. Associate Athletics Director, and the DC are responsible for the Department Policies Manual. The AD, the FAR, the Sr. Associate Athletics Director, and the DC are responsible for NCAA rules interpretation. The DC, the Associate Athletics Director for Advancement, and the MAF Director are responsible for Booster education materials. The Provost, the AGB, the AD, and the Associate Athletics Director for Advancement are responsible for fundraising policy. The Sr. Associate Athletics Director, and the DC are responsible for the Compliance Manual. The DC and the Sport Coaches are responsible for compliance forms. The AD, the DC, the Sport Coaches, and the Ticket Manager are responsible for complimentary admissions. The AD and the Sr. Associate Athletics Director are responsible for exit interviews. The Sr. Associate Athletics Director, the DC, the Director of Operations, and the Sport Coaches are responsible for sports camps/clinics. The AD, the Sr. Associate Athletics Director, the Financial Aid Office, the Athletics Administrative Assistant, and the Sport Coaches are responsible for initial aid awards. The FAR, the Financial Aid Office, the Athletics Administrative Assistant, and the Sport Coaches are responsible for renewal or non-renewal of aid awards. The AD, the Sr. Associate Athletics Director, the Financial Aid Office, the Athletics Administrative Assistant, and the Sport Coaches are responsible for aid reductions. The AD, the Sr. Associate Athletics Director, the Financial Aid Office, the Athletics Administrative Assistant, and the Sport Coaches are responsible for the Athletic Financial Aid Agreement. The Financial Aid Office is responsible for the Policy on Financial Appeals. The AD, the DC, the Financial Aid Office, the Admissions Office, and the Sport Coaches are responsible for non-counter certification. The FAR and the Financial Aid Office are responsible for needy student applications. The Sr. Associate Athletics Director and the Sport Coaches are responsible for travel request forms. The Sr. Associate Athletics Director and the Sport Coaches are responsible for on-campus recruiting expenses. The AD, the FAR, the DC, and the Sr. Associate Athletics Director are responsible for rules education. The DC and the Sport Coaches are responsible for recruiting information. The DC is responsible for the NCAA Guide to Recruiting. The President, the AD, the Athletics Administrative Assistant, and the Sport Coaches are responsible for coaches' employment/income. The DC is responsible for permissible recruiters. The DC and the Sport Coaches are responsible for contact/evaluations/phone logs. The DC and the Sport Coaches are responsible for official/unofficial visits. The DC and the Associate Athletics Director for Advancement are responsible for Booster information. The Sr. Associate Athletics Director is responsible for travel expense policies. The AD, the Sr. Associate Athletics Director, the Athletics Administrative Assistant, and the Sport Coaches are responsible for letters of intent. The FAR is in charge of certification to recruit. The DC, the Evaluations Office, and the Sport Coaches are responsible for the initial eligibility list. The DC, the Evaluations Office, and the Sport Coaches are responsible for continuing eligibility. The DC, the Evaluations Office, and the Director of Athletics Academic Advising are responsible for satisfactory progress. The AD, the Sr. Associate Athletics Director, the DC, and the Evaluations Office are responsible for NCAA Clearinghouse Contact.

The Sr. Associate Athletics Director, the Director of Athletics Academic Advising, the Athletics Administrative Assistant, and the Associate Athletic Director for Advancement all report to the Athletics Director. The Director of Operations and the Ticket Manager report to the Sr. Associate Athletics Director. The MAF Director reports to the Associate Athletic Director for Advancement. All other reporting lines are included at the beginning of this item.

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

Postings for new jobs in the athletics Department contain language requiring knowledge of NCAA rules. Additionally, job descriptions for positions within the Athletics Department contain language requiring a "commitment to rules compliance." All coaches in the Athletics Department have the following language in their employment contracts, "You are expected to remain knowledgeable in, and comply with, NCAA, conference and University regulations applicable to the performance of your duties as a coach. In addition, particular attention should be given to the enclosed copy of Sections 11.2 and 11.3 of the NCAA Manual, which pertain to coaches receiving income from outside the institution." Compliance with NCAA, conference and University rules is a component of all coaching evaluations and of staff evaluations, as appropriate.

### 7. Describe how the institution ensures that rules compliance is a central element in personnel matters for individuals outside the athletics department who are involved in rules-compliance activities.

Within the Office of Academic Records, the first level of responsibility for ensuring NCAA compliance (e.g., progress to degree, minimum GPA, etc.) is with one of the Academic Progress Counselors (APC). This responsibility is documented within the job description and is an area that is reviewed and evaluated annually. The campus practice at Cal Poly is to not include duties and responsibilities in offer letters. Performance is measured against job descriptions. Standard Staff evaluation forms include information relating to job descriptions. Each area of the job description is evaluated annually. In addition to the role the APC plays, the Registrar has the ultimate responsibility to ensure NCAA compliance. Although the campus's Management Personnel Plan Evaluation Form does not

## Governance and Commitment to Rules Compliance

specifically address NCAA compliance, it is discussed annually during a performance evaluation (with the current supervisor).

It is imbedded in the goals and responsibilities of the Office of Admissions, Recruitment and Financial Aid that the management team ensures that local, state, federal and specialized mandates for good and ethical practices are followed, including ensuring NCAA compliance.

This is written in the job description of all managers and evaluated each year during the annual year end report as well as in the individual performance evaluations of each manager.

8. Please indicate by clicking "yes" or "no" by the areas below, whether the institution has written policies and step-by-step procedures that include assignment of specific responsibilities pertaining to rules compliance.

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

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

Cal Poly Athletics' rules-education efforts are primarily coordinated by the Athletic Department's Compliance and Eligibility Coordinator. Through various informational meetings and written resources (manuals, brochures, handouts and memoranda) all of the key participants in maintaining Cal Poly Athletics' compliance with NCAA rules are continually educated about the rules that affect them. The coaches play a central role in the rules education program. In addition, Block-P is utilized for rules education for student athletes. The Athletics Department web site has information under the heading Cal Poly's Guide To NCAA Rules for Alumni, Faculty and Friends (see Appendix M). The following illustrates how various participants are educated about NCAA rules and eligibility requirements:

a. Student- Athletes

- (1) Discussion at annual fall quarter meeting for all athletes
- (2) Discussion at required team meetings prior to the beginning of each sports season of competition
- (3) Discussion at annual spring quarter meeting for all athletes
- (4) Individual appointments with Director of Compliance, if needed

b. Athletic Department Staff Members

- (1) Ongoing educational workshops
- (2) Updates at regular staff meetings
- (3) Memos updating information specific to their area of responsibility
- (4) Distribution of written resources (manuals, brochures, and handouts)
- (5) Individual appointments with Director of Compliance, as needed
- (6) Big West Compliance Workshop

c. Other Institutional Staff Members (i.e. Financial Aid, Admissions, and Evaluations Offices)

- (1) Memos updating information specific to their area of responsibility

## Governance and Commitment to Rules Compliance

- (2) Regular meetings with assigned Athletic Department contact person
- (3) Attendance at Big West and NCAA Compliance Seminars

### d. Representatives of Cal Poly Athletics Interest (i.e. Booster Club)

- (1) Distribution by mail of written resources (manuals, brochures, and handouts)
- (2) Meetings, both formal and informal, with the Director of Annual Giving and Associate Athletics Director for Advancement.

### NCAA Rules and Regulations Educational and Informational Meetings

#### Fall Quarter

Team meetings - held at the beginning of fall quarter (August, September, October), all student-athletes interested in participating in intercollegiate athletics must attend a mandatory NCAA rules and regulations meeting conducted by the Director of Compliance prior to participation.

Coaches meetings - held at the beginning of fall quarter (October) and conducted by the Director of Compliance; all coaches must attend.

Administrative staff meetings - (on-going) weekly department staff meetings allow the Director of Compliance to issue new or needed NCAA compliance information to all administrative staff.

Block P meetings - The Student Athletic Advisory Committee (Block P) holds monthly meetings. The Director of Compliance answers questions concerning NCAA rules which may come up during these meetings and distributes pertinent NCAA information as needed.

#### Winter Quarter

Team meetings - held at the beginning of winter quarter (January), all new student-athletes interested in participating in intercollegiate athletics must attend a mandatory NCAA rules and regulations meeting conducted by the Director of Compliance.

Coaches meetings - held at the beginning of winter quarter (January) and conducted by the Director of Compliance; all coaches must attend.

Administrative staff meetings - (on-going) weekly department staff meetings allow the Director of Compliance to issue new or needed NCAA compliance information to all administrative staff. Director of Compliance administers a rules and regulations test to all administrative staff members during one of these winter meetings.

Block P meetings - The Student Athletic Advisory Committee (Block P) holds monthly meetings. The Director of Compliance answers questions concerning NCAA rules which may come up during these meetings and distributes pertinent NCAA information as needed.

#### Spring Quarter

Team meetings - held at the beginning of spring quarter (April), all student-athletes interested in participating in intercollegiate athletics must attend a mandatory NCAA rules and regulations meeting conducted by the Director of Compliance prior to participation.

Coaches meetings - held at the beginning of spring quarter (April) and conducted by the Director of Compliance; all coaches must attend.

Administrative staff meetings - weekly department staff meetings allow the Director of Compliance to issue new or needed NCAA compliance information to all administrative staff.

Block P meetings - The Student Athletic Advisory Committee (Block P) holds monthly meetings. The Director of Compliance answers questions concerning NCAA rules which may come up during these meetings and distributes pertinent NCAA information as needed.

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

## Governance and Commitment to Rules Compliance

The Institution's rules compliance audit was conducted by the Assistant Commissioner of the Big West Conference, who specializes in compliance and is the compliance officer for the Conference. The Director of Athletics requested that this audit be conducted because the Assistant Commissioner is an expert in the area of rules compliance. This individual also conducts rules compliance audits for other institutions and does not have any day-to-day compliance responsibilities for this Institution. The last two audits conducted were November 15-16, 2001 and May 16-17, 2005.

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

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

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

Suggestion: Financial Aid Administration - Provide the Financial Aid Office with access to view the squad lists at any time.

Person Responsible: Compliance Coordinator

Timeline: May-06

Action: Personnel in the Financial Aid Office will receive appropriate training and passwords to have unlimited access to view squad lists.

Suggestion: Financial Aid Administration - Provide the Financial Aid Office with formal rules education.

Person Responsible: Compliance Coordinator

Timeline: December-06

Action: Provide rules education sessions specifically for personnel in the Office of Financial Aid at least annually. Ensure that information regarding NCAA and Big West Conference educational opportunities are distributed to the Financial Aid Office.

Suggestion: Financial Aid Administration - Involve the Financial Aid Office in determining what is countable aid.

Person Responsible: Compliance Coordinator

Timeline: December-06

Action: Meet at least annually with personnel in the Financial Aid Office to review the different types of financial aid to determine what is countable aid.

Suggestion: Recruiting - Provide the business office with the list of coaches that are certified to recruit off-campus and with recruiting calendars to utilize as part of the advance/reimbursement process.

Person Responsible: Compliance Coordinator

Timeline: May-06

Action: Annually, provide the business office with the list of coaches that are certified to recruit off-campus and with recruiting calendars to utilize as part of the advance/reimbursement process.

Suggestion: Rules Education - Include both staff members inside and outside the athletics department in rules education sessions.

## Governance and Commitment to Rules Compliance

Person Responsible: Compliance Coordinator

Timeline: December-06

Action: Invite staff outside of athletics to participate in all rules education sessions. Provide specific rules education sessions to staff outside the department of athletics covering targeted areas of compliance.

Suggestion: Playing and Practice Seasons - Require coaches to declare prior to the summer the teams on which their student-athletes plan to compete on/with in all sports.

Person Responsible: Compliance Coordinator

Timeline: May-06

Action: Develop a standardized form and require that all coaches complete it prior to the summer declaring the teams on which their student-athletes plan to compete on/with in all sports.

Suggestion: Governance and Institutional Control - Update the Compliance Manual.

Person Responsible: Athletic Director

Timeline: July-06

Action: Comprehensively update and revise the Compliance Manual as well as the department Policies and Procedures Manual.

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

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

### Evaluation

1. Does the institution demonstrate that it has in place a set of written policies and procedures that assign specific responsibilities in the areas of rules compliance, including assignment of direct accountability for rules compliance to the individual the president or chancellor assigns overall responsibility for the athletics program? **Currently Yes**

## Governance and Commitment to Rules Compliance

2. Does the institution demonstrate that in critical and sensitive areas, institutional compliance procedures provide for the regular participation of persons outside of the athletics department? **Currently Yes**
3. Does the institution demonstrate that rules compliance is the subject of an ongoing educational effort? **Currently Yes**
4. Does the institution demonstrate that a clear and unambiguous commitment to rules compliance is a central element in all personnel matters for individuals involved in the intercollegiate athletics program? **Currently Yes**
5. Does the institution demonstrate that at least once every four years, its rules-compliance program is the subject of evaluation by an authority outside of the athletics department? **Currently Yes**

## Academic Integrity

### Operating Principle

#### 2.1 Academic Standards

##### Self-Study Items

1. List all "corrective actions", "conditions for certification" or "strategies for improvement" imposed by the NCAA Division I Committee on Athletics Certification in its first-cycle certification decision (if any) as they relate to Operating Principle 2.1 (Academic Standards). In each case, provide: (a) the original "corrective action," "condition" or "strategy" imposed; (b) the action(s) taken by the institution; (c) the date(s) of the action(s); and (d) an explanation for any partial or noncompletion of such required actions. Please note, the institution is not required to respond to recommendations for required actions developed by the peer-review team unless those same recommendations were adopted by the Committee on Athletics Certification.

The NCAA Division I Committee on Athletics Certification imposed no "corrective actions" or "conditions for certifications" in its first-cycle certification decision. The three "strategies for improvement" were addressed in 2002 NCAA Division I Certification Interim Report.

2. List all actions the institution has completed or progress it has made regarding all plans for improvement/recommendations developed by the institution during its first-cycle certification process as they relate to Operating Principle 2.1 (Academic Standards). Specifically include: (a) the original plan; (b) the actions(s) taken by the institution; (c) the date(s) of the action(s); (d) an explanation for any partial or noncompletion of such required actions. Please note, the institution will not be required to fulfill an element of a first-cycle plan if the element does not affect conformity with an operating principle.

Based upon item 2.1.1 above, the university was required neither to take action nor to make plans for improvement or recommendations in its first-cycle certification process, relating to Operating Principle 2.1.

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

The 1997 peer-review team recommended that the Department of Intercollegiate Athletics prepare a student-athlete handbook. The department developed a comprehensive Student-Athlete Planner/Handbook. Each student-athlete receives an annually updated copy of the handbook at student-athlete orientation. Pertinent information in the handbook (e.g., academic support, compliance, codes of conduct) is referenced throughout the year during educational programs and/or team meetings. Athletics Department personnel also receive copies of the handbook and notification of updates.

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

California Polytechnic State University (Cal Poly) is one of the twenty-three universities in the California State University (CSU) system. All applicants to Cal Poly must meet the eligibility requirements set by the CSU. However,

## Academic Integrity

since Cal Poly has a long history of receiving many more applications than it can accommodate each year, admission to Cal Poly is highly competitive and most of those who are accepted have admission credentials that greatly exceed the minimum requirements established by the CSU.

A unique aspect of Cal Poly is its educational philosophy of immediately engaging incoming students in courses in their major. For this reason, all applicants, including first-time freshmen, are required to declare a major when applying for admission. Subsequently, admission to Cal Poly is done by major, with some programs being more selective than other programs. Also, being a "polytechnic" university, over 70% of our students have majors in the areas of engineering, architecture, agriculture and business. This further skews our student profiles, particularly when comparing them with the more traditional liberal arts universities.

Applicants are evaluated for admission, either as first-time freshmen or upper-division college transfer applicants, based on their qualifications, using an objective, point-based admission process known as the Multi-Criteria Allocation (MCA) plan. The MCA was developed, is reviewed and revised by a faculty-led University committee. The MCA is a multi-faceted scheme that combines academic factors with other objective values to comprehensively review all applicants for selection.

Students who fail to be admitted under the MCA process may have their applications reviewed by the appropriate administrators, including College Deans, Admission personnel and Department Chairs. Upon further review, an applicant who was not selected in the initial MCA admission process, but who nonetheless meets CSU eligibility, has an MCA score above the minimum established by the college to which the applicant is applying, and who is deemed to be able to succeed academically at Cal Poly, may be granted admission by the Assistant Vice President for Admissions, Recruitment and Financial Aid (hereafter referred to as the Chief Admissions Officer).

Prospective student-athletes follow the same admission procedures as general students. However, because of the nature of athletic recruitment and NCAA stipulated signing dates, many student-athletes do not complete their admission applications within the normal filing period. These student-athletes can then be considered for admissions as "Administrative Specials."

Prospective student-athletes meeting the normal filing deadline and selected under the normal MCA process are admitted to the University. Those student-athlete applicants who are not MCA-selected can have their names withheld from the pool of candidates receiving a notice of denial of admission, and then have their application considered under the Administrative Specials criteria.

The individuals involved in determining the merit of the application of an Administrative Specials student-athlete include the applicant's prospective coach, the Athletics Director or designee and the Faculty Athletic Representative. These people make recommendations to the Chief Admissions Officer, who is responsible for all formal admissions decisions. More information about the process for Administrative Specials is contained in #6.

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

The data show that test scores for both genders of student-athletes have averaged between 85% and 90% of those for the comparable general student population groups. Still, the total student-athlete averages of 1061 for men and 1047 for women are considered quite respectable and well within the acceptable range for Cal Poly and the CSU.

Perhaps the greatest factor in explaining the differences between the student-athletes and the general students is that approximately 46% of first-time freshmen are in the College of Engineering or the College of Architecture and Environmental Design. Both of these colleges are very competitive and are very selective, choosing only the top applicants, i.e. those with very high test scores. At the same time, both of these colleges are very demanding of students' time. Many of the courses in these disciplines have one or more 3-hour laboratories required. The result is that very few student-athletes (only about 12%) choose majors in these Colleges. Thus if the test scores for the student-athletes were compared to only those students in the other four undergraduate colleges, the difference between the scores of the two groups would be much less.

## Academic Integrity

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

As with any students who do not meet the MCA or normal admissions requirement criteria for admission, an advocate for the applicant (in the case of student-athletes it is usually the Faculty Athletic Representative, the Athletics Director (or designee) or the coach of the applicant's sport) may appeal to the Chief Admissions Officer to have the application considered for further review. Such Applicants are designated as "Administrative Specials."

The majority of applicants designated Administrative Specials are applicants who have not completed their applications by the regular filing date for admission applications. For example, to enter in the Fall Quarter of one year, the application deadline is November 30th of the previous year. Anyone wishing to enter in the Fall Quarter and missing the November 30th deadline is considered an Administrative Special.

The Office of Admissions, Recruitment and Financial Aid (ARFA) will determine if an Administrative Special meets the CSU and Cal Poly admission eligibility standards, and verify that the candidate meets the minimum MCA score established by the college to which the applicant applied. In essence, ARFA determines if the applicant has the potential to be academically successful At Cal Poly in his/her chosen major. This information is then sent to the candidate's advocate for further review.

Upon receiving the file from ARFA, the advocate then decides whether to pursue admissions for the Administrative Special applicant. If so, the advocate for the Administrative Special submits a subjective report supporting the candidate to the Chief Admissions Officer who is responsible for the final admission decision.

The process for special admits for student-athletes is essentially the same as that for any Administrative Specials. If the Athletics Department chooses to pursue admission for the Administrative Special applicant, the coach, the Athletics Director and the Faculty Athletics Representative all sign a report that is submitted to the Chief Admissions Officer who is responsible for the final admission decision.

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

There are two very obvious reasons for the disparity in the data for Administrative Specials between the general student population and the student-athlete population. The first is that most athletes do not complete their applications by the previous fall deadline date required for general applicants. This is in part because they are still considering their options with other athletic programs, and also since the NCAA letter of intent deadline occurs significantly after our general admission deadline. As explained above, by our process anyone applying for admission after the deadline is considered an Administrative Special.

The second reason the difference in the percentages seems so large is because the number of student-athletes admitted to play any given sport is very small. The number of first-time freshmen could be three or fewer in some sports. If all three of those were recruited after the University admission deadline, then there would a 100% Administrative Specials rate for that sport. (If there were only two of the three who were Administrative Special, then the rate would be 66.7%, etc.)

Thus the nature of the recruitment process for athletes and the small numbers involved explain the differences between the general student population and the student-athlete population. Alternately, the number of Administrative Specials could be reduced if Cal Poly changed its definition of Administrative Special, but there is really no need for that.

## Academic Integrity

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

Final authority for the initial academic eligibility of student-athletes entering Cal Poly is determined by the University Registrar. This procedure was developed by the Office of Academic Records (OAR) with input from the Faculty Athletics Representative (FAR), and was approved by the University President.

a. Recruited student-athletes

(1) During recruitment, copies of all college transcripts are given to the Director of Compliance (Athletics) who performs a preliminary evaluation. This information is returned to the coach along with recommendations to ensure eligibility.

