Institutional Information

1. Type of Institution:  Public

2. Year institution was founded:  1949

3. Special Affiliation?  No

4. Coeducational?  Yes

5. Total student enrollment (undergraduate and graduate combined) [using a full-time equivalency (FTE) basis]:  25760

6. Number of Faculty [using a full-time equivalency (FTE) basis]:  1320

7. Highest level of academic degree offered:  67 Masters Degrees, 2 Doctoral Degree

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:  July 2010

9. c. Current accreditation status:  Accreditation Reaffirmed

Athletics Information

1. Subdivision status of athletics program (Academic Year 2011):  Division I (without football)

2. Conference affiliation(s) or independent status (Academic Year 2011):

   Baseball  Big West Conference
   Men's Basketball  Big West Conference
   Men's Cross Country  Big West Conference
   Men's Golf  Big West Conference
   Men's Track, Indoor  Mountain Pacific Sports Federation
   Men's Track, Outdoor  Big West Conference
   Men's Volleyball  Mountain Pacific Sports Federation
   Men's Water Polo  Mountain Pacific Sports Federation
   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
   Women's Tennis  Big West Conference
   Women's Track, Indoor  Mountain Pacific Sports Federation
3. Athletics program structure ('X' all that apply):

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

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

   On April 12, 2007, Long Beach State University received a notice of allegations from the NCAA involving the Men's Basketball program. During the 2004-05 academic year and the summer of 2005, two former assistant coaches and a former administrative assistant for Men's Basketball provided two-year college prospective student-athletes with impermissible benefits and transportation, and made impermissible recruiting phone calls. These actions were taken in an effort to attain admission to Long Beach State and NCAA academic eligibility for these prospective student-athletes. In Infractions Report No. 275, Case No. M267, dated March 6, 2008, the NCAA found that Long Beach State University had been involved in several major violations. The violations occurred over a period of approximately one year and impacted the following processes within the Athletics Department: admission of prospective student-athletes, monitoring of recruiting activities, transfer eligibility certification, and rules education program for coaches. The university submitted annual reports during a three-year probation period that concluded on March 6, 2011. The university has been restored to the full rights and privileges of NCAA membership.

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

   Signed multi-sport apparel contract with Adidas (2003 - 2008)
   Hosted first NCAA Regional Women's Volleyball predetermined site (2003)
   Hosted NCAA Women's Volleyball Championship at Long Beach Arena (2004)
   Hired full-time CHAMPS/Life Skills coordinator (2005)
   Named the Basketball/Volleyball facility the Walter Pyramid (2005)
   Moved athletics administration into new Neil and Phyllis Barrett Building (houses most athletic administrators and coaches outside of pyramid sports) (2005)
   Constructed new athletics training room in the Walter Pyramid (2005)
   Recruited/hired athletics director (2006)
   Constructed/opened the Bickerstaff Academic Center (BAC) (2006)
   Constructed/opened the strength complex (2006)
   Reorganized Water Polo program under separate head coaches (2006)
   Won Big West Commissioners Cup (2005-6 and 2008-09)
   Restructured reporting lines within the Athletics Department (2007)
Restructured fundraising booster clubs and 49er Athletic Club (2007)

Added full-time position to athletics training staff (2007)

Recruited/hired senior associate athletics director for external relations (2007 & 2010)

Hosted NCAA Women’s Water Polo National Championship (2007)

Established the Athletics Director Board (2007)

Increased staff position from part time to full time in the compliance office (2008)

Constructed the Terry Rhodes Tennis Complex (opened 2008)

Reorganized Water Polo program under the leadership of one head coach for both Men’s and Women’s program (2008)

First season Women’s Water Polo competed as a Big West Conference sport (formally competed in the MPSF) (2009)

Added full-time position of assistant strength and conditioning coach (2009)

Completed construction/grand opening of the Student Recreation and Wellness Center (2010)

Assumed day-to-day operations/management of Blair Field - the 49er baseball facility owned by the City of Long Beach (2010)

Big West Conference announced Hawaii would join the Big West Conference as of the 2012-13 season (2010)

University President announced approval/implementation of the Student Excellence Fee (which benefits athletics) effective 2011-12 (2011)

Conference Championships/NCAA Championships/Postseason Accomplishments:

2004
- Men's Golf wins Big West Conference Championship-Advances to NCAA West Regional in Sunriver, Oregon
- Softball wins Big West Conference Championship-Advances to NCAA Regional in Los Angeles, California
- Women's Tennis wins Big West Conference Championship-Advances to NCAA Tournament in Los Angeles, California
- Track and Field Individual NCAA West Regional Qualifiers (Doug Leifer, Steve Holland, Stephanie Sampson, John Temidara, Ami Goldhammer, Serena Boykin, Emily Forsyth, Megan Irey, Shingo Suzumura)
- Track and Field Individual NCAA Championship Qualifiers (Doug Leifer, Ami Goldhammer, John Temidara)
- Men's Volleyball at-large selection advances to NCAA Final Four (National Runner-Up)
- Women's Volleyball at-large selection to NCAA Tournament in Salt Lake City, Utah

2005
- Softball wins Big West Conference Championship-Advances to NCAA Regional in Fresno, California
- Baseball at-large selection to NCAA Regional
- Golf Individual NCAA West Regional Qualifier (Kay Hoey)
- Golf Individual NCAA Championships Qualifier (Kay Hoey)
- Women's Tennis wins Big West Championship-Advances to NCAA Tournament first round in Los Angeles, California
- Track and Field Individual NCAA Regional Qualifiers (Haben Hagos, Robert Jennings, Ezra Kwong, Serena Boykin, Katelyn Ciarelli, Ed Cornell, Emily Forsythe, Ami Goldhammer, Kim Heinz, Steve Holland, Andrew Julius, Charles Lewis, Tyler McCoy, Kristina Price, David Sampson, Dan Trautner, Samantha Young, Women's 4x100 Relay, Women's 4x400 Relay)
- Track and Field Individual NCAA Championship Qualifiers (Haben Hagos, Ronald Carter, Jimmy Grabow)
- Women's Volleyball wins Big West Championship-Advances to NCAA Tournament in San Diego, California

2006
- Women's Basketball wins Big West regular season championship
- Men's Indoor Track and Field Individual NCAA Indoor Championship Qualifier (John Temidara)
- Men's Golf Individual NCAA West Regional Qualifier (Ryan Wood)
- Women's Golf at-large selection-advances to NCAA West Regional
- Softball at-large selection-Advances to NCAA West Regional in Los Angeles, California

2006
- Women's Tennis wins Big West Conference Championship-Advances to NCAA second round
Women's Tennis Individual NCAA Tournament Qualifiers (Hannah Grady, Jessica Weeks)
Men's Track and Field wins Big West Conference Championship
Track and Field Individual NCAA West Regional Qualifiers (Chris Richardson, John Temidara, David Sampson, Robert Jennings, Ronald Carter, Emily Forsythe, Kim Heinz, Charles Lewis, Katelyn Ciarelli, Mario Cobian, Ed Cornell, Tyler McCoy, Jill Reynolds, Alex Shaw, Ludi Valdez, Men's 4x400 Relay)
Track and Field Individual NCAA Championships Qualifiers (Chris Richardson, John Temidara, Ronald Carter, Kim Heinz, Emily Forsythe)
Women's Volleyball at-large selection and advances to NCAA Tournament second round
Women's Soccer wins Big West Conference Regular Season Championship

2007
Men's Basketball wins Big West Championship—Advances to NCAA Tournament
Track and Field Individual NCAA Indoor Championship Qualifiers (Jimmy Grabow, Ronald Carter)
Baseball Team at-large selection to NCAA Regional in Long Beach, California
Women's Golf Individual West Regional Qualifier (Kay Hoey)
Women's Golf Individual NCAA Championships Qualifier (Kay Hoey)
Women's Tennis wins Big West Conference Championship—Advances to NCAA Tournament
Track and Field Individual NCAA West Regional Qualifiers (Brent Gray, Tyson Gray, Kim Heinz, 4x100 Relay)
Track and Field Individual NCAA Championship Qualifiers (Brent Gray, Tyson Gray, Kim Heinz, Jennifer Onyeagbako, Jill Reynolds, women's 4x100 meter relay)
Women's Volleyball at-large selection to NCAA Tournament second round
Women's Soccer wins Big West Conference Championship

2008
Track and Field Indoor NCAA Championship Qualifiers (Brent Gray)
Baseball wins Big West Conference Championship—Advances to NCAA Regional in Long Beach, California
Softball wins Big West Conference Championship—Advances to NCAA Regional in Iowa City, Iowa
Women's Tennis wins Big West Conference Championship—Advances to NCAA Tournament First Round in Los Angeles, California
Men's Volleyball wins MPSF Championship—Advances to NCAA Final Four
Men's Track and Field wins Big West Conference Championship
Track and Field NCAA West Regional Qualifiers (Brent Gray, Jessica Branker, Austin Fowler, Robert Jennings, Chris Richardson, Katelyn Ciarelli, Alex Black, Ed Cornell, Kelsey Caesar, Alex Freitas, Tyson Gray, Phylicia Johnson, Kristen Klefer, Christopher Lawson, Miaja Mobley, Jill Reynolds, David Sampson, Alex Shaw, Men's 4x100 Relay, Men's 4x400 Relay, Women's 4x100 Relay)
Track and Field NCAA Championship Qualifiers (Brent Gray, Chris Richardson, Katelyn Ciarelli, Men's 4x100 Relay)
Women's Volleyball wins Big West Conference Championship—Advances to NCAA Tournament
Women's Soccer wins Big West Conference Championship—Advances to NCAA Tournament in Los Angeles, California

2009
Track and Field Indoor NCAA Championship Qualifiers (Brent Gray)
Women's Golf wins Big West Conference Championship—Advances to NCAA West Regional in Tempe, Arizona
Women's Tennis wins Big West Conference Championship—Advances to NCAA Tournament
Track and Field NCAA West Regional Qualifiers (Kenneth Medwood, Missy Barclay, Alex Black, Colin Dunbar, Alex Freitas, Carly Harris, Rodney Hawkins, Dylan Jaedtke, Matt Maldonado, Tyler O'Connor, Nimrod Piggee, Patrick Smith)
Track and Field NCAA Championship Qualifiers (Kenneth Medwood)
Women's Volleyball wins Big West Conference Championship—Advances to NCAA Tournament first round

2010
Women's Tennis wins Big West Conference Championship
Track and Field NCAA West Regional Qualifiers (Kenneth Medwood, Nicholas Armstrong, Alisia Barajas, Alex Black, Alex Freitas, Katrina Graves-Johnson, Randi Hicks, Kevin Jenkins, Sam Jeter, Sara Macey, Matt Maldonado, Eric Nowell, Tyler O'Connor, Nimrod Piggee, Cesar Puga, Jennifer Rodriguez, Alex Shaw)
Track and Field NCAA Championship Qualifiers (Randi Hicks, Alex Shaw, Kenneth Medwood)
Women's Volleyball advances to the NCAA Tournament in Los Angeles, California
Women's Soccer wins Big West Conference Championship—Advances to NCAA Tournament in Stanford, California

2011
Men's Basketball wins Big West Conference Championship—Advances to National Invitation Tournament (NIT) in Pullman, Washington
Head Coaching Changes:
Men's Basketball
Larry Reynolds (2002-2007)
Dan Monson (2007-present)

Women's Basketball
Mary Hegarty (2003-2009)
Jody Wynn (2009-present)

Women's Soccer
Mauricio Ingrassia (2004-present)

Women's Golf
Sue Ewart (1996-2009) moved to part-time assistant coach in 2009
Joey Cerulie Interim (2009)
Joey Cerulie (2010-present)

Men's Water Polo
Gavin Arroyo (2006-2008)

Women's Water Polo Catharine Von Swartz (2006-2008)

Combined Men's/Women's Water Polo
Gavin Arroyo (2008-present)

Softball
Pete Manarino retired after 22 years (1984-2006)
Kim Sowder (2006-present) also assistant coach for 11 years

Baseball
Mike Weathers retired in 2010 after 17 years as assistant and head coach
Troy Buckley (2010-present)

Men's Golf
Bob Livingstone retired after 14 years as head coach (1994 - 2008)
Bill Poutre (2008-2010)
Ryan Ressa (2010-present)

Men's Volleyball
Alan Knipe takes leave of absence to become Men's Volleyball National Team Coach (beginning 2009)
Andy Reed named as Interim Head Men's Volleyball Coach (2009-present)

Previous Certification Self-Study

1. Date of Cycle 2 orientation and evaluation visit (if applicable):
   Long Beach State orientation visit took place in February 2002
   Long Beach State's peer-review team's evaluation visit took place April 7-10, 2003

2. Cycle 2 certification-status decision and date rendered by the NCAA Division I Committee on Athletics Certification (if applicable):
   Long Beach State was fully certified, without conditions, on July 24, 2003

3. Subsequent actions or changes and date(s) in certification status (if any) made by the committee (if applicable):
   No subsequent actions were required.
4. Changes in key senior-level positions, institutional or athletics program, if any, since the institution's previous athletics certification self-study. If this is the institution's first time to complete an athletics certification self-study, respond to the question based on the last 10 years:

Changes in senior level leadership at Long Beach State since the last certification process:

University President
Robert Maxson: 1993-2005 (11.5 years)
F. King Alexander: 2006-Present

Provost
Karl Anatol: 1994-2003
Gary Reichard: 2003-2006
Don Para: 2009-present

Vice President for Administration and Finance
Bill Griffith: 1989-2008
Mary Stephens: 2008-present

Vice President for University Relations and Development
Bob Bersi: 1987-2004
Andrea Taylor: 2006-present

Faculty Athletics Representative
Don Swartz: 2004-2005
Jana Echevarria: 2006-2007
Brenda Vogel: 2007-present

Athletics Director
Bill Shumard: 1995-2005 (retired after 10 years)
Cindy Masner, Interim: 2005-06 (10 months)
Vic Cegles: 2006-present

Senior Associate Athletics Director for External Relations-Dual Reports to University Relations and Development and Athletics.
Position created in 2007
David Benedict: 2007-2010
Bill Brady: 2010-present

Associate Athletics Director for Compliance
MaryAnn Tripodi: 1994-2010 (retired after 16 years)
Lisa Mabry: 2010-present

Associate Athletics Director/Business Manager
Ted Kadowaki: 1998-2006 (transferred to another position on campus)
Cathy Burns: 2006-07 (transferred to Student Health Services)
Randy Langejans: 2007-present

Associate Vice President, Undergraduate Studies
Cecile Lindsay: 2004-2008 (served as associate vice president for academic affairs and dean of undergraduate/graduate studies; position split in 2008.)
Lynn Mahoney: 2008-present

Associate Vice President, Facilities and Planning
Scott Charmack: retired in 2008
David Salazar: 2009-present

Chief of Police
Jack Pearson: retired in 2008
Stan Skipworth: 2008-present

Director, Registration, Records and Evaluations
Donna Green: 2009-present
5. Significant changes impacting the institution and/or athletics program, if any (e.g., conference affiliation, sports sponsored, changes in admissions standards, significant changes in graduation rates, changes in mission statement of the athletics program, changes in fiscal stability/condition of the athletics program), since the institution's previous athletics certification self-study. If this is the institution's first time to complete an athletics certification self-study, respond to the question based on the last 10 years:

   In 2002, the University implemented its enrollment management strategy and, for the first time, impacted the freshman class.

   President places special emphasis on graduation by introducing the theme "Graduation Begins Today" (2006)

   CSULB received federal designation as a Hispanic Serving Institution (HSI) (2006-2007)

   Educational doctoral program first to be initiated in CSU (2008)

   SOAR program mandatory for all students (2008)

   University established the Residential Learning College (2009)

   Furloughs implemented by chancellor's office for budget savings (2009-2010)

   In fall 2010, Long Beach State received 71,000 applications for admission to fall 2011 and will enroll 3,800 freshmen and 4,000 transfer students. Confirming Long Beach State is "Among the Nations Best" and the "University of Choice"


   CSULB is among Kiplinger's Personal Finance magazine list of the 100 Best Values in Public Colleges for 2011. More than 500 public four-year colleges and universities were considered and ranked on academic quality, admission and retention rates, graduation rates, and cost and financial aid.

   CSULB was recognized as the third "most secure" university/college in the nation by Security Magazine in its 2010 "Security 500" rankings, released in the publication's November issue. Only 27 universities and colleges from across the country were recognized in that year's rankings.

   The Princeton Review's website feature—"2011 Best Colleges: Region by Region" CSULB selected One of the "Best in the West" Colleges

   G.I. Jobs 2011 list of Military Friendly Schools that recognizes the top 15 percent of college, universities and trade schools in the nation that are doing the most to embrace America's veterans as students. Recognition appeared in the monthly magazine that assists veterans in seeking civilian employment and education.

   Diverse Issues in Higher Education, named CSULB 6th in the Nation for Conferring Bachelor's Degrees to Students of Color, July 2010

   CSULB ranks fifth in the nation for the number of applications received for fall 2009 admissions among the 1,339 schools that reported application data in an annual survey conducted by U.S. News & World Report. Only 205 colleges received more than 10,000 student applications. CSULB received 45,771.

   During the 2009-2010 academic year, CSULB graduated the largest, most diverse, and most successful graduating class in its history with more than 8,600 students receiving more than 9,100 degrees.

   CSULB ranked 59th among All State-Supported Universities in the Nation for Mid-Career Salary Potential. Ranking is based on recent data on college graduates compiled by PayScale.com.

   CSULB Athletics Department awarded the 2007-08 Diversity in Athletics Award in Overall Excellence in Diversity in the categories of racial diversity, value and attitudinal diversity, and gender diversity from the Texas A&M Laboratory for Diversity in Sport.


   Citing President F. King Alexander's "Graduation Begins Today" motto, the Southern Regional Education Board recognized CSULB for outperforming most similar U.S. institutions in helping students stay on track and graduate in a major national report, "Promoting a Culture of Student Success: How Colleges and Universities Are Improving
Degree Completion,” released April 2010.

CSULB is one of only five public universities in California to have all of its Athletics teams achieve or surpass NCAA’s Academic Progress Rate (APR) minimum score. The APR is an indicator of a university's success at retaining and graduating student-athletes.

CSULB received national recognition as a Hispanic-Serving Institution. The university is one of 227 institutions across the United States designated as Hispanic-Serving by the Hispanic Association of Colleges and Universities.

The prestigious President's Scholars Program awards high school valedictorians and national scholars full four-year scholarships to CSULB. More than 1,000 President's Scholars have benefited from making CSULB their university of choice.

Opening in 1949 with fewer than 200 students, CSULB has awarded degrees to more than 255,000 alumni.

Certification Self-Study Information

1. Steering Committee Chair: Dr. Douglas W. Robinson


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

   a. The LBSU president established a broad-based steering committee and three broad based subcommittees. Membership on these groups included faculty, staff, Athletics Department personnel and coaches, student-athletes, student government representatives, a Big West Conference representative, community members and Alumni board representatives. In addition to the broad-based committees, the steering committee chair provided an orientation of the certification process to Staff Council, Athletics Department staff, Academic Senate, Alumni Association Board of Directors, and Associated Students Inc. Senate. In addition, the report was distributed to all LBSU faculty, staff, key student leaders and local media for public comment.

   b. The report was distributed to members of the Committee on Athletics, subcommittee members, university vice presidents, college deans, President's Cabinet, Staff Council, Athletics Department staff, Academic Senate, Alumni Association Board, and Associated Students Inc. to read and provide feedback.

   The Steering Committee reviewed and approved each section of the report as well as the plans for improvement. Once the self-study report was written the report and plans for improvement were made available online for public comment.

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

   The institution's written plan for the self-study is uploaded.

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

   University's Mission (2007)
   CSULB is a diverse, student-centered, globally-engaged public university committed to providing highly-valued undergraduate and graduate educational opportunities through superior teaching, research, creative activity and service for the people of California and the world. CSULB envisions changing lives by expanding educational opportunities, championing creativity, and preparing leaders for a changing world.

   University's Strategic Priorities and Goals 2010-2013
   The rising excellence of California State University Long Beach (CSULB) is increasingly recognized. The Princeton
Review has ranked CSULB among the top 50 best value public universities in the nation. U.S. News & World Report has repeatedly ranked CSULB among top public comprehensive universities in the Western United States and placed CSULB second in the nation for low graduate debt. The Pay Scale College Salary Report has documented strong starting and mid-career earnings potential for CSULB graduates.

As a high quality and low cost institution, CSULB provides unusually high return on public investment and makes a remarkable contribution to the "public good." President Alexander has played a national leadership role in developing the Voluntary System of Accountability, which provides public accountability and highlights University contributions to the public good.

President Alexander also has provided very important national leadership leading to "Maintenance of Effort” provisions of federal law that have helped protect the CSU and other state higher education entities from more severe budget cuts. He also has played a major national role in the federal initiative for direct student lending. Both of these initiatives have been of great benefit to the CSU and to CSULB in the recent period of very challenging state budget reductions.

Strategic Priorities
CSULB aims for increasing excellence with five strategic priorities: Student Success, Academic Quality, Service Excellence, Campus Life, and Sustainable Environment.

Student Success: CSULB’s core academic purpose is to graduate students with highly-valued degrees. In recent years, the campus has attained historically high freshman graduation rates, capping a decade of improvement. The campus aims to continue supporting and improving student success and closing achievement gaps for low income and underrepresented students.

Academic Quality: While teaching excellence is the core of the campus mission, excellence in research and creative activities strengthen academic programs and add quality to CSULB degrees. The campus emphasizes student engagement through undergraduate and graduate student research, artistic and creative expression, academic internships, service learning, and international opportunities. CSULB uses evidence about student learning to continuously improve curricula and pedagogies.

Service Excellence: CSULB seeks to deliver "Excellence Every Day” in services through the concerted efforts of staff and skillful deployment of technology. CSULB aims to continue leadership among CSU campuses in the quality of services delivered.

Campus Life: “Beach Pride” is a hallmark of CSULB's diverse students, staff, faculty and alumni. The University enjoys an inclusive culture of respect, collegiality, and civility and strives always to promote respect for all, support for diverse perspectives, opportunities to engage in controversial issues with collegiality and respect, and opportunities for service to others.

Sustainable Environment: CSULB's distinctly beautiful campus provides an excellent environment for student learning and is much admired by visitors. As the new Master Plan is implemented in the coming decade, the University aims to improve sustainability, update and expand the infrastructure, promote environmentally responsible behavior, and preserve campus beauty.

Athletics Department Mission Statement (approved formally in 2003)
The Athletics Department enhances and complements the academic mission of the university, by providing students with the opportunity to compete athletically in a balanced, competitive athletic program for both men and women. A fundamental goal of the entire department is to prepare students to function effectively in a culturally diverse society, by developing an understanding of our multicultural heritage, including the essential contributions of women and ethnic minorities. The department shall provide an athletic program that will enable the pursuit of excellence through true sportsmanship and personal integrity. The department will place the highest priority on developing student-athletes ethically, mentally, intellectually, and physically and impress upon them the highest ideals of academics, teamwork and pride of self and university. These ideals will provide graduates the greatest chance for success and give them the potential for development of mind and character in their future career and life endeavors. From a competitive standpoint, the department will field teams capable of competing at the highest level our resources allow, giving them the opportunity to compete equitably with peer institutions for conference championships. This framework will maintain an environment for fair and equitable intercollegiate competition; encourage the pursuit of academic excellence and character development; and the achievement of individual and team championship performance. With these accomplishments, the department will be a source of pride for the university's students, alumni and supporters.
The department will operate the athletic program within the policies and regulations of the NCAA, the Big West Conference, the Mountain Pacific Sports Federation, and the university. The mission of the department is and will continue to be compatible with the mission of the university.
Operating Principle

1.1 Institutional Control, Presidential Authority and Shared Responsibilities.

Self-Study Items

1. List all "conditions for certification" imposed by the committee in its Cycle 2 certification decision (if any) as they relate to NCAA Operating Principle 1.1 (Institutional Control, Presidential Authority and Shared Responsibilities). For each condition, provide:

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

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

1. Condition

   Long Beach State was certified without conditions.

   Action

   Action Date

   Explanation for partial or non-completion

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

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

Please note, the institution will not be required to fulfill an element of a Cycle 2 plan if the element does not affect conformity with a current operating principle.
If the institution developed a plan for improvement for Operating Principle 1.1 during Cycle 2, the institution must demonstrate that it has implemented its Cycle 2 plan or provide an explanation for partial completion of the plan.

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

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

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

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

1. Original Plan

One additional staff member in Enrollment Services must be trained in monitoring academic eligibility of student-athletes.

Steps to achieve goal:
Enrollment Services must train an additional staff member to assist during summer and early fall for academic eligibility with staff assigned to other tasks the rest of the year, but acting as backup, both academic eligibility staff to attend NCAA and Big West regional compliance workshops.

Action

The Office of Enrollment Services had only one individual, Athletics Evaluator Sharon Clark, with responsibilities performing athletic admissions and certification of eligibility. In fall 2004, an additional staff member from Enrollment Services, Evaluator Nicole Pricer was trained to assist Clark with these duties. Initially, Pricer handled admissions for athletics and had some eligibility responsibilities. In March 2008, both individuals shared the responsibility for eligibility and Transfer Credit Evaluator Fiona David handled admissions including the Prospect Admission Reviews. In February 2010 David began training in the certification of eligibility. Primary responsibility for eligibility certification for student-athletes resides with Pricer, and David assists as necessary.

Representatives from Enrollment Services who are responsible for athletic admission and eligibility attend Big West Conference compliance seminars and occasional NCAA regional rules seminars. They also attend coaches compliance meetings held at LBSU when the topic is relevant to their area. The assistant vice president for enrollment services is responsible for overseeing these representatives.

Action Date

Fall 2004

Explanation for partial or non-completion

Completed

2. Original Plan

Improve functioning and perceived value of SAAC.
Steps to achieve goal:
AD should meet with current council and strengthen orientation for leadership.

Action

The previous athletics director met once a year with the SAAC Executive Board members to gain feedback and encourage an open line of communication. The current athletics director, who was hired in May 2006, increased the dialogue between his office and SAAC. He meets with the executive board once a semester to discuss their goals for the semester and any issues they may have pertaining to student-athlete welfare. SAAC Executive Board representatives also attend one coaches meeting, one senior staff meeting, and one administrative staff meeting each year.

In addition to increasing the flow of communication between the administration and SAAC, we have also hired a full time CHAMPS/Life Skills coordinator, Candice Chick, who serves as the SAAC liaison. Since her arrival, SAAC has become much more active and is considered a valuable component of our Athletics Department. Chick reports directly to Sr. associate athletic director/SWA Cindy Masner with whom she can share any student athlete concerns or issues. Finally, SAAC is in charge of planning and executing the beginning-of-the-year barbeque. The athletics director has established this annual event to facilitate camaraderie between student athletes, coaches, staff and administrators.

Action Date
Annually

Explanation for partial or non-completion
Completed

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

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

There were no additional plans for improvement/recommendations developed by the institution since the Cycle 2 certification decision for Operating Principle 1.1.

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

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

The president of California State University, Long Beach (referred to as Long Beach State or LBSU throughout the document) exercises the ultimate authority over all operations and personnel of the athletics program. The president appoints the athletics director, approves the budget for the program, and approves all policies governing the program. The athletics director reports directly to the president, and the president has delegated the authority for operational management of the program to the athletics director, subject to regular review by and consultation with the president.

The president maintains clear and direct oversight of athletics programs, as indicated by the attached organizational charts for the Athletics Department, the Office of the President, and the university. All three organizational charts show that the athletics director reports directly to the president. In addition, the athletics director is a member of the
president's cabinet, a group that meets weekly and also consists of the following members:

President
Provost & senior vice president, Academic Affairs
Vice president, Student Services
Vice president, Administration & Finance
Vice president, University Relations & Development
President, Associated Students Incorporated
Chair, Academic Senate
Athletics director (AD)
Director, Equity & Diversity
Vice provost and director, Strategic Planning
Special assistant to the president, Government & Community Relations
University ombuds
Executive assistant to the president
Special assistant to the president
Chair, Staff Council
Associate vice president, Public Affairs

The cabinet discusses emerging issues regarding students, faculty, and staff. The focus is on higher education policies and the implementation of new program initiatives originated by the California State University (CSU) chancellor's office. The athletics director also has individual meetings with the president weekly to discuss various issues relating to athletics.

Culture of Compliance
Long Beach State University is fortunate to have a campus culture of collaboration and cooperation amongst faculty, staff, and administration, which contributes to active participation in campus units including Athletics. University decision-making processes are characterized by broad participation through the faculty governance system as well as the procedures used by administrative units. The Academic Senate is the primary body charged with advising the president on matters relating to the university. The Academic Senate exercises most of this responsibility in the area of intercollegiate athletics through its executive committee and the Committee on Athletics.

The president and the athletics director consult with the Academic Senate’s executive committee which is composed of Academic Senate officers and four senators elected at-large, along with the immediate past chair of the Academic Senate, the chair of the Staff Council, and campus representatives to the statewide Academic Senate, who are non-voting ex-officio members.

The Committee on Athletics (COA), a standing committee of the Academic Senate, serves as the primary advisory body to the Academic Senate and university administration on matters related to academic policy and philosophy for intercollegiate athletics. Its membership consists of:

Provost & senior vice president for Academic Affairs
Vice president, Student Services
Vice president, Administration and Finance
Athletics director
Director of Club Sports
President, CSULB Alumni Association
President, 49er Athletic Club
Director, Bickerstaff Center for Student-Athlete Academic Services
NCAA faculty athletic representative (FAR)
Chair, Department of Kinesiology
Eight (8) full-time tenured or probationary faculty members (no more than two from any college) that are representative of the gender diversity of the University
One (1) lecturer (full or part-time) who shall serve for a period of one year
Four (4) student members, selected by the Associated Students, Inc.

The committee’s charges include the review of policies for student-athlete admission, financial aid, retention, and educational equity. The committee reviews student-athletes’ academic progress; academic policies; the effectiveness of support programs for athletes; compliance with federal, state, university, conference, and association regulations; and the program's annual budget before presentation to the president for final approval.

Issues regarding intercollegiate athletics policies or the operation of our athletics programs may originate in any area of the institution and are referred to the athletics director and the OOA. If the committee chair or the athletics
director feel that the issue requires broader discussion or action at a higher level, the matter is taken to the executive committee of the senate and then, if necessary, to the senate itself for a recommendation for action by the president. The president monitors this entire process and may participate in the discussions that lead to a solution. The president may also ask that consultation on the issue be broadened to include constituencies not previously involved.

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

   a. Chancellor or president;
   b. Athletics board or committee;
   c. Faculty senate (or other faculty governing body);
   d. Student-athlete advisory committee;
   e. Director of athletics;
   f. Faculty athletics representative;
   g. Senior woman administrator; and/or
   h. Other individual(s) or campus constituencies.

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

Major decisions made since the previous self-study center on: (a) changes in personnel, (b) facility planning and renovations, (c) creating and implementing a new vision for the department, and (d) additional miscellaneous appointments and budgetary cuts in administrative support.

Explaining the role and involvement of all the key participants in making those decisions must be framed within the climate and context of the consultative process that occurs between the president of LBSU and the Department of Athletics. Organizationally, the athletics director reports directly to the president. The president has an "open door" policy with the athletics director, encouraging and providing access and discussion on all topics regarding intercollegiate athletics (both large and small). The athletics director meets formally with the president every Tuesday in cabinet meetings, and as needed when issues arise. In addition, the two meet informally for various functions, events, and student-athlete activities. The president also makes a point of meeting informally with coaches and staff and, as a former student-athlete, he enjoys the interaction. For every major decision involving intercollegiate athletics, the president takes on an active, participative role and, in close consultation with the athletics director, makes all final decisions on major issues for intercollegiate athletics.

Changes in personnel
Since the previous self-study, LBSU has appointed a new athletics director. The hiring process for this position followed university protocol. The university employed an outside search firm to identify eligible final candidates then an on-campus committee composed of the president, the faculty athletics representative (FAR), interim athletics director/SWA, Staff Council representatives, the Committee on Athletics (COA), and the vice president of student services interviewed the final candidates. The individuals selected for on-campus interviews met with the Bickerstaff Center staff, coaches, student-athletes, boosters, COA, and the chair of Kinesiology.

Several key senior administrative positions were also created or filled, including a new associate director for compliance, associate athletic director/business manager, and senior associate athletics director for external relations. The Athletics Department followed the university policy and procedures for hiring Management Personnel Plan (MPP) administrators. In brief, the hiring process began with a search committee, followed by phone interviews (when necessary), and on-campus interviews that included discussions with the president, the athletics director, a member from the senate's committee on athletics, the FAR, the SWA, and coaches. In addition, for the position of director of external relations, both relevant donors and the vice president of university relations and development were involved.

Since the previous self-study, new coaches hired include Men's and Women's Basketball, Men's and Women's Golf, Baseball, Softball, Men's and Women's Water Polo, and Soccer. Again, the hiring process followed university protocol. For the more high-profile coaching positions of Men's and Women's Basketball, the president, athletics director, vice president of Student Affairs, and Sr. associate athletics director/SWA were directly involved in interviewing and hiring. Other coaching hires involved the active participation of a committee comprised of a
representative from the COA, the FAR, the administrator of that relevant sport who served as chair of the committee, and other staff members from that sport. In consultation with this committee, the athletics director made the final hiring decision. Both the vice president of Student Affairs and the president provided additional consultation.

Facility Planning and Renovations
LBSU has constructed a number of new facilities, including a Strength Complex and the Bickerstaff Academic Center, and has refurbished our tennis courts since the previous self-study. Under the director of our current athletics director, LBSU now has an approved "Athletic Facility Master Plan" focusing on construction and renovation of softball and soccer fields and the track stadium, along with enhancements to locker rooms and the sports medicine and weight training centers. These decisions involved the president, associate vice president of Facilities and Planning, director of Facilities Management, AD, SWA, FAR, COA, the associate athletic director/business manager, relevant coaches and staff, director of the Bickerstaff Academic Center, users of the facilities, relevant donors, and the university Campus Planning Committee. All individuals were provided opportunities for deliberation and input.

In addition, LBSU recently assumed a long-term, 55-year lease with the City of Long Beach to operate Blair Field, the home of the Dirtbags (LBSU Baseball team). This will allow the Department of Athletics in future years to renovate and improve the facility. Once again, the president made the final decision with consultation from the AD, associate AD for Facilities and general manager of the Walter Pyramid, Sr. associate athletics director/ SWA, vice president of administration and finance, and associate vice president of facilities and planning.

A New Vision
Under the leadership of the current athletics director, the Department of Athletics was reorganized to focus on improving internal operations and with a new commitment on fundraising and resource acquisition. Senior associate athletics directors oversee their respective areas such as training room, ticket office, and specific sports. Two development positions were also created along with a new community volunteer board, called the 49er Athletic Club, to help generate resources to support our 18 intercollegiate teams. In addition, the athletics director, in consultation with alumni, boosters, coaches, and staff centralized the annual fund program allowing for sport-specific fundraising while eliminating duplication of benefits and solicitations. The new 49er Athletic Club strengthens prospect identification, donor cultivation, and potential for major gifts. Finally, the university and Department of Athletics are in the planning stage of a major capital campaign to raise funds to support endowed scholarships and the renovation and construction of needed athletic facilities.

In Spring 2009 the Department of Athletics, in consultation with Associated Students, Inc., the Student Fee Advisory Committee, SAAC, COA, and FAR, sought a student fee to support athletics, intramurals, club teams, and other student groups. This Beach Legacy Referendum went to a campus-wide, electronic student vote and failed to pass. The consultation process on student fees also provides for input from the Student Fee Advisory Committee. The Student Fee Advisory Committee supported the implementation of a lower fee. The president also consulted with the Academic Senate, the Deans Council, and the Resource Planning Process Committee. All three entities recommended the implementation of an additional student fee. In spring of 2011, the president approved the implementation of a $94.00 per semester student fee. A significant portion of the new fee dollars will be directed to the Athletics program.

Since the last NCAA review, we have prioritized and extended student-athletes’ education to include much-needed life skills, focusing on problems and issues associated with social networking, diversity, hazing, equity, and eating disorders. Counseling in nutrition, career, and mental health is integral to the program. With funding assistance from university Student Affairs, a full-time coordinator of CHAMPS/Life Skills, who also serves as advisor to the Student-athlete Advisory Council (SAAC), was hired. The athletics director, vice president for Student Affairs, and Sr. associate athletics director/SWA were involved in this decision. Through in-person interviews conducted for the present self-study and written surveys completed by student-athletes and coaches, it became clear that these educational programs are appreciated and are seen as benefitting our student-athletes.

Miscellaneous
While the former athletics director contracted with a department-wide apparel/equipment vendor, the current athletics director allows coaches -- in consultation with the athletics director and sports supervisors for their respective sports -- to negotiate their own contracts. Those contracts must be approved by their sports supervisor and athletics director, and then taken to our associate athletic director/business manager, then to university purchasing for final approval.

Although the university faced state budget shortfalls that affected administrative support, student-athlete welfare and the competitiveness of our teams were not compromised. All operating budget reductions were made in consultation with the Resources Planning Process (RPP) Task Force, a group consisting of representative faculty,
staff, and administrators who make annual budget recommendations to the president.

Finally, the Committee on Athletics vets and recommends to the senate all qualified FAR candidates; the senate then makes final recommendations to the president for a final appointment. In general, the FAR, Brenda Vogel, is involved in major decisions that directly involve student-athlete welfare, academic integrity, or institutional control. She is not involved with decisions that are considered by the Department of Athletics as “external” like fundraising, facility replacement or upgrades, sponsorships, and marketing. The FAR was involved in the hiring of numerous head and assistant coaches. Her role on these committees was to provide a faculty “voice.” In doing so, she poses questions to the candidates designed to flesh out their attitude toward academics and student-athlete welfare.