(2) The student-athlete then applies to the university through the Admissions Office. An official evaluation of all college courses, along with an athletic eligibility check, is completed by the Athletic Evaluator in the OAR. The athletic eligibility check involves:

- determining the qualifier status.
- identifying the type of transfer (e.g. 2 year, 4 year, or 4-2-4 transfer).
- checking the appropriate NCAA transfer regulations.

Eligibility concerns, if any, are listed on the athletic eligibility worksheet. The evaluation and eligibility worksheets are copied and sent to the Athletics Department as part of the athletic admit packet.

(3) Pending documents are collected by the Director of Compliance (Athletics) and admissions associates and forwarded to the Athletic Evaluator in OAR for a complete eligibility update.

(4) Once the student-athlete has been admitted to the university, and his or her name has been added to the roster by the Director of Compliance (Athletics), a second eligibility check is completed by the Athletic Evaluator in OAR. This eligibility check involves:

- Confirming that the student-athlete has been admitted.
- Checking for full-time enrollment (12 quarter units for undergraduate students and 8 for graduate students).
- Coding the university database for competition status.

(5) Once the student-athlete is on campus, he or she completes the student portion of a Big West Conference Historical Report. The form is forwarded to the Athletic Evaluator in OAR, who completes the section regarding eligibility. The form is then forwarded to the Faculty Athletic Representative for his/her signature. It is then copied and sent to the conference office.

(6) In cases where questions or discrepancies exist, the Director of Compliance (Athletics) and the Athletic Evaluator in OAR discuss the problem. If necessary, the Director of Compliance (Athletics) calls either the conference office or the NCAA to get final determination. The NCAA or conference office reports this information in writing to the Director of Compliance (Athletics) and the Athletic Evaluator in OAR and the student-athlete's record is updated accordingly.

(7) A team roster with each athlete's competition status is then produced. This roster is sent to the Director of Compliance (Athletics) who disseminates the information to the coaches.

b. Walk-On Student Athletes

(1) The list of walk-on athletes is submitted by the coach to the Director of Compliance (Athletics) at the beginning of the school year.

(2) The student-athlete completes the student portion of a Big West Conference Historical Report. The form is forwarded to the Athletic Evaluator in OAR who completes the section regarding eligibility. The form is then forwarded to the Faculty Athletic Representative for signature. It is then copied and sent to the conference office.

(3) The roster is forwarded to the Athletic Evaluator in OAR who evaluates all college courses and does an athletic eligibility check. The athletic eligibility check involves:

- Confirming that the student-athlete has been admitted.
- Determining the qualifier status.
- Identifying the transfer type.
- Checking appropriate NCAA transfer regulations
- Checking for full-time enrollment (12 quarter units for undergraduate students, 8 for graduate students)
- Coding the university database for competition status.

(4) The Athletic Evaluator in OAR then sends a copy of the student-athlete's evaluation and athletic eligibility check worksheets to the Director of Compliance (Athletics) and the Director of Academic Services for Student Athletes (Athletics). A copy of the evaluation is also given to the student and his or her academic department.

(5) In cases where questions or discrepancies exist, the Director of Compliance (Athletics) and the Athletic

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Evaluator in OAR discuss the problem. If necessary, the Director of Compliance (Athletics) calls either the conference office or the NCAA to get final determination. The NCAA or conference office reports this information in writing to the Director of Compliance (Athletics) and the Athletic Evaluator in OAR and the student-athlete's record is updated accordingly.

(6) A team roster with each athlete's competition status is then produced. This roster is sent to the Director of Compliance (Athletics) who disseminates the information to the coaches.

Individuals involved in the certification of the initial eligibility process for student-athletes are:

Registrar Thomas Zuur  
Athletic Evaluators in OAR Jane Leaphart, Eve Anderson  
Director of Compliance Barbara Martinez  
Faculty Athletic Representative Ken Walker

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

Final authority for continuing academic eligibility of student-athletes at Cal Poly is determined by the University Registrar. This procedure was developed the Office of Academic Records (OAR) with input from the Faculty Athletics Representative (FAR), and was approved by the University President.

a. Each quarter after grades are available, the Athletic Evaluator in OAR updates each student-athlete's evaluation and eligibility worksheet. This process involves:

- Checking for at least six degree-applicable units completed
- Checking grade point averages
- Verifying full-time enrollment (12 quarter units for undergraduate students, 8 for graduate students).
- Checking for appropriate percentage of degree completed for those at that benchmark.
- Coding the database for competition eligibility.

b. Copies of both the evaluation and the eligibility worksheets (with problem areas noted) are sent to the Director of Compliance (Athletics) and the Director of Academic Services (Athletics). A copy of the evaluation is also given to the student and his or her academic department.

c. At the end of the school year, the coaches give the Director of Compliance (Athletics) a list of all returning, all recruited, and all known possible incoming student-athletes for the next year. This information is forwarded to the Athletic Evaluator in OAR.

d. The Athletic Evaluator in OAR makes sure that the evaluations and athletic eligibility worksheets are up-to-date for all returning student-athletes. This information is forwarded to the Director of Compliance (Athletics).

e. Based on his or her record at the end of spring quarter, each student-athlete and his or her coach are notified of eligibility status by the Director of Compliance (Athletics) or the Director of Academic Services (Athletics) and summer courses are discussed, if necessary.

f. Summer school transcripts for student-athletes are evaluated as received by the Athletic Evaluator in OAR. Eligibility status is updated as appropriate. Copies of the evaluation and eligibility worksheet are distributed as previously mentioned.

g. At the beginning of the next school year, the Director of Compliance updates rosters to reflect students who attended the initial team meeting.

h. The Athletic Evaluator in OAR prepares evaluations and eligibility worksheets for any new students. The database is updated. New rosters for competition are prepared and sent to the Director of Compliance (Athletics).

i. If questions or discrepancies exist, the Director of Compliance (Athletics) and the Athletic Evaluator in OAR discuss the problem. If necessary, the Director of Compliance (Athletics) calls either the conference office or the NCAA to get final determination. This information is reported back to the Athletic Evaluator in OAR and the student-athlete's record is updated accordingly.

Individuals involved in the continuing and transfer student initial eligibility process for athletes are:

Registrar Thomas L. Zuur  
Athletic Evaluators in OAR Jane Leaphart, Eve Anderson  
Director of Compliance Barbara Martinez  
Faculty Athletic Representative Ken Walker

## Academic Integrity

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

Graduation rates for Cal Poly student-athletes are comparable with those of the general student body. Cal Poly is proud of the graduation rates of its student-athletes and does not believe that there is a significant difference between the graduation rates of the student-athletes and those of the general student body.

Various factors such as scheduling difficulties (since several majors have a long list of sequential prerequisites), the many laboratory courses required by the polytechnic majors, a number of five-year programs, and individual priorities such as work and family have contributed to a lengthening of the time to graduation.

However, because of Cal Poly's requirement of choosing a major upon entering, students begin to fulfill their graduate requirements sooner than students at other universities. Partly because of this, Cal Poly has one of the highest graduation rates in the CSU, and among all comparable public universities.

For all student-athletes, the 3-year average of the six-year graduation rate is 62%, while the same average for the student body is 66%. The same 3-year average is 54% for male student-athletes and 60% for all male students. Female student-athletes had an average graduation rate of 76%, which is 3 points higher than the 73% average graduation rate for all female students.

The small number of student-athletes relative to the general student body results in a wide variation each year of graduation rates. A change of a few student-athletes graduating in any given year produces a large difference in the graduation rates. During one of the 3 years, the male student-athlete graduation rate was 2% higher than the rate for all of the male students. In another year, the male student-athlete graduation rate was 13% lower than the overall male student rate. Yet this negative difference could be accounted for by a few special circumstances (e.g. team personnel defections that occur with changes in the coaching positions).

As for graduation rates by sport subgroups, it is very difficult to draw any conclusions when you break up an already small number of student-athletes into even smaller groups. This increases, even more, the year-to-year variance in the graduation rates. When looking at graduation rates for the years listed, no one subgroup has been consistently below the comparable, male or female, general student body graduation rate, except baseball. A plan to address the baseball graduation rates has been implemented.

### Plan for Improving Baseball Academic Success

**Measurable Goal:** To achieve a graduation rate among baseball student-athletes that is at or above the rate for general Cal Poly students

#### Specific Steps to Achieve Goal:

1. Baseball student-athletes in their first quarter at Cal Poly will spend a minimum of ten hours a week in supervised study sessions.

Specific Timetable for step 1: This will begin by week two of the quarter.

Individual Responsible: Head Baseball Coach and Director of Academic Services for Student-Athletes (DAS)

2. Baseball student-athletes receiving below a 2.2 GPA in the previous quarter will spend a minimum of ten hours a week in supervised study sessions.

Specific Timetable for step 2: This will begin by week two of each quarter.

Individual Responsible: Head Baseball Coach and DAS

3. Baseball student-athletes who receive below a 2.2 in the previous quarter will request and receive the use of tutors as deemed appropriate by the DAS.

Specific Timetable for step 3: This will begin by week two of each quarter.

Individual Responsible: Head Baseball Coach and DAS

## Academic Integrity

4. Baseball student-athletes who receive below a 2.2 in the previous quarter will attend study sessions while on the road with the baseball team.

Specific Timetable for step 4: This will begin by week two of each quarter.

Individual Responsible: Head Baseball Coach and DAS

The baseball team graduation rate for the 1998-99 freshman cohort was 20%. The four-year rate for baseball was 41%, while the GSR (Graduation Success Rate) was 52%. These graduation rate numbers are below those for Cal Poly students generally and below the rates of other Cal Poly athletic teams. It is difficult to draw conclusions based on the 98-99 cohort of five students since the number is so small.

However, significant changes have been made in the baseball program since that year. Cal Poly hired a new baseball coach prior to the 2002-03 year, and the emphasis on academic progress has increased dramatically with the new coaching staff. The new coaching staff has already implemented most of the items in the plan. This has resulted in a respectable team GPA of 2.698, 2.597 and 2.554 for the last three quarters.

To a large extent, the poor baseball graduation rates are attributable more to the success the team has had in recent years rather than to academic deficiencies. With this success, several good players have been enticed to sign contracts to play professionally, and have therefore left school prior to graduating. We are monitoring the situation with baseball and mentoring the baseball players as to the benefits of continuing their college education and completing their degrees. To date, we have not asked the baseball coaches to recruit student-athletes of lesser athletic ability.

One method to address the problem of small numbers in our sports graduation rates is to combine all three years of the data into a single accumulative 3-year average graduation rate. When looked at in this fashion, the data reveals that most student-athlete ethnic subgroups have a better 3-year average graduation rate than the comparable overall student ethnic subpopulations. Conversely, most sport-specific subgroups have a lower 3-year average graduation rate than their overall gender specific comparison groups. In either case, because of the great variation in graduation rates each year for all of the sub-groups, we closely monitor these rates so as to be proactive should any negative trends occur.

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

Student-athletes are held to the same academic standards as the general student population. These standards are in the Cal Poly Catalog, 2005-2007 ed. pp 81-83. Students are required to maintain a 2.0 GPA for the term and for their cumulative GPA. An undergraduate student whose term or cumulative GPA is below 2.0 is put on academic probation. Students become subject to disqualification from Cal Poly if they are on academic probation for two or more consecutive terms. Students are notified of their academic status when they receive their grade report for the term.

Student-athletes are notified of these procedures when they receive their Student-athlete Planner/Handbook at the beginning of each academic year, or upon enrolling for those who enter Cal Poly in the Fall Quarter.

Besides meeting the Cal Poly academic standards, student-athletes must also comply with the NCAA continuing eligibility requirements; including the 25%, 50%, 75% for students entering before Fall 2003 and 40%, 60%, 80% for students entering Fall 2003 and thereafter. It is the responsibility of the Faculty Athletic Representative and the Athletics Director to ascertain the intercollegiate athletic eligibility of each student-athlete with regard to NCAA, Conference and Cal Poly policies.

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

Student-athletes are required to give each of their instructors a copy of their competition schedule, which includes a list of dates that the student-athlete will miss class due to competition.

During the fourth and eighth academic weeks of each ten-week quarter, coaches have the option to request grade checks from faculty who instruct their student-athletes. On the grade check forms, faculty are asked to indicate the frequency of missed classes.

## Academic Integrity

For additional information on the institution's written policies and how they are communicated to student-athletes and staff, please see self-study item #14.

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

No sport at Cal Poly has been determined to have excessive missed class time.

By campus policy passed by the Academic Senate and approved by the President, student-athletes are given priority registration for those quarters in which they are competing and/or practicing according to NCAA regulations. Thus, most student-athletes are able arrange schedules that minimize their absence from classes.

Athletic advisors discourage student-athletes from enrolling in those courses whose attendance requirements make the class unfeasible for athletes to take when they are competing.

Classes missed by student-athletes participating in intercollegiate athletics are considered excused absences according to Cal Poly Campus Administrative Policy. This same policy leaves the consequences of missed class time up to the discretion of each faculty member. (See #14 below.)

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

The Athletic Department Compliance Officer and the Director of Academic Services for Student-Athletes meet with each team at the onset of each academic year. During that meeting, class expectations, including attendance and making up work missed due to class absences, are discussed. Specifically, the University policy on class attendance is explained.

The University policy on attendance is contained in the Campus Administrative Policies. It states, "Students are expected to attend class regularly to keep quality and quantity of their work high. Absence from classes is regarded as serious. An excused absence can be allowed only by the instructor in charge of the class upon consideration of the evidence justifying the absence presented by the student. Participation in NCAA athletic competitions is considered a just cause for allowing an excused absence. An excused absence merely gives the individual who missed the class an opportunity to make up any missed work, but in no way excuses the student from doing required work."

Also scheduling of athletic competition during finals week of any quarter is forbidden by campus policy. An exception is made for post-season NCAA playoff competitions that occur during finals week.

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

- A copy of the institution's most recent catalog and/or bulletin.
- A copy of the institution's standard or regular, published entrance requirements, including the provisions under which students may be admitted by special exception to the institution's standard or normal entrance requirements.
- Information regularly reported to the chief executive officer, faculty senate or director of athletics concerning the academic performances of sports teams (if any).
- All student-athlete eligibility files (including, when appropriate, final high-school transcripts, high schools' lists of approved core courses, and final certification reports, verification of standardized test scores, NCAA student-athlete statements, institutional transcripts, transfer documentation).
- Information from exit interviews of student-athletes.
- Athletics department manual and/or policies and procedures.
- Student-athlete handbook.
- Institutional handbook for students.

## Academic Integrity

### Evaluation

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

## Academic Integrity

### Operating Principle

#### 2.2 Academic Support

##### Self-Study Items

1. List all "corrective actions", "conditions for certification" or "strategies for improvement" imposed by the NCAA Division I Committee on Athletics Certification in its first-cycle certification decision (if any) as they relate to Operating Principle 2.2 (Academic Support). In each case, provide: (a) the original "corrective action," "condition" or "strategy" imposed; (b) the action(s) taken by the institution; (c) the date(s) of the action(s); and (d) an explanation for any partial or noncompletion of such required actions. Please note, the institution is not required to respond to recommendations for required actions developed by the peer-review team unless those same recommendations were adopted by the Committee on Athletics Certification.

No actions, conditions or strategies were imposed during the first-cycle certification for Operating Principle 2.2.

2. List all actions the institution has completed or progress it has made regarding all plans for improvement/recommendations developed by the institution during its first-cycle certification process as they relate to Operating Principle 2.2 (Academic Support). Specifically include: (a) the original plan; (b) the actions(s) taken by the institution; (c) the date(s) of the action(s); (d) an explanation for any partial or noncompletion of such required actions. Please note, the institution will not be required to fulfill an element of a first-cycle plan if the element does not affect conformity with an operating principle.

Since the first-cycle certification process, the Athletic Governing Board has adopted a Schedule Approval Policy that was developed by the Athletic Department and the Office of Academic Records. This policy prohibits scheduling any non-post seasonal athletic competition during final exam week.

Also, in response to a concern raised in the first-cycle certification process, the Academic Senate approved a change in the campus policy on class attendance that explicitly states that NCAA athletic competition is a reason for giving a student-athlete an excused absence from class.

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

While no improvement plans have been developed specifically for student-athletes, the implementation of new and better technology on the campus allows for better, faster and more accurate monitoring of all students' academic progress. These changes in class registration, student progress records and other student administration aspects allow one to quickly identify those students in academic trouble and to give proper guidance to rectify their deficiencies.

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

All students entering Cal Poly have selected a major and every student is assigned an academic advisor. In some colleges, the advisor is a person hired and trained by the College. In other Colleges, the advisor is a faculty member, usually one in the Department of the student's major. These advisors are there to advise the students, answer academic questions the student may have, and monitor the academic progress of the student. The degree to which advisors accomplish these tasks varies widely throughout the University. The degree to which students seek or heed the advice of their academic advisor varies even more greatly. (Hopefully the technology referred to in #3 above will improve advisor-advisee communication once it is all fully functional.)

## Academic Integrity

There is also a Director of Academic Services for Student-Athletes (DAS) in the Athletic Department. The DAS reports directly to the Athletics Director. The duties of the DAS include:

1. Provides academic advising for student-athletes
2. Coordinates tutoring for student-athletes
3. Organizes and operates a student-athlete study hall
4. Oversees a mentoring program for those student-athletes who need one
5. Directs student-athletes in the CHAMPS/Life Skills Program

The DAS meets with student-athletes during their recruitment to Cal Poly and continues advising throughout the student-athletes' academic career here. Quarterly meetings are scheduled with each team to help its members with class registration and answer other academic problems. The DAS also informs the student-athletes of other academic services and resources available on campus.

Besides the DAS, each coach monitors her/his student-athletes and helps them get the appropriate academic assistance whenever needed.

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

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

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

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

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

The Director of Academic Services for Student Athletes (DAS) provides comprehensive academic advising in order to facilitate degree completion. This is supplemental to specific major department advising. The DAS assists with course selection, mentoring and tutoring needs.

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

All student-athletes may utilize these services.

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

Student-athletes are made aware of these services during the recruiting process, quarterly team meetings with the DAS and through their coaches.

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

The Athletics Governing Board and Faculty Athletic Representative review these services annually.

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

## Academic Integrity

The Athletics Governing Board and Faculty Athletic Representative approve these services.

**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.

Drop-in tutoring and one-on-one tutoring are available in most subject areas. Tutors are upper class students or graduate students who have received an A or A- in the courses they tutor. Tutors are trained to help clarify course material and foster intellectual independence. Tutoring services are designed to teach and reinforce healthy study habits. Students and tutors must meet at least once per week. Tutors are trained in study techniques, listening skills, time management, test taking techniques and NCAA compliance at the beginning of each term.

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

All student athletes are encouraged to utilize these services and some coaches make tutoring mandatory for their student athletes.

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

Student athletes are made aware of these services during the recruiting process, quarterly team meetings with the DAS and through their coaches.

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

The Athletics Governing Board and Faculty Athletic Representative review these services.

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

The Athletics Governing Board and Faculty Athletic Representative approve these services.

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

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

Critical reading and writing skills as well as math skills are addressed in a couple of different ways. Placement testing is done for all students in both English and Math. Remedial courses are available for those with corresponding low test scores. Writing tutors are available through the athletic department for student-athletes, and also at the Writing Skills Center on campus for all students. Writing tutors are trained to help students with all different levels of writing. There is an Academic Skills Center on campus, available to all students, that offers a wide variety of support services including study skills, note taking, test taking, time management and memory skills.

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

All student-athletes may utilize these services.

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

Student-athletes are made aware of these services during the recruiting process, quarterly team meetings with the DAS and through their coaches.

## Academic Integrity

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

Placement testing, remedial courses, the Writing Skills Center and Academic Skills Center are all outside of athletics and reviewed by their respective departments.

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

The respective departments approve these services.

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

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

Study hall hours are assigned by coaches and monitored by coaches and the DAS. Coaches assign weekly study hall hours to student-athletes based on academic performance. These hours are completed in the Student Athlete Learning Center and monitored by the DAS and an Academic Intern. Students check in and out with the aforementioned staff members. Coaches receive a copy of hours completed by each student-athlete at the end of each week. Some coaches also run their own study hall to supplement this service.

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

All student-athletes are encouraged to utilize these services and some coaches require student athletes to attend.

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

Student-athletes are made aware of these services during the recruiting process, quarterly team meetings with the DAS and through their coaches.

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

The Athletics Governing Board and Faculty Athletic Representative review these services.

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

The Athletics Governing Board and Faculty Athletic Representative approve these services.

**5. Freshman/Transfer orientation** Availability, attendance requirements.

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

Orientation Programs, a division of Student Affairs, coordinates three programs for newly admitted freshman and transfer students: Open House, Summer Advising and Week of Welcome.

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

All student-athletes are encouraged to attend these programs, but none of them is mandatory.

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

Student Life and Leadership office coordinates these programs and informs students. Coaches encourage admitted student athletes to attend these programs.