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

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

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

The California State University (CSU) system is a 23-campus system governed by a Board of Trustees. The Board of Trustees is a 25-member body (20 members appointed by the Governor of the State of California and 5 ex-officio members) that governs the 23 campuses.

The CSU Board of Trustees adopts rules, regulations, and policies governing the system and has authority over curricular development, use of property, development of facilities, and fiscal and human resources management. The Board of Trustees sets high-level policy for the system, and does not typically intervene in intercollegiate athletics on the individual campuses.

The trustees appoint the chancellor, who is the system's chief executive officer. The trustees also appoint the presidents, who are the chief executive officers on their respective campuses and who report to the chancellor. The authority of the Board of Trustees is consistent for all California State University (CSU) campuses and all on-campus units within those campuses. The chancellor's office, under the direction of the Board of Trustees, has established policies regarding student eligibility for NCAA intercollegiate athletics. The chancellor's office annually collects information from each of the campuses regarding intercollegiate athletics student participation with the CSU “Report on Voluntary Self-Monitoring of Equal Opportunity in Athletic for Women's Students.” All decisions are consistent with the mission of the California State University System.

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

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

The institution must demonstrate, through examples since the institution's previous self-study, that its governing board's oversight and policy formulation for athletics is consistent with its policies and stated responsibilities for other units of the institution (e.g., personnel, budget, facilities).
California State University Board of Trustees:
The governing board of the California State University system is the Board of Trustees. In 2006, The CSU Board of Trustees committee on audit identified Athletics administration as a prospective audit topic (with the focus being internal financial controls and stewardship), and audits were commenced on various CSU campuses. An Athletics administration audit for the Long Beach State campus was conducted in spring 2007 and while it resulted in no serious findings, there were 14 recommendations for improvements. The campus concurred with the findings and the associate athletics director/business manager made needed modifications to practices and to the campus athletics policies and procedures manual. The campus underwent an additional Athletics administration audit in summer 2001, resulting in no serious findings and five recommendations for improvements. The campus concurred with the findings and the Sr. associate athletics director/SWA made needed modifications to practices and to the campus "Athletics Policies and Procedures Manual."

California State University Chancellor's Office:
On December 23, 2005, the chancellor's office issued Executive Order 966 (EO966), a policy prohibiting the sale and advertising of alcoholic beverages. The policy prohibits the sale of alcoholic beverages at any athletic event held in university owned facilities and limits alcohol advertising to beer and wine on California State University campuses in compliance with policy guidelines distributed by the National Inter-Association Task Force on alcohol issues, a higher education coalition that addresses alcohol use on college campuses.

On October 5, 2005, the Governor of the State of California signed Senate Bill 661, known as the California Student-Athlete Fair Opportunity Act of 2005. Section 89241 of the Education Code enacted requirements of this bill and Executive Order 967, issued by the chancellor's office on January 1, 2006, set the policy implementation for this bill. Executive Order 967 requires each university president to ensure that appropriate efforts and resources are directed to improve the graduation rate of student-athletes, particularly those student-athletes who were admitted as general exceptions for their athletic ability under Section 40900 of Title 5 of the California Code of Regulations. Each campus that is a member of the National Collegiate Athletic Association (NCAA) adopted a comprehensive plan providing for the academic support of its student-athletes. Campuses must provide data to the chancellor's office biannually in odd-numbered years regarding services such as tutoring offered to student-athletes and degree completion data of student-athletes.

On February 14, 2007, The chancellor's office issued coded memorandum AA 2007-07, Student Eligibility in Intercollegiate Athletics. This directive prohibits students from participating in intercollegiate sports if they have been convicted of violations of the California Penal Code or are on parole. This memorandum informs campuses that AB 2165 (Jay LaSuer, 2006) was enacted as legislation on September 5, 2006. This new law prohibits any student-athlete enrolled at any one of the 23 campuses of the California State University from participating as a student-athlete on any intercollegiate athletic team if, after enrollment as a university student, he or she is prosecuted as an adult and is convicted of specific crimes.


The chancellor of the CSU system meets annually with the CSU presidents and directors of athletics to discuss CSU expectations for intercollegiate athletic programs.

In August of 2009, the chancellor's office implemented a furlough program for most staff and faculty on each of its 23 campuses for the 2009-10 fiscal year. This action was in response to the California financial crisis and required CSU staff and faculty to take two days per month of unpaid leave. University and Athletics daily operations were significantly impacted by a reduction in personnel availability.

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

California State University Board of Trustees:
The California State University (CSU) system is a 23-campus system governed by a Board of Trustees. The Board of Trustees is a 25-member body (20 members appointed by the Governor of the State of California and 5 ex-officio members) that governs the 23 campuses.

The CSU Board of Trustees has primary responsibility for setting policy for the entire CSU system. The board sets high-level policy for the system, and does not typically intervene in intercollegiate athletics on the individual
The CSU chancellor and California State governor are ex officio trustees. All facilities on California State University campuses, including athletic facilities, are the property of the State of California. The board of trustees also approves labor-management contracts that affect coaches (Unit 3) and staff (Units 2, 5, 7, 9), and personnel policies that affect managers (Management Personnel Plan, or MPP), which include managers and some coaches.

The trustees appoint the chancellor, who is the system’s chief executive officer. The trustees also appoint the presidents, who are the chief executive officers on their respective campuses and who report to the chancellor. The authority of the board is consistent for all California State University campuses and all on-campus units within those campuses. All Executive Orders issued by the chancellor are reviewed and implemented by the campus president. All decisions are consistent with the mission of the California State University system.

California State University Chancellor’s Office:
In addition to Board of Trustees, CSU chancellor makes decisions related to intercollegiate athletics. The chancellor’s office of the California State University develops, implements, and manages policies and procedures for all programs on the 23 campuses within the California State University system. The chancellor’s office, under the direction of the Board of Trustees, has established policies regarding student eligibility for NCAA intercollegiate athletics. The chancellor’s office annually collects information from each of the campuses regarding intercollegiate athletics student participation.

9. For each of the following individuals or groups:
   a. Explain the role and authority of the individual or group as it relates to intercollegiate athletics;
   b. Describe how the individual or group has the opportunity (if any) to provide meaningful input into the formulation of department of athletics policies (e.g., review admissions data, review academic performance data, receive periodic reports from department of athletics); and
   c. Describe how the individual or group has the opportunity (if any) to periodically review policy implementation related to athletics.

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

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

Athletics Board
The Committee on Athletics (COA) serves as the consultative body to the Academic Senate on athletics policies at LBSU. The COA is a standing committee of the Academic Senate. Membership consists of eight faculty selected by the Academic Senate and representatives from the Divisions of Student Services, Administration and Finance, Academic Affairs, the CSULB Alumni Association, and the Associated Students, Inc. Membership also includes the faculty athletic representative (FAR), the chair of Kinesiology, and the athletics director. The COA serves as the primary advisory body to the Academic Senate and university administration on matters related to academic policy and philosophy for the Department of Athletics. The COA is subordinate to the Academic Senate, and as such, recommendations on academic policy and philosophy, within its purview, are presented to the Academic Senate by the COA. The athletics director provides the COA with regular updates on all significant Department of Athletics matters. The COA serves as the primary advisory body to the athletics director on all university matters related to intercollegiate athletics as well as those delegated to the COA by the Academic Senate. Members of the COA help promote intercollegiate athletics throughout the campus community.
The COA’s specific functions include: a) reviewing policies for admission (including policies for athlete-athletes who do not meet regular university admission requirements), financial aid, retention, and educational equity; b) reviewing academic progress of student-athletes, annual Academic Progress Rate (APR), Graduation Success Rate (GSR), Federal Graduation Rates, and academic support programs (e.g., tutoring and study halls); c) reviewing Department of Athletics policies, and budget and expenditure materials prepared by Department of Athletics; d) reviewing Department of Athletics compliance with federal, state, university, conference and association regulations; and d) reviewing compliance with gender equity and diversity for the Department of Athletics.

Academic Senate
The Academic Senate exercises its responsibility in the area of intercollegiate athletics through its executive committee and the COA. The president and the athletics director consult with the senate’s executive committee which is composed of the senate’s three elected officers and two members elected at large, along with several ex-officio members, such as the chair of the Staff Council, the provost, the associate vice president for Undergraduate Studies, and the campus’s three representatives to the statewide Academic Senate. On matters of broader concern (e.g., Title IX compliance), the president has spoken directly with the senate as a whole. The athletics director also reports to the COA at least once a semester on the activities of the Athletics program and the academic standing of our student-athletes.

Faculty Athletic Representative
In general, the FAR is involved in the activities of the Department of Athletics that directly involve student-athlete welfare, diversity, academic integrity, gender equity, and institutional control. The FAR is not involved with activities that are considered by the Athletics Department as “external,” like fundraising, facility replacement or upgrades, sponsorships, and marketing. The FAR has an office in the administration suite of the Department of Athletics and interacts regularly with the athletics director, the Sr. associate athletics director/SWA and the associate athletic director for compliance. In addition the FAR frequently checks in with coaches and is a visible presence in the Athletics Department, at practices, and at competitions as well as in the Bickerstaff Center for Student-Athlete Academic Services (BAC).

The FAR’s role as it relates to intercollegiate athletics includes the following:
1. Coaches recruiting exam. The FAR administers the recruiting exam every year in May and throughout the year as needed for individual coaches.
2. Student-athlete exit Interviews. At the end of each semester, the FAR, along with other members of the senior staff conducts exit interviews with all departing student-athletes (via graduation, transfer, or eligibility exhaustion). Each interview takes about an hour and consists of a predetermined list of questions covering, for example, academics, coaching, training room, and conditioning. The purpose of the interview is to identify areas that may need improvement. Once completed, all interviewers meet to review the results and recommendations are made to the athletics director.
3. Foreign student form. Before they can compete, all international student-athletes must complete a questionnaire and interview that confirms their eligibility with respect to amateurism. The FAR administers the questionnaire and certifies that the student does not qualify as a professional athlete as defined by the NCAA.
4. Team meetings. At the beginning of each academic year, the FAR meets with each of our 18 teams. At that meeting, she explains her role as an independent resource for student-athletes to whom they can come for any reason (i.e., concerns with faculty, conflicts with coaches or administrators, personal issues, or referrals to other resources on campus). The FAR provides all student-athletes with a business card that includes the FAR’s cell phone number and encourages them to call or e-mail if they have any concerns. Generally, the FAR handles about 10 issues a year.
5. Chair of Department of Athletics Academic Committee (DAAC). The FAR serves as the chair of the DAAC, which reviews applications for admission to the institution from prospective student-athletes who do not meet regular admission criteria and would be considered special admits. This committee is composed of two faculty members, the Sr. associate athletics director/SWA, the associate athletics director for facilities/general manager Walter Pyramid, and the FAR. Non-voting members who attend are the associate athletics director for compliance, the compliance and admission coordinator, the associate director of the Bickerstaff Academic Center and lead athletics evaluator. They meet year round to review applications. Each application is either recommended for admission or it is not. All recommendations go to the associate vice president for Enrollment Services. The goal of the committee is to recommend for admission only those student-athletes who have a reasonable expectation for graduation.
6. Attend Athletics Director Review Committee (DARC). Although not a voting member, the FAR attends the DARC meetings. This committee may be convened by the athletics director when the associate vice president for Enrollment Services has denied admission to a student-athlete and the coach and/or athletics director want to appeal the decision.
7. Attend BAC staff meetings. At least once a semester, the FAR will attend a Bickerstaff Academic Center staff meeting. This allows familiarization with counselors’ issues and concerns. It also gives her an opportunity to provide feedback or suggestions.
8. Member of and chair of COA. The FAR is an ex-officio, voting member of the Committee on Athletics. The COA affords faculty and representatives from across campus the opportunity to review the affairs of the Athletics Department (e.g., the budget, expenditures, APR, compliance program, student-athlete academic progress, and compliance with Title IX). The COA also reviews and votes on changes to Athletics Department policies that directly impact the academic success and welfare of our student-athletes. For the last two years, the FAR has served as chair of the COA.

9. Chair of Student-Athlete Well-Being Committee (Grievance Committee). This committee hears appeals from student-athletes who have been denied permission to speak and/or have had their transfer request denied. This committee also hears grievances of the student code of conduct. The membership includes a student-athlete, a faculty member, and a representative from the Division of Student Services.

10. Member of Compliance Committee. The FAR is a member of the compliance committee that reviews all cases of NCAA rules violations and the actions taken by the associate athletics director for compliance. The committee can concur with the actions of the associate athletic director for compliance, enhance penalties, or impose additional penalties on offending parties.

11. Attend Athletics Department meetings. The FAR attends the bi-monthly internal administration meetings that include representatives from the BAC, the CHAMPS/Life Skills coordinator, and the associate athletics director for compliance. In addition, she attends the annual all-department meeting and the four coaches’ compliance meetings.

12. Search committee member. The FAR has been involved in the hiring of numerous head and assistant coaches. For example, the FAR was a member of the search committee for head Women’s Soccer coach, head Softball coach, head Women’s and Men’s Water Polo coach, head Men’s Golf coach, head Women’s Golf coach, and assistant coaches for Baseball and Softball. In addition, the FAR was on the search committee for the new associate athletic director for compliance who was hired in August of 2010. Her role on these committees is to provide a faculty “voice.” In doing so, the FAR poses questions to the candidates designed to flesh out their attitude toward academics and student-athlete welfare.

13. Big West Conference (BWC) council member. In the BWC, FARs, SWAs and ADs serve as members of the council. The council meets twice a year, once in May and once in December. The FAR attends every meeting and will serve as chair of the council for the 2010-2011 academic year. The council conducts all the business of the BWC.

14. Administers NCAA surveys. Periodically, the NCAA will ask the FARs of member institutions to coordinate and administer surveys to a number of randomly selected teams. The current FAR has administered surveys on drug use, gambling, and the GOALS survey.

15. Assist in preparation of NCAA and BWC appeals. The FAR assists in the filing of waivers to the BWC and the NCAA. On several occasions the FAR has conducted research into the facts of specific cases, communicated with LBSU faculty or those at other campuses, and prepared written documentation for appeals. In one case, the FAR served as the university’s representative on an appeal of an NCAA staff requirement associated with the reinstatement of a student-athlete.

16. Attend Academic Celebrations. Both the Student-Athlete Academic Luncheon and the Academic All-Star Half-Time Salute sponsored by the Athletics Department honor our student-athletes who have earned a 3.0 or higher GPA and in the case of the luncheon, those who are graduating seniors. The FAR offers a brief congratulatory address at each event.

17. Selection of Woman of the Year. Along with the SWA and the CHAMPS/Life Skills coordinator, the FAR recommends to the athletics director our nominee for Woman of the Year. Once selected, the FAR ensures the accurate and timely submission of the nomination to the NCAA.

18. Selection of BWC Scholar-Athletes. The FAR, along with the SWA, CHAMPS/Life Skills coordinator, and a representative from Media Relations, recommends to the AD our two Big West Conference scholar-athletes. Each BWC institution selects one male and one female student-athlete who are deemed excellent in academics, athletics, and community service. These students are recognized at an event held in conjunction with the Big West Conference basketball tournament. The FAR attends this event as a representative and presents the awards to the recipients.

19. Academic Senate presentation. In the spring of 2009, the FAR gave a PowerPoint presentation to the Academic Senate. The presentation provided an explanation of the role of the FAR, overview of the Athletics program, NCAA academic standards and benchmarks, and LBSU’s APR and graduation rates. The FAR plans to provide a similar presentation each year to the Academic Senate.

Student-Athlete Advisory Committee (SAAC)

SAAC provides insight into the student-athlete experience and ensures that the student-athlete’s voice is heard on campus. Comprised of 2 members from each of LBSU’s 18 NCAA teams, SAAC is led by an executive board elected by their peers. Candice Chick is the SAAC advisor and reports directly to Sr. associate athletics director/ SWA. SAAC meets one day a month and provides student-athletes a voice to Athletics administration on issues of student-athlete well-being, voting on proposed NCAA legislation and any potential recommended NCAA legislation, as well as on-campus issues involving student-athletes. SAAC provides student-athletes with opportunities to

Date Printed May 12, 2011
Another important aspect of the SAAC is to foster camaraderie among student-athletes. SAAC helps develop the skills and relationships necessary to achieve a competitive advantage in their professional field of choice. SAAC also strengthens the camaraderie of the student-athlete community by fostering the development of new student-athlete relationships as well as enhancing exiting ones.

Other individuals or groups:
The Athletics Finance Committee, comprised of the associate vice president of financial management, the associate vice president of budget and university service, the athletics director, Sr. associate athletics director/SWA, and associate athletics director/business manager, provide financial oversight to the Athletics Department's budget, revenue, and expenditures. This informal committee meets quarterly to examine and discuss the finances of the Athletics Department and to help problem-solve shortfalls with potential funding sources (e.g., university foundation, Associated Students, Inc., IRA and stateside General Fund). With access to all financial records and data, the committee's charge is to assess, analyze, evaluate, and make recommendations. As a financial assessment group, this committee has no decision-making authority, providing only oversight and recommendations. The Athletics Finance Committee provides an update to the vice president of administration and finance if major issues or discrepancies are identified. The vice president of administration and finance will update the president when necessary. A recent 2009 CSU mandate (AA-2009-10) required campuses to institute a process for financial oversight of athletics, which validated the work that this committee has been doing at LBSU for years.

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

Prior to the 2007-08 academic year, Long Beach State Athletics had sport-specific booster organizations that were governed under their own bylaws. The sport supervisor and a member of the coaching staff for that sport were directly involved in the decision-making and activities of that booster organization. Additionally, the president for each booster organization served on the 49er Athletic Association Board of Directors. The 49er Athletic Association Board was overseen by the associate athletic director for development who also served as a member of the executive committee. The purpose of this board and the involvement of staff members were to maintain institutional control with regards to NCAA, Long Beach State, and Athletic Department policies. The financial operations for each of these booster organizations were monitored by the associate athletic director for development and all gifts that were received were deposited into the university's foundation accounts.

Currently, Long Beach State Athletics has one booster organization to handle all fund-raising activities. The 49er Athletic Club is in its fourth year and is overseen by the associate athletic director for external relations. This organization was created to centralize all development operations for the Athletics Department. Long Beach State Athletics has two boards that are associated with the department's development efforts: the Board of Directors and the 49er Athletic Club Board of Advisors. The Board of Directors is utilized to identify prospective donors who could contribute to capital efforts of the department. The Board of Advisors provides assistance with event operations and annual fund appeal program. The 49er Athletic Club, by way of the compliance office, provides rules education and compliance information to members of both of these boards.

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

According to the Charge of the Committee on Athletics (COA), membership shall include the following:

* Provost and senior vice president of Academic Affairs (or designee)
* Vice president of Student Services (or designee)
* Vice president of administration and finance (or designee)
* Athletics directors
* Director, Club Sports
* President, CSULB Alumni Association (or designee)
* President, 49er Athletic Club (or designee)
* NCAA faculty athletics representative
* Chair, Department of Kinesiology
* Eight (8) full-time tenured or probationary faculty members (no more than two from any college) representative of the gender diversity of the university.
* One (1) lecturer (full or part-time) who shall serve for a period of one year
* Four (4) student members, selected by the Associated Students, Inc.

* Non-voting member
During the 2009-2010 academic year the members of the COA included:
Vic Cegles, athletics director
Gayle Fenton, senior director of advising and director of the Bickerstaff Center for Student-athlete Academic Services (Provost's designee)
Sharon Taylor, associate vice president for Financial Management, Administration & Finance (vice president for Administration and Finance designee)
Glen McDonald, director of Intramural Sports and Wellness (vice president for Student Services designee)
Rita Hayes, director of Club Sports
Rick Alpert, representative of Alumni Association (President, CSULB Alumni Association designee)
Perry Moore, representative of the 49er Athletic Club (President, 49er Athletic Club designee)
Brenda Vogel, faculty athletics representative
Sharon Gutherie, professor and chair Department of Kinesiology
Karen Hakim-Butt, coordinator Single Subject Credential program, College of Education
Tom Kelty, associate professor, Science Education/Geological Sciences, College of Natural Sciences and Math
Lynda McCroskey, associate professor, Communication Studies, College of Liberal Studies
Frank Murgolo, associate professor, Computer Engineering and Computer Science, College of Engineering
Alan Safer, associate professor, Mathematics and Statistics, College of Natural Sciences and Math
David Shafer, associate professor, History, College of Liberal Studies
Alison Wrynn, professor, Kinesiology, College of Health and Human Services
Jun Yan, associate professor, Management/Human Resources Management, College of Business Administration
Deidre Montgomery, student representative, Associated Students Inc.
SaRice Freeman, student representative, Associated Students Inc.
Tony Garcia, student representative, Associated Students Inc.
Joseph Dabbs, student representative, Associated Students Inc.

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

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

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

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

The president of the university maintains control of the Athletics Department's budget through the use of the Athletic finance committee. The associate vice president of Financial Management serves as the chair of this committee with membership consisting of the associate vice president of budget and university services, chief financial officer of the university foundation, athletics directors, senior associate athletic director/SWA and the associate athletics director/business manager. This committee provides reports and updates to the vice president of administration and finance who in turn updates the president regarding the state of the Athletics Department budget when necessary. The associate vice president of financial management accounting also manages purchasing, and debt management for the university. All policies, procedures, and controls in these areas apply to the Department of Athletics as they do in all other university departments.

The Athletics Department is required to follow and adhere to all university foundation, state, and university administrative policies in the areas of accounting and purchasing. The Associate Vice President of Financial Management has oversight responsibility for these functions. The Associate Athletics director/Business Manager maintains communication with the Financial Management area to ensure that proper handling and protocols are maintained. All expenditures, purchase orders and reimbursement requests are initially reviewed by the sport supervisor's and approved by the associate athletics director/business manager who then submits the request to the appropriate administrative office for final processing. Accounting and purchasing transactions are also subject to internal review, an NCAA compliance review and the annual General Accepted Accounting Principles (GAAP) audit.
The university does not allow the Department of Athletics to end the year in deficit. As described above, regular monitoring of the financial condition of Athletics ensures a balanced budget. Should issues or concerns arise, there is ample opportunity to address the situation and implement any corrective measures necessary. All capital construction, which will result in debt, is planned and monitored via the campus Physical Planning and Facilities Management (PPFM) department and follows all chancellor's office guidelines related to capital improvements.

Key individuals with responsibilities that serve on the Athletic finance committee include:
- Associate vice president for Financial Management
- Associate vice president for Budget and University Services
- Chief financial officer of CSULB foundation
- Athletics directors
- Senior associate athletics director/SWA
- Associate athletics director/business manager

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

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

The university utilizes a process called financial assessment that is a campus-wide system required of all departments on campus, including the Department of Athletics. The financial assessment is a budget-focused communication between the departments and financial reporting staff and is designed to review current year expenditures, forecast remaining year projections, and ensure that expenditures and revenues are on target. Each department conducts a financial assessment review two times per year and is required to develop action plans when necessary to ensure that projected expenditures and revenues are consistent with initial projections. The associate vice president for Financial Management and the university controller provide oversight for the financial assessment process.

In addition to the financial assessment process, the Department of Athletics' finances are subject to further oversight and control by the athletic finance committee. Due to the complexity of the Athletics Department budget, it is required to meet with the athletic finance committee quarterly. This assessment includes tracking actual collections of current year revenues and the corresponding review of actual expenditures against budgeted expenditures and revenues. The committee works on budgets several times during the year and reviews prior year actual revenue and expenditures as a mechanism to project the next year's budget, track current year revenue collections against forecasts, and monitor the actual expenditures against actual and budgeted revenues.

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

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

Each year, the Athletics Department collects and reports the financial data needed for the submission of the Equity in Athletics Disclosure Act (EADA) to the U.S. Department of Education in October and to the NCAA in January. The information from these reports can be downloaded via the NCAA dashboard for peer NCAA Division I institutions for comparative analysis. Each year, the university president reviews these data to help determine the Athletics Department's efficiencies and inefficiencies when compared to data from other comparable universities.

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

No plan for improvement was needed in this area.
## Governance and Commitment to Rules Compliance

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Operating Principle

1.2 Rules Compliance.

Self-Study Items

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

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

1. Condition
   Long Beach State was certified without conditions
   Action
   Action Date
   Explanation for partial or non-completion

2. List all actions the institution has completed or progress it has made regarding all plans for improvement/recommendations developed by the institution during its Cycle 2 certification process for Operating Principle 1.2 (Rules Compliance). For each issue identified, provide:
   a. The original goal;
   b. The step(s) taken by the institution to achieve the goal(s);
   c. The date(s) the step(s) was completed; and
   d. An explanation for any partial or noncompletion of the original goal(s) and/or step(s) to achieve the goal.

Please note, the institution will not be required to fulfill an element of a Cycle 2 plan if the element does not affect conformity with a current operating principle.
If the institution developed a plan for improvement for Operating Principle 1.2 during Cycle 2, the institution must demonstrate that it has implemented its Cycle 2 plan or provide an explanation for partial completion of the plan.

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

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

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

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

1. Original Plan

   One additional staff member in Enrollment Services must be trained in monitoring academic eligibility of student-athletes.

   Steps to achieve goal:
   Enrollment Services must train an additional staff member to assist during summer and early fall for academic eligibility with staff assigned to other tasks the rest of the year, but acting as backup, both academic eligibility staff to attend NCAA and Big West regional compliance workshops.

   Action

   The Office of Enrollment Services had only one individual, Athletics Evaluator Sharon Clark, with responsibilities performing athletic admissions and certification of eligibility. In fall 2004, an additional staff member from Enrollment Services, Evaluator Nicole Pricer was trained to assist Clark with these duties. Initially, Pricer handled admissions for athletics and had some eligibility responsibilities. In March 2008, both individuals shared the responsibility for eligibility and Transfer Credit Evaluator Fiona David handled admissions including the Prospect Admission Reviews. In February 2010 David began training in the certification of eligibility. Primary responsibility for eligibility certification for student-athletes resides with Pricer, and David assists as necessary.

   Representatives from Enrollment Services who are responsible for athletic admission and eligibility attend Big West Conference compliance seminars and occasional NCAA regional rules seminars. They also attend coaches compliance meetings held at LBSU when the topic is relevant to their area. The assistant vice president for Enrollment Services is responsible for overseeing these representatives.

   Action Date

   Fall 2004

   Explanation for partial or non-completion

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

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

There were no additional plans for improvement/recommendations developed by the institution since the Cycle 2 certification decision for Operating Principle 1.2.

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

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

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

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

1. a. Rules Compliance Language in Contracts/Letters of Appointment

   Long Beach State is committed to the principle of institutional control in operating its athletics program in a manner that is consistent with the letter and the spirit of the rules and regulations of the NCAA, Mountain Pacific Sports Federation, Big West Conference, and Long Beach State. This commitment and obligation applies both to the institution and to the individuals involved in Long Beach State intercollegiate athletics.

   The institution's commitment is to: a) maintain control of its athletics program through administrators, faculty, and institutional bodies; b) educate coaches, staff, student-athletes, and other individuals involved with the athletics program in the institutional responsibilities under the rules; c) develop operating systems within the Athletics Department and Long Beach State that provide guidance for how to work within the rules; and d) discover and report any violation of the rules.

   Individuals' obligations are to: a) maintain knowledge of the rules; b) act within his or her realm of responsibility in full compliance with the governing legislation; and c) report any known or suspected violation of NCAA, Mountain Pacific Sports Federation, Big West Conference, or Long Beach State rules.

   Long Beach State's policy is that no violation is so minor that it need not be reported. In responding to rule violations, Long Beach State will consider such factors as whether the violation is intentional, whether any advantage is gained either for the institution (e.g., recruiting, competitive) or for the student-athlete, whether a student-athlete's eligibility is affected, and whether violations are recurring. Long Beach State's goals in responding will be to encourage communication, seek consistency and accountability, and above
Governance and Commitment to Rules Compliance

all to send a strong message that Long Beach State is unequivocally committed to rules compliance.

In short, compliance with NCAA, conference, and Long Beach State regulations is one of the highest priorities for LBSU athletic programs. Rules education is a very important component of rules compliance, and some of the ways Long Beach State educates staff, coaches, boosters, and administrators are listed below.

1. "NCAA Manual": Provided each year to coaches, staff, administrators, and other Long Beach State personnel.
2. Long Beach State compliance manual: Provided to coaching staff.
4. Long Beach State "Student-Athlete Handbook": Provided to enrolled student-athletes.
5. Compliance website: Boosters are provided information on NCAA regulations regarding current and prospective student-athletes.
6. Other items: Copies of legislative articles that clarify NCAA rules and regulations, memoranda with reminders of rules and regulations, correspondence of rules and regulations, and rules interpretations are distributed periodically to Long Beach State personnel as appropriate.

Presentations:
1. Seminars: Educational seminars, including the Big West rules seminar, are held four times a year for Athletics Department staff, BAC, and other entities on campus as appropriate.
2. Compliance meeting: The associate athletics director for compliance holds team meetings twice annually. Information covered at those meetings includes, but is not limited to, eligibility standards; academics; complimentary tickets; drug policy (NCAA and Long Beach State); recruitment; amateurism; student-athlete statement; and support services available.

Student Survey
At the end of each year, a student-athlete survey is administered to all student-athletes. The following areas are explored to ensure compliance with NCAA rules and student-athlete welfare: time commitment of athletics; academic issues; student-athlete services; sensitivity to gender and diversity, training/medical area; coaching staff; open door policy with Athletics Department administration. In addition, in-person interviews are conducted with student-athletes who are leaving or who have exhausted their eligibility.

b. Rules Compliance Language in Job Descriptions

Long Beach State is committed to adherence to all NCAA rules compliance. Appointment letters for coaches and assistant coaches include the following statement:

"Employee further agrees to abide by and comply with the constitution, bylaws, rules and interpretations of the NCAA, all University rules and regulations relating to the conduct and administration of the (sport) program including recruiting rules, as now constituted or as any of the same may be amended during the term of hereof, as well as the applicable constitution, bylaws, rules and regulations of the athletic conference of which the sport is a member. Such legislation, to the extent applicable, is incorporated herein by reference and to the extent inconsistent therewith shall prevail over the terms of this Appointment Letter. Modifications, changes, additions or deletions to such legislation shall automatically apply to this Appointment Letter without the necessity of a written modification. If such modifications or changes in NCAA or athletic conference legislation shall impair or reduce the University provided economic benefits of Employee's employment, the University shall substitute other reasonably equivalent and appropriate benefits permissible under the legislation acceptable to Employee that will preserve for Employee the overall value and quality of this Appointment Letter. In the event Employee becomes aware, or has reasonable cause to believe, that violations of such constitutions, bylaws, interpretations, rules or regulations may have taken place, he/she shall report the same promptly to the Athletics Department's Associate Athletic Director for Compliance as well as to his/her immediate supervisor."

Failure to report violations and abide by the rules and regulations established by the NCAA, the Big West Conference, the Mountain Pacific Sports Federation, and the university may result in dismissal.

Position descriptions for head coaches and assistant coaches include the following paragraph:

"Maintain a complete knowledge of the NCAA and conference rules and regulations and maintain strict compliance as well as attend all department rules education meetings unless the Directors of Athletics, or his designee, gives prior approval for Employee's absence from such meetings. Failure to report a violation and abide by the rules and regulations established by the NCAA, Big West Conference and or/
Mountain Pacific Sports Federation (MPSF) may result in disciplinary action or dismissal."

Position descriptions for non-coaching staff include the following paragraph:
"Long Beach State Athletics is committed to following NCAA, Big West Conference and Mountain Pacific Sports Federation rules and regulations. Therefore, all athletic personnel are required to have a working knowledge of these rules and regulations. Failure to report a violation and abide by the rules and regulations established by the NCAA, Big West Conference and Mountain Pacific Sports Federation may result in disciplinary action or dismissal."

c. Rules Compliance Language in Performance Evaluations

All performance evaluations include either narrative or specific statements regarding commitment to NCAA rules compliance. The specific form those statements take, however, is determined by the employee’s classification (e.g., Management Personnel Plan (MPP) administrators, MPP head coach, Unit 3 head coach, Unit 3 assistant coach, Unit 2 staff, etc.).

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

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

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

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

1. a. Rules Compliance Language in Contracts/Letters of Appointment

Long Beach State is committed to managing personnel matters that involve its athletics program in a manner that is consistent with the letter and the spirit of the rules and regulations of the NCAA, Mountain Pacific Sports Federation, Big West Conference, and Long Beach State. The commitment of Long Beach State is to assure that the importance of rules compliance is clearly stated in: a) contracts or letters of appointment, b) job descriptions, and c) performance evaluations. This commitment and obligation applies both to the institution and to the individuals, inside or outside the Athletics Department, involved or associated with Long Beach State intercollegiate athletics.
Contracts or Letters of Appointment
Letters of appointment for new employees contain the following statement: “This position requires that the incumbent will maintain knowledge of and compliance with relevant NCAA and conference rules and must report any concerns or violations related to these rules to the NCAA Compliance Officer in Athletics.”

Letters of appointment for existing employees cannot be altered per union contract. The NCAA and conference rules compliance acknowledgement form was created to verify that a current employee has received appropriate NCAA training, and that he or she understands the NCAA and conference rules and compliance obligations inherent in his/her position.

b. Rules Compliance Language in Job Descriptions
Staff Human Resources created a list of current employees whose jobs entail working with student-athletes, and as such, must adhere to NCAA rules and compliance. All of these employees' position descriptions were reviewed to ensure that appropriate NCAA compliance language was found in their current position descriptions.

If the required NCAA language was not in the employee's current position description, Staff Human Resources contacted the Administrative Services Manager (ASM) for the College or area where the employee worked and notified them that the required language must be added. The statement "maintains working knowledge of and compliance with relevant NCAA and conference rules and reports any related concerns or violations to the campus NCAA Compliance Officer in Athletics" is included in Section VII, subsection B of the current LBSU position description form. Additional language is added to the incumbent's position description depending on the level of responsibility affiliated with NCAA rules and compliance in execution of his or her job duties. A total of 22 position descriptions were reviewed and updated.

c. Rules Compliance Language in Performance Evaluations
Staff Human Resources determined that employees can be held accountable for NCAA and conference rules compliance after related training has been provided. Not all of the 22 employees identified have had the necessary training at this time, but Staff Human Resources continues to work with the associate athletic director for compliance regarding ongoing training needs.

After the required NCAA language is added to position descriptions and the employee acknowledges the requirements by signing the position description, training is provided if it was not done previously. To document that training has been provided, the employee signs the NCAA and conference rules compliance acknowledgement form. The compliance returns the completed form to staff HR for inclusion in the official personnel file.

After training is documented, the employee can be held accountable for NCAA and conference rules compliance and evaluated on this area of job performance. The next performance cycle will be July 1, 2010 to June 30, 2011, and related reviews should include mention of NCAA and Big West Conference rules compliance.

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

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

Associate Vice President of Enrollment Services Thomas Enders, is the institutional staff member outside the Department of Athletics who has ultimate responsibility in determining student-athletes' admission to the institution, certification of academic standing and conferment of academic degrees.
7. Provide the name(s) and title(s) of the individual(s) (other than the institution's compliance officer/director) who the chancellor or president designates as having final authority for the institution's rules compliance (e.g., athletics director, vice president for athletics).

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

Victor Cegles, athletics director, is the individual to whom the president designates as having final authority for the institution's rules compliance.

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

- Faculty athletics representative;
- Director of athletics;
- Compliance officer/director;
- Coaches; and
- Other key individuals (e.g., admissions director, financial aid personnel, registrar) who are responsible for documenting and monitoring compliance with NCAA rules, including but not limited to:
  1. Eligibility certification;
  2. Investigation and self-reporting of violations;
  3. Monitoring of financial aid; and
  4. NCAA Division I Academic Performance Program (APP).

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

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

Responsibilities of Athletics director (reports to university president):
1. Emphasize the department's commitment to institutional control.
2. Create a culture of NCAA, conference and university rules compliance.

Responsibilities of head coaches (report to their sports supervisor):
1. Maintain a comprehensive system of records.
2. Monitor the activities of assistant coaches and student-athletes.
3. Maintain a working knowledge of NCAA, conference (Big West/MPSF), university, and department rules and regulations.
4. Review teams APP data for accuracy and additional information before final submission

Responsibilities of assistant coaches (report to their sports supervisor):
1. Maintain a comprehensive system of records with regards to rules compliance.
Governance and Commitment to Rules Compliance

2. Maintain a working knowledge of NCAA, conference (Big West/MPSF), university, and department rules and regulations.

Responsibilities of the faculty athletics representative (reports to university president):
1. Certify the eligibility of all student-athletes for the NCAA and the conference.
2. Make inquiries to the Big West and NCAA staff regarding an interpretation of NCAA rules.
3. Work with Compliance Office to assist student-athletes on hardship petitions on the conference level.
4. Serve as a liaison between the university faculty, administration and Athletics Department on issues of rules interpretation and compliance.
5. Represent the university on compliance issues before appropriate conference committees.
6. Serve on an Athletics Department compliance committee to investigate alleged and real violations and recommend action.
7. Assure that student-athletes are generally informed of NCAA regulations and compliance issues through the annual publication, Institution Self-Study Instrument Report - Long Beach State, included in the "Student-Athlete Handbook."
8. Chair and convene the Department of Athletics Academic Committee (DAAC) for academics and admission issues.