## Academic Integrity

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

Student Life and Leadership reviews these programs.

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

Student Life and Leadership approves these programs.

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

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

Academic progress monitoring and reporting is done in several different ways. Official certification for academic progress comes from the Records Office. The individual evaluators responsible for this are Jane Leaphart and Eve Anderson from the Office of Academic Records (OAR). Coaches may request grade checks for individual student-athletes during the 4th and 8th week of each term. Also, tutors of student-athletes turn in reports each week evaluating their academic progress in specific courses. Mentors meet with student-athletes deemed at risk on a weekly basis and turn in academic progress reports. The DAS coordinates the mentoring program, the tutoring program and provides assistance in getting grade check reports to coaches.

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

These services are available to all student athletes.

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

Student athletes are made aware of these services during the recruiting process, quarterly team meetings with the DAS and through their coaches.

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

The OAR, Athletics Department and Faculty Athletic Representative review these services.

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

The OAR, Athletics Department and Faculty Athletic Representative approve these services.

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

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

The Disability Resource Center (DRC) does all the screening for learning disabilities. Referrals may originate from coaches, parents, professors, tutors, mentors, the DAS, or the individual student. If it is determined from the DRC that further testing is warranted, students are referred to Dr. Randall Ball for off campus testing. Evaluations are returned to the DRC and services are provided through their office.

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

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

## Academic Integrity

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

Student-athletes are made aware of these services during the recruiting process, quarterly team meetings with the DAS and through their coaches.

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

The DRC reviews these services.

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

The DRC approves these services.

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

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

"The CSU requires each student to take the English Placement Test (EPT) and the Entry Level Mathematics Test (ELM) prior to enrollment in the CSU unless they are exempt by means of scores earned on other appropriate tests such as the CSU's Early Assessment Program tests in English and mathematics, the SAT, and ACT. The EPT and the ELM are not admission tests; instead, they determine eligibility to enroll in specific courses. If students do not perform well on the tests, they will be placed in an appropriate remedial or developmental program or activity during their first term of enrollment" (California State University).

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

All students are required to take these placement exams unless they are exempt via SAT or ACT scores.

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

All students are made aware of CSU EPT and ELM exams by the Admissions Office.

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

Placement exams are reviewed by the CSU System.

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

Placement exams are approved by the CSU System.

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

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

Mentors are available to student athletes. The program focuses on first year student athletes, but upper class students are included in the program upon review by the DAS. Mentors are former student athletes who have exhausted their eligibility or graduate students. They are selected by the DAS based on their academic performance, character and coach recommendations. Mentors meet with students on a weekly basis to help with the transition to a four-year university. They help student athletes in setting and achieving academic goals by quarter and year. They are trained to help student athletes take responsibility

## Academic Integrity

and be accountable for their education. They teach effective study skills, time management, organization, note taking and exam preparation. Mentors turn in weekly reports to the DAS and coaches on the progress of the student athletes they meet with. Extensive training of mentors is done at the beginning of each academic year and subsequent training sessions take place quarterly.

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

Coaches and the DAS select student-athletes for this program based on their academic record.

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

Student-athletes are made aware of these services during the recruiting process, quarterly team meetings with the DAS and through their coaches.

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

The Athletics Governing Board and Faculty Athletic Representative review these services.

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

The Athletics Governing Board and Faculty Athletic Representative approve these services.

**10. 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 provided with mentors, tutors, and a study hall. They also have access to the Disability Resource Center (DRC), which offers a wide array of services for those who qualify. Students must have official documentation of a disability to receive services from the DRC.

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

All student-athletes have access to these services.

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

Student-athletes are made aware of these services during the recruiting process, quarterly team meetings with the DAS and through their coaches.

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

The Athletics Governing Board and Faculty Athletic Representative review these services.

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

The Athletics Governing Board and Faculty Athletic Representative approve these services.

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

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

## Academic Integrity

All fifth year aid for students who have exhausted their eligibility is considered on a case-by-case basis with their respective coach and the Director of Athletics. A scholarship board listing NCAA, College, and national awards available to students is also posted in front of the Student Athlete Learning Center. Also all student-athletes who have exhausted their eligibility may continue to take advantage of the services provided through the Student Athlete Learning Center.

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

All student-athletes have access to these services.

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

Student-athletes are made aware of these services during the recruiting process, quarterly team meetings with the DAS and through their coaches.

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

The Athletics Governing Board and Faculty Athletic Representative review these services.

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

The Athletics Governing Board and Faculty Athletic Representative approve these services.

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

The Athletic Governing Board (AGB) quarterly reviews the academic progress of student-athletes as a whole and by sport. Concerns, if any, are raised by AGB and addressed by the FAR and the Director of Athletics.

Annually the AGB reviews the academic support offered the student-athletes through the work of the Director of Academic Services for Student-Athletes (DAS). To date, these reviews have only involved oral communications between the AGB, the DAS, the Director of Athletics and the FAR. For the most part, the AGB has been appreciative and supportive of the academic assistance provided for student-athletes by the Athletic Department.

In the future, the AGB will be asked to respond with a written report.

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

The AGB has not suggested any specific corrective action. Whenever academic issues have arisen with either individuals or teams, the Athletic Department has already addressed the problems before the AGB has become involved. In general, the AGB has complimented the Athletics Department for their actions.

### Evaluation

1. Does the institution demonstrate that adequate academic support services are available for student-athletes? **Currently Yes**
2. Does the institution demonstrate that student-athletes are encouraged and assisted in reaching attainable academic goals of their own choosing? **Currently Yes**
3. Does the institution demonstrate that, when it is determined that student-athletes have special academic needs, these needs are addressed? **Currently Yes**

## Academic Integrity

4. Does the institution demonstrate that the support services are approved and reviewed periodically by academic authorities outside the department of intercollegiate athletics? **Currently Yes**
5. Does the institution demonstrate that there is a commitment to the fair treatment of student-athletes, particularly in their academic role as students? **Currently Yes**

## Academic Integrity

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

PART I-A: Standardized test Scores, by Gender

		Gender							
		Male Students		Male Student-Athletes		Female Students		Female Student-Athletes	
Academic Year		Score	# o f Students	Score	# o f Students	Score	# o f Students	Score	# o f Students
Average Standardized Test Score	2004-2005	1229	1731	1055	43	1186	1169	1030	24
	2003-2004	1220	1674	1061	49	1157	1332	1006	25
	2002-2003	1213	1720	1065	52	1159	1355	1115	21

Name of person completing this chart: Brent Goodman  
 Title: Director, Institutional Planning & Analysis

## Academic Integrity

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

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

Racial or Ethnic Group - All Entering Freshman Students													
		Am. Ind. / AN		Asian / PI		Black		Hispanic		White		Other	
Academic Year		Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students
Average Standardized Test Score	2004-2005	1177	15	1214	365	1091	32	1158	274	1217	1966	1239	248
	2003-2004	1160	21	1202	360	1059	45	1147	255	1196	2055	1215	270
	2002-2003	1160	24	1192	349	1127	26	1128	244	1193	2055	1211	377
Racial or Ethnic Group - All Entering Freshman Student-Athletes on Aid													
		Am. Ind. / AN		Asian / PI		Black		Hispanic		White		Other	
Academic Year		Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students
Average Standardized Test Score	2004-2005	870	1	920	2	994	9	958	6	1076	44	1076	5
	2003-2004		0	1067	3	989	17	975	2	1061	49	1037	3
	2002-2003	1080	2	888	4	999	10	1056	9	1128	40	1068	8

Name of person completing this chart: Brent Goodman

Title: Director, Institutional Planning and Analysis

# Academic Integrity

## FOR FRESHMAN STUDENT-ATHLETES ON ATHLETICS-AID

### PART II: GPA and Test Scores, by Sport Group

		Sport Group																
		Football		M e n ' s Basketball		Baseball		Men's Track/Cross Country		Men's Other Sports and Mixed Sports		W o m e n ' s Basketball		Women's Track/ Cross Country		W o m e n ' s Other Sports		
		Academic Year	Core GPA	# of Students	Core GPA	# of Students	Core GPA	# of Students	Core GPA	# of Students	Core GPA	# of Students	Core GPA	# of Students	Core GPA	# of Students	Core GPA	# of Students
Average Core Course GPA	2004-2005	3.17	19	3.31	3	3.33	7	3.15	4	3.39	10		0	4	8	3.52	16	
	2003-2004	3.09	19	3.31	3	3.45	6	3.36	3	3.35	18	3.37	7	3.55	6	3.49	12	
	2002-2003	3.19	23	3.15	1	3.53	6	3.28	6	3.18	16	4	2	3.79	5	3.73	14	
		Academic Year	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students
Average Standardized Test Score	2004-2005	1044	19	1023	3	1073	7	1033	4	1083	10		0	995	8	1048	16	
	2003-2004	1026	19	1030	3	1138	6	1020	3	1086	18	962	7	982	6	1041	12	
	2002-2003	1032	23	1020	1	1075	6	1112	6	1098	16	1080	2	1138	5	1112	14	

Name of person completing this chart: Brent Goodman

Title: Director, Institutional Planning and Analysis

## Academic Integrity

### SPECIAL-ADMISSIONS INFORMATION

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

			Sport Group (Freshman)								
	Year	All Freshman Students	All Freshman Student-Athletes on Athletics Aid **	Baseball	M e n ' s Basketball	Football	Men's Track/Cross Country	Men's Other Sports and Mixed Sports	W o m e n ' s Basketball	Women's Track/Cross Country	Women's Other Sports
% of Special Admits	2003-2004	4%	85%	100%	100%	95%	100%	80%	%	63%	75%
	2002-2003	4%	78%	33%	67%	95%	100%	72%	71%	83%	83%
	2001-2002	5%	70%	67%	100%	83%	67%	75%	50%	60%	50%

Name of person completing this chart: Brent Goodman

Title: Director, Institutional Planning and Analysis

## Equity and Student-Athlete Welfare

### Operating Principle

#### 3.1 Gender Issues

#### Self-Study Items

1. List all "corrective actions", "conditions for certification" or "strategies for improvement" imposed by the NCAA Division I Committee on Athletics Certification in its first-cycle certification decision (if any) as they relate to Operating Principle 3.1 (Gender Issues). In each case, provide: (a) the original "corrective action," "condition" or "strategy" imposed; (b) the action(s) taken by the institution; (c) the date(s) of the action(s); and (d) an explanation for any partial or noncompletion of such required actions. Please note, the institution is not required to respond to recommendations for required actions developed by the peer-review team unless those same recommendations were adopted by the Committee on Athletics Certification.

No corrective actions were required or conditions for certification imposed in the first cycle report. There were two possible items under strategies for improvement, both of which were addressed in Cal Poly's NCAA Division I Athletics Certification Interim Reports.

One had to do with concerns on accuracy and completeness of the self study report. Since submitting the report in 1997, Cal Poly has undergone both regional and specialized professional accreditations, submitted system-wide accountability reports and initiated a comprehensive review of all administrative policies. In addition, the Athletics Department has participated in the Institutional Accountability and Learning Assessment program that applies to the entire university.

The second issue concerned formal consideration and adoption of the institution's revised plans in gender and minority equity. The Gender Equity Plan and Plan for Minority Issues were developed by the Athletic Department and approved by the president in December, 1998.

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

A revised and updated gender equity plan is provided with this report and presented in Self Study Item 7. The plan and its implementation are reviewed annually by the Athletics Governing Board.

Following is the first cycle gender equity plan and the status of its implementation.

Program Area: 1. Athletic Scholarships

Objective: Award athletic scholarship dollars in proportion to the participation of men and women in the Cal Poly athletics program.

Action: 1.a. Budget scholarship dollars to men and women in proportion to their participation. (Maximum annual variance of 3% to allow for annual fluctuation of student-athlete participation.)

Responsible Person/Office: Athletics Director and Sr. Assoc. Athletics Director.

Time-table: Annually

## Equity and Student-Athlete Welfare

Status & Notes: Scholarship dollars were budgeted in proportion to their participation except for the 2002-2003 year when 5% more was budgeted to men's programs. This was done as a one time variance from our plan for two reasons: 1) There appeared to be a personnel issue in a men's sport that was difficult to ascertain without providing an adequate scholarship level to the program, so more scholarship dollars were allocated, and 2) the department was facing severe state budget cuts, and in order to position football to count for 1-A teams and to get a financial guarantee game from those 1-A teams, scholarship dollars were added to football to reach the average equivalency of sixty. These were one time variances from the original plan, and the following year we again budgeted proportionally.

Action: 1.b. Assess scholarship dollars actually used, and provide additional allocations to women's sports, if necessary.

Responsible Person/Office: Athletics Director and Sr. Assoc. Athletics Director

Time-table: Annually

Status & Notes: These assessments were made annually, and the allocations were adjusted following the 2002-2003 year to bring us back within an acceptable level of variance. Additional scholarship dollars have been allocated to the following women's sports: soccer, tennis, track and field, and swimming.

2001 - 2002 = 40%; -2 of female athletes

2002 - 2003= 36%; -7 of female athletes

2003 - 2004 = 38%; - 4 of female athletes

2004 - 2005 = 40%; - 1 of female athletes

Program Area: 2. Interests and Abilities of Student-Athletes

Objective: Accommodate the interests and abilities of student-athletes

Action: 2.a. Continue to survey all Cal Poly students during the registration process annually to determine interests and abilities in intercollegiate athletes.

Responsible Person/Office: Registrar, and Athletics Director

Time-table: Annually during Fall registration

Status & Notes: Cal Poly has surveyed each student during Fall quarter registration with a specific question: "Do you have the interest and ability to participate in NCAA-sanctioned intercollegiate athletics competition?" Answer options are yes, no, or decline to respond. An average of sixteen percent of those responding in the affirmative over the last three years were female students. (16.5% in 2003, 16.1% in 2004, and 16.1% in 2005).

Action: 2.b. Identify the percentages of male (M) and female (F) full-time and undergraduate students.

Responsible Person/Office: Director of Institutional Planning and Analysis (formerly Director of Institutional Studies)

Time-table: Annually

Status & Notes: The office of Institutional Planning & Analysis (IP&A) prepares a yearly census of our student population. The student gender distribution has had a slight increase of male population and slight decrease of female population in the last few years:

2001-02 = 55% M, 45% F, (total = 17,066)

2002- 03 = 55% M, 45% F, (total = 18,453)

2003- 04 = 56% M, 44% F, (total = 17,257)

2004- 05 = 57% M, 43% F, (total = 16,636)

Action: 2.c. Assess proportionality of athletics participation to undergraduate enrollment.

Responsible Person/Office: Athletics Director

Time-table: Annually

Status & Notes: Although the proportion of women at Cal Poly has slightly declined from 2002 to 2005 (as shown above), the percentage of female athletes remained fairly constant with slight increases in the last two years:

2001 — 02 = 42% F; - 3% of total population

2002 — 03 = 42% F; - 3% of total population

2003 — 04 = 42% F; - 2% of total population

2004 — 05 = 42% F; - 1% of total population

Action: 2.d. Continue to cap the participation numbers on men's teams and identify options for increasing the participation of women by fifty-five student-athletes in order to achieve proportionality in relation to current undergraduate enrollment.

Responsible Person/Office: Athletics Director

Time-table: Annually

Status & Notes: This has been accomplished.

Action: 2.e. Through a consultative process with the Athletics Governing Board and the President, select and implement an appropriate option for achieving proportionality of participants.

Responsible Person/Office: Athletics Director

Time-table: Annually

## Equity and Student-Athlete Welfare

Status & Notes: The number of female athletes who have participated in Women's Indoor Track the last four years:

2001 - 02 = 32  
2002 - 03 = 48  
2003 - 04 = 40  
2004 - 05 = 40

Added scholarship money to try to address issue.

The fluctuation in the number of participants in this sport is largely responsible for the variance in the proportion of female athletes from year to year. Student participation in most other teams, both male and female, has remained constant.

Program Area: 3. Equipment and Supplies

Objective: Continue to provide equipment and supplies of the same quality, suitability, amount, and availability equitably to male and female student-athletes. Maintenance and replacement policies are the same for the equipment of both male and female Cal Poly student-athletes.

Action: Head coaches will communicate the equipment and supply needs of their respective sports and the budgeting process will ensure that the teams have equitable support to meet the requirements of the sports.

Responsible Person/Office: Athletics Director, Head Coaches, and Senior Associate Athletics Director.

Time-table: Annually

Status & Notes: Through the annual budget process, we continue to provide equipment and supplies of the same quality, suitability, amount, and availability equitably to male and female student-athletes. Maintenance and replacement policies are the same for the equipment of both male and female Cal Poly student-athletes.

Program Area: 4. Scheduling of Games and Practice Times

Objective: Schedules will continue to provide both men and women student-athletes at Cal Poly equivalent number, quality, and convenience of competitive and practice opportunities.

Action: 4.a. Competitive schedules for each team will continue to be reviewed to ensure equitable competitive experiences. Budgets will continue to be adjusted to accommodate changes as needed.

Responsible Person/Office: Head Coaches, Sr. Assoc. Athletics Director, and Athletics Director.

Time-table: Annually

Status & Notes: All schedules are reviewed annually, prior to approval, to ensure equitable competitive experiences.

Action: 4.b. Practice schedules will continue to be requested of Head Coaches. Conflicts will be resolved by rotating first choice of practice times for volleyball and men's and women's basketball by academic year.

Responsible Person/Office: Sr. Assoc. Athletics Director

Time-table: Annually

Status & Notes: All coaches submit an annual facilities request for practice times. When conflicting practice schedules are submitted, we alternate the more desired practice times by academic year. With the addition of our new sports complex fields, a field quality issue has arisen in that the sand based soccer fields are better and are desired by both coaches of men's and women's soccer. Thus, we have added a rotating schedule for the higher quality fields for our soccer teams.

Program Area: 5. Travel and Per Diem Allowance

Objective: Cal Poly will continue to provide equivalent travel and per diem to male and female student-athletes.

Action: Coaches will communicate their needs during the budgeting process. Budgets will be constructed to ensure that equitable travel and per diem are provided to male and female student-athletes. Where there are differences in mode of travel and per diem for sports teams, those differences will not be based on gender, nor will one gender be more impacted.

Responsible Person/Office: Head Coaches and Senior Assoc. Athletics Director

Time-table: Annually

Status & Notes: The Senior Assoc. Athletics Director develops equitable budgets based on the travel and per diem requests previously identified by the head coaches. We improved the mode of travel for many of our larger men's and women's teams this year by providing bus transportation for longer trips. If or where differences exist, they are not based on gender.

Program Area: 6. Tutors

Objective: The quality and availability of tutors and other academic support will continue to be equally available to male and female student-athletes at Cal Poly.

Action: Student-athletes will continue to be instructed on how to access academic services that are available to all student-athletes in an identical basis.

Responsible Person/Office: Head Coaches and Director for Academic Services.

Time-table: Annual and on-going

Status & Notes: Academic services continue to be provided to all athletes on an equal basis regardless of gender,

## Equity and Student-Athlete Welfare

scholarship, or recruitment status. All student-athletes are informed of the services during team meetings.  
Proposal to hire additional academic service intern during the 2006-2007 academic year.

### Program Area: 7. Coaches

Objective: Both male and female student-athletes will continue to receive effective coaching, and coaches will be compensated in such a way to ensure quality coaches for all Cal Poly student-athletes.

Action: Coaches will continue to be hired following national searches and salaries will be reviewed to ensure that they are competitive within the market.

Responsible Person/Office: Athletics Director

Time-table: Annual and on-going

Status & Notes: In the three previous years, Cal Poly has conducted national searches for the following head coaches: women's volleyball, baseball, and softball and men's soccer. Salaries for coaches are determined by budget constraints, the California State University salary schedule, and market factors. Conference salaries are also considered when surveying market factors.

### Program Area: 8. Locker Rooms, Practice and Competitive Facilities

Objective: Locker rooms, practice facilities, and competitive facilities will be equitably provided to male and female student-athletes.

Action: 8.a. Current allocations for these facilities will remain until new facilities are constructed. Cal Poly will continue to include softball practice and competitive stadium equivalent to what is provided in the capital project for baseball.

Responsible Person/Office: Athletics Director and Assoc. Athletics Director for Advancement

Time-table: 2006 for renovation of football stadium

Status & Notes: The new baseball and softball stadiums (completed in Fall 1999) include new locker rooms, practice facilities, and competitive facilities for both baseball and softball. Both teams and coaches are currently using these facilities. The new sports complex fields also provide better quality fields for men's and women's soccer practices. Currently in process of renovating the football and soccer stadium.

Action: 8.b. Additional capital projects involving Mott Gymnasium will include a weight room, and academic center, and an additional locker room for a women's team.

Responsible Person/Office: Sr. Assoc. Athletics Director

Time-table: On-going

Status & Notes: The Mott Gymnasium renovation projects were completed in 1999 and include a new locker room for women's volleyball, a new academic center, and a new weight room for all student-athletes. The next project will upgrade and expand Mustang Stadium so as to provide a better competitive venue for football, men's soccer, and women's soccer.

### Program Area: 9. Medical and Training Facilities and Services

Objective: Male and female student-athletes will continue to have equivalent availability and quality of medical personnel, Athletics Trainers, weight and conditioning facilities, and health, accident injury coverage.

Action: All of these services will continue to be shared and made equally available to all student-athletes. Head coaches and trainers will continue to communicate policies to all student-athletes.

Responsible Person/Office: Athletics Director, Head Coaches, and Athletics Trainers

Time-table: Annual and on-going

Status & Notes: Medical and training room services continue to be provided to students on an equitable basis.

Proposal to hire additional certified trainer during the 2006-2007 academic year.

### Program Area: 10. Housing and Dining Facilities and Services

Objective: Housing and dining facilities will continue to be provided equitably to male and female student-athletes at Cal Poly.

Action: Housing and meals during the regular academic year are available on an equal basis to all students. Vacation period meals and housing will continue to be allocated as budgets allow and will be equitable between males and females.

Responsible Person/Office: Athletics Director, and Sr. Assoc. Athletics Director

Time-table: Annually

Status & Notes: Housing and meals continue to be provided equitably to male and female student-athletes.

### Program Area: 11. Publicity

Objective: Publicity of student-athletes through media guides, posters, game programs, and pocket schedules will continue to be provided to both male and female student-athletes equitably.

Action: Sports Information will continue to produce equivalent media guides, game programs, schedule cards, and press releases for men's and women's teams.

Responsible Person/Office: Athletics Director and Sports Information Director.

Time-table: Annually

## Equity and Student-Athlete Welfare

Status & Notes: Publicity of student-athletes continues to be equitable. Media guides are available for football, volleyball, men's basketball, women's basketball, wrestling, baseball, softball, men's soccer and women's soccer. Additionally, a combined media guide is available for women's indoor track, men's and women's outdoor track, and men's and women's cross-country. The above mentioned sports also have game programs available. Pocket schedules are available for football, men's soccer, women's soccer, volleyball, men's basketball, women's basketball, wrestling, softball, and baseball. Limited online media guides and information exist for men's and women's swimming, men's and women's golf, and men's and women's tennis.

Program Area: 12. Support Services

Objective: Administrative support will continue to be provided to male and female programs in an equitable manner.

Action: Current administrative support is equitable, and as additional support is added, the Athletics Director will ensure male and female programs benefit equitably.

Responsible Person/Office: Athletics Director

Time-table: Annually

Status & Notes: Administrative support continues to be equitable.

Program Area: 13. Recruitment of Student-Athletes

Objective: Coaches of male and female teams will continue to have equitable staffing and budgets for the recruitment of prospective student-athletes.

Action: Head coaches will communicate staffing and upcoming year's recruiting needs during the budgeting process. Budgeting for recruiting is developed to ensure equity.

Responsible Person/Office: Head Coaches, Assoc. Athletics Director for Business, and the Athletics Director

Time-table: Annually

Status & Notes: Recruiting dollars have been spent equitably in proportion to the number of male and female student-athletes. The percentage of recruitment dollars spent on female student-athletes, relative to their proportionate participation, has increased considerably over the last three years:

2001-2002 = 41%; -1% of total population

2002-2003 = 46%; +3% of total population

2003-2004 = 35%; - 7% of total population

2004-2005 = 37%; -4% of total population

Women's volleyball, men's and women's basketball, and men's and women's tennis recruit nationally and internationally, if necessary. Most other sports recruit primarily California students.

Program Area: Revise and update plan as necessary.

Objective: Report to the Athletics Governing Board the status of our progression with this plan as well as an assessment of this plan's applicability to the evolving standards of the NCAA and State and Federal legislation.

Action: This plan has been reviewed, and when necessary, updated annually by the Athletics Governing Board since 1997.

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

These additional plans have been successfully implemented by the timetables listed:

(New) Objective: Accommodate the interests and abilities of student-athletes.

Action: a. Assess the decline in participation in women's indoor and outdoor track.

Responsible Person/Office: Athletics Director

Timetable: August, 2002 Completed

Action: b. Identify a strategy to increase the participation in women's indoor and outdoor track.

Responsible Person/Office: Athletics Director

Timetable: August, 2002 Completed

Action: c. Implement strategies to increase student-athlete participation in women's indoor and outdoor track by at least 10.

Responsible Person/Office: Athletics Director

Timetable: August, 2003 Completed

## Equity and Student-Athlete Welfare

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

Cal Poly has a senior woman administrator with primary responsibility for continual monitoring and assessment of all gender issues in the Athletics Department. The institution's gender equity plan with updated data is presented annually to the Athletics Governing Board for review and comment. Cal Poly and the entire California State University is also subject to continuing gender equity reporting requirements in conjunction with a previous California National Organization for Women settlement.

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

Male and female participation in athletics is approximately proportional to the male and female population in the University. In the last three years, the proportion of female athletes on athletic aid has averaged four percentage points below that of the general population of females at the University. No trend is evident. Since 1998 the difference between females on athletic aid and females in the general population has been -7%, -2%, +2%, -2%, -7%, -4%, and -1%, demonstrating that, on average, female participation is just three percentage points (a deficiency of five student-athletes) below the general population. Cal Poly, because of its polytechnic curriculum and large College of Engineering, has a female population of only 40-45% of the student body in contrast to the national average of 57% (Chronicle of Higher Education, August 26, 2005). Surveys of Cal Poly students suggest that only about a third of those interested in participating in athletics are women.

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

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

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

- 1. Athletic Scholarships.** Scholarship dollars to be awarded to women and men at same proportion as their respective rate of participation in the intercollegiate athletics program.

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

The Athletics Department continually monitors data on scholarships by gender with responsibility falling to the Athletics Director and Senior Associate Athletics Director.

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

Overall scholarship dollars are awarded to women and men athletes in the same proportion as their respective rates of participation in the intercollegiate athletics program within a 3% annual tolerance, although not all sports are equally funded. Scholarship dollars had declined in recent years because of budget issues, but are now increasing due to a successful student fee referendum.

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Scholarship Dollar Data - total dollar amounts for men and women student-athletes

2001-2002

M- \$929,592.50 60% W- \$611,882.50 40%

2002-2003

M- \$1,204,859.50 64% W- \$681,821.00 36%

2003-2004

M- \$1,196,964.00 63% W- \$713,882.00 37%

2004-2005

M- \$1,339,855.00 60% W- \$872,506.00 40%

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

In 2002-03 and 2003-04, scholarship dollars awarded to women were slightly below their proportion in student population. Several decisions were made that created this problem: Budget problems in the overall Athletics Department necessitated that the football program play Div 1A games to generate revenue for the program. In order to schedule 1A games scholarship funding for football had to be increased from approximately 55 to 60 equivalencies to be counted in order for other 1A teams to schedule countable games for bowl consideration. A personnel issue in a men's sport was addressed by increasing scholarships for that sport in order to fairly evaluate the personnel issue. These issues were addressed during the 2004-05 budget cycle as additional scholarships were awarded to women's programs.

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

These issues were addressed during the 2004-05 budget cycle as additional scholarships were awarded to women's programs. A student fee referendum passed in spring 2004 and will provide additional scholarship dollars which will be first awarded to achieve equity in men's and women's sports.

Plan for the future:

Program Area: Athletic Scholarships

Objective: Award athletic scholarship dollars in proportion to the participation of men and women in the Cal Poly athletics program.

Action: 1.a. Budget scholarship dollars to men and women in proportion to their participation. (Maximum annual variance of 3% to allow for annual fluctuation of student-athlete participation.)

Responsible Person/Office: Athletics Director and Sr. Assoc. Athletics Director.

Time-table: Verify in April of 2007, 2008, 2009, 2010, 2011.

Action: 1.b. Assess scholarship dollars actually used, and provide additional allocations to women's sports, if necessary.

Responsible Person/Office: Athletics Director and Sr. Assoc. Athletics Director

Time-table: Assess in August of 2007, 2008, 2009, 2010, 2011.

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

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

Cal Poly students are surveyed annually to determine interest, and data on male/female ratio in the student body compared to student-athletes is analyzed each year.

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

Cal Poly currently has 10 men's and 10 women's varsity sports programs. Participation in the intercollegiate athletics program by male and female athletes is approximately proportional to the ratio of male and females enrolled at the University with the female proportion in athletics averaging just three

## Equity and Student-Athlete Welfare

percentage points below that of the university over the last seven years. Male and female sports programs participate in equivalent levels of competition in that all are Division 1.

### University Enrollment Compared to Student-Athlete Participation

#### University Enrollment Student-Athlete Participation

2001-2002

M - 9446 55% M - 310 58%

W - 7620 45% W - 220 42%

2002-2003

M- 9689 56% M - 322 57%

W- 7712 44% W- 239 43%

2003-2004

M- 9626 55% M- 299 58%

W- 7631 45% W- 217 42%

2004-2005

M- 9510 57% M- 318 58%

W- 7126 43% W- 225 42%

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

There are no deficiencies to be addressed in this study item.

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

Program Area: 2. Interests and Abilities of Student-Athletes

Objective: Accommodate the interests and abilities of student-athletes

Action: 2.a. Continue to survey all Cal Poly students during the registration process annually to determine interests and abilities in intercollegiate athletics.

Responsible Person/Office: Registrar, and Athletics Director

Time-table: Annually during Fall registration of 2007, 2008, 2009, 2010, 2011.

Action: 2.b. Identify the percentages of male (M) and female (F) full-time and undergraduate students.

Responsible Person/Office: Director of Institutional Planning and Analysis (formerly Director of Institutional Studies)

Time-table: Annually in April of 2007, 2008, 2009, 2010, 2011.

Action: 2.c. Assess proportionality of athletics participation to undergraduate enrollment.

Responsible Person/Office: Athletics Director

Time-table: Assessed annually in April of 2007, 2008, 2009, 2010, 2011.

Action: 2.d. Continue to cap the participation numbers on men's teams and identify options to maintain the participation of women.

Responsible Person/Office: Athletics Director

Time-table: Annually in June of 2007, 2008, 2009, 2010, 2011.

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

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

Through the annual budget process, equipment and supplies of the same quality, suitability, amount, and availability are provided equitably to male and female student-athletes.

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

Although budget restrictions hinder replacement of some equipment on an annual basis, maintenance and replacement policies are the same for male and female student-athletes. All teams are provided with

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laundry service. Some teams have contracts with major sports equipment providers and the possibility of finding such opportunities for teams not covered is continually explored.

Expenses by Team for Equipment & Supplies  
02-03 03-04 04-05  
Men

Baseball 27,190 11,344 18,486  
Men's Basketball 23,591 15,725 12,916  
Football 52,971 47,556 64,134  
Men's Golf 2,933 4,019 16,147  
Men's Soccer 9,958 14,094 14,184  
Men's Swimming 24 1920 4963  
Men's Tennis 10,143 8,506 7,551  
Men's Track/ 13,198 11,687 9,545  
Cross country  
Wrestling 4,344 3,731 4,228  
  
Men's Total 144,352 118,582 152,154

Women

Women's Basketball 23,242 17,442 16,079  
Women's Golf 8,647 8,116 5,487  
Women's Soccer 7,776 14,783 6,015  
Softball 15,819 15,531 19,646  
Women's Swimming 72 1947 4912  
Women's Tennis 8,590 6,688 11,523  
Women's Track/ 14,295 11,687 11,510  
Cross country  
Volleyball 14,789 23,824 9,166  
  
Women's Total 93,230 100,018 84,338

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

There are no deficiencies to be addressed in this study item.

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

Program Area: 3. Equipment and Supplies

Objective: Continue to provide equipment and supplies of the same quality, suitability, amount, and availability equitably to male and female student-athletes. Maintenance and replacement policies are the same for the equipment of both male and female Cal Poly student-athletes.

Action: Head coaches will communicate the equipment and supply needs of their respective sports and the budgeting process will ensure that the teams have equitable support to meet the requirements of the sports.

Responsible Person/Office: Athletics Director, Head Coaches, and Senior Associate Athletics Director.

Time-table: Annually in April of 2007, 2008, 2009, 2010, 2011.

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

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

Competitive schedules of each team are reviewed annually prior to approval to ensure equity in experiences. This information is also provided to the Student Athlete Advisory Committee, Block P, for their review.

## Equity and Student-Athlete Welfare

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

Budgets are adjusted to address equity issues each year. Conference season and post-season championships are scheduled in the Big West Conference for all teams except wrestling which is in the Pac-10 and football which is a member of the Great West Conference.

Coaches submit facilities requests annually. When conflicting practice schedules are submitted for the same facility (for example, men's and women's basketball and women's volleyball use the same practice facility), the more desirable practice times are rotated by academic year.

The subcommittee chair interviewed the Athletic Director and reviewed game and practice schedules and found them to be equitable.

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

There are no deficiencies to be addressed in this study item.

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

Program Area: 4. Scheduling of Games and Practice Times

Objective: Schedules will continue to provide both men and women student-athletes at Cal Poly equivalent number, quality, and convenience of competitive and practice opportunities.

Action: 4.a. Competitive schedules for each team will continue to be reviewed to ensure equitable competitive experiences. Budgets will continue to be adjusted to accommodate changes as needed.

Responsible Person/Office: Head Coaches, Sr. Assoc. Athletics Director, and Athletics Director.

Time-table: Annually during schedule for each sport in 2007, 2008, 2009, 2010, 2011.

Action: 4.b. Practice schedules will continue to be requested of Head Coaches. Conflicts will be resolved by rotating first choice of practice times for volleyball and men's and women's basketball by academic year.

Responsible Person/Office: Sr. Assoc. Athletics Director

Time-table: Annually in June of 2007, 2008, 2009, 2010, 2011.

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

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

The Athletics Department and Athletics Governing Board regularly review statements and data relative to this area. This information is also provided to the Student Athlete Advisory Committee, Block P, for their review.

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

Cal Poly provides equivalent transportation, housing, dining, and per diem for male and female athletes. All teams are limited to our department per diem allowance of \$25 per day per person. Coaches communicate needs during the budget process. Any differences in travel arrangement are situation-based, not gender-based. Our travel guidelines require teams larger than 20 to use bus transportation for travel to destinations more than two and a half hours away. When a team uses vans for transportation, coaches are not allowed to drive if the travel would cause more than a ten hour work day. In those situations the team would return the following day. These policies were put in place to protect the health and safety of student-athletes. All travel of student-athletes, coaches, and staff must follow university travel guidelines. There is no gender distinction in these guidelines and there have been no deviations.

Expenses by Team for Team Travel

02-03 03-04 04-05

Men

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Baseball 71,007 77,495 68,475  
Men's Basketball 75,612 62,520 68,172  
Football 193,417 168,196 260,137  
Men's Golf 18,841 16,565 11,568  
Men's Soccer 24,253 19,544 29,498  
Men's Swimming 10,401 4967 6058  
Men's Tennis 14,495 14,834 16,104  
Men's Track/ 24,617 27,840 27,360  
Cross country  
Wrestling 39,049 41,451 45,302

Men's Total 471,692 433412 532674

### Women

Women's 42,165 56,047 53,657  
Basketball  
Women's Golf 11,377 16,195 13,756  
Women's Soccer 31,961 41,008 57,424  
Softball 50,199 40,861 38,165  
Women's Swimming 15,681 5492 6884  
Women's Tennis 16,001 16,478 13,225  
Women's Track/ 44,348 41,447 43,132  
Cross country  
Volleyball 49,139 30,065 50,878

Women's Total 260,871 247593 277121

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

There are no deficiencies to be addressed in this study item.

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

Program Area: 5. Travel and Per Diem Allowance

Objective: Cal Poly will continue to provide equivalent travel and per diem to male and female student-athletes.

Action: Coaches will communicate their needs during the budgeting process. Budgets will be constructed to ensure that equitable travel and per diem are provided to male and female student-athletes. Where there are differences in mode of travel and per diem for sports teams, those differences will not be based on gender, nor will one gender be more impacted.

Responsible Person/Office: Head Coaches and Senior Assoc. Athletics Director

Time-table: Annually in April of 2007, 2008, 2009, 2010, 2011.

**6. Tutors. Availability - procedures and criteria for obtaining assistance; Assignment - qualifications, training, experience, etc.; Compensation - rate of pay, pupil loads, qualifications, experience, other terms and conditions of employment.**

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

Participating student-athletes are required to schedule meetings with the tutors who are then required to report back to the Director of Academic Services. The Athletics Department and Athletics Governing Board regularly review statements and data relative to this area. This information is also provided to the Student Athlete Advisory Committee, Block P, for their review.

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

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All student-athletes have equal access to the academic service center and tutorial services. Student-athletes are made aware of these services during the recruiting process, during quarterly team meetings, and through their coaches. Tutors must meet certain academic requirements in the subject areas they tutor. A training manual is provided each tutor upon hiring and attendance at an orientation session is required. Compensation for the tutors is commensurate with their academic background and pay raises do not differ based on gender, ethnicity, or sport.

Several changes and additions have occurred to the athletic academic service center and tutoring services since the last certification. With grant monies received, the academic service center has installed new computers, study work stations and carpeting. Training and supervision of tutors has been improved and compensation of tutors was made commensurate with their academic experience.

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

There are no deficiencies to be addressed in this study item.

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

Program Area: 6. Tutors

Objective: The quality and availability of tutors and other academic support will continue to be equally available to male and female student-athletes at Cal Poly.

Action: Student-athletes will continue to be instructed on how to access academic services that are available to all student-athletes in an identical basis.

Responsible Person/Office: Head Coaches, and Director for Academic Services.

Time-table: Annually and on-going during academic years 2007, 2008, 2009, 2010, 2011.

**7. Coaches.** Availability - full time, part time, assistant, and graduate assistants; Assignment - training, experience, professional standing, and other professional qualifications; Compensation - rate of compensation, duration of contracts, conditions relating to contract renewal, experience, nature of coaching duties, working conditions, and other terms and conditions of employment.

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

The Athletics Department and Athletics Governing Board regularly review statements and data relative to this area. This information is also provided to the Student Athlete Advisory Committee, Block P, for their review.

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

Coaches are recruited through national searches. Salaries are commensurate with experience and qualifications and are determined by the California State University salary schedule, market factors including conference salaries, and budget realities. Coaches are hired and compensated in a way to ensure quality coaches for all Cal Poly student-athletes. There is equity in number of coaches. For example men's and women's basketball each have a head coach and three assistant coaches; men's and women's soccer each have a head coach and assistant coach; men's and women's tennis each have a single coach and use of a part time assistant; the swimming and golf programs each have a single coach shared by men and women; the track and field program is integrated; and baseball and softball each have a head coach and two assistant coaches.

Head Coaches Salaries  
(7/1/2003 to 6/30/2004)

Men's Teams	Women's Teams
Annual Institutional Salary per Person	\$74,666 \$66,416
Number of Head Coaches Included in Average	10 9

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Average Annual Institutional Salary per FTE \$98,895 \$91,259  
Number of FTE's Included in Average 7.55 6.55

Assistant Coaches Salaries  
(7/1/2003 to 6/30/2004)

Men's Teams Women's Teams  
Annual Institutional Salary per Person \$48,655 \$44,657  
Number of Head Coaches Included in Average 17 10  
Average Annual Institutional Salary per FTE \$66,772 \$72,495  
Number of FTE's Included in Average 12.39 6.16

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

There are no deficiencies to be addressed in this study item.

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

Program Area: 7. Coaches

Objective: Both male and female student-athletes will continue to receive effective coaching, and coaches will be compensated in such a way to ensure quality coaches for all Cal Poly student-athletes.

Action: Coaches will continue to be hired following national searches and salaries will be reviewed to ensure that they are competitive within the market.

Responsible Person/Office: Athletics Director

Time-table: As needed during 2007, 2008, 2009, 2010, 2011.

**8. Locker Rooms, Practice and Competitive Facilities.** Quality, availability, and exclusivity of practice and competitive facilities; quality and availability of locker rooms; maintenance and preparation of practice and competitive facilities.

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

The Athletics Department and Athletics Governing Board regularly review statements and data relative to this area. This information is also provided to the Student Athlete Advisory Committee, Block P, for their review.

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

Since the last cycle, major improvements to athletic facilities have been accomplished including:

\* New baseball stadium including locker rooms and practice facilities.

\* New softball stadium including locker rooms and practice facilities.

\* New Sports Complex provides improved practice facilities for men's and women's soccer.

\* Major renovation of stadium for football and men's and women's soccer will be completed by Fall 2006.

\* In Mott Gymnasium, improved facilities include an academic center, weight room, an additional locker room for women's volleyball, and modest remodeling of locker facilities for men's and women's basketball and football.

These improvements have increased the quality of facilities for both genders.

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

There are no deficiencies to be addressed in this study item.

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

Program Area: 8. Locker Rooms, Practice and Competitive Facilities

Objective: Locker rooms, practice facilities, and competitive facilities will be equitably provided to male and

## Equity and Student-Athlete Welfare

female student-athletes.