Responsibilities of the associate athletics director for compliance (co-reports to senior associate athletics director/ SWA and the executive assistant to the president):
1. Overall compliance program: Direct a service oriented comprehensive compliance program to ensure that all athletic programs and institutional support areas and activities are in compliance with NCAA, conference, and university rules and regulations.
2. Rules Education: Coordinate, develop, and implement a proactive rules education program for all pertinent individuals and groups, internal, external and within the University, including but not limited to coaches, individuals in marketing, ticketing, academics, training room, strength and conditioning, etc. Rules education activities include distributing updated materials (i.e., handbooks, interpretations, forms); overseeing the development and maintenance of appropriate compliance forms and materials; reviewing legislative proposals to give input during the legislative cycle; distributing, explaining, and applying bylaw changes; and coordinating and presenting the annual team(s) eligibility meetings including scheduling the meetings, updating and distributing the rules and eligibility documents.
3. Eligibility: Coordinate and monitor the eligibility process including the documents needed for initial, continuing, and transfer eligibility, working closely with the FAR, compliance assistant, Bickerstaff Academic Center Staff (BAC) and Enrollment Services; maintain accurate team rosters at all times; monitor the full-time status of student-athletes; coordinate the "less than 12 hour" certification process; monitor and report participation records; complete and process waivers as needed; and serve as the departmental liaison with the Office of Enrollment Services with regards to eligibility of new and continuing student-athletes.
4. Admissions: Oversee the work of the compliance assistant with regard to monitoring admission status for all incoming student-athletes.
5. Interpretations: Keep current on NCAA interpretations. Interpret and apply NCAA, conference, and institutional rules and regulations for all areas as necessary; distribute interpretations and rules summaries as appropriate; and act as the compliance liaison with the NCAA and conference office.
6. Violations: Coordinate the self-reporting process to the NCAA and Conference including investigating, developing reports, and identifying appropriate sanctions for any institutional violations. Act as liaison with the Compliance Committee.
7. Recruiting: Monitor all activities associated with the area of recruiting with regards to NCAA rules, including initial eligibility, the development and revision of the necessary forms, official visit pre-approvals, and spot-checks of recruiting documentation (e.g., official visit forms, phone logs and the contact evaluation logs). Approve recruiting expenses for NCAA rules compliance before employees are reimbursed through the athletic business office.
9. Coaches' Certification Test: Supervise the coaches' certification program including developing rules practice tests and reviews with coaches as needed; coordinate with FAR to establish test dates and reporting results to coaches.
10. Compliance Assistant Software (CA): Manage and maintain the CA; prepare data for current academic year; develop team rosters and squad lists; input financial aid data; and update aid and related data throughout the academic year to produce many NCAA reports such as Academic Performance Rate (APR), Graduation Success Rate (GSR), ethnicity reports, minimum financial aid requirements, sports sponsorship and demographic reports.
11. Financial Aid/Books: Complete and monitor NCAA Squad Lists; and work closely with Financial Aid office to ensure compliance with student-athletes' financial aid and non-renewal appeals. Work with Athletic Business Office with regards to the book loan program for any NCAA compliance issues. Oversee the compliance assistant who
tracks and verifies the awarding and reporting of all financial aid, both athletic and outside.

12. NCAA Forms: Coordinate the completion and submission of various NCAA forms including but not limited to the certification of compliance for institutions; certification of compliance for staff members; APR; GSR; demographics information, outside income forms, playing and practice seasons, and the sports sponsorship form. Meet with each team prior to their first practice each year to complete all required NCAA forms.

13. Personnel: Oversee the area of personnel relative to NCAA compliance including administering the orientation program for all department staff members (i.e., scheduling meetings and updating manuals or handouts); and establishing coaching staff and permissible recruiters documentation.

14. Practice & Playing Seasons: Oversee the declaration of playing and practice seasons as well as the submission and monitoring of monthly practice and competition reports.

15. Promotional Activities: Oversee the application of NCAA rules to any promotional activities or community service including the completion of the NCAA compliance forms as necessary by the appropriate individual.

16. Camps & Clinics: Coordinate the camps, clinics and summer league programs for the department including the development of forms and procedures; implementing the compliance procedures for camps held off campus; and monitoring all camp and/or clinic activities, reports, and forms.

Responsibilities of the athletics compliance and admissions coordinator (reports to the associate athletics director for compliance):

1. Produce a weekly update of admission status with missing documents, housing status and NCAA eligibility center status.

2. Send informational emails to incoming student-athletes and parents regarding admission status, missing documents, housing application process, checklists and required entry-level testing. Responsible for responding daily by email and phone to students and parents with questions pertaining to housing, financial aid, admissions and NCAA eligibility, in many cases, serving as a first point of contact at the university.

3. Responsible for writing special admit meeting minutes.

4. Assist with unofficial transcript evaluation for prospective freshman student-athletes, reviewing admission eligibility and NCAA initial eligibility.

5. Serve as liaison with housing on all athletic housing needs for student-athletes.

6. Maintain a working knowledge of NCAA, Big West and university rules and regulations.

7. Responsible for generating, tracking, reviewing for accuracy, and imputing all national letters of intent and offers of athletic financial aid for prospective and current student-athletes.

8. Work with the athletic evaluators in Enrollment Services to produce academic eligibility and amateurism certification documents for all student-athletes for the purpose of determining athletic eligibility.

9. Collect special assistance fund applications and request approval through the CSULB Financial Aid office.

10. Create, edit, update, collect and file documents related to NCAA compliance for distribution and use by students, coaches, staff and boosters.

11. Input student-athlete data, financial aid awards and academic information as required by the NCAA into NCAA Compliance Software.

12. Issue LBSU requests for the one-time transfer exception for prospective student-athletes.

13. Input data in preparation of the NCAA APR and GSR reports.

Responsibilities of the administrative assistant (for compliance-related activities, reports to the associate athletics director for compliance):

1. Prepare and process volunteer appointment paperwork for new and returning individuals after approvals from the associate athletics director for compliance.

2. Collect and complete monthly checks on phone logs for accuracy and NCAA compliance from coaches. Conduct random checks on telephone logs comparing them to cell and office phone records.

3. Collect monthly NCAA contact-evaluation logs from all coaches. Check the number of contacts and evaluations in compliance with NCAA rules as directed by the associate athletics director for compliance.

4. Work with coaches to collect all necessary paperwork for camps and clinics run by our coaches during the summer and academic year to meet NCAA rules and regulations. Provide necessary paperwork to the associate athletics director for compliance for approval of all camps and clinics paperwork.

Responsibility of the senior associate athletics director/SWA (reports to the athletics director):

1. Co-supervise the associate athletics director for compliance.

2. Serve as a member of the Athletics department compliance committee.

3. Serve as a member of the Department of Athletics academic committee (DAAC).


Responsibility of the vice president for Student Services (reports to the university president):

1. Serve as chair of the Athletics Department compliance committee that reviews violations as needed and convenes a subcommittee to investigate alleged rules violations as needed.
Responsibilities of the executive assistant to the president (reports to the university president):
1. As delegated by the president, co-supervise the associate athletic director for compliance.
2. Serve as a member of the Athletics Department compliance committee.

Responsibilities of the Bickerstaff Center for Student-Athlete Academic Services (reports to the associate vice president for Academic Affairs/dean of undergraduate studies):
1. Maintain a working knowledge of the NCAA rules and regulations.
2. Attend and provide information to the Department of Athletics academic committee.
3. Assist the associate athletics director for compliance with APP data accuracy.

Responsibilities of the associate vice president for Enrollment Services (reports to the vice President for Administration and Finance):
1. Monitor and ensure compliance with NCAA, Big West Conference, and Department of Athletics regulations with regard to admission and eligibility of student-athletes.
2. Hold final decision-making authority on special admission of prospective student-athletes recommended by the Athletics directors and Department of Athletics academic committee.

Responsibilities of the director of registration, records and evaluations (reports to the associate vice president for Enrollment Services):
1. Monitor and ensure compliance with NCAA guidelines and campus policy with regard to eligibility certification and admission of student-athletes.
2. Answer questions regarding university and Enrollment Services' policies and deadlines.

Responsibilities of the associate director of registration, records and evaluations (reports to the director of registration, records and evaluations):
1. Monitor the activities of the athletic evaluators with regard to eligibility certification and admission of prospective student-athletes ensuring compliance with NCAA regulations.
2. Answer questions regarding university and Enrollment Services' policies and deadlines.

Responsibilities of the athletics evaluators (report to the associate director of registration, records and evaluations):
1. Monitor and process the admissions for all first-time freshmen and transfer student-athletes.
2. Perform perspective student-athlete admissions reviews prior to application to LBSU.
3. Evaluate transfer credit for all transfer student-athletes.
4. Determine initial eligibility for all transfer student-athletes.
5. Determine continuing eligibility for all student-athletes.
6. Facilitate the special admissions process through the preparation of forms and collection of documentation used in the decision making process.
7. Meet on a regular basis with the Department of Athletics academic committee regarding special admission requests of athletes who do not meet regular admission standards.
8. Approve all course work to be taken at other institutions (concurrent enrollment).
9. Complete supplements of additional transfer work on a regular basis.
10. Process advisor requests for course directives, course substitutions and waivers.
11. Provide academic information to the associate athletics director for compliance for student-athletes who applied for the Degree Completion Program.
12. Maintain files for required period of time for all student-athletes.
13. Prepare the eligibility list to be sent to the BWC office. (signatures of the athletics evaluator and the faculty athletic representative are required).
14. Assist Department of Athletics with various NCAA surveys or reports.
15. Assist Department of Athletics with athletes who wish to transfer.
16. Attend NCAA Compliance Workshops on a regular basis. Reports compliance information to Department of Athletics staff when necessary.
17. Attend BWC compliance meetings.

Responsibilities of the director of financial aid (reports to the associate vice president for enrollment services):
1. Monitor the activities of the financial aid counselor ensuring compliance with NCAA regulations.
2. Convene the financial aid committee when a student-athlete requests a hearing for reduction or cancellation of athletic aid.

Responsibilities of the financial aid counselor (reports to the director of financial aid):
1. Serve as liaison to SAR to facilitate compliance with NCAA regulations.
2. Review and input all athletic grants and awards.
3. Make recommending award to associate athletics director for compliance for approval/disapproval of eligibility for over-award condition, recommending award adjustments as necessary.
9. Indicate by clicking "yes" or "no" in the Athletics Certification System (ACS), whether the institution has written policies and step-by-step procedures that include assignment of specific responsibilities pertaining to rules compliance. Please note, all policies and procedures must be available during the evaluation visit. If an institution indicates a specific written policy and step-by-step procedure is not applicable (N/A), the institution must provide an explanation. Please use the file upload link contained within this question on ACS to submit an explanation if the institution selects N/A.

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

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

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

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<tr>
<td>Initial eligibility.</td>
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<td>Continuing-eligibility certification.</td>
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<td>Rules education.</td>
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<td>Amateurism.</td>
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10. Describe how the institution’s written compliance policies and procedures are communicated on an annual basis to athletics department staff and individuals outside the athletics department with rules compliance responsibilities.

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

Long Beach State University is committed to following compliance policies and procedures of the NCAA, conference, and university. These policies and procedures are communicated annually, at a minimum, to department staff and to those individuals outside the athletics department with rules compliance responsibilities. The necessary information is communicated in the following ways:

1. NCAA Manual: The Manual is provided each year to coaches, staff, administrators, and other individuals outside the athletics department with rules compliance responsibilities (e.g., Enrollment Services and Financial Aid).
2. The Long Beach State University Compliance Manual: The LBSU Compliance Manual is provided to each member of the coaching staff. It is also available online (http://www.longbeachstate.com/ot/060710-sa.html) and, consequently, is available to anyone with access to the internet. It is designed to help coaches, staff members, and administrators understand the NCAA rules and regulations. It is not meant to replace the NCAA Manual.
3. Other items: Copies of legislative articles that clarify NCAA rules and regulations, memoranda with reminders of rules and regulations, correspondence of rules and regulations, and rules interpretations are distributed periodically to Long Beach State personnel as appropriate.
4. Signs: Posted throughout the department office at relevant times over the year, these signs serve as reminders of rules such as signing deadlines, dead periods, quiet periods, etc.

Compliance Meetings and E-mail Correspondence

1. Seminars: Educational seminars are held four times a year for Athletics Department staff, Bickerstaff Academic Center staff, and other entities on campus as needed. The associate athletics director for compliance conducts three of the meetings and the Big West Conference office conducts one.
2. Off-Campus Education Sessions: The associate athletics director for compliance has given rules education sessions on initial eligibility and recruiting to high school students, counselors, coaches, and parents.
3. The Regional NCAA Seminar: The seminar was held in Anaheim in June 2009 and all individuals associated with the certification of athletic eligibility were in attendance. The liaison from financial aid was also in attendance. Due to a death in the family, the FAR did not attend the seminar in 2009, but has attended every other year since her appointment.
4. Meetings with Other Areas: The compliance office meets with individuals in other areas such as financial aid, marketing, fundraising, media relations, ticket office, strength and conditioning, and the training room at least once each semester.
5. All-Department Meeting: An all-department meeting is held at the beginning of each academic year. Several topics are covered at that meeting, but NCAA rules education is always included on the agenda.
6. Compliance Quizzes: A quiz covering various topics is sent out periodically via e-mail to all coaches and Athletics Department staff. Those who first respond with correct answers receive a small prize.

Student-Athlete Survey and Exit Interviews:
In an attempt to ensure compliance with all relative rules, a student-athlete survey is administered to all student-athletes at the end of each year. The following areas are explored to ensure compliance with NCAA rules and student-athlete welfare: time commitment of athletics; academic issues; student-athlete services; training/medical area; coaching staff; and open door policy with Athletics Department administration. In addition, in-person interviews are conducted with student-athletes who are leaving or who have exhausted their eligibility.
11. Describe the institution's rules-education efforts for all individuals associated with the department of athletics, including the frequency and topics reviewed with each of the following groups:

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

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

Long Beach State University is committed to adhering to the letter and the spirit of rules and regulations of the NCAA, Mountain Pacific Sports Federation, Big West Conference, and Long Beach State. Consequently, educating individuals who are associated with the Department of Athletics about those rules is essential. The associate athletics director for compliance is responsible for conducting the rules education program at LBSU. The Department of Athletics provides a continuous and comprehensive rules education program for the following individuals/groups:

Boosters
The Long Beach State website has a wealth of compliance information for boosters. Topics covered include: definitions, contact with prospective and current student-athletes, pre-existing relationships with current or prospective student-athletes, occasional meals, extra benefits, and employment of student-athletes. The website is available at: http://www.longbeachstate.com/compliance/lbst-compliance.html.

In addition, the Department of Athletics has created a brochure directed specifically at boosters titled, “What You Should Know: NCAA Rules and Regulations,” and it is posted on the website. The brochure provides boosters with information regarding common questions and misconceptions, and about contact with prospective and current student-athletes. The link to the brochure was sent to boosters via e-mail in 2009 and our new associate athletics director for compliance will continue this practice. The brochure is available at: http://www.longbeachstate.com/auto_pdf/p_hotos/s_chools/lbst/genrel/auto_pdf/lb-compliance.

In addition to web-based material, the associate athletics director for compliance periodically attends the meetings of the 49er Athletic Club. In 2009, at the annual Donor-Athlete Dinner the associate athletics director for compliance spoke to the boosters regarding NCAA rules that govern their interactions with student-athletes. Finally, rules education email blasts are sent out to boosters regarding pertinent topics such as occasional meals procedures. Beginning in 2011-12, season ticket holders will receive compliance reminders with their season ticket purchases.

Student-Athletes
The associate athletics director for compliance holds team meetings twice annually. Information covered at those meetings includes, but is not limited to student-athlete code of conduct, academic integrity, gambling, hazing, host responsibilities during official visits, agents, eligibility standards; academic progress, amateurism, outside competition, promotional activities, extra benefits, drug policy (NCAA and Long Beach State), equipment and apparel, mandatory educational programs, rules violations, permissible summer activities, and available support services. In addition to providing information, each student-athlete is required to sign several documents.

Athletics Department Staff
At the beginning of each academic year, Long Beach State holds an all-department meeting that includes staff from the BAC, training room, strength and conditioning, marketing, development, and coaches. The associate athletics director for compliance has a significant role in that meeting. She reviews new legislation, updated policies or procedures and provides additional information as needed.

To emphasize our culture of compliance at LBSU, the president of the university speaks at the fall meeting about the importance of complying with all rules and regulations of the NCAA, Big West, MPSF, and the university.
The Athletics Department also created a “Compliance Manual” that contains the policies and procedures for the different areas of compliance and references the appropriate forms. The Compliance Manual is Section 13 of the Staff Manual and is available on line at: http://www.longbeachstate.com/ot/060710-sa.html.

Rules education email blasts are also sent out to Athletics Department staff regarding pertinent compliance topics. Staff members with compliance responsibilities are invited to seminars including the NCAA regional rules seminars. Also, the Big West Conference conducts annual, on-campus rules education seminars in May. Finally our associate athletics director for compliance receives from the Big West copies of their rules education sessions for coaches and other pertinent NCAA rule updates. She then disseminates those to coaches, staff, and various departments on campus.

**Coaches**

Attendance at the all-department meeting described above is mandatory for coaches. In addition to the all-department meeting, the Athletics Department holds four mandatory, compliance-only meetings each year. At these meetings, the associate athletics director for compliance reviews topics and issues that are germane at the time, for example, NLI signing period, dead periods, and recruiting. Also, the Big West Conference conducts annual, on-campus rules education seminars in May.

The Department of Athletics created a “Compliance Manual” that contains the policies and procedures for the different areas of compliance and references the appropriate forms. The Compliance Manual is section 8 of the Staff Manual and is available on line at: http://www.longbeachstate.com/ot/060710-sa.html.

Rules education email blasts are sent out to coaches regarding pertinent topics like dead periods. In addition, our associate athletics director for compliance receives from the Big West, copies of the BWC rules education sessions for coaches and other pertinent NCAA rule updates. She then disseminates those to coaches, staff, and various departments on campus. Finally, a five-item quiz covering various topics is sent out via e-mail to all coaches and Athletics Department staff once a month. Those who first respond with correct answers receive a small prize.

**Directly-Involved Faculty and Institutional Staff outside the Athletics Department:**

Faculty and institutional staff members outside of athletics who are provided rules education include staff from the BAC, Financial Aid, Enrollment Services and the FAR. Staff members from the BAC and the FAR attend the four coaches compliance-only meetings described above. The associate athletics director for compliance meets weekly with the athletic evaluators from Enrollment Services and a member of the BAC staff to discuss various academic and eligibility issues, new legislation, and legislative interpretations. The Big West Conference conducts annual on-campus rules education seminars in May (with the exception of May 2010). Individuals outside of the Athletics Department (e.g. The Bickerstaff Center, Financial Aid, and Enrollment Services) are included in the seminar every other year and when topics are germane to their area. The FAR attends every year. Staff members with compliance responsibilities are invited to seminars including the NCAA regional rules seminars. The LBSU president provides funds so that the FAR can attend regional rules meetings every year.

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

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

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

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

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

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

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

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<th>Activity</th>
<th>Yes</th>
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<tr>
<td>Governance and organization.</td>
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<td>Initial-eligibility certification.</td>
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<td>APP.</td>
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<td>Financial aid administration, including individual and team limits.</td>
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<tr>
<td>Recruiting (e.g., contacts and evaluations, official and unofficial visits).</td>
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<td>Camps and clinics.</td>
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<td>Investigations and self-reporting of rules violations.</td>
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<td>Rules education.</td>
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<td>Extra benefits.</td>
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<td>Student-athlete employment.</td>
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<td>Amateurism.</td>
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<td>Commitment of personnel to rules-compliance activities.</td>
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14. Describe the process used by the institution during the development of the self-study to review the most recent rules compliance evaluation to determine any necessary corrective actions. In addition, identify the individuals involved with this review.

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

During the course of the two day review, Monteabaro interviewed a number of constituents across campus to examine and evaluate the LBSU compliance program. In the summary review report, suggestions to enhance improvement of the compliance program are noted, allowing LBSU to take appropriate actions. These measures help to ensure that any potential vulnerable areas are monitored and addressed. They also assist LBSU in our efforts to prevent or detect violations.

The individuals who were interviewed include:

- Dr. Brenda Vogel, faculty athletics representative
- Vic Cegles, athletics director
- Cindy Masner, senior associate athletics director/SWA
- Randy Langejans, assistant athletics director/business manager
- Mary Ann Tripodi, associate athletics director, compliance and student services
- Nancy Mack, associate director, evaluations
- Marie O’Beck, accounting technician
- Sharon Clark, athletics evaluator
- Nicole Pricer, athletics evaluator
- Nick Valdiva, director of financial aid
- Chau Dao, associate director of financial aid
- Brenda Dinh, financial aid counselor
- Sandra Shirley, director, Bickerstaff Academic Center
- Lisa Westerfield, compliance assistant
- Kelly Field, ticket manager
- Adam Wald, assistant athletics director, development
- Tim Dickson, assistant athletics director, marketing and promotions
- Henry Ngo, marketing and special projects assistant
Mary Hegarty, head coach, Women's Basketball
Mike Weathers, head coach, Baseball
Iris Murray, student-athlete, Women's Volleyball
Adam Wilk, student-athlete, Baseball

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

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

In Spring 2009, a policy was established that a member of the compliance office who has been trained to do unofficial evaluations for the coaches must perform an initial eligibility work-up prior to issuing a NLI for an incoming freshman. This task has been assigned to the compliance assistant, with oversight by the associate athletic director for compliance.

Since early 2009, the Bickerstaff Academic Center has taken a more active role making sure the student-athletes fill out the proper forms for tracking courses that are taken off-campus.

In 2008-09, the director of financial aid began verifying the accuracy of the squad lists on the financial aid summary report generated by the NCAA compliance software program. Meetings are held each semester to review any legislative changes or interpretations.

The pass list for complimentary tickets is checked by the compliance office routinely before and after contests. The compliance office also has access to view the pass lists online at any time. This practice has been in place since January 2009. The associate athletic director for compliance must sign off on all post season ticket requests.

Beginning in January 2010, coaches are required to submit a schedule of proposed contacts and evaluations each month. This requirement provides for pre-approval for trips.

Camps are monitored by the administrative assistant in the Athletic Business Office. Camps as well as any printed/advertising materials are approved by the associate athletic director for compliance. There is an online manual regarding camps and clinics that has been updated and is available to all coaches.

The Athletics Department uses a number of different methods for rules education for non-coaching staff members and individuals outside of the athletics department. Information is placed on the Athletics website, staffs from other units attend national and regional meetings as appropriate, email blasts are sent, and brief compliance reminders are provided to those in attendance at certain special events such as donor dinners. Four mandatory all-coaches meetings are held each academic year to keep coaches apprised about compliance issues and new legislation, and an annual all-department meeting is held prior to the start of the academic year.

A policy was established for occasional meals in 2008 for all coaches, staff, and boosters. Any such meal must be pre-approved by the compliance office.

Team meetings are held at the end of the academic year so that student-athletes can get prior approval for outside competition during the summer. Media relations staff assists in verifying the accuracy of participation reports. At the same meeting, regulations regarding summer employment are reviewed and necessary paperwork is completed.

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

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

The most recent rules compliance evaluation is uploaded below.

List of attachments
1. LBSU Compliance Report08.pdf

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

There are no plans for improvement for this area.
There are no plans for improvement for this area.
Operating Principle

2.1 Academic Standards.

Self-Study Items

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

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

1. Condition
   Long Beach State was certified without conditions.

   Action

   Action Date

   Explanation for partial or non-completion

2. List all actions the institution has completed or progress it has made regarding all plans for improvement/recommendations developed by the institution during its Cycle 2 certification process as they relate to Operating Principle 2.1 (Academic Standards). For each issue identified, provide:

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

Please note, the institution will not be required to fulfill an element of a Cycle 2 plan if the element does not affect conformity with a current operating principle.
If the institution developed a plan for improvement for Operating Principle 1.2 during Cycle 2, the institution must demonstrate that it has implemented its Cycle 2 plan or provide an explanation for partial completion of the plan.

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

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

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

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

1. Original Plan

   By 2005, increase student-athlete graduation rates and exceed the general university population rate by 10 percent.

   Steps to achieve goal: The Athletics Department developed a plan to increase graduation rates.

   Action

   In collaboration between the Athletics Department and Academic Affairs a plan to achieve increased graduation rates was developed. It was decided to add academic support staff to work directly with the student-athlete population on campus. A Learning Strategist position was funded in 2003 to work with our most at-risk student-athletes to increase retention and graduation in the office of the Learning Assistance Center. In addition, part time academic advisor in the Center for Student Athlete Services were increased to full time status.

   This goal was met when the graduation rate for student-athletes receiving aid reached 59 percent in 2006, fully 10 percent higher than the University graduation rate for all students (49 percent). In the ensuing years, the gap between the two figures has decreased because LBSU has significantly improved its graduation rate for all students. Due to a variety of University initiatives (e.g., mandatory advising for all freshmen, Graduation Green Light program and improved department advising programs) and impaction driving up the qualifications of students admitted, the University graduation rate has exceeded 50 percent (beginning with the Fall 02 cohort's rate of 55 percent). While the most recently reported data for the Fall 03 cohort indicates that student-athletes' graduation rate is only one percent higher than the university average (56 percent), it is because the University rate has exceeded even the most optimistic projections made when the last self-study was completed in 2001-02.

   It is worth noting that the "graduation percentage of those student-athletes who had exhausted their eligibility at CSULB" remains extremely high, ranging between 88 percent-90 percent for recent cohorts.

   Action Date

   2006

   Explanation for partial or non-completion

   Completed

2. Original Plan
Expand and improve facilities for study hall and student-athlete academic advising.

Steps to achieve goal: Request that the provost review and procure adequate facilities for CSAS academic advising and study hall space.

**Action**

In collaboration between Athletics, Department of Kinesiology, and Academic Affairs, space was identified to open a new academic center. Funds were secured from the Bickerstaff family and the Bickerstaff Center for Student-Athlete Academic Services (BAC) opened in May 2006. This spacious facility includes a conference room; offices for the administrators, professional advisors and the Academic Specialist; and cubicles for professional advisors, mentors and tutors. In addition, a large space is devoted to student-athlete study hall. The Dean of the Library donated 14 computers and a printer for the study hall area.

Please refer to BAC facility diagram.
Conference Room: 13’ X 16’
Office of the Assoc. Director: 9’ X 9’
Office of Director: 8’ X 18’
Offices of professional advisors: 10’ X 8”
Cubicles: 7’ X 8’

**Action Date**

May 2006

**Explanation for partial or non-completion**

Completed

3. **Original Plan**

Develop a policy to monitor student-athlete class attendance.

Steps to achieve goal: The athletics director, associate athletics director for compliance and the director of CSAS should develop a plan to monitor student-athlete class attendance; head coaches, SAAC, and the Committee on Athletics should review the plan.

**Action**

The Department of Athletics at Long Beach State expects its student-athletes to attend every class meeting, in its entirety, unless the absence falls within the university-sanctioned definition of an excused absence. According to University Policy Statement PS 01-01, excused absences include:

1. Illness or injury to the student
2. Death, injury, or serious illness of an immediate family member or the like
3. Religious reasons (California Education Code section 89320)
4. Jury duty or government obligation
5. University sanctioned or approved activities (examples include: artistic performances, forensics presentations, participation in research conferences, intercollegiate athletic activities, student government, or required class field trips.)

Professors set attendance policies for their classes and it is the responsibility of the student-athlete to adhere to the attendance policy for each class. Within the first week of each semester, student-athletes must (unless prevented by circumstances beyond the student-athlete’s control) provide to their professors the Department of Athletics Travel Letter and a list of the dates they will miss due to travel/competition. In addition, student-athletes must remind instructors of upcoming absences at least a week in advance. The student-athlete, not the professor, is responsible for arranging make-up assignments and exams. All student-athletes are required to read and sign a copy of this policy at the beginning of each academic year.
Prior to fall 2009, the Athletics Department used manual grade checks that included class attendance monitoring. These grade checks went directly to the Head Coach and were shared with the BAC advisor. GradesFirst was identified in Fall 2008 as a mechanism for electronic grade checks and class attendance. A pilot program using GradesFirst was implemented in the summer of 2009. Given its effectiveness, GradesFirst was implemented by all coaches and student-athletes in Fall 2009. Many coaches do random class checks using the information available from the GradesFirst program.

In September 2010 The Faculty Athletic Representative, in consultation with the Academic Senate Committee on Athletics, SAAC, the AD, the Associate AD for Compliance, and the Director of BAC developed a plan to monitor student-athlete class attendance. Plan is to be regularly reviewed by all Coaches, Athletic personnel and SAAC. This policy outlines the following responsibilities and process.

A. Monitoring
Each team’s coaching staff and the Bickerstaff Academic Center staff rely on class checks completed by coaching staffs, GradesFirst progress reports and hard copy faculty grade check forms from faculty, and direct communication with faculty to monitor student-athlete class attendance.

B. Penalties
Penalties for unexcused absences from class are determined by each coaching staff. Penalties may include, but are not limited to, the following: additional study hall, additional conditioning, suspension from practice, suspension from competition, and termination from team.

C. Appeal Process
If a student-athlete believes the information related to absences is inaccurate, she or he has 24 hours from the time of notification to submit clarifying documentation to the coach of her or his class attendance. If a student-athlete does not contest the allegation of missing class, but feels the penalty for the unexcused absence is excessive she or he may appeal the penalty. Appeals follow the Student Grievance Procedure and Appeals process outlined in Section 7 of the Student-Athlete Handbook.

Action Date
Monitoring missed class time began immediately following cycle 2 with the use of paper grade checks. In 2009, additional monitoring was done through GradesFirst and in October of 2010, a written policy was adopted and implemented to continue monitoring utilizing GradesFirst and paper grade checks.

Explanation for partial or non-completion
Completed

4. Original Plan
Improve the male student graduation rate from current lows to 50 percent by June 2008.

Steps to achieve goal:
Sports, Athletics and Recreation will proactively fundraise to increase resources to provide summer school and intersession opportunities to assist male student-athletes achieve on-time graduation.

Action
The Athletics Department has provided additional resources for male student-athletes to attend summer school and intersession classes in order to assist with graduation. In 2006, Athletics received a summer school endowment that benefits Men’s Basketball. Additional funds have been made available to assist other sports with summer and winter session as needed.

Action Date
2003 - 2011

Explanation for partial or non-completion
Completed.

5. Original Plan

Improve the male student-athlete graduation rate from current lows to 50 percent by June 2008.

Steps to achieve goal: The CSAS staff will mentor/counsel male student-athletes, in conjunction with respective coaching staff members, to ascertain current academic standing along with competitive goals.

Action

In 2003, Academic Affairs funded a part-time, 30-hour, professional learning strategist in the Learning Assistance Center to mentor and counsel at-risk male student-athletes and monitor their academic progress. In the summer 2004, this position was transferred to the Center for Student-Athlete Services. In fall 2004, the time base of this position was changed to full time. In fall 2006, the title of the learning strategist position was changed to academic specialist. This was done to reflect the expanded duties of the position, which included starting an in-house tutorial services program and expanding the academic mentoring program to include a larger number and broader range of at-risk student-athletes. In spring 2007, night time Focus Graduation English and Mathematics drop-in tutors were added to the tutor program. In fall 2007, tutor recruitment was expanded to cover individual subject tutoring needed for night time hours (6-10 p.m.). In spring 2008, the academic specialist began expanding the academic mentoring program with the addition of peer academic mentors, i.e., exceptional upperclassmen and graduate students who meet with at-risk students on a weekly basis.

In addition, in summer 2007, Academic Affairs funded a half-time, 20-hour, student-athlete retention specialist to monitor academic progress of at-risk student-athletes and work in with the academic specialist to expand the Student-Athlete Success Program. In addition to assisting with academic mentoring and monitoring, from 2006 to 2008, the retention specialist implemented two programs to develop leadership and decision-making skills. These programs were the nationally recognized Scholar-Baller program and Strengthening Our Academic and Athletics Responsibility (SOAAR), which had at-risk male student-athletes as one of its primary focuses.

Action Date

2003 - 2011

Explanation for partial or non-completion
Completed.

6. Original Plan

Improve the male student-athlete graduation rate from current lows to 50 percent by June 2008.

Steps to achieve goal: Sports, Athletics, and Recreation Office will monitor academic progress and class attendance rather than having this responsibility carried out by the individual team.

Action

In conjunction with the Bickerstaff Academic Center staff discussed above, the Athletics Department staff monitors student-athlete academic progress utilizing a paper grade check system two to three times per semester and a weekly academic mentor monitoring paper report of at-risk student-athletes.
In summer 2009, GradesFirst, an online web based academic support program, was piloted with the Men’s and Women’s Basketball teams. GradesFirst features extensive reporting functionality; electronic faculty progress reports, academic mentor reports, tutorial session reports, study hall tracking and summary reports. It also provides a consolidated, comprehensive student-athlete schedule, classes, tutoring, mentoring, study hall, practice, travel, competition, and mandatory student-athlete programs. In fall 2009, GradesFirst was fully implemented for all 18 teams. It has improved the ability of all parties involved in student-athlete success, including appropriate Athletics Department staff, to monitor student-athlete academic progress and class attendance. (Paper grade checks are still used to supplement the electronic faculty progress reports, as needed.) Sport supervisors, compliance staff and the FAR are trained to use GradesFirst and have access to all relevant student information in the system (sport supervisors for their teams and FAR and compliance for all student-athletes). In addition, all academic support and coaching staff members associated with the student-athlete; including Sport Supervisors, etc., receive immediate e-mails if a student is flagged at-risk by faculty in a GradesFirst progress report.

In 2009, the University changed its academic and disqualification policy, providing students with one semester to improve or be academically disqualified. Due this drastic change, Athletics implemented a proactive University probation meeting with the director of the Bickerstaff Academic Center or designee, Compliance Office and the senior associate athletics director/senior women’s administrator. Academic progress and NCAA eligibility is discussed at this meeting for all student-athletes who are on, or approaching, probation and disqualification. This information is passed to the head coach and academic advisor. A second meeting takes place with the head coach, team academic coach, if applicable, and the academic advisor to discuss an academic action plan for the at-risk student-athlete. At the conclusion of this meeting, the head coach must submit a written academic action plan for their at-risk student-athlete to their sport supervisor. Once the academic plan is approved, the head coach meets individually with the student to discuss and implement the academic action plan.

**Action Date**

2003 - 2011

**Explanation for partial or non-completion**

Completed.

### 7. Original Plan

**Improve the male student-athlete graduation rate from current lows to 50 percent by June 2008.**

**Steps to achieve goal:** Head coaches will personally monitor the academic progress of at-risk student athletes

**Action**

As discussed above, the head coach or the designated assistant coach in charge of day-to-day academic oversight, in conjunction with appropriate Bickerstaff Academic Center staff, monitors student-athlete academic progress utilizing a paper grade check system two to three times per semester and a weekly academic mentor monitoring paper report of at-risk student-athletes.
To assist coaches with the monitoring the academic success of at-risk student-athletes, the Athletics Department funded, and the Bickerstaff Academic Center implemented GradesFirst, an online academic support program. In summer 2009, the program was piloted with the Men's and Women's Basketball team. In fall 2009, GradesFirst was fully implemented for all 18 teams. GradesFirst allows the Bickerstaff Academic Center staff, the head coach and/or academic liaison, to monitor at-risk student-athlete academic progress. All head coaches receive immediate e-mails if a student is flagged at-risk by faculty in GradesFirst progress reports. (As noted above, these at-risk e-mails are also sent to other academic support and coaching staff members assigned to the student-athletes) In addition, some coaching staffs will monitor class attendance by random classroom checks.

In 2006, monthly or bi-monthly academic progress meetings were implemented. Head coaches, and/or academic liaison, and their team's academic advisor meet to discuss the team's academic degree progress. In 2009, head coaches, in consultation with their team's academic advisor, created academic action plans for student-athletes who were on, or approaching, academic probation. The head coach and/or academic liaison monitor these plans weekly utilizing the resources of the Bickerstaff Academic Center and other academic support resources on campus.

**Action Date**

2003 - 2011

**Explanation for partial or non-completion**

Completed.

8. **Original Plan**

Improve the male student-athlete graduation rate from current lows to 50 percent by June 2008.

Steps to achieve goal: Sports, Athletics, and Recreation Office will initiate a capital campaign to raise funds for a new Center for Student-Athlete Academic Services that will include a computer center.

**Action**

In collaboration between the Athletics Department, Kinesiology Department, and Academic Affairs, space was identified to open a new Center for Student Athlete Services. Funds were secured from the Bickerstaff family and the Bickerstaff Center for Student-Athlete Academic Services (BAC) opened in May 2006. This spacious facility includes a conference room; offices for administrators, professional advisors and the academic specialist; and cubicles for professional advisors, mentors and tutors. In addition, a large space is devoted to a student-athlete study hall. The dean of the Library donated 14 computers and a printer for the study hall area.

**Action Date**

June 2006

**Explanation for partial or non-completion**

Completed.

9. **Original Plan**

Improve the male student-athlete graduation rate from current lows to 50 percent by June 2008.

Steps to achieve goal: Sports, Athletics, and Recreation Office will assume responsibility for, and will increase the learning strategist position to full time in order to monitor study hall on a consistent basis.

**Action**
In summer 2004, the learning strategist position, which was funded by Academic Affairs, was transferred from the Learning Assistance Center into the Center for Student-Athlete Services to work solely with at-risk student-athletes. In fall 2004, the time base of this position was changed to full time and the Athletics Department provided the additional funding.