Action: Current allocations for these facilities will remain until new facilities are constructed.

Responsible Person/Office: Athletics Director and Assoc. Athletics Director for Advancement

Time-table: Renovated football and soccer stadium will be available Fall 2006 for football and men's and women's soccer.

**9. Medical and Training Facilities and Services.** Availability of medical personnel; availability and quality of weight training, and conditioning facilities; availability and qualifications of athletics trainers; health, accident, and injury insurance coverage.

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

The Athletics Department and Athletics Governing Board regularly review statements and data relative to this area. This information is also provided to the Student Athlete Advisory Committee, Block P, for their review.

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

Medical and Training Facilities and Services: All medical and training facilities and programs are shared and made equally available to all student-athletes. Head Coaches and Trainers are responsible for communicating services and policies to student-athletes.

The weight training facility is open to all student-athletes during all hours of operation.

Insurance coverage is the same for all student-athletes regardless of gender. All are covered for athletic injuries by our California State University secondary policy. Student-athletes are required to carry their own primary insurance.

The department is adding a fourth full time certified Athletics Trainer to the staff for the 2006-07 year to help protect the health and safety of our student-athletes.

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

There are no deficiencies to be addressed in this study item.

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

Program Area: 9. Medical and Training Facilities and Services

Objective: Male and female student-athletes will continue to have equivalent availability and quality of medical personnel, Athletics Trainers, weight and conditioning facilities, and health, accident injury coverage.

Action: All of these services will continue to be shared and made equally available to all student-athletes. Head coaches and trainers will continue to communicate policies to all student-athletes.

Responsible Person/Office: Athletics Director, Head Coaches, and Athletics Trainers

Time-table: Additional certified trainer to be added during 2006-07 and equitable availability will be monitored on an on-going basis during 2007, 2008, 2009, 2010, 2011.

**10. Housing and Dining Facilities and Services.** Housing provided; special services as part of housing; dining arrangements.

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

The Athletics Department and Athletics Governing Board regularly review statements and data relative to this area. This information is also provided to the Student Athlete Advisory Committee, Block P, for their review.

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

Housing and Dining Facilities and Services: Housing and dining facilities and meals are provided on an equal basis to male and female student-athletes during the academic year. Where there are differences, in vacation period meals and housing, those differences are due to priorities of programs and budgets and impact both genders equitably. There are no dedicated housing or dining facilities for student-athletes.

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

There are no deficiencies to be addressed in this study item.

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

Program Area: 10. Housing and Dining Facilities and Services

Objective: Housing and dining facilities will continue to be provided equitably to male and female student-athletes at Cal Poly.

Action: Housing and meals during the regular academic year are available on an equal basis to all students. Vacation period meals and housing will continue to be allocated as budgets allow and will be equitable between males and females.

Responsible Person/Office: Athletics Director, and Sr. Assoc. Athletics Director

Time-table: Annually during 2007, 2008, 2009, 2010, 2011.

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

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

The Athletics Department and Athletics Governing Board regularly review statements and data relative to this area. This information is also provided to the Student Athlete Advisory Committee, Block P, for their review.

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

Sports Information provides equivalent published materials for men's and women's teams. Media guides and pocket schedules are produced for football, volleyball, men's basketball, women's basketball, wrestling, baseball, softball, men's soccer, and women's soccer. A combined media guide is produced for women's indoor track, men's and women's outdoor track, and men's and women's cross country. All of these sports have event programs. Limited on-line media guides and information exists for men's and women's swimming, men's and women's golf, and men's and women's tennis.

Expenditure breakdown for publications (media guides, game programs) web and photography for each of the 20 intercollegiate sports.

Men's Sports  
Football \$3,986.00  
Cross Country \$545.00  
Soccer \$2,680.00  
Basketball \$6,947.00  
Swimming \$325.00  
Wrestling \$2,525.00  
Baseball \$4,687.00  
Track and Field \$545.00  
Golf \$325.00  
Tennis \$325.00  
Total: \$22,890.00

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Women's Sports  
Cross Country \$545.00  
Volleyball \$3,795.00  
Soccer \$4,032.00  
Basketball \$4,045.00  
Swimming \$325.00  
Indoor Track and Field \$420.00  
Softball \$4,876.00  
Track and Field \$545.00  
Golf \$325.00  
Tennis \$325.00  
Total: \$19,233.00

### Advertising Budget

Sport Media Amount  
Football Television \$4,000.00  
Football Print \$2,400.00  
Volleyball Print TRADE  
M/W Soccer Print TRADE  
Men's Basketball Television \$875.00  
Men's Basketball Print \$4,800.00  
Women's Television \$875.00  
Basketball  
Wrestling Print TRADE  
Baseball Television \$1,000.00  
Baseball Print TRADE  
Softball Television \$1,000.00  
Softball Print TRADE

Promotional Item Amount  
Budget  
Football Giveaways \$2,500.00  
Football Schedule Cards \$560.00  
Volleyball Giveaways \$1,000.00  
Volleyball Schedule Cards \$560.00  
M/W Soccer Giveaways \$1,000.00  
M/W Soccer Schedule Cards \$900.00  
Men's Basketball Giveaways \$1,600.00  
Men's Basketball Schedule Cards \$616.00  
Women's Giveaways \$1,200.00  
Basketball  
Women's Schedule Cards \$616.00  
Basketball  
Wrestling Giveaways \$500.00  
Wrestling Schedule Cards \$616.00  
Baseball Giveaways \$2,000.00  
Baseball Schedule Cards \$570.00  
Softball Giveaways \$2,000.00  
Softball Schedule Cards \$570.00

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

There are no deficiencies to be addressed in this study item.

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

Program Area: 11. Publicity

Objective: Publicity of student-athletes through media guides, posters, game programs, and pocket schedules will continue to be provided to both male and female student-athletes equitably.

Action: Sports Information will continue to produce equivalent media guides, game programs, schedule

## Equity and Student-Athlete Welfare

cards, and press releases for men's and women's teams.

Responsible Person/Office: Athletics Director and Sports Information Director

Time-table: Annually evaluated in June of 2007, 2008, 2009, 2010, 2011

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

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

The Athletics Department and Athletics Governing Board regularly review statements and data relative to this area. This information is also provided to the Student Athlete Advisory Committee, Block P, for their review.

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

Current administrative support is modest but equitable to male and female athletics programs and as additional support is possible, the Athletics Director will ensure male and female programs benefit equitably.

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

There are no deficiencies to be addressed in this study item.

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

Program Area: 12. Support Services

Objective: Administrative support will continue to be provided to male and female programs in an equitable manner.

Action: Current administrative support is equitable, and as additional support is added, the Athletics Director will ensure male and female programs benefit equitably.

Responsible Person/Office: Athletics Director

Time-table: Evaluated each September of 2007, 2008, 2009, 2010, 2011.

### **13. Recruitment of Student-Athletes.** Equal opportunities for professional personnel to recruit; availability of financial and other resources for recruitment; equivalent benefits, opportunities, and treatment of prospective athletes.

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

The Athletics Department and Athletics Governing Board regularly review statements and data relative to this area. This information is also provided to the Student Athlete Advisory Committee, Block P, for their review.

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

Recruiting dollars have been spent equitably in proportion to the number of male and female student-athletes. Women's basketball and volleyball and men's basketball recruit nationally and even internationally.

Recruiting Expenditures by Gender

Expenditures by Gender Participation by Gender

2001-2002

W - \$48,796.50 41% W - 220 42%

M - \$69,542.50 59% M - 310 58%

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2002-2003

W - \$58,167.41 46% W - 239 43%

M - \$68,904.59 54% M - 322 57%

2003-2004

W - \$38,478.50 35% W - 217 42%

M - \$73,210.50 65% M - 299 58%

2004-2005

W - \$49,057.50 37% W - 225 41%

M - \$82,468.50 63% M - 318 59%

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

There are no deficiencies to be addressed in this study item.

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

Program Area: 13. Recruitment of Student-Athletes

Objective: Coaches of male and female teams will continue to have equitable staffing and budgets for the recruitment of prospective student-athletes.

Action: Head coaches will communicate staffing and upcoming year's recruiting needs during the budgeting process. Budgets for recruiting are developed to ensure equity.

Responsible Person/Office: Head Coaches, Assoc. Athletics Director for Business, and the Athletics Director

Time-table: Annually during April of 2007, 2008, 2009, 2010, 2011 during the budgeting process.

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

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

Please see Plan for Improvement section.

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

The Gender Equity Plan listed in Self Study Item 7 was developed with input from Student-Athlete Advisory Committee, Athletics Department Coaches and Staff, NCAA Certification Equity and Student Welfare subcommittee, and the Athletics Governing Board. This plan received support from the Athletics Governing Board in April of 2006 and was formally approved by the president in May of 2006.

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

- Documentation assessing the institution's goals and actions regarding Title IX (if applicable).

## Equity and Student-Athlete Welfare

- Equity in Athletics Disclosure Act survey forms and worksheets. [Please note: For confidentiality purposes, the committee will permit an institution to provide the EADA worksheets with salary information in the form of a percentage.]

### **Evaluation**

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

## Equity and Student-Athlete Welfare

Elements		Goals	Steps		
Program Area	Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
1. Athletic Scholarships	E d i t element to input the issue.	Award athletic scholarship dollars in proportion to the participation of men and women in the Cal Poly athletics program.	Budget scholarship dollars to men and women in proportion to their participation. (Maximum annual variance of 3% to allow for annual fluctuation of student-athlete participation.)	Athletics Director and Sr. Assoc. Athletics Director	Verify in April of 2007, 2008, 2009, 2010, 2011
			Assess scholarship dollars actually used, and provide additional allocations to women's sports, if necessary.	Athletics Director and Sr. Assoc. Athletics Director	Assess in August of 2007, 2008, 2009, 2010, 2011.
2. Interests and Abilities of Student-Athletes	E d i t element to input the issue.	Accommodate the interests and abilities of student-athletes	Continue to survey all Cal Poly students during the registration process annually to determine interests and abilities in intercollegiate athletics.	Registrar, and Athletics Director	Annually during Fall registration of 2007, 2008, 2009, 2010, 2011.
			Identify the percentages of male (M) and female (F) full-time and undergraduate students.	Deputy Director of Institutional Planning and Analysis (formerly Director of Institutional Studies)	Annually in April of 2007, 2008, 2009, 2010, 2011
			Assess proportionality of athletics participation to undergraduate enrollment.	Athletics Director	Assessed annually in April of 2007, 2008, 2009, 2010, 2011.
			Continue to cap the participation numbers on men's teams and identify options to maintain the participation of women.	Athletics Director	Annually in June of 2007, 2008, 2009, 2010, 2011.
3. Equipment and Supplies	E d i t element to input the issue.	Continue to provide equipment and supplies of the same quality, suitability, amount, and availability equitably to male and female student-athletes. Maintenance and replacement policies are the same for the equipment of both male and female Cal Poly student-athletes.	Head coaches will communicate the equipment and supply needs of their respective sports and the budgeting process will ensure that the teams have equitable support to meet the requirements of the sports.	Athletics Director, Head Coaches, and Senior Associate Athletics Director.	Annually in April of 2007, 2008, 2009, 2010, 2011.

## Equity and Student-Athlete Welfare

Elements		Goals	Steps		
Program Area	Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
4. Scheduling of Games and Practice Times	E d i t element to input the issue.	Schedules will continue to provide both men and women student-athletes at Cal Poly equivalent number, quality, and convenience of competitive and practice opportunities.	Competitive schedules for each team will continue to be reviewed to ensure equitable competitive experiences. Budgets will continue to be adjusted to accommodate changes as needed.	Head Coaches, Sr. Assoc. Athletics Director, and Athletics Director.	Annually during schedule for each sport in 2007, 2008, 2009, 2010, 2011.
			Practice schedules will continue to be requested of Head Coaches. Conflicts will be resolved by rotating first choice of practice times for volleyball and men's and women's basketball by academic year.	Sr. Assoc. Athletics Director	Annually in June of 2007, 2008, 2009, 2010, 2011.
5. Travel and Per Diem Allowance	E d i t element to input the issue.	Cal Poly will continue to provide equivalent travel and per diem to male and female student-athletes.	Coaches will communicate their needs during the budgeting process. Budgets will be constructed to ensure that equitable travel and per diem are provided to male and female student-athletes. Where there are differences in mode of travel and per diem for sports teams, those differences will not be based on gender, nor will one gender be more impacted.	Head Coaches and Senior Assoc. Athletics Director	Annually in April of 2007, 2008, 2009, 2010, 2011.
6. Tutors	E d i t element to input the issue.	The quality and availability of tutors and other academic support will continue to be equally available to male and female student-athletes at Cal Poly.	Student-athletes will continue to be instructed on how to access academic services that are available to all student-athletes in an identical basis.	Head Coaches, and Director for Academic Services.	Annually and on-going during academic years 2007, 2008, 2009, 2010, 2011.
7. Coaches	E d i t element to input the issue.	Both male and female student-athletes will continue to receive effective coaching, and coaches will be compensated in such a way to ensure quality coaches for all Cal Poly student-athletes.	Coaches will continue to be hired following national searches and salaries will be reviewed to ensure that they are competitive within the market.	Athletics Director	As needed during 2007, 2008, 2009, 2010, 2011.
8. Locker Rooms, Practice and Competitive Facilities	E d i t element to input the issue.	Locker rooms, practice facilities, and competitive facilities will be equitably provided to male and female student-athletes.	Current allocations for these facilities will remain until new facilities are constructed.	Athletics Director and Assoc. Athletics Director for Advancement	Renovated football and soccer stadium will be available Fall 2006 for football and men's and women's soccer.

## Equity and Student-Athlete Welfare

Elements		Goals	Steps		
Program Area	Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
9. Medical and Training Facilities and Services	E d i t element to input the issue.	Male and female student-athletes will continue to have equivalent availability and quality of medical personnel, Athletics Trainers, weight and conditioning facilities, and health, accident injury coverage.	All of these services will continue to be shared and made equally available to all student-athletes. Head coaches and trainers will continue to communicate policies to all student-athletes.	Athletics Director, Head Coaches, and Athletics Trainers	Additional certified trainer to be added during 2006-07 and equitable availability will be monitored on an on-going basis during 2007, 2008, 2009, 2010, 2011.
10. Housing and Dining Facilities and Services	E d i t element to input the issue.	Housing and dining facilities will continue to be provided equitably to male and female student-athletes at Cal Poly.	Housing and meals during the regular academic year are available on an equal basis to all students. Vacation period meals and housing will continue to be allocated as budgets allow and will be equitable between males and females.	Athletics Director, and Sr. Assoc. Athletics Director	Annually during 2007, 2008, 2009, 2010, 2011.
11. Publicity	E d i t element to input the issue.	Publicity of student-athletes through media guides, posters, game programs, and pocket schedules will continue to be provided to both male and female student-athletes equitably.	Sports Information will continue to produce equivalent media guides, game programs, schedule cards, and press releases for men's and women's teams.	Athletics Director and Sports Information Director.	Annually evaluated in June of 2007, 2008, 2009, 2010, 2011.
12. Support Services	E d i t element to input the issue.	Administrative support will continue to be provided to male and female programs in an equitable manner.	Current administrative support is equitable, and as additional support is added, the Athletics Director will ensure male and female programs benefit equitably.	Athletics Director	Evaluated each September of 2007, 2008, 2009, 2010, 2011.
13. Recruitment of Student-Athletes	E d i t element to input the issue.	Coaches of male and female teams will continue to have equitable staffing and budgets for the recruitment of prospective student-athletes.	Head coaches will communicate staffing and upcoming year's recruiting needs during the budgeting process. Budgets for recruiting are developed to ensure equity.	Head Coaches, Assoc. Athletics Director for Business, and the Athletics Director	Annually during April of 2007, 2008, 2009, 2010, 2011 during the budgeting process.
Evaluation of Gender Equity Plan	E d i t element to input the issue.	Revise and update plan as necessary.	Report to the Athletics Governing Board the status of our progression with this plan as well as an assessment of this plan's applicability to the evolving standards of the NCAA and State and Federal legislation.	Provost	Annually during April of 2007, 2008, 2009, 2010, 2011.

## Equity and Student-Athlete Welfare

### Operating Principle

#### 3.2 Minority Issues

#### Self-Study Items

1. List all "corrective actions", "conditions for certification" or "strategies for improvement" imposed by the NCAA Division I Committee on Athletics Certification in its first-cycle certification decision (if any) as they relate to Operating Principle 3.2 (Minority Issues). In each case, provide: (a) the original "corrective action," "condition" or "strategy" imposed; (b) the action(s) taken by the institution; (c) the date(s) of the action(s); and (d) an explanation for any partial or noncompletion of such required actions. Please note, the institution is not required to respond to recommendations for required actions developed by the peer-review team unless those same recommendations were adopted by the Committee on Athletics Certification.

No corrective actions were required or conditions for certification imposed in the first cycle report. There were two possible items under strategies for improvement, both of which were addressed in Cal Poly's NCAA Division I Athletics Certification Interim Reports.

One had to do with concerns on accuracy and completeness of the self study report. Since submitting the report in 1997, Cal Poly has undergone both regional and specialized professional accreditations, submitted system-wide accountability reports and initiated a comprehensive review of all administrative policies. In addition, the Athletics Department has participated in the Institutional Accountability and Learning Assessment program that applies to the entire university.

The second issue concerned formal consideration and adoption of the institution's revised plans in gender and minority equity. The Gender Equity Plan and Plan for Minority Issues were developed by the Athletic Department and approved by the President in December, 1998.

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

A revised and updated minority issues plan is provided with this report. Following is the minority issues plan from the first cycle and the status of its implementation.

Objective: 1. Provide equitable opportunities to staff in the recruitment and hiring process.

Action: 1.a. Comply with all University guidelines for the recruitment of staff and coaches provided by the Departments of Human Resources and Academic Personnel.

Responsible Person/Office: Sr. Assoc. Athletics Director

Time-table: On-going

Status & Notes: University guidelines have been followed for all recruitments.

Action: 1.b. Advertise staff and coaching vacancies in publications that will help ensure a broad applicant pool.

Responsible Person/Office: Sr. Assoc. Athletics Director

Time-table: On-going

Status & Notes: Staff and coaching vacancies are routinely advertised in NCAA News. Current California law does not allow us to advertise in publications that target any specific ethnic group without also targeting all other groups.

Action: 1.c. Write job descriptions and requirements to ensure that requirements are job related.

Responsible Person/Office: Sr. Assoc. Athletics Director

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Time-table: On-going

Status & Notes: All job descriptions have been written to ensure that specific requirements of the positions are job related.

Objective: 2. Provide equitable staff development opportunities to coaches and department staff members

Action: Develop department budgets to ensure that staff has equitable opportunities to attend professional development activities.

Responsible Person/Office: Assoc. Athletics Director for Business and Director of Athletics

Time-table: Annually

Status & Notes: The Assoc. Athletics Director for Business develops department budgets with input from coaches and department staff members. Very few of our coaches and staff are able to attend professional development activities due to current budget constraints.

Objective: 3. Address the issue of lower comfort level of minority student-athletes on campus as identified in the NCAA Certification Self-Study.

Action: Meet with on-going campus committees who regularly deal with campus climate issues for minority students and present data from the NCAA Certification Self-Study as well as data from exit interviews. (Diversity management Oversight Team, Education Equity Commission, and The Equal Opportunity Advisory Council.)

Responsible Person/Office: Director of Athletics

Time-table: Spring 1999

Status & Notes: These committees were consolidated into the University Diversity Enhancement Council (UDEC) in 1999. Data from the NCAA Certification Self-Study and from the student-athlete exit interviews were presented to UDEC in April 2002.

Objective: 4. Continue to assess the comfort level of student-athletes.

Action: 4.a. Administer the student-athlete survey used for the Self-Study.

Responsible Person/Office: Sr. Assoc. Athletics Director

Time-table: 2000 and every third year after

Status & Notes: A new survey was administered to student-athletes measuring comfort level of minority students. Results were reviewed by the NCAA Certification Subcommittee on Equity and Student-Athlete Welfare. A summary of this report appears at the end of this table.

Action: 4.b. Compile exit interview information

Responsible Person/Office: Athletics Director and Sr. Assoc. Athletics Director

Time-table: Annually

Status & Notes: The Athletics Director and Sr. Assoc. Athletics Director administer and evaluate the results of the exit interview survey. The current instrument was revised in 2001 to get more useful feedback from student-athletes.

Objective: 5. Provide equitable support programs to meet the needs of the diverse student-athlete population.

Action: 5.a. Investigate all student support programs on campus including campus resources that may assist minority students.

Responsible Person/Office: Asst. Athletics Director for Academics

Time-table: June 1999

Status & Notes: The academic services staff has investigated these student support programs since 1998 and developed a list of campus resources designed to meet the need of a diverse student population. (See status & notes section for objective/action 5.b)

Action: 5.b. Develop a list of all such resources, and develop a system to ensure that student-athletes are aware of the resources.

Responsible Person/Office: Asst. Athletics Director for Academics

Time-table: June 1999

Status & Notes: The list of all academic services and resources used by student-athletes was developed in 1998. It is used as a referral resource by academic center staff and is revised, as new services become available. This information is included in the student planner.

Objective: 6. Provide an environment where diversity is valued.

Action: 6.a. Provide diversity training to all athletic department staff and coaches.

Responsible Person/Office: Sr. Assoc. Athletics Director

Time-table: December 1998

Status & Notes: Since 1999, we have held annual, half-day coaches meetings on issues facing student-athletes. Topics include: depression, student conduct, housing, downtown police issues, alcohol awareness, eating disorders, grief and bereavement, depression, sexual assault, financial aid, and retention programs for diverse students. In addition, many coaches arrange to have these speakers address their teams on these topics.

Two recent examples of diversity training for coaches and staff and student-athletes include:

\* one-hour presentation on homophobia in December, 2001

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\* four-hour diversity workshop to Cal Poly coaches, staff, and student-athlete leaders in April, 2002.

Action: 6.b. Include diversity issues as a part of the life skills program.

Responsible Person/Office: Sr. Assoc. Athletics Director and Academic Advisor

Time-table: June 1999

Status & Notes: In addition to the NCAA Diversity workshop for student-athletes, one week of the first-year seminar course for student-athletes is devoted to diversity issues. The first-year seminar course has been offered each year since its inception and is on-going.

Objective: 7. Evaluate progress toward goals and revise plan as necessary.

Action: Report to the Athletics Governing Board efforts made toward this plan as well as information gained through student-athlete or employee exit interviews.

Responsible Person/Office: Athletics Director

Time-table: Annually

Status & Notes: This plan has been reviewed, and when necessary, updated annually by the Athletics Governing Board since 1998.

### Student-Athlete Survey

#### Cultural Attitudes and Climate at Cal Poly

##### Responses:

1 = Strongly Disagree

2 = Disagree

3 = Agree

4 = Strongly Agree

I feel there are expectations (good or bad) about my academic performance because of my race/ethnicity.

African-American: 3.05

Caucasian: 1.84

I feel I need to minimize various characteristics of my racial/ethnic culture (e.g. language, dress) to be able to fit in.

African-American: 2.10

Caucasian: 1.55

In my experience, students of different racial/ethnic backgrounds participate equally in classroom discussion and learning.

African-American: 2.30

Caucasian: 2.82

I feel I am expected to represent my race or ethnic group in discussions in class.

African-American: 2.95

Caucasian: 1.89

I would recommend Cal Poly to siblings or friends as a good place to go to college.

African-American: 2.65

Caucasian: 3.54

I feel as though I belong in the San Luis Obispo community.

African-American: 2.40

Caucasian: 3.25

When in the San Luis Obispo community, I feel I need to minimize various characteristics of my racial/ethnic culture (e.g. language, dress) to be able to fit in.

African-American: 2.20

Caucasian: 1.64

##### Responses

1 = Never

2 = Seldom

3 = Sometimes

4 = Often

How often do you have difficulty getting help or support from students?

African-American: 2.35

Caucasian: 1.88

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How often do you have difficulty getting help or support from my coach?

African-American: 2.20

Caucasian: 1.77

How often have you been exposed to a racist atmosphere created by other students in the classroom?

African-American: 2.05

Caucasian: 1.45

How often have you been exposed to a racist atmosphere created by other students outside the classroom?

African-American: 2.65

Caucasian: 2.07

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

Addition to Cal Poly Department of Athletics Plan for Minority Issues

(New) Objective: To develop consistent university-wide written statements that address diversity issues.

Action: a. Cal Poly's Academic Senate has considered and endorsed several statements regarding diversity matters. These include the resolution on the Academic Value of Diversity and a resolution on The Cal Poly Statement on Diversity.

Responsible Person/Office: Academic Senate

Timetable: 1998

Status: Completed

Action: b. Review all athletic department statements and policies regarding diversity issues for consistency with university statements.

Responsible Person/Office: Athletics Director

Timetable: August, 2002

Status: Completed

Action: c. With input from Block P, the student-athlete advisory committee, develop a written plan to further enhance diversity education and valuation within Cal Poly's intercollegiate athletics department. Block P developed a plan to create a mentoring program. This program was implemented in 2003 and was funded using resources from the NCAA Opportunity Fund.

Responsible Person/Office: Athletics Director

Timetable: May, 2003

Status: Completed

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

The institution's minority equity plan with updated data is presented annually to the Athletics Governing Board and the Student-Athlete Advisory Committee for review and comment. Various campus committees study diversity issues regarding the campus generally and intercollegiate athletics. One example is the University Diversity Enhancement Council. Cal Poly's Human Resources Department has a Director of Employment Equity and Faculty Recruitment who ensures that all state and federal guidelines are followed in the recruitment and employment of Athletics Department staff. Each search committee has an employment equity facilitator.

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5. For the three most recent academic years, provide the racial or ethnic composition for full-time senior administrative athletics department staff members (i.e., assistant athletics directors up through the athletics director level); other full- and part-time professional (i.e., non-clerical) athletics department staff members (such as trainers, ticket managers, academic support staff, and facility managers, even if the position is not funded by or does not report to the athletics department); full- and part-time head coaches; full- and part-time assistant coaches (including graduate assistant and volunteer coaches); faculty-based athletics board or committee (e.g., faculty senate subcommittee on athletics, faculty athletics committee) members, and other advisory or policy-making group (e.g., governing board for athletics, student-athlete advisory committee) members (if any). Analyze and comment on any trends over the three-year period. [Note: Use the supplied chart (Racial or Ethnic Composition) to compile the data requested in this self-study item.]

There are no obvious trends in the three year period.

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

See chart.

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

See chart.

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

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

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

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

The Athletics Department and Athletics Governing Board regularly review statements and data relative to diversity issues.

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

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There are two places in which issues of diversity are addressed: the Athletic Department mission statement and the Athletic Department Policy and Procedure, specifically in the Athletic Department Ethnic Opportunity and Fairness statements. The mission statement is publicized in the Student-Athlete Handbook and on the Cal Poly Athletics website.

Cal Poly's mission statement declares that Cal Poly is committed to providing "an environment . . . for individual growth and (shall) appreciate the benefits of a diverse campus community."

The University strategic plan states, "Cal Poly shall value diversity and promote mutual respect and interaction among all individuals."

The Department of Athletics mission statement, posted on the university webpage as well as in the student-athlete handbook ensures "equitable opportunities for all students and staff, including women and minorities."

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

Minority representation among student-athletes exceeds that of the general student population.

Every effort is made by the Athletics Department with the assistance of the University's Equity and Diversity office to recruit minorities into the department.

**d. Explain how the institution's future plan for minority issues address each of the areas.**

The Athletics Department will continue to monitor recruitment and admissions trends for minorities as well as support an environment of equity and diversity.

**2. Evaluation** Periodic review of athletics department activities for consistency with goals and objectives set forth in the institution's and athletics department's written commitments to diversity.

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

The Athletics Department mission statement is reviewed and evaluated every three years and the Ethnic Opportunity and Fairness statements are reviewed annually, both by the Athletic Governing Board.

Data provided by student-athlete exit interviews, informal interactions and focus studies, including a comprehensive survey on the cultural attitude on campus distributed among several teams, was reviewed by the subcommittee and is periodically reviewed by the Athletics Governing Board.

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

The Athletics Governing Board will continue to review data regarding minority admissions, recruitment, and hiring practices.

Data gathered from the survey on the cultural attitude on campus was implemented into a presentation to all Athletics Department staff as well as a thorough workshop for student-athletes regarding diversity.

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

Procedures for evaluation of institutional commitment to diversity issues should be enhanced. (See below 2.d)

**d. Explain how the institution's future plan for minority issues address each of the areas.**

The Athletics Department is considering forming a Minority Issues Committee. This group will consist of a body of individuals whose goal is to evaluate, in a more formal manner than currently exists, each of the eight program areas included in the certification process.

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The Minority Issues Committee will be responsible for making recommendations to the Athletics Department and the Athletics Governing Board, and will include members from both the University at large as well as Athletics Department representatives. A student-athlete from the SAAC will also be included among committee members.

The Athletics Governing Board will continue to monitor the status of minorities in the Athletics Department.

### **3. Organization and Structure** Policies, and/or organization, and/or activities of the athletics program and its activities to help enhance diversity.

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

Focus studies, exit interviews, and informal interactions were evaluated, as well as data from the SAAC meetings.

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

Programs and policies to enhance diversity are found in the Athletic Department mission statement. Athletes are recruited by academic and athletic background. California's Proposition 209 does not allow recruiting of students or employees by ethnicity.

Staff and coaching vacancies are advertised in NCAA NEWS and other major papers. Current California law does not allow us to advertise in publications that target any specific ethnic group without also targeting all other groups. Recruitments of Athletics Department staff and coaches comply with all University guidelines provided by the Department of Human Resources. Advertising is done in a way to encourage a broad applicant pool.

Budget restrictions make it difficult for coaches and other personnel to attend professional development activities. Budget allocations for professional development are equitable.

Athletics has academic retention programs for all student-athletes including minority athletes. The programs include life skills and academic success strategies. These activities are coordinated with other units on campus including Student Academic Services, Mathematics Engineering Science Achievement (MESA), Connections for Academic Success, Minority Engineering Program, Society for Women Engineers, and the Partners Program.

The Athletics Department follows all policy and procedures as outlined by the Equity and Diversity office in regards to all hiring practices.

The CHAMPS/Life Skills coordinator provides activities and collaborates with the SAAC to organize activities designed to enhance cultural awareness within athletics and the campus community. A collection of resources for minorities is available in the learning center for student-athletes.

The University continues to provide numerous opportunities to augment existing programs and services in place. Seminars, panel discussions, and cultural workshops are presented throughout the year on campus and posted outside the student-athlete learning center.

Cal Poly continues to prove its commitment to diversity through the Multicultural Center, the Black Student Union, the Society of Black Engineers and Scientists, and the Black Faculty and Staff Association. The Summer Institute program, Connections for Academic Success, and the Minority Engineering Program continue to attract and ensure retention of minorities at Cal Poly.

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

There are no deficiencies in this area.

#### **d.** Explain how the institution's future plan for minority issues address each of the areas.

The proposed Minority Issues Committee will enhance communication and delivery of resources between the Athletics Department and the multicultural/diversity services available to the general student body.

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The University, as outlined in the strategic plan, "shall establish effective outreach programs to increase the number of underrepresented students, faculty, and staff members and participate to the fullest extent possible in CSU programs for increasing faculty, staff, and student diversity."

### **4. Enrollment** Goals of the institution for enrollment of minority students and minority student-athletes.

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

The Athletics Department follows all California state and University policies for the enrollment of minority students.

The University must adhere to Proposition 209, which in simplistic terms eliminates state and local government affirmative action programs in the area of public education providing "preferential treatment" based on race, sex, color, ethnicity, or national origin.

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

California's Proposition 209 makes it illegal to set enrollment goals by race and ethnicity. However, the University does have programs to attract minority student-athletes and other students to Cal Poly as well as programs to enhance retention and graduation. These include Student Academic Services, Summer Institute, MESA, Connections for Academic Success, Minority Engineering Program, and the Partners Program.

The University's strategic plan is committed to "increase the diversity of the student population in accordance with the campus enrollment management plan."

The Campus Administrative Policies handbook, in regards to Admissions (232.1) states, "The office is committed to the ongoing effort and advancement made toward the University's goal to recruit, admit, and enroll a high quality, diverse new student population."

The Educational Opportunity Program is designed and in place to improve access and retention of historically low-income and educationally disadvantaged students. The program provides admission, academic, and financial assistance to EOP-eligible undergraduate students.

Coaches continually seek the best candidates for admission and athletic competition; these prospective student-athletes are often from racial and ethnic minorities.

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

There are no deficiencies in this area.

#### **d.** Explain how the institution's future plan for minority issues address each of the areas.

The University will continue to monitor minority enrollment. The Athletics Department will continue to recruit the best candidates for admission.

### **5. Comparison of Populations** Examination of the student population and comparison of the percentage of minority student-athletes in all sports, by sport, to ensure that there are no signs of discrimination revealed through the recruitment practices of the institution.

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

Data is provided annually. The subcommittee reviewed this data.

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

## Equity and Student-Athlete Welfare

Native Americans, Hispanics and Whites participate in athletics in approximate proportion to their proportion in the Cal Poly student body. Asians and Pacific Islanders participate at about one-third of their proportion and Blacks (who make up only 1% of Cal Poly's student population) participate at about 15 times their proportion. Whites participate at significantly higher rates than their proportion in the Cal Poly student body in baseball and women's other sports (defined as volleyball, softball, golf, tennis swimming, and diving combined).

The University strives to achieve a diverse student body as noted in the University mission statement and strategic plan. Coaches continually seek the best candidates for admission and athletic competition; these prospective student-athletes are often from racial and ethnic minorities.

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

There are no deficiencies in this area. The enrollment of minority students within the Athletics Department continues to exceed the enrollment of minorities in the general student body.

**d. Explain how the institution's future plan for minority issues address each of the areas.**

The University and the Athletics Department will continue to monitor minority enrollment and recruit the best candidates for admission.

**6. Participation in Governance and Decision-Making** Involvement of minority student-athletes in the governance and decision-making processes of the athletics department, and provision of leadership opportunities (e.g., participation on student-athlete advisory committee) for minority student-athletes.

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

The Athletics Department provided information through interviews and in writing.

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

All student-athletes regardless of race, ethnicity, or gender have the same opportunities for leadership, including acting as a member of the Student-Athlete Advisory Council and/or as a team captain by volunteering or by nomination.

The Student-Athlete Advisory Committee provides a forum for minority student-athletes to discuss and address minority issues. From 2004-2006, the SAAC had 61 members (a few members are double counted since they were SAAC members for more than one year). Of these 61 student-athletes, 7 were Black, 1 was Hispanic, 3 were Asian, and 50 were White.

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

No deficiencies. A review of minority representation on the SAAC indicates that minority interests are well represented.

**d. Explain how the institution's future plan for minority issues address each of the areas.**

The SAAC will continue to function as the voice for student-athletes in departmental governance. A Minority Issues Committee, in which a student-athlete is a member, would also serve as a vehicle for student-athlete representation in regards to diversity.

**7. Employment Opportunities** Establishment of goals for minority employment opportunities in the athletics department and the encouragement of promotion and hiring of minority coaches and administrators.

## Equity and Student-Athlete Welfare

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

The subcommittee reviewed relevant data and information provided by the Athletics Department.

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

The University and the Athletics Department are committed to establishing a diverse community throughout Cal Poly including the coaches and staff of the Athletics Department. The University must adhere to Proposition 209, which eliminates state and local government affirmative action programs in the area of public education providing "preferential treatment" based on race, sex, color, ethnicity, or national origin.

The Athletics Department follows all University procedures as governed by the Equity and Diversity office. This office approves the search process, and all hiring in the Athletics Departments, just as in other parts of the University. The Athletics Governing Board will continue to monitor the status of minorities in the Athletics Department.

Employment opportunities within the Athletics Department are advertised in the NCAA News as well as other major newspapers. Current California law does not allow us to advertise in publications that target any specific ethnic group without also targeting all other groups.

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

In the past three years, the Athletics Department has employed the following minority personnel in relation to non-minority. In 2002-03, 10/46 (21.7%) employees were listed as minorities, 14/46 (30.4%) were listed as minorities in 2003-04, and in 2004-05, 11/51 (20.5%) of employees were listed as minorities.

- d.** Explain how the institution's future plan for minority issues address each of the areas.

The policies of the Equity and Diversity office governing searches and hires, as well as the commitment to the University's strategic plan, demonstrate the institutional commitment to this program area.

### **8. Programs and Activities** Establishment of programs that address the needs and issues affecting minority student-athletes.

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

Information was provided to the committee from the Athletics Department.

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

The Athletics Department has had a mentor program designed to address the needs of student-athletes including minority student-athletes. The program is funded with resources from the NCAA Student-athlete Opportunity Fund.

Cal Poly has a University Diversity Enhancement Council that addresses minority issues on campus including those in the Athletic Department. The Athletic Department surveys students to identify issues as well as conducting exit interviews. Since 1999 the Athletic Department has held annual, half-day coaches meetings on issues including depression, student conduct, housing, police issues, alcohol awareness, eating disorders, grief and bereavement, sexual assault, financial aid, and retention programs for a diverse student body. One week of the first year seminar course for student athletics (offered annually) covers issues of diversity.

The CHAMPS/Life Skills coordinator provides activities and collaborates with the SAAC to organize activities designed to enhance cultural awareness within athletics and the campus community. A collection of resources for minorities is available in the learning center for student-athletes.

## Equity and Student-Athlete Welfare

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

No deficiencies in program or activities have been observed.

In response to the 2002 self-study, members of Block P initiated a mentoring program called the Charles Bell Mentoring program.

Charles Bell is a former Cal Poly football player and Block P member who developed this as his senior project. The Charles Bell mentor program was funded through the NCAA Opportunity Fund and the planning stages took place during the 2002-2003 academic year and implemented the next year and was very active during 2003-2004 and 2004-2005. It has been inactive this year due to graduation of the students who were championing the program. The mentoring program provided incoming minority student-athletes with an older student-athlete mentor to assist with academic issues as well as social adjustment.

With additional resources being added to the academic resource center in 2006-2007 the Charles Bell mentor program will be picked up and run by the staff.

**d. Explain how the institution's future plan for minority issues address each of the areas.**

The Athletics Department staff will encourage minority student-athlete participation in existing University programs for minority students, especially as provided via the Multicultural Center, the Black Student Union, the Society of Black Engineers and Scientists, and the Black Faculty and Staff Association.

A Minority Issues Committee will continue to evaluate minority programs and activities in place as well as assess the future needs of minority student-athletes.

Data gathered from the survey on the cultural attitude on campus will serve as a reference for future programs and activities.

The University continues to provide numerous opportunities to augment existing programs and services in place. Seminars, panel discussions, and cultural workshops are presented throughout the year on campus and posted outside the student-athlete learning center.

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

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

See Plan for Improvement section.

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

The Minority Opportunities Plan listed in Self Study Item 9 was developed with input from Student-Athlete Advisory Committee, Athletics Department Coaches and Staff, NCAA Certification Equity and Student Welfare subcommittee, and the Athletics Governing Board. This plan received support from the Athletics Governing Board in April of 2006 and was formally approved by the president in May of 2006.

## Equity and Student-Athlete Welfare

### Evaluation

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

## Equity and Student-Athlete Welfare

Elements		Goals	Steps		
Program Area	Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
1. Institutional and Athletics Department Commitment	Adhere to University and Athletics Department's commitment to diversity	Maintain University and Department commitment to diversity	The Athletics Governing Board will conduct an annual review of University and Department mission statements as well as the University strategic plan. The Governing Board will continue to monitor recruitment and admissions trends for minorities as well as support an environment of equity and diversity.	Athletics Director; Athletics Governing Board	Annually in April of 2007, 2008, 2009, 2010, 2011
2. Evaluation	Enhance evaluative procedures of institutional commitment to minority issues	Documentation of evaluative processes	Create a Minority Issues Committee; consisting of a body of individuals whose goal is to evaluate each of the eight program areas included in the certification process. The Athletics Governing Board will continue to monitor the status of minorities in the Athletics Department.	Provost and Athletics Director	Create Committee in Fall 2007. Committee to meet at least annually in 2007, 2008, 2009, 2010, 2011. The Governing Board will monitor annually during these same five years.
3. Organization and Structure	Continued commitment to diversity training initiatives	Involvement with campus resources which address minority issues	Attendance of Athletic Department staff member at UDEC (University Diversity Enhancement Council) meetings; The Minority Issues Committee will enhance communication and delivering of resources between the Athletics Department and the multicultural/diversity services available to the general student body.	Athletics Director and Director of Athletic Academic Services.	Immediately and ongoing during years 2007, 2008, 2009, 2010, 2011.