When Student-Athlete Services moved into the Bickerstaff Center for Student-Athlete Academic Services (BAC) in May 2006, additional study hall, mentoring and tutoring resources were needed. The learning strategist position was changed into an academic specialist position to incorporate the expansion of the Academic Mentoring Program with peer academic mentors, formally implemented and in-house Tutoring Program and increase available hours for study hall. In spring 2007, a part-time, 20-hour, professional night time study hall monitor was funded by the Athletics Department to assist the academic specialist with evening study hall, mentoring and tutoring needs.

**Action Date**

September 2004

**Explanation for partial or non-completion**

Completed.

10. **Original Plan**

Improve the male student-athlete graduation rate from current lows to 50 percent by June 2008.

Steps to achieve goal: In collaboration with the College of Education, an intern program will be established to provide academic support for at-risk student-athletes. Graduate interns in the master of arts in education, with the specialization in reading and language arts, will assist the learning strategist for the NCAA student-athlete population in the development of a program that will evaluate reading deficiencies and provide specialized academic assistance to the at-risk male student-athletes.

**Action**

Due to a change in leadership in the College of Education, the planned at-risk student-athlete intern program focusing on reading deficiencies was not implemented. However, the BAC did develop strong liaisons with graduate programs to bring in well-qualified graduate students to work with at-risk student-athletes on their academic development. This included a liaison with the chair of the Graduate Program in Sport Psychology at Argosy University, through whom Long Beach State has found several graduate student academic mentors, and the SDHE program at CSULB, from whom the Athletics Department regularly obtains graduate students who need field work and internship hours. Long Beach State also has been able to recruit graduate students from programs such as educational psychology to work with at-risk student-athletes.

In addition, several programs were developed or expanded to target the needs of at-risk student athletes. In 2003, a learning strategist position was funded to monitor academic progress of at-risk student-athletes. The Academic Mentoring and Tutoring Program was expanded in 2007-08. In fall 2007, Academic Affairs funded a half-time, 20-hour, student-athlete retention specialist position to mentor at-risk student-athletes and work with the academic specialist. In spring 2007, Long Beach State formally implemented its in-house tutoring program to include day and evening hours. In spring 2008, the BAC added peer academic mentors to mentor academically at-risk student-athletes.
The Academic Mentoring Program provides academic mentoring to the most at-risk student-athletes. The program expanded from 20 student-athletes in spring 2007; to 27 student-athletes in fall 2007; 36 student-athletes in spring 2008; 42 student-athletes in fall 2008; and 40 student-athletes in spring 2009. The expansion of the Academic Mentoring Program was made possible by the addition of peer academic mentors—exceptional upperclassmen and graduate students who meet with at-risk students on a weekly basis. Peer mentors undergo extensive, ongoing training and meet with the academic specialist weekly throughout the academic year. They monitor weekly academic progress in each of the student’s classes, monitor tutor progress reports and assist student-athletes in developing academic plans and academic skills. This developmental assistance includes, but is not limited to, teaching effective study skills; listening to student concerns and identifying strategies for academic success; providing academic and personal support; and developing strategies with students for talking with faculty, forming study groups and using campus resources.

In addition to the Academic Mentoring Program, the BAC implemented two programs to develop leadership and decision-making skills. In 2006 and 2007, the BAC piloted a nationally-recognized program called Scholar Baller. Scholar Baller helped student-athletes develop leadership skills and excel in education and life by using their cultural interest in sport and entertainment. Student-athletes who excelled academically in order to further their academic and personal development were rewarded for their accomplishments. After two short years of the trial program, a joint decision was made between the BAC and the Athletics Department to discontinue the program. In its place, a new program, Strengthening Our Academic & Athletics Responsibility (SOAAR), was implemented in 2008. The purpose of this program was to enhance leadership and decision-making skills, develop personal responsibility and civility, provide academic motivation, explore academic major/career options, and promote goal-setting skills. Unfortunately, the student-athlete retention specialist and program administrator left CSULB and funding was not available for the position to be renewed.

**Action Date**

2003 - 2011

**Explanation for partial or non-completion**

Completed.

11. **Original Plan**

Improve the male student-athlete graduation rate from current lows to 50 percent by June 2008.

Steps to achieve goal: The Office of Enrollment Services will be encouraged to provide frequently updated, in-depth eligibility reports to the CSAS, which will reduce the amount of CSAS staff’s time committed to this task and will give staff members additional time to spend with at-risk student-athletes.

**Action**

Enrollment Services streamlined Long Beach State's eligibility tracking information into PeopleSoft, the university’s student management system software. This allowed Student-Athlete Services and the Athletics Compliance Office to view up-to-date eligibility information on any student-athlete. In addition to viewing individual student data, Enrollment Services created CSLink team and eligibility reports that can be run at any time. This streamlined process has allowed Student Athlete Service’s advisors to spend more time advising student-athletes on majors, degree program requirements and academic progress.

**Action Date**

2005

**Explanation for partial or non-completion**

Completed.
3. Describe any additional plans for improvement/recommendations developed by the institution since the Cycle 2 certification decision was rendered by the committee for Operating Principle 2.1 (Academic Standards), including any plans or recommendations developed through the institution's involvement in the APP Data Review process, if applicable. For each additional plan, provide:
   a. The additional goal(s);
   b. The step(s) taken by the institution to achieve the goal(s); and
   c. The date(s) the step(s) was completed.

   There were no additional plans for improvement/recommendations developed by the institution since the Cycle 2 certification decision for Operating Principle 2.1.

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

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

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

   LBSU's admission policy is set by the California State University's (CSU) Chancellor's Office. Requirements for admission are in accordance with Title 5, Chapter 1, Subchapter 3 of the California Code of Regulations. Since LBSU is officially impacted, its admission requirements differ from those of other CSU institutions but are applied to all applicants in the same manner. The Office of Enrollment Services is vested with the responsibility for all admission processes. Admission applications from student-athletes are processed by enrollment services' athletic evaluators. When necessary, the evaluators consult with the enrollment services associate director of evaluations. The Athletics Department often assists in the collection of application materials, e.g., the application itself, the application fee, transcripts, and test scores. Once a student's application is complete, it is reviewed for LBSU admission criteria. This process is the same for all applicants, and if admissible, all applicants continue to be processed in the same manner.

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

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

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

   Every year, Long Beach State receives significantly more qualified applicants than can be accepted. Because of this high demand for admission, we need to manage enrollment at our campus. As part of our enrollment management plan we submit an "Impaction Plan" to the chancellor's office to request approval for admission criteria
that are higher than CSU minimums. The plan authorizes the following alternate admission programs whereby students who do not meet the regular LBSU cutoffs can be considered:
1. Disadvantaged Background: coordinated by the Educational Opportunity Program (freshmen only)
2. Athletics: based on recommendation of the Athletics Department Academic Committee (DAAC).
3. Artistic Talent in music and dance: based on auditions and recommendation from the College of the Arts
4. Disabilities: based on establishment of a disability meeting state guidelines and the recommendation of the Stephen Benson Program in Disabled Student Services
5. Institutional Interest: Recommendation of president, vice presidents, or deans

The process by which students may be admitted if they do not meet admissions criteria does differ for student-athlete applicants and is as follows:

Upon determination that the student-athlete does not meet CSU and/or LBSU admission criteria, the enrollment services athletics evaluator prepares a special admit packet for the Athletics Department compliance office. The special admit packet is reviewed by the appropriate head coach to determine if a request should be made for consideration of special admission. If the head coach does not wish to pursue special admission, the special admit packet is returned to the compliance office and then to Enrollment Services. The student-athlete applicant is then notified of the admissions denial in the same manner as any other applicant. If the head coach wishes to pursue special admission, he/she notifies the compliance office, enrollment services athletics evaluator and the applicant in writing. The head coach then returns the special admit packet to the athletics evaluator, via the compliance office, who prepares it for review by the Department of Athletics Academic Committee (DAAC). The DAAC makes a recommendation to deny or admit the student-athlete applicant. If the recommendation is to deny, the head coach is notified in writing and has the opportunity to appeal to the DAAC again. If at any point the DAAC decides to recommend the student-athlete applicant for special admission, the packet and recommendation are forwarded to the associate vice president of Enrollment Services for consideration consistent with other special admission appeal processes.

Once the DAAC committee renders a recommendation to the associate vice president of Enrollment Services, he can approve or reject the committee’s recommendation. If the appeal is denied, the head coach can appeal the decision through the Athletics Department Review Committee (DARC), which is composed of the associate vice president of Enrollment Services, the athletics director, and the vice provost for Planning and Budgets & director of Strategic Planning. The DARC special admission committee renders a final decision.

Note: All student-athletes admitted through the Department of Athletics Academic Committee (DAAC) or DARC (Athletics Department Review Committee) who do not meet minimum CSU admission requirements are required to complete 27 units and maintain a 2.25 GPA during their first academic year at LBSU (12 units and a 2.25 GPA after the first semester in the case of spring admits) in order to compete in the following academic year. Those who do not meet these requirements are further reviewed by the DAAC to determine the level of participation allowed in their sport. This group is also monitored by the Bickerstaff Academic Center. As a result of the implementation of the APR, and more rigorous NCAA eligibility standards incorporated in fall 2003, the university eliminated the 27 unit and 2.25 GPA requirements (listed above) for special admits in March 2001.

At all stages of the process, the most important factor considered is the ability of the applicant to succeed academically at the university and his or her potential to earn a degree at LBSU. Also considered is the coach’s retention rate, and the student-athlete academic success of prior special admits in the applicant’s sport. This procedure can also be found in the Athletic Department “Staff Manual” (Section 8 - Student-athlete).

In summary, the requirements for specially admitted student-athletes at LBSU are higher than those for the regular student body in general, due to NCAA and the Big West Conference rules and regulations.

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

Special Admissions chart.

Special Admissions by sport group chart.
A review of the percentages of first-year student-athletes receiving athletics aid and first-year students in general who were specially admitted during the past four academic years reveals that student-athletes on athletics aid are admitted at percentages that are roughly half those of the general student population. Both the group of student-athletes receiving athletics aid and the general student population group experienced increases in the percentages during the 2006-07 year, presumably a result of changes in admissions criteria, impaction status, and other consequences of CSU budgetary issues. Since the 2006-07 year, the percentage of first-year student-athlete admits have remained basically the same (.26 percent, .24 percent, and .25 percent) and remained a relatively similar proportion of all first-year students specially admitted to the university (.47 percent, .41 percent and .51 percent).

A review of the percentages of first-year student-athletes receiving athletics aid during the past four academic years by sports group reveals consistency across men's and women's sports. The only exception was the 2008-09 Men's Basketball team; all five student-athletes admitted were special admits.

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

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

Test scores by gender chart.

Test scores by racial and ethnic group chart.

Test scores and grade-point average by sport chart.

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

A comparison of average standardized test scores for first-year student-athletes who received athletics aid and for all entering first-year students by Gender reveals that student-athletes score slightly lower than the general campus student population. In nearly all years, male scores are higher than female scores for both student-athletes and the general campus student population. In the academic year of 2006-07, both male and female student-athletes scored higher on average than their counterparts in the general student population. In the three subsequent years, general student population exceeded scores for student-athletes, a result of higher admission standards due to impaction. That is, the overall quality of students admitted to LBSU rose, which created the disparity.

A comparison of average standardized test scores for first-year student-athletes who received athletics aid and for all entering first-year students by Racial or Ethnic Group-Old Race/Ethnicity Categories Chart (IPEDS) reveals that student-athletes generally score at or slightly below the numbers for general students. In many instances, the number of student-athletes included in the category is very small, thus making it difficult to make a comparison to the general population. Among Asian students, student-athletes scored higher than the general population in some years, lower in others. For Black students, student-athletes were above the general population in one year, but lower in the other three. For Hispanic students, the student-athlete population was higher in one year, even in the next, and slightly lower in two of the years. White student-athletes were slightly below the general population in three of the four years. In all cases, the lower scores for student-athletes can be attributed to increasing admission standards at Long Beach State. It has become increasingly more competitive to gain admission for the general student population, thus driving up the general population scores in comparison with those of student-athletes.
An analysis of average standardized test scores and GPAs for first-year student-athletes who received athletics aid and for all entering first-year students by sport reveals consistency across sports. Where there are exceptions, the number of student-athletes in the particular category (usually an n of one or two) is too low to be meaningful.

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

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

We are proud of the academic support services we provide at LBSU which have resulted in the distinction of being one of only five public universities in California to have all of its Athletics teams achieve or surpass NCAA’s Academic Progress Rate (APR) minimum score. The APR is an indicator of a university’s success at retaining and graduating student-athletes.

Student-Athlete Services provide four primary academic support programs to ensure acclimation, academic success, and retention of first-year student-athletes with special academic needs and/or special admission. These are a tutorial services program, a peer-mentoring program, a learning skills program, and monitored study hall. In addition, the Bickerstaff Academic Center works closely with the other campus departments that provide academic services to ensure that student-athletes are referred to and receive their services, as needed. Following are overviews of each of these programs and services.

1. Bickerstaff Academic Center Services
   A. Tutorial Services

   Tutorial services are available to student-athletes for the vast majority of courses offered by LBSU. Student-athletes primarily receive tutorial services through the Bickerstaff Academic Center (BAC) and the campus Learning Assistance Center (LAC). Student-athletes also receive some tutorial services through the Department of Mathematics tutoring center, the campus Writer's Resource Lab, the Jensen Center (science majors only), and the Department of Communication Studies tutoring center. LAC tutorial services -- individual appointment and drop-in -- are available Monday through Thursday from 9:00AM-7:00PM and Friday from 9:00AM-12:00noon (drop-in tutoring times vary from semester to semester). BAC tutorial services are available from 8:00AM-9:00PM Monday through Thursday and 8:00AM-4:00PM on Fridays. For special circumstances, the BAC may also arrange weekend tutoring sessions. Drop-in mathematics and writing tutoring are available in the BAC for academically at-risk student-athletes from 6:00PM-9:00PM, Monday through Thursday. The hours of availability of other campus tutorial resources varies by semester.

   As warranted, the BAC recruits and hires specialized tutors for student-athletes with special academic needs, such as hiring high school mathematics teachers to work with student-athletes who need mathematics remediation. The BAC also has a successful volunteer tutoring program in which emeriti faculty, retired teachers, and other qualified community members work with academically at-risk student-athletes.

   B. Peer Mentoring

   The BAC provides a peer academic mentoring program for at-risk student-athletes. The program’s primary focus is on first-year student-athletes with special academic needs (academically at-risk students). Mentors are seniors or graduate students with excellent academic histories. Most peer mentors come from Education, Counseling, and Sport Psychology programs. All mentors must provide a letter of recommendation from a faculty member and undergo an interview process. Most mentors have, at minimum, experience in tutoring and mentoring programs such as Upward Bound and AVID, as residence advisors, or as student orientation leaders.

   Mentors meet with their assigned student-athletes once a week for an hour-long session. They monitor weekly academic progress in each of the student’s classes, monitor tutor progress reports, and assist student-athletes in developing academic plans and developing their academic skill sets. This developmental assistance includes, but is not limited to: teaching effective study skills using students’ course materials; listening to student concerns and working together to identify strategies for academic success; providing academic and personal support to increase students’ confidence and performance; and developing strategies with students for talking with faculty, forming study groups, and using campus resources.
Mentors file electronic session reports in the GradesFirst system and alert the student-athletes' advisors and coaching staffs when reports have been filed. The reports document all aspects of student-athlete academic performance and progress, including grades to date, academic work to be accomplished in the upcoming week between mentoring sessions, and upcoming tests and assignments. This information allows the coaching staffs to follow-up with their student-athletes with additional meetings during the week, as necessary, to help ensure academic tasks are accomplished.

C. Learning/Study Skills

The student-athlete academic specialist conducts a 10-week, one credit hour learning skills workshop for approximately 45-55 student-athletes in the fall. Student-athletes are placed in the workshop based on evaluations of their academic profiles. Student-athletes with documented difficulties in verbal and writing skills are given the highest priority for participation in the workshops. Each workshop is capped at approximately 14 student-athletes to maximize the learning experience. Topics covered include: learning styles, the principles of memory, time management, listening and note-taking skills, textbook comprehension, exam preparation, test-taking, post-test evaluation techniques and writing strategies. Student-athletes are given "hands-on" homework assignments to reinforce the discussions of study skills. The workshops themselves are discussion and activity-based. In addition to the workshops, all incoming freshmen student-athletes are required to attend a finals prep workshop each semester of the freshmen year. All student-athletes are encouraged to attend the finals prep workshop. The workshop is advertised by coaching staffs (including flyers in the locker rooms), academic advisors, and in the main study hall area using poster-sized displays.

Although peer mentors receive training in working with student-athletes to improve their study skills, student-athletes in need of more intensive help with study skills meet individually with the BAC academic specialist or are referred to learning skills specialists in the LAC. Students with learning disabilities also work on study skills with Disabled Student Services personnel.

D. Monitored Study Hall

The BAC provides monitored study hall 8:00AM-5:00PM and 5:30PM-9:00PM, Monday through Thursday and from 8:00AM-2:00PM on Fridays. Daytime study hall is monitored by regular BAC staff. Evening study hall is overseen by a professional study hall monitor. The study hall space can accommodate up to 44 student-athletes. It has 14 desktop computing stations for student-athlete use, as well as four laptop plug-in stations and wireless internet. Study hall time is recorded and reported by the computerized GradesFirst student management system. All student-athletes are logged into and out of study hall by BAC staff. Students, coaches, and academic support staff can log into their accounts in the GradesFirst system and monitor their study hall time/attendance in real time. At the end of the week all coaches receive email notification from the BAC that study hall has concluded for the week and all necessary time adjustments have been completed in the GradesFirst system. Coaches may run the final study hall report in their GradesFirst system to view their student-athletes study hall times for the week. Coaches and academic support staff can also run reports on student study hall usage at any point for any time period. Student-athletes must sign study hall contracts at the beginning of each academic year agreeing to study hall policies put in place in order to maintain a quiet, academic environment.

Daytime study hall is open to all student-athletes. Evening study hall is open only to our "Focus Graduation" population. The focus graduation population is comprised of student-athletes who are deemed potentially academically at-risk. All incoming freshmen and transfer "special admit" student-athletes, and all student-athletes required to complete remedial or pre-baccalaureate English or Math courses are placed in the focus graduation population. Also in the focus graduation population are continuing student-athletes whose GPAs are borderline, making them at-risk for university probation and/or loss of NCAA eligibility. Other student-athletes may be placed into the focus graduation population based on the recommendation of the appropriate academic advisor. Student-athletes in focus graduation study hall, many of whom are in remediation for mathematics and/or writing, have access to drop-in mathematics and writing tutoring.

Some coaching staffs also run team study halls outside the BAC, overseen by coaching staff or hired study hall monitors. Coaches, sometimes in conjunction with academic advisors, set required study hall hours for their student-athletes. Generally, requirements are reviewed at the end of each semester in light of the student-athletes' academic performances for the semester.