## Equity and Student-Athlete Welfare

Elements		Goals	Steps		
Program Area	Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
4. Enrollment	Follow all policies and procedures regarding University admissions and enrollment	Adherence to University strategic plan, Campus Administrative Policies, and California law Prop. 209	The Athletics Department follows all California state and University policies for the enrollment of minority students. The University must adhere to Proposition 209, which in simplistic terms eliminates state and local government affirmative action programs in the area of public education providing "preferential treatment" based on race, sex, color, ethnicity, or national origin.	Athletics Director; Athletics Governing Board	Annually during years 2007, 2008, 2009, 2010, 2011.
5. Comparison of Populations	Follow all policies and procedures regarding retention	Ensure non-discriminatory practices in the recruitment and retention of student-athletes	The University strives to achieve a diverse student body as noted in the University mission statement and strategic plan. Coaches continually seek the best candidates for admission and athletic competition; these prospective student-athletes are often from racial and ethnic minorities.	Athletics Director; Athletics Governing Board	Annually during years 2007, 2008, 2009, 2010, 2011.
6. Participation in Governance and Decision Making	Continued minority student-athlete participation in athletic governance affairs	Appropriate representation of minority student-athlete involvement in the SAAC.	The SAAC (Student Athlete Advisory Committee) will continue to function as the voice for student-athletes in departmental governance. The Minority Issues Committee will also serve as a vehicle for student-athlete representation in regards to diversity.	Athletics Director; Senior Women's Administrator	Ongoing
7. Employment Opportunities	Provide equitable opportunities to staff in the recruitment and hiring practices	Ensure non-discriminatory practices in the recruitment and hiring of Athletic Department staff; Encourage minority Athletic Department staff to participate in professional development activities	Continue to comply with all University policies and California state law in recruitment and hiring practices; Monitor trends in minority recruitment and hiring; Advertise vacancies in NCAA News and other major newspapers.	Athletics Director; Athletics Governing Board; Assoc. Athletics Director for Business and University Equity Employment Facilitators.	As vacancies occur during 2007, 2008, 2009, 2010, 2011.

## Equity and Student-Athlete Welfare

Elements		Goals	Steps		
Program Area	Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
8. Programs and Activities	Lower comfort level of minority student-athletes on campus and in community; increase awareness of Athletic Department and University minority resources	Provide diversity training for Student-Athletes; participation in minority-specific resource providers on campus including the Multicultural Center, Black Student Union, Society of Black Scientists and Engineers, and the Black Faculty and Staff Association	Continue to provide resource guides in Student-Athlete Learning Center;	Director of Athletic Academic Services	September of 2007, 2008, 2009, 2010, 2011.
			Administer Student-Athlete survey on cultural climate and attitudes on campus;	Director of Athletic Academic Services	Administered every three years: 2009, 2012
			Continuation of the Charles M. Bell Mentoring Program;	Director of Athletic Academic Services and Senior Woman Administrator	September of 2007, 2008, 2009, 2010, 2011.
			Collaboration with UDEC on available opportunities and trends;	Director of Athletic Academic Services	Will attend meetings as schedule in 2007, 2008, 2009, 2010, 2011
			Creation of a Minority Issues Committee	Athletics Director	Beginning Fall of 2007 meet at least annually during 2007, 2008, 2009, 2010, 2011.

## Equity and Student-Athlete Welfare

### Operating Principle

#### 3.3 Student-Athlete Welfare

#### Self-Study Items

1. List all "corrective actions", "conditions for certification" or "strategies for improvement" imposed by the NCAA Division I Committee on Athletics Certification in its first-cycle certification decision (if any) as they relate to Operating Principle 3.3 (Student-Athlete Welfare). In each case, provide: (a) the original "corrective action," "condition" or "strategy" imposed; (b) the action(s) taken by the institution; (c) the date(s) of the action(s); and (d) an explanation for any partial or noncompletion of such required actions. Please note, the institution is not required to respond to recommendations for required actions developed by the peer-review team unless those same recommendations were adopted by the Committee on Athletics Certification.

No corrective actions or conditions for certification were imposed in the first-cycle certification decision. There were two possible items under strategies for improvement.

One had to do with concerns on accuracy and completeness of the self-study report. Since the submittal of the NCAA Certification Self-Study in 1997, Cal Poly has undergone both regional and specialized professional accreditations, submitted system wide accountability reports, and begun a comprehensive review of all administrative policies. Furthermore, a Task Force on Institutional Accountability and Learning Assessment was appointed and charged by the Provost in 2000 "to propose a systematic and coordinated approach to addressing academic (and larger institutional) accountability and assessment issues" that would build upon, integrate and implement the perspective and approaches contained in existing documents, in a manner that is clear, concise, simple and consistent with our institutional mission and values. At issue was the establishment of consistency, while maintaining flexibility, in internal accountability, external accountability and reporting.

All subsequent institutional reports have used these principles as guides. The Steering Committee has made every effort to comply with these principles.

The second issue concerned formal consideration and adoption of the institution's revised plans in gender and minority equity. Further, if the plans were modified through this process, the committee required the institution to submit the plans that are ultimately adopted. The Gender Equity Plan and the Plan for Minority Issues (Item No. 10 and Item No. 12) were developed by the Athletics Department and approved by the President in December 1998.

2. List all actions the institution has completed or progress it has made regarding all plans for improvement/recommendations developed by the institution during its first-cycle certification process as they relate to Operating Principle 3.3 (Student-Athlete Welfare). Specifically include: (a) the original plan; (b) the actions(s) taken by the institution; (c) the date(s) of the action(s); (d) an explanation for any partial or noncompletion of such required actions. Please note, the institution will not be required to fulfill an element of a first-cycle plan if the element does not affect conformity with an operating principle.

Suggestion/Task: 1. As resources permit, consider the enhancement of academic support.

Responsible Person/Office: Athletics Director

Time-table: Annual budget cycle

Status & Notes: The staffing in the student-athlete academic support area consists of a full-time staff person and a twenty-hour a week intern. We also provide tutors for student-athletes upon request. In January of 2001, Longs Drugs provided a \$65,000 grant for the renovation of the student-athlete academic center. With receipt of this grant, we renovated the academic center, added new computers, carpet, printer and technological services.

Suggestion/Task: 2. As resources permit, consider the enhancement of services offered by trainers.

Responsible Person/Office: Athletics Director

Time-table: Annual budget cycle

Status & Notes: We were able to add an athletic training intern position (\$10,000) for the 2001-02 year and

## Equity and Student-Athlete Welfare

increased the budget for 2002-03 to allow for the addition of another intern position. (\$10,000)

Hired third additional full-time trainer in 2003-2004 and have increased the monies in order to hire a third additional athletic training intern.

These changes will allow us to hire more qualified personnel to provide some of the day-to-day athletic training services. Unfortunately, these additions are concurrent with the loss of student assistance in our training room. Changing national standards for athletic training certification have negatively impacted the opportunities we will have to utilize student trainers in the future.

**Suggestion/Task:** 3. Collaboration of the Athletics Director and Faculty Athletics Representative with the University's Division of Academic Affairs to improve the relationship of the faculty and student-athletes as regards the athletes' academic and athletic pursuits and responsibilities. The collaboration will occur with groups such as the Academic Deans' Council, the Instructional Department Heads' Council, and the Academic Senate to develop procedures and methods of communication that will result in more understanding and an improved relationship.

**Responsible Person/Office:** Faculty Athletics Representative

**Time-table:** Initiate during AY 1997-98

**Status & Notes:** The Athletics Director is a member of the Academic Deans' Council, and provides regular reports to the Council on the status of intercollegiate athletics. Part of the Faculty Athletics Representative's responsibilities is to advise and inform the Provost, Athletics Director, faculty, and students on all appropriate matters pertaining to intercollegiate athletics. The Faculty Athletics Representative actively participates in, and provides regular reports to, the Athletics Governing Board as an ex-officio, non-voting member.

Block P continues the goal of improving student-athlete/faculty relations and has started a program in which a faculty member and a team are paired, which allows interaction between faculty and student-athletes regarding academic and athletics-related issues.

Collaboration with the Instructional Department Heads' Council has not yet occurred. There was a change in the Faculty Athletics Representative, and the new one will accomplish this in academic year 2006-07.

**Suggestion/Task:** 4. Address the issues of lower comfort level of minority athletes in areas identified by the student-athlete survey. This should be done in partnership with the rest of the university as it is an issue of the university as a whole rather than specific to the Athletic Department. These issues are the continuing responsibility of groups such as the Diversity Management Oversight Team, Educational Equity Commission, and the Equal Opportunity Advisory Council at Cal Poly. The Athletics Director will have the responsibility to communicate related issues involving athletics to these groups.

**Responsible Person/Office:** Athletics Director

**Status & Notes:** These committees were recently consolidated into the University Diversity Enhancement Council (UDEEC). This council has university-wide representation and discusses issues related to the diversity of the student body, faculty, and staff and the comfort and success of all in the Cal Poly community. The results of our initial student-athlete survey were shared with UDEEC. The comfort level of minority student-athletes is consistent with survey results of their non-athlete peers. UDEEC continues to address this issue; our new survey results will be added to their data for review.

**Suggestion/Task:** 5. Further enhance efforts to provide information to student-athletes and coaches on personal health issues such as eating disorders, body enhancing drugs, alcohol and drug issues, and sexual responsibility. These issues will be discussed annually with coaches and Block P in meetings and with occasional professional workshops on specific issues.

**Responsible Person/Office:** Athletics Director

**Status & Notes:** The student-athlete academic planner/handbook was developed in 2001.

**Suggestion/Task:** 6. Develop a student-athlete handbook.

**Responsible Person/Office:** Athletics Director

**Time-table:** June 1998 for use in Fall 1998

**Status & Notes:** The student-athlete academic planner/handbook was developed by Scott Mann and Jill Vest (students in Graphics Communications) as part of their Senior Project in 2001. It was distributed to all student-athletes in September, 2001. The next edition will highlight several of the academic policies and resources already included in the Cal Poly Catalog.

### 3. Describe any additional plans for improvement/recommendations in the area of Operating Principle 3.3 (Student-Athlete Welfare) developed by the institution since the first-cycle certification decision was rendered by the Committee on Athletics Certification.

The current plan is on-going and sufficient at this time.

## Equity and Student-Athlete Welfare

4. Explain how the institution is organized to further its efforts related to the student-athlete welfare operating principle and provide evidence that matters concerning student-athlete welfare are monitored, evaluated and addressed on a continuing basis.

Student-athlete welfare issues are presented annually to the Athletics Governing Board for review and comment. Issues are identified on an on-going basis through student-athlete exit interviews, the Student-Athlete Advisory Committee, coaches, Director of Academic Services, Athletics Trainers, and Director of Compliance. Athletics Director has an open-door policy for student-athletes.

5. Describe the institution's educational enhancement programs (e.g., education regarding career guidance counseling; personal counseling; health and safety; alcohol and other drug guidelines [see the NCAA Sports Medicine Handbook, Guideline No.1]; non-academic components of life skills programs) available to student-athletes. Describe practices/procedures in place to encourage and assure student-athletes' access to these programs.

These services are provided by the Athletic Academic Center, EDUC 125; the student-athlete handbook; the student-athlete services resource pamphlet; quarterly team meetings; seminars on topics such as drug and alcohol awareness and career development; and by various other entities on campus that are discussed below.

EDUC 125 is a freshmen student orientation course which focuses on issues relevant to students during their first year of college, increasing awareness and uses of resources available on campus, learning strategies for good study habits, taking notes, managing time, and understanding the purpose of a college education in order to make the most of the opportunities at Cal Poly.

The Athletic Academic Center provides academic support for student-athletes along with providing an environment where all student-athletes have an opportunity to maximize their academic, personal, and social growth. The center also provides tutorial services for student-athletes. The center assures student-athletes access to these programs and encourages student-athletes to take advantage of these resources.

Counseling Services provides assistance to students who seek confidential, professional services for emotional and mental health issues. Their mission is to promote wellness to maximize academic success and enhance overall quality of life for students by providing professional mental health, outreach and educational services and by fostering collaborative relationships throughout the university.

Health Services provides preventive and primary health care and education to students. Services provided include routine lab and X-Ray testing, primary physician and nursing care, and health education programs in nutrition, alcohol and drug awareness, sexuality and lifestyle wellness.

Cal Poly is fully committed to achieving a drug-free environment for its students and employees. The university recognizes that the use of illicit drugs and the abuse of alcohol interfere with the safety of the community and the rights of everyone to a safe and productive environment. Cal Poly Athletics provides informational sessions on NCAA institutional drug testing and alcohol programs. These sessions are held annually at the Fall team meetings and throughout the academic year during quarterly team meetings where NCAA and institutional alcohol, tobacco and drug testing policies are reviewed, the NCAA drug education and testing video is shown, nutritional supplements and the risks associated with these are discussed, and staff are able to address questions. Additionally, the athletic department provides seminar sessions to the coaches and staff, and teams are encouraged to have individual team sessions with drug and alcohol educators from the Health Center.

The goal of the Student Life Center is to advance and encourage the learning and personal development of students through a variety of organizations and services offered. These organizations include the multicultural center, women's programs and services, the Gay Lesbian Bisexual Transgender Center (LGBT), the Reentry Program, SAFER Program (Sexual Assault-Free program), along with the Fall Week of Welcome program for new students.

6. Describe the institution's process for conducting the student-athlete exit interviews required by NCAA Constitution 6.3.2 and the means by which this information is used to better the student-athlete experience. Describe other avenues available to student-athletes to provide input.

## Equity and Student-Athlete Welfare

Exit Interviews are conducted for all student-athletes who have exhausted their eligibility. The Director of Athletics Office contacts those student-athletes and arranges for a mutually agreeable time to meet with the Director of Athletics or a member of the athletic administration. Following is a copy of the questions that are asked during the exit interview.

Cal Poly Name \_\_\_\_\_  
Athletic Department Sport \_\_\_\_\_  
Student-athlete Exit Interview Date \_\_\_\_\_

1. What were the most important reasons that you decided to come to Cal Poly? (Rank 1, 2 as many as apply)

\_\_\_Academics \_\_\_Athletics \_\_\_Location \_\_\_Weather \_\_\_Family/Friends \_\_\_Other

2. Would you make the same decision today?

Yes Not sure No

1 2 3 4 5

How would you rate your experience at Cal Poly?

3. Academically

Very positive OK Very negative

1 2 3 4 5

4. Athletically

Very positive OK Very negative

1 2 3 4 5

5. Socially

Very positive OK Very negative

1 2 3 4 5

6. To what extent did you meet your academic goals?

Fully Partially Not at all

1 2 3 4 5

7. To what extent did you meet your athletic goals?

Fully Partially Not at all

1 2 3 4 5

8. To what extent did you meet your personal growth goals?

Fully Partially Not at all

1 2 3 4 5

9. Do you feel that Cal Poly, the Athletics Department, and your team were represented accurately during your recruitment?

Yes Partially No

1 2 3 4 5

10. Do you think there is an alcohol abuse issue on your team?

Yes Maybe No

1 2 3 4 5

11. Do you think there is a drug abuse issue on your team?

Yes Maybe No

1 2 3 4 5

12. How aware were you about resources available to you to help deal with personal problem situations. (i.e. depression, substance abuse, harassment, coaching concerns, etc.)

Very aware Somewhat aware Clueless

1 2 3 4 5

13. How inclined would you have been to utilize these services, if needed?

Very Might have Would not use

1 2 3 4 5

## Equity and Student-Athlete Welfare

14. If you used any of these resources, were they effective?

Very Somewhat Ineffective

1 2 3 4 5 NA

What do you feel the level of prejudice is on your team for the following?

15. Gender

None Some Extreme

1 2 3 4 5

16. Ethnicity

None Some Extreme

1 2 3 4 5

17. Religion

None Some Extreme

1 2 3 4 5

18. Sexual Orientation

None Some Extreme

1 2 3 4 5

19. How well do you feel you were supported by the faculty in your dual role as student-athlete?

Well Somewhat Not at all

1 2 3 4 5

Rate your coach's performance in the following areas?

Excellent Average Poor

20. Game Coaching

1 2 3 4 5

21. Practice

1 2 3 4 5

22. Individual Instruction

1 2 3 4 5

23. Conditioning

1 2 3 4 5

24. Communication

1 2 3 4 5

25. Organization

1 2 3 4 5

26. Motivation

1 2 3 4 5

27. Fairness

1 2 3 4 5

28. Consistency

1 2 3 4 5

29. Concern for well-being

1 2 3 4 5

30. Academic Support

1 2 3 4 5

31. Recruiting

1 2 3 4 5

32. Travel Arrangements

1 2 3 4 5

## Equity and Student-Athlete Welfare

Rate the following areas of support for student-athletes at Cal Poly.

Excellent Average Poor

33. Athletic Training

1 2 3 4 5

34. Academic Advising

1 2 3 4 5

35. Equipment, including laundry

1 2 3 4 5

36. Facilities/Operations

1 2 3 4 5

37. Travel, lodging, and meals

1 2 3 4 5

38. Marketing and Promotions

1 2 3 4 5

39. Compliance

1 2 3 4 5

40. Sports Information

1 2 3 4 5

41. How effective do you feel efforts were to ensure student-athlete well being?

Very Somewhat Not at all

1 2 3 4 5

42. Did you receive adequate medical care by this department?

Very Somewhat Not at all

1 2 3 4 5

7. Describe the institution's and/or athletics department's written grievance and/or appeals procedures available to student-athletes in areas mandated by NCAA legislation (i.e. financial aid and transfers) and in other areas (e.g. harassment, hazing, abusive behavior, sexual orientation). Also, identify the individual(s) responsible for overseeing the administration of the grievance and/or appeals procedures and describe the means by which the grievance and/or appeals procedures are communicated to student athletes and staff.

In addition to the following NCAA required procedures, Cal Poly has a variety of grievance procedures including the Academic Fairness Board, Judicial Affairs Office, sexual harassment advisors, as well as support from the deans' and department offices of the academic colleges.

NCAA Bylaw 13.1.1.3.1 Hearing Opportunity Procedures - Transfers

1. Athlete submits written request for hearing. Request must include name, year in school, sport, and reasons for belief the decision was unfair. Request should be sent by mail or faxed to:

Mr. Ken Walker, Faculty Athletics Representative  
Department of Philosophy  
Cal Poly, San Luis Obispo  
San Luis Obispo, CA 93407  
FAX (805) 756-5748

2. A hearing is scheduled, and the student-athlete, coach, and Director of Athletics are notified of time and place. The appeal will be heard by Ken Walker and two other faculty or staff outside the Athletics Department.

3. Each side submits written arguments to the committee. Both parties may attend the hearing; it is recommended.

4. Within one week, the committee will render a decision and will send written notification to each party.

NCAA Bylaw 15.3.2.4

## Equity and Student-Athlete Welfare

### Reduction or Cancellation of Athletic Aid

Student-athletes have the right to appeal the reduction or cancellation of their athletic scholarship. A committee from the Financial Aid office will hear the appeal. Contact the Financial Aid office to request a hearing.

If the institution decides not to renew or decides to reduce financial aid for the ensuing academic year, the institution shall inform the student-athlete in writing that he or she, upon request, shall be provided a hearing before the institutional agency making the award (Financial Aid Office). The institution shall have established reasonable procedures for promptly hearing such a request. Contact the Financial Aid Office to request a hearing. The decision to renew or not renew the financial aid is left to the discretion of the institution, to be determined in accordance with its normal practices for students.

For other appeals, the University offers students a variety of mechanisms to address student grievances or concerns. The Dean of Students is available to answer general questions on grievances and can assist in clarifying and identifying appropriate campus policy and procedures for addressing student grievances. The Fairness Board handles specific issues concerning grade grievances and Judicial Affairs handles student or student club misconduct.

These appeal processes are communicated to student-athletes and staff in the Student Handbook and during Fall team meetings.

### 8. Describe the institution's educational and support programs in the area of sexual orientation. Also, describe the institution's structure and/or policies that ensure the provision of a safe environment for all students, including student-athletes with diverse sexual orientations.

Cal Poly's Athletics Department is committed to ensuring a community of respect and takes all reasonable steps to safeguard the physical and emotional welfare of the student-athlete. This is part of the Athletics Department mission statement and is included in the student-athlete handbook.

Athletics Department coaches and staff are provided with an educational session on homophobia. Information and support are also available from the training room staff, Cal Poly's health center, and the LGBT center on campus.

As stated in the university catalog, Cal Poly is committed to respecting and protecting the rights of individuals, regardless of race, color, national origin, gender or sexual orientation. The nondiscrimination policy states that Cal Poly is committed to the compliance of all state and federal affirmative action and regulation and ensures that no person shall, on the basis of race, color or national origin be excluded from participation in, be denied the benefits of, or otherwise subject to discrimination in any program of the California State University. The California State University system is committed to providing equal opportunities to male and female students in all areas, including intercollegiate athletics.

### 9. Identify the mechanisms in place to ensure the health and safety of student-athletes and the administrator (s) responsible for the institutional awareness of health, safety, travel and sports medicine policies. Describe the process by which these policies and guidelines are disseminated within the athletics department, who receives this information and how these issues are addressed within the athletics department. [Note: The institution may want to refer to the equitable medical care section of the NCAA Sports Medicine Handbook Guideline No. 1 as a guide in responding to this self-study item.]

The health and safety of student-athletes are addressed by mandatory medical exams including medical history and assessment prior to participation in a sport, access to team physicians, access to the University's Health Center, and compliance on countable hours. During mandatory fall team meetings, all student-athletes are required to submit updated insurance paperwork and medical information to the training room prior to participation. Certified trainers and team physicians make a medical history assessment to ensure welfare and safety of each student-athlete. Student-athletes are required to sign a risk statement prior to participation to ensure they understand the risks associated with participation in intercollegiate athletics. Assessment for equitable medical care is handled through the use of the Exit exam question #42.

Travel safety is the responsibility of the head coach for each sport. Travel itineraries are filed with the Senior Associate Athletics Director, Director of Compliance and Director of Media Relations prior to departing campus. Bus transportation is provided for any travel of longer distances, e.g. two and half hours of travel time. The travel policy is reviewed annually by the Senior Associate Athletics Director and changes are made accordingly.

## Equity and Student-Athlete Welfare

The Senior Associate Athletics Director has been designated as the individual on our campus who will oversee efforts in the area of health and safety of student-athletes and will review medical plans for competition and practice to ensure that the plans protect the health of and provide a safe environment for student-athletes.

- 10.** Describe the institution's emergency medical plan for practices and games. [Note: The institution may want to refer to the emergency care section of the NCAA Sports Medicine Handbook Guideline No. 1 as a guide in responding to this self-study item.]

The Athletics Department has an emergency medical plan and coverage for both in-season games and workouts and out-of-season workouts. The Head Athletic Trainer and the Director of Compliance communicate the plan to students during Fall team meetings, and the Head Athletic Trainer informs staff during Fall staff meetings. Medical coverage is available from the athletic training staff in Mott Gymnasium during traditional seasons. The plan covers all campus venues including Mott Gym, Spanos Stadium, Baggett Stadium, and Bob Janssen Field.

At each venue there is reliable telephone communication, appropriate emergency equipment, and instructions for first responders. At all high risk athletic competitions, a certified Athletics Trainer is available; student trainers are assigned to other competitions. The Senior Associate Athletics Director has been designated as the individual on our campus who will oversee efforts in the area of health and safety of student-athletes. The plans follow:

Cal Poly Athletic Department  
Overview of Emergency Procedures

The Cal Poly Athletic Training Staff has prepared this outline so that in the event of an emergency you will be prepared to act quickly and in an organized manner. It is recommended that you post your emergency plan where you can find it. In the event that the Certified Athletics Trainer or student staff is not available, it is your legal responsibility to know and carry out an emergency plan of action. Coaches are the guardians for their sport at Cal Poly. Do not allow decisions to be made by the participants or those who lack your experience. Err to the safe side with injury management if a Staff Athletics Trainer is not available.

Campus Phone Home/Cell Phone

Kristal Slover 756-6065 931-0566/801-5177  
Paul Gabrielson 756-2096 440-8067  
Jim Eggen 756-5491 310-7037

Emergency Procedures and Phone Numbers

**LIFE THREATENING EMERGENCY:** Dial 911 or 9-911 from a campus phone or cell phone. Sierra Vista Hospital - 1010 Murray Ave, (546-7600) is the nearest emergency facility. The emergency room entrance is off Casa Street.

**NON-LIFE THREATENING URGENT CARE:** Please contact the Athletic Training Staff first, if possible. The Athletic Training Staff can assist in the efficient management of a non-life-threatening emergency. Athletes with injuries that require a physician (i.e. sutures, concussion) should check the Cal Poly Training Room in Mott Gym first, if during normal operation hours or scheduled practices. The Student Health Services Department is open Monday through Friday 8:30 to 4:30.

**EMERGENCY PROTOCOL:**

Implement YOUR EMERGENCY PLAN, stop, think and help the injured athlete; their well being is the priority. Know where the nearest telephone is, if any keys are needed, and whether it is a pay telephone before an emergency occurs.

Establish the seriousness of the athlete's injury. Use your First Aid and CPR skills. Apply what you know. When in doubt, err to the conservative side.

Activation of Emergency Medical Systems (EMS)

Call 911. Provide name, address, telephone number, number of individuals injured, condition of the injured, specific directions to your location, and other information as requested.

Hang up LAST! Let them hang up first.

Directions of EMS to Scene:

## Equity and Student-Athlete Welfare

Open appropriate gates/doors.

Designate an individual to direct EMS to the scene

Scene Control: Limit scene to first aid providers and move bystanders away from the area.

The Paramedics and Ambulance crew may want to know where to take the athlete.

Notify the Athletic Training Staff of what has happened. Make a written record of the incident.

Emergency Plan

Venue: Robert E. Mott Gym

Emergency Personnel:

Certified Athletics Trainer for all competitions.

Certified Athletics Trainer and/or student trainer for practices M-F 10am-6pm

Cal Poly Health Center M-F 8:30am-4:30pm

Emergency Communication:

Campus phone is in the lobby of Mott Gym. Dial 911 for emergencies

During events the certified Athletics Trainer will have a phone as will press row

Emergency Equipment:

Ice, Water, Towels, Blood kits on side of court

Splint Bag, Spine Board, Crutches located in the ATR in Mott Gym

Roles of First Responders

1. Immediate care of the injured or ill student-athlete

2. Emergency equipment retrieval from Athletic Training Room in main hall of Mott Gym

3. Activation of Emergency Medical System (EMS)

\* Contact Sports Medicine Team: Campus phone dial 62096 or 66065

\* 911 Call: Give name, address, telephone number, number of individuals injured, condition of injured, first aid treatment, specific directions, other information requested.

\* Notify Campus Police: Automatically done when you dial 911 from a campus phone

4. Directions for EMS to scene

\* Open appropriate doors.

\* Designate individual to "flag down" EMS and direct to the scene.

\* Remove yellow poles so EMS can pull to front of Mott Gym.

\* Scene Control: Limit scene to first aid providers and move bystanders away from area.

Venue Directions:

Mott Gym is located on Perimeter Road, one block south of Grand Ave. It is directly across from the University Avenue Dining Complex and the University Quad.

Venue Maps (see attached maps)

Emergency Plan

Venue: Mustang Stadium

Emergency Personnel:

Certified Athletics Trainer and student trainer for all competitions.

Certified Athletics Trainer and/or student trainer for practices M-F 10am-6pm

Cal Poly Health Center M-F 8:30am-4:30pm

Football games will also be covered by a physician and an ambulance unit.

Emergency Communication:

Pay phone is on the East Side of the Stadium. Dial 911 for emergencies.

During events the certified Athletics Trainer will have a phone as will press row.

Emergency Equipment:

Ice, Water, and Blood kits on each team's bench

Splint Bag, Spine Board, and Crutches on home team bench

Roles of First Responders

## Equity and Student-Athlete Welfare

5. Immediate care of the injured or ill student-athlete
6. Emergency equipment retrieval from home team bench
7. Activation of Emergency Medical System (EMS)
  - \* Contact Sports Medicine Team: Campus phone dial 62096 or 66065
  - \* 911 Call: Give name, address, telephone number, number of individuals injured, condition of injured, first aid treatment, specific directions, other information requested.
  - \* Notify Campus Police: Automatically done when you dial 911 from a campus phone
8. Directions for EMS to scene
  - \* Open appropriate gates (North Gate on College Ave.).
  - \* Designate individual to "flag down" EMS and direct to the scene.
  - \* Scene Control: Limit scene to first aid providers and move bystanders away from area.

### Venue Directions:

Mustang Stadium is located on College Avenue. It is in the Southwest corner of campus at the base of South Perimeter Road. Locker room facilities are across the Northeast gate in Crandall Gym. The closest training facility is in Mott Gym.

### Venue Maps

#### Emergency Plan

Venue: Bob Janssen Field and Baggett Stadium

#### Emergency Personnel:

Certified Athletics Trainer for all competitions.

Certified Athletics Trainer and/or student trainer for practices M-F 10am-6pm in Mott Gym

(805) 756-6065 or (805) 756-2096

Cal Poly Health Center M-F 8:30am-4:30 pm

#### Emergency Communication:

Emergency phone is at the entrance that both stadiums share. This will automatically connect you to the police and 911.

During events the certified Athletics Trainer will have a phone as will press row

#### Emergency Equipment:

Ice, Water, Blood kits on each team's bench

Splint Bag, Spine Board, Crutches located in the satellite training room on the first base side of Baggett Stadium.

You must go on to the baseball field to get to the training room.

### Roles of First Responders

9. Immediate care of the injured or ill student-athlete
10. Emergency equipment retrieval from Athletic Training Room on the first base side of Baggett Stadium
11. Activation of Emergency Medical System (EMS)
  - \* Contact Sports Medicine Team: Campus phone dial 62096 or 66065
  - \* 911 Call: Give name, address, telephone number, number of individuals injured, condition of injured, first aid treatment, specific directions, other information requested.
  - \* Notify Campus Police: Automatically done when you dial 911 from a campus phone
12. Directions for EMS to scene
  - \* Open appropriate gates
  - \* Designate individual to "flag down" EMS and direct to the scene
  - \* Baggett Stadium Directions: From San Luis Obispo Highway 1 South to Highland go Right (East). Turn left on Via Carta. Turn left on Pinnacles Road. This will curl around and end at the Right Outfield Fence of Baggett Stadium. There is a gate to get a vehicle on the field there.
  - \* Bob Janssen Field Directions: From San Luis Obispo take Highway 1 South to Highland. Turn right on Highland. Take this to Via Carta and turn left. Take this to the Sports Complex Road. Once you pass the baseball and softball stadiums you will see a sidewalk that runs along the softball outfield fence. There is a ramp that you can drive up to get to the third base side of the field as well as a gate that an automobile can enter.
  - \* Scene Control: Limit scene to first aid providers and move bystanders away from area.

### Venue Directions:

## Equity and Student-Athlete Welfare

From San Luis Obispo take Highway 1/ Morro Bay exit south to Highland. Turn right on Highland. Take this to Via Carta and turn left. Take this to the Sports Complex Road. Use the main entrance to the stadium complex to get to either Baggett Stadium or Bob Janssen Field. The satellite training room is located on the first base side of Baggett Stadium. You must go on the field to enter the gate leading to the satellite training facility.

Venue Maps

Travel Policy

The Athletics Department follows all University travel policies and procedures.

In addition, to ensure the safety of student-athletes, the following policy was developed:

All team travel that exceeds a radius of 200 miles from San Luis Obispo shall be by commercial or University bus, with a paid driver provided. Exceptions to this policy are allowed only if the team will be traveling to and from the event site on days in which no competition or practice will take place, i.e. the only duties driver's of team vehicles will perform on a travel day will be driving. The following destinations approximately limit the distance that may be traveled without using a bus: to the south Northridge, to the north San Jose, and to the east Fresno. Head Coaches should use discretion and good judgment in determining whether it is safe to complete any journey.

- 11.** Describe the institution's written emergency plan for the athletics program and specific coverage for out-of-season workouts, strength training and skills sessions. [Note: The institution may want to refer to the emergency care section of the NCAA Sports Medicine Handbook Guideline No. 1 as a guide in responding to this self-study item.]

The Athletic Department has an emergency medical plan and coverage for both in-season games and workouts and out-of-season workouts including strength training and skills session. The Head Athletic Trainer and the Director of Compliance communicate the plan to students during Fall team meetings, and the Head Athletic Trainer informs staff during Fall staff meetings. Medical coverage is available from the athletic training staff in Mott Gymnasium during traditional seasons. The plan covers all campus venues including Mott Gym, Spanos Stadium, Baggett Stadium, and Bob Janssen Field. At each venue there is reliable telephone communication, appropriate emergency equipment, and instructions for first responders. At all high risk athletic competitions, a certified Athletics Trainer is available; student trainers are assigned to other competitions. The plan is the same as in Self Study Item 10. The Senior Associate Athletics Director has been designated as the individual on our campus who will oversee efforts in the area of health and safety of student-athletes.

- 12.** Using the four program areas for student-athlete welfare issues please:

- a. Describe how the institution studies these topics as they apply to all student-athletes;
- b. Provide data demonstrating the institution's commitment to these issues for all student-athletes; and
- c. Explain how the institution will address these topics in the future for the welfare of all student-athletes.

**1. Evaluation** Periodic review of athletics department activities for consistency with goals and objectives set forth in the institution's and athletics department's written commitments to student-athlete welfare, including the evaluation of the effectiveness of mechanisms to ensure the health and safety of student-athletes.

- a. Describe how the institution studies these topics as they apply to all student-athletes.

The Cal Poly Athletics Department, including the Athletics Governing Board, Athletics Director, FAR, the Director of Student-Athlete Academic Services, and the Head Athletics Trainer review the mission and policies regarding student-athlete welfare on an annual basis and make adjustments accordingly. The

## Equity and Student-Athlete Welfare

institution evaluates student-athlete welfare on an annual basis with suggestions from the SAAC, exit interviews, as well as through the NCAA certification process.

- b.** Provide data demonstrating the institution's commitment to these issues for all student-athletes; and

The following reports are reviewed either annually or bi-annually.

Reports of the NCAA Certification Study; minutes of SAAC meetings; agendas of Athletics Governing Board meetings; results of the exit interviews.

The Director of Compliance and the Director of Academic Services for Student-Athletes attend the SAAC meetings on a regular basis in order to increase communication and awareness of student-athlete welfare issues.

- c.** Explain how the institution will address these topics in the future for the welfare of all student-athletes.

The institution will continue to meet with the SAAC on a regular basis, as well as compose and review exit interviews.

The establishment of the Minority Issues Committee will also result in increased communication and evaluation of all areas of student-athlete welfare.

### **2. Organization and Structure** Policies, and/or organization, and/or activities of the athletics program and its activities to help enhance student-athlete welfare.

- a.** Describe how the institution studies these topics as they apply to all student-athletes.

The institution's Athletics Governing Board, Athletics Director, FAR, Director of Academic Services for Student-Athletes, and Head Athletics Trainer study the organization and structure of the Athletics programs and policies regarding student-athlete welfare.

This is accomplished through regular staff meetings and periodic meetings of the Athletics Governing Board.

- b.** Provide data demonstrating the institution's commitment to these issues for all student-athletes; and

Policies and/or activities demonstrating the institutions commitment to these issues are demonstrated in this report, in the Student-Athlete Handbook, and in reports made to the Athletics Governing Board.

- c.** Explain how the institution will address these topics in the future for the welfare of all student-athletes.

The institution will continue to address organization and structure in the meetings of the Athletics Governing Board. The Athletics Director will continue to monitor organizational and structural issues, in consultation with the Director of Compliance, the Director of Academic Services for Student-Athletes, the FAR, and the Head Athletics Trainer.

### **3. Participation in Governance and Decision-Making** Involvement of student-athletes in the governance and decision-making processes of the athletics department (including the student-athlete advisory committee).

- a.** Describe how the institution studies these topics as they apply to all student-athletes.

The student-athletes are involved in the governance and decision-making through the SAAC, as well as in the search process for head coaching positions.

## Equity and Student-Athlete Welfare

The president of the SAAC also serves as the University's representative to the Big West Conference SAAC.

**b. Provide data demonstrating the institution's commitment to these issues for all student-athletes; and**

The SAAC meets on a regular basis (usually once a month) to address issues regarding all aspects of student-athlete welfare. The sport representatives are responsible for running meetings, communicating with their respective teams, and compiling meeting notes.

Reports of the SAAC and exit interviews are reviewed annually regarding student-athlete welfare issues.

An example of the SAAC's involvement in governance is the 2006 initiative to repair and renovate student-athlete locker rooms. This initiative was created by the SAAC and presented to the Athletics Director for further review and is currently in the initial phases.

**c. Explain how the institution will address these topics in the future for the welfare of all student-athletes.**

In addition to continuing efforts listed in "a" above, the following recommendations are offered to improve participation in governance and decision making:

The Minority Issues Committee, which includes a representative from the SAAC, will address a broad scope of student-athlete welfare issues. The Director of Compliance and the Director of Academic Services for Student-Athletes will continue active participation in the SAAC.

SAAC representatives should discuss legislative proposals with their teammates.

**4. Programs and Activities** Establishment of programs that address the needs and issues affecting student-athletes.

**a. Describe how the institution studies these topics as they apply to all student-athletes.**

Programs that address the needs and issues of student-athletes are established by the President of the University, the Provost, and the Athletics Director. They are studied and reviewed by these individuals, as well as the Director of Compliance, the Director of Academic Services for Student-Athletes, the FAR, and the Head Athletics Trainer.

Through coordination with other student service groups on campus, Athletics participates and discusses the needs of all students, including student-athletes, and cooperatively provides services to address those needs.

Issues to study most often emerge from the SAAC meetings, Big West and/or NCAA reviews, and from exit interviews.

**b. Provide data demonstrating the institution's commitment to these issues for all student-athletes; and**

Examples demonstrating the institution's commitment to these issues include the involvement and supervision provided by the Director of Compliance and Director of Academic Services for Student-Athletes in the SAAC, as well the locker room initiative created by the SAAC.

The Athletics Department collaborates with other University services on campus to fund speakers and address issues such as alcohol and substance abuse.

The first-year seminar, EDUC 125, is a freshman student orientation course which focuses on issues relevant to students during their first year of college, increasing awareness and use of resources available on campus, learning strategies for good study habits, taking notes, managing time, and understanding the purpose of a college education in order to make the most of the opportunities at Cal Poly.

## Equity and Student-Athlete Welfare

The reviews of programs and activities are done annually and as needed by the Athletics Director, the Director of Compliance, the Director of Academic Services for Student-Athletes, the FAR, and the Head Athletics Trainer.

- c.** Explain how the institution will address these topics in the future for the welfare of all student-athletes.

The officials listed in "a" above will continue to respond to SAAC issues/requests, to information gathered from exit interviews, and to issues raised in Big West and NCAA reviews.

The Minority Issues Committee will also provide means for increased communication and awareness regarding all issues of student-athlete welfare.

### Evaluation

1. Does the institution provide evidence that the welfare of student-athletes and the fairness of their treatment is monitored, evaluated and addressed on a continuing basis? **Currently Yes**
2. Does the institution have established grievance or appeal procedures available to student-athletes in appropriate areas? **Currently Yes**
3. Does the institution provide evidence that the institution has in place programs that protect the health of and provide a safe environment for its student-athletes? **Currently Yes**

## Equity and Student-Athlete Welfare

### RACIAL OR ETHNIC COMPOSITION ATHLETICS AND SELECTED INSTITUTIONAL PERSONNEL

	Year	Racial or Ethnic Group																	
		Am. Ind./AN (N)			Asian/PI (N)			Black (N)			Hispanic (N)			White (N)			Other (N)		
		1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Senior Administrative Athletics Dept. Staff	F								1	1				3	5	5			
Other Professional Athletics Dept. Staff	F								1	1	1	1	1	14	12	9			
	P													1	2	2			
Head Coaches	F	1	1	1										12	11	10			
	P													2	3	5			
Assistant Coaches	F				2	2	2	1						9	7	7			
	P				2	2	2	3	4	2	1	2		10	6	8			
Totals (for Athletics Dept. Personnel)	F	1	1	1	2	2	2	1	2	2	1	1	1	38	35	31			
	P				2	2	2	3	4	2	1	2	0	13	11	15			
Faculty-Based Athletics Board or Committee Members					1	1	1	1	1	1				12	12	12			
Other Advisory or Policy-Making Group Members						2	1	3	1	3			1	17	17	16			

Name of person completing this chart: Barbara Martinez  
 Title: Director of Compliance and Senior Woman Admin.

## Equity and Student-Athlete Welfare

### RACIAL OR ETHNIC COMPOSITION STUDENTS GENERALLY AND STUDENT-ATHLETES ON ATHLETICS AID

	Racial or Ethnic Group																	
	Am. Ind./AN (N)			Asian/PI (N)			Black (N)			Hispanic (N)			White (N)			Other (N)		
Year	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
All Students	133	138	136	1852	1870	1765	157	139	147	1556	1539	1664	10332	10144	9834	2418	2725	2587
Student-Athletes	2	4	3	12	12	10	46	38	32	31	30	23	177	172	183	36	47	43

Name of person completing this chart: Brent Goodman

Title: Director, Institutional Planning & Analysis

## Equity and Student-Athlete Welfare

### RACIAL OR ETHNIC COMPOSITION MEN'S AND WOMEN'S SPORTS TEAMS

Sports	Year	Racial or Ethnic Group																	
		Am. Ind./AN (N)			Asian/PI (N)			Black (N)			Hispanic (N)			White (N)			Other (N)		
		1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Baseball		0	0	1	0	0	0	0	0	1	0	1	3	30	23	24	4	3	3
Men's Basketball		0	0	0	0	0	0	4	4	3	1	1	1	8	6	6	1	2	2
Football		0	0	1	3	7	2	19	19	14	5	6	5	40	43	45	11	14	9
Men's Track / Cross Country		0	0	0	2	0	0	7	6	4	4	4	2	10	13	14	3	4	4
Men's Other Sports and Mixed Sports		1	2	0	4	3	4	2	2	3	15	12	6	30	26	31	9	8	7
Women's Basketball		0	0	0	0	0	0	8	2	2	0	0	0	6	9	5	1	5	7
Women's Track / Cross Country		1	1	0	0	0	0	4	5	5	1	2	2	10	6	10	2	3	3
Women's Other Sports		0	1	1	3	2	4	2	0	0	5	4	4	43	46	48	5	8	8
Total		2	4	3	12	12	10	46	38	32	31	30	23	177	172	183	36	47	43

Name of person completing this chart: Brent Goodman

Title: Director, Institutional Planning & Analysis