2. Campus-Wide Support Services

In addition to the programs described above, the BAC staff closely coordinates with other campus-wide academic support units to expand student support. These units include:
A. Learning Assistance Center (LAC)
The BAC academic specialist has developed close relationships with LAC staff, including but not limited to: working with LAC tutorial services to match student-athletes with LAC tutors; forming supplemental instruction classes and study groups; coordinating learning skills instruction for student-athletes; and coordinating ESL/conversation assistance and feedback. The BAC and LAC are also mutually supportive by maintaining close contact and sharing knowledge.

B. Writers’ Resource Lab (WRL)
Meetings between the directors of the BAC and the Writers’ Resource Lab have led to a heightened level of academic support and collaboration that benefits student-athletes. English tutors trained by WRL are utilized for nighttime study hall sessions from Monday to Thursday for at-risk student-athletes. The BAC coordinates its writing/English tutor recruitment and training with the WRL. The BAC also refers student-athletes to the WRL for writing support during its operating hours.

C. Career Development Center (CDC)
The Career Development Center has been a close partner with the BAC for the last 12 years. The CDC provides innovative career decision-making and job search services that enhance student success. CDC offers a number of workshops on resume writing and interviewing techniques, and provides opportunities to participate in job fairs and other networking experiences. Currently, the partnership between the BAC, CDC and Athletics has led to excellent career workshops and freshman workshops on how to select a major.

D. Counseling and Psychological Services (CAPS)
Counseling and Psychological Services has been an important resource in assisting student-athletes in handling pressures and expectations. The complex lives of NCAA student-athletes leave many unprepared for the pressures and responsibilities that are endemic to the life of a competing athlete. CAPS provides both emergency intake and long-term sessions whenever requested.

E. Disabled Students Services (DSS)
The Office of DSS is a student support program within the Division of Student Services. Their mission is to assist students with disabilities as they secure their university degree at LBSU. Programs provided are Deaf and Hearing Impaired Support Services, Disabled Student Services, High Tech Center, Stephen Benson Learning Disability Program and Workability IV Program. The BAC predominantly collaborates with the Stephen Benson Program, Disabled Student Services and the High Tech Center to support student-athletes with varied disabilities.

The Stephen Benson Program for Students with Learning Disabilities serves the needs of students who have a diagnosed learning disability. Some student-athletes enter LBSU with a diagnosed learning disability while others, with the assistance of a BAC advisor, are recommended for DSS intake because of a suspected undiagnosed learning disability. In both cases, DSS successfully provides academic support to supplement that provided by BAC. These coordinated services are intended to provide student-athletes diagnosed with a learning disability every opportunity to succeed academically, compete, and graduate for LBSU.

The Disabled Student Services provides accommodations for students with disabilities. Students who need accommodations must provide adequate medical verification of their disability and contact the office to receive services. The services provided include: academic advising, tutoring, disability parking, campus and agency liaison, test taking services and accommodations, note taking, reader services, early registration, registration assistance, scholarship applications, admission advising, research assistants, financial aid advising, and disability management.

The High Tech Center provides computer support services for students with disabilities and maintains a consultant relationship with faculty and staff. The center also provides one-on-one training and small group demonstration sessions for students, faculty and staff members to develop their knowledge about and skills in the use of adaptive technology and access devices. Services provided by the High Tech Center include: assistance in the use of production software applications, test accommodations for the Writing Proficiency Exam (WPE), Entry-Level Math (ELM), English Placement Test (EPT), Chemistry, TEAS, ACT and SAT examinations, as well as conversion of print media to an alternative E-text, KES, Large Print and/or Literary Braille format.

F. Jensen Center (Science Majors)
The BAC collaborates with Jensen advisors to assist pre-medicine student-athletes. It is critical that student-athletes understand the commitment it takes to be both a pre-medicine student and a student-athlete. The Jensen Center also provides academic support by offering free tutoring in mathematics, chemistry, and physics each semester.

G. Department of Mathematics Tutoring Center
The BAC refers student-athletes who require mathematics tutoring services during the day to the Department of Mathematics for free drop-in tutoring. In some cases, the BAC coordinates with the mathematics tutoring center to
receive reports on student-athlete attendance and progress. Lastly, the BAC coordinates with the director of the mathematics tutoring lab for assistance in training BAC math tutors.

H. Department of Communications Tutoring Center
The BAC refers student-athletes who require Communications Studies tutoring services to the Department of Communication Studies for free drop-in tutoring. In some cases, the BAC coordinates with the communication studies tutoring center to receive reports on student-athlete attendance and progress. In addition, the BAC recruits tutors from the Communication Studies department to work during paid individual tutoring appointments as part of the BAC tutorial program.

I. Department of Communications Hauth Center
The Hauth Center provides tutoring services to improve presentation skills, the use of presentational software, and interviewing. The BAC refers student-athletes who require these tutoring services to the Hauth Center. In some cases, the BAC coordinates with the Hauth Center to receive reports on student-athlete attendance and progress.

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

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

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

Long Beach State identifies the following individuals as student-athletes with special academic needs: all freshmen and transfers specially admitted as described in Study Item 2.1, Question 5 above; all student-athletes identified as needing remedial course work in English and/or mathematics; and all student-athletes on or approaching academic probation. These student-athletes are provided access to academic mentoring services as described in our response to Study Item 2.2, Question 6, Sections 4, 5, and 13.

In order to help ensure the acclimation, retention, and academic success of student-athletes with special academic needs, the Bickerstaff Academic Center has instituted a multi-faceted academic support initiative that includes mentoring, tutoring, academic skills development, and study hall programs. These programs were piloted in spring 2007 and fully implemented in the 2007-08 academic year. As detailed in the overviews below, each program has substantially assisted student-athletes with special academic needs succeed at Long Beach State.

Academic Mentoring Program
The Academic Mentoring Program provides academic mentoring to the most at-risk student-athletes. The program expanded from 20 student-mentors in spring 2007, to 27 student-mentors in fall 2007, to 36 student-mentors in spring 2008, to 42 in fall 2008, and to 40 in spring 2009. The expansion of the program was made possible by the addition of peer academic mentors. These are exceptional upperclassmen and graduate students who meet with at-risk students on a weekly basis. Peer mentors undergo extensive and continued training, meeting with the academic specialist approximately once a week throughout the academic year.
In the Academic Mentoring Program, academically at-risk student-athletes are assigned an academic mentor for the duration of the academic year. The mentors monitor student-athlete academic progress in each of the student-athlete's classes, monitor tutoring, develop academic plans and assist students in developing their academic skill sets. We have received strong positive feedback from many student-athletes in the mentoring program. Following is a representative student-athlete comment about the program:

"I learned how to study much better, how to prepare for class and tests, and she gave me different tutoring options and a lot more. After being mentored by her, I feel motivated and feel confident as a student."

Data for the program supports student perceptions. Student-athletes in the program have typically increased GPAs by approximately 0.5 and achieved an average GPA of 2.7.

Tutorial Services
The BAC tutorial services program is another key part of the academic support program. This in-house program allows us to work closely with the tutors to address student academic needs, receive detailed and immediate feedback on student-athlete progress, and provide tutoring outside the hours available at other campus tutoring services (particularly important given student-athletes' schedules). We also recruit tutors in subjects/courses that other campus tutoring programs do not provide for such as upper division major courses. Tutoring does make a significant difference in our student-athletes' academic success. For example, of our student-athletes in spring '09 remedial mathematics classes, those who had tutoring five or more times passed at an 85 percent rate while those who had tutoring less than five times (including no tutoring) only passed at a 60 percent rate. Student-athletes have consistently given our tutors excellent reviews. For example, on a scale of 1-5 from "Not Satisfied" to "Very Satisfied," our tutors last year received an average rating of 4.57 from student-athletes who used them.

Volunteer Tutoring Program
During 2008-09, the BAC made great strides in our efforts to develop a volunteer tutoring program to supplement paid academic support for student-athletes. During 2008-09, the center had six volunteer tutors, ranging from emeritus Long Beach State faculty to qualified professionals from the Long Beach community. Volunteer tutors were:

Dorothy Goldish (Faculty emerita, Long Beach State - Chemistry)
Simon George (Faculty emeritus, Long Beach State - Physics)
Lynda Gordon (Faculty emerita, LBCC - Biology)
Jim Farrell (retired chiropractor, Long Beach - Human Anatomy)
Arlene Walter (retired teacher, Long Beach - Mathematics)
Jack Peck (retired businessman, Long Beach - Economics)

These volunteer tutors worked with 16 students for a total of 175 sessions. The non-math/writing volunteer individual tutoring accounted for 36 percent of all non-math/writing individual tutoring for the year.

In addition to the above volunteer tutors who provided one-on-one individual tutoring throughout the academic year, we partnered with the President's Scholars Program to provide volunteer final exam prep tutoring for student-athletes in spring 2009. Working in close conjunction with Jennie Hurley of the President's Scholars Program, we provided the opportunity for president's scholars to fulfill their campus service credit requirements by leading final exam prep sessions for student-athletes. Four president's scholar's assisted ten student-athletes with final exam prep in chemistry, physics, and psychology courses. Feedback from both the president's scholars and student-athletes was universally positive, and we plan to expand the program in the upcoming academic year.

BAC Academic Skills Development Program
Another component of academic support services is the intensive academic strategy workshops presented each fall semester. BAC staff and the academic specialist coordinate the placement of first-time freshmen with the special academic needs into the workshops.

The overall goal of the workshops is to get student-athletes to understand themselves as students and develop themselves as students. Throughout the workshop series, student-athletes engage in discussion about themselves as athletes and students at LBSU and grow to understand that just as they must identify their strengths and weaknesses as athletes and improve in order to deal with increased demands of NCAA-I athletics, they must also self-examine and improve as students in order to deal with college academics. Workshops require students to implement all study strategies discussed into current academic coursework for understanding and evaluation.

The mean GPA for students-athletes in the fall 2007 workshops was 2.773 and for student-athletes in the fall 2008 workshops, 2.713. Despite entering the university with special academic needs, the student-athletes in the workshops were able to boost their achievement which resulted in starting their academic careers with strong GPAs.
The results from an anonymous reflection/wrap-up questionnaire filled out by the student-athletes indicate that the workshops not only helped them acquire and develop valuable study skills, but also helped open their eyes to what it takes to succeed academically at Long Beach State. Representative comments by student-athletes regarding the workshops are included below:

List up to three (3) important/valuable things you have learned in these workshops:

"How to get to know my teachers"
"How to study effectively"
"Time management - helped me figure out when to do things"
"How to plan for a paper - English essays"

Student-athletes in the workshops also frequently cited improved note-taking skills as one of the program benefits.

Focus Graduation Student-Athlete Study Hall Program
A central component of the center's academic support program for student-athletes is our evening focus graduation program, overseen by a professional study hall monitor. This program provides the opportunity for our academically at-risk student-athletes (our "Focus Graduation" population) to make use of the BAC for studying, tutoring, and mentoring during evening hours. Since many student-athletes have schedules that allow for only limited, short-duration, monitored study hall time during the day, the evening focus graduation program is crucial for student-athlete success. The program allows the at-risk population to engage in extended, monitored study hall sessions, receive tutoring after all other campus tutoring resources are closed, and meet with academic mentors. Focus Graduation provides drop-in tutoring for mathematics and writing from 6:00PM-9:00PM, Monday through Thursday.

Student-athlete participation in the focus graduation program has been strong, increasing since the program's inception in spring 2007. In the first full year of the program (2007-08), 186 student-athletes used the evening program, visiting 2,856 times with an average visit time of 1.46 hours (the daytime average length of visit by student-athletes was 1.06 hours). Usage increased in the 2008-09 year to 207 students-athletes visiting 3,345 times with an average visit time of 1.66 hours (compared to 1.04 hours for daytime visits).

At-risk student-athletes also have made considerable use of the drop-in mathematics and writing tutoring. In 2007-08, student-athletes used the program's drop-in tutoring 664 times; in 2008-09, it was used 595 times. In addition, numerous individual tutoring and academic mentoring appointments occur during the evening hours out of scheduling necessity. Over the past two years, the program has provided hundreds of student-athletes with essential academic support services that, for various reasons, cannot be accommodated during daytime BAC hours.

For the four most recent academic years, retention and the academic success of student-athletes who have received Athletics Department financial aid and have been admitted through the process described in Self-Study Item 2.1 # 5 are projected to have a 932 multi-year APR retention rate and a 72 percent graduation rate. Individual APR retention rates were projected at 917 for 2005-06, 928 for 2006-07, 946 for 2007-08, and 969 for 2008-09. Individual graduation rates for each cohort are as follows: 2005-06 was 52 percent; 2006-07 was also 52 percent; 2007-08 is projected to increase to 68 percent with three students graduating in spring 2011 and four students with the potential to graduate in spring 2012. The rate for 2008-09 is projected to be as high as 76 percent. The retention and graduation rates have continued to increase each year due to increased academic support in the Bickerstaff Academic Center and coaches' increased involvement in academics and retention of their student-athletes.

Academic support services availability increased in fall 2006 with the move into the Bickerstaff Academic Center, which first provided all student-athletes with a place for monitored study hall. In addition to study hall, in spring 2007 we began our own in-house tutor and academic mentor program as described above. Another academic support tool that has added to an increase in retention is the GradesFirst web-based early alert and academic monitoring and tracking program that was piloted in summer 2009 and fully implemented in fall 2009. Also, regularly scheduled academic meetings were implemented with BAC academic advisors and coaching staff throughout the semester, which allowed for increased academic information exchange and monitoring of at-risk student-athletes.

Student-athletes with disabilities may be registered with the Disabled Student Services, however, in accordance with federal guidelines (FERPA) the decision to disclose disability status is an individual decision made by the student-athlete. Therefore, no formal data are available from the DSS to address acclimation, retention, and the academic success of all student-athletes with disabilities.
10. Describe your institution's written policies and procedures related to the step-by-step sequence of actions taken by particular individuals on the institution's campus to certify initial eligibility for student-athletes. Provide the names and titles of the individual(s) inside and/or outside of athletics who are involved with the certification of initial eligibility. In addition, provide the name(s) and title(s) of the individual(s) who has ultimate responsibility in determining student-athletes' initial eligibility.

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

The eligibility procedures outlined in the compliance manual serve as a shared reference for the athletics staff, as well as the Enrollment Services' athletics evaluation unit, to ensure consistency. It is also used to certify the eligibility of incoming first-time freshmen student-athletes. Through collaboration with each sport's coaching staff, the associate athletics director for compliance compiles a complete list of team members in all sports. The team roster is provided by the compliance office to the athletics evaluator in the Office of Enrollment Services where the eligibility status of each student-athlete is independently evaluated. The associate athletics director for compliance uses the NCAA Eligibility Center to determine the initial academic eligibility for all freshmen student-athletes. All incoming freshman student-athletes must be certified by the NCAA Eligibility Center before their first date of practice or they will be subject to a period during which they may practice but not compete (45 days for non-recruited student-athletes; 14 days for recruited student-athletes). If final certification is not obtained by the end of the temporary certification, the student-athlete may not participate in any further athletically related activities.

At the beginning of each academic year the student-athletes complete required NCAA, Big West Conference, and Long Beach State forms. The athletic evaluator confirms that all conditions for admission have been satisfied and that the student-athlete has enrolled full-time. Upon receipt of the NCAA eligibility certification report from the compliance office, the evaluator confirms that the student-athletes are Division I academic qualifiers and that their amateurism has been certified within their respective sports. The athletic evaluator then records the student-athlete's confirmed eligibility status in the university's student system.

The athletic evaluator also prepares the Big West Conference eligibility report for submission to the compliance office. This report contains the names of student-athletes eligible to compete and is signed by the enrollment services athletics evaluator and the FAR. The NCAA squad lists are prepared and signed by the associate athletics director for compliance and by the FAR, the head coach, and the athletics director. The Big West eligibility and historical forms are signed by the athletics evaluator and the FAR. The finalized lists are forwarded to the Big West Conference, and one copy is kept on file in the LBSU compliance office. The compliance office conducts daily full-time status checks. Student-athlete eligibility lists are updated and submitted to the conference as required.

To monitor the number of seasons of competition a student-athlete uses on a yearly basis, and as part of the NCAA athletic academic report, the Athletics Department requires all programs to complete a participation list using the following procedure: At the end of every academic semester, a participation list is submitted to each head coach identifying each student-athlete on the team. The head coach must denote each student-athlete's level of participation in practice and competition, regardless of the amount of time spent in practice or competition and regardless of whether a medical hardship request is pending. The head coach must sign the report, affirming that all information is correct and valid to the best of his or her knowledge and return the completed list to the compliance office. The office of media relations verifies the participation record at the end of each semester for accuracy.

The individuals who are involved in the process include the associate athletics director for compliance, athletics evaluator in the Office of Enrollment Services, and compliance and admission coordinator. The individuals who ultimately have responsibility for determining eligibility are Brenda Vogel, faculty athletic representative; Lisa Mabry, associate athletics director for compliance; and Nicole Pricer, lead athletics evaluator.
11. Describe your institution's written policies and procedures related to the step-by-step sequence of actions taken by particular individuals on the institution's campus to certify transfer eligibility for student-athletes. Provide the names and titles of the individual(s) inside and/or outside of athletics who are involved with the certification of transfer eligibility. In addition, provide the name(s) and title(s) of the individual(s) who has ultimate responsibility in determining student-athletes' transfer eligibility.

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

Long Beach State uses the NCAA Eligibility Center to determine the initial eligibility and amateur status of transfer student-athletes. The prospective student-athlete must be placed on Long Beach State's institutional request list ("IRL") with the eligibility center before a written offer of athletically-related financial aid can be provided. Coaches periodically provide names to the compliance office to be added to Long Beach State's IRL. Due to inherent differences in educational and athletic experience for international student-athletes and amateurism concerns, Long Beach State coaching staff members must actively research an international prospect's athletic and academic history. The student-athlete is responsible for submitting all educational records, including transcripts and test scores, for admission evaluation. To be eligible to represent Long Beach State in intercollegiate athletics competition, a student-athlete must be enrolled in at least a minimum full-time program of academic studies leading to a baccalaureate degree (or equivalent).

All transfer student-athletes must attend a compliance meeting as scheduled by the compliance office before participation in any athletically related activities. The meeting includes the completion of required NCAA, Big West Conference, and Long Beach State forms. The compliance office schedules meetings at the beginning of each academic year and on an as needed basis. Student-athletes must attend one of these meetings and complete the necessary paperwork so that the compliance office can verify and determine eligibility and clear student-athletes to practice. (Mandatory medical screenings are also required.)

The eligibility procedures outlined in the compliance manual serve as a shared reference for the athletics staff, as well as the enrollment services' athletics evaluation unit to ensure consistency. It is also used to certify the eligibility of incoming transfer student-athletes. Through collaboration with each coaching staff, the associate athletics director for compliance compiles a complete listing of team members in all sports. The team roster is provided by the compliance office to the athletics evaluator in the Office of Enrollment Services and the athletics evaluator makes a preliminary eligibility determination for incoming transfer student-athletes. All incoming transfer student-athletes must be certified through this process before their first date of competition. When applicable, some are subject to a temporary certification period during which they may practice but not compete (45 days for non-recruited student-athletes; 14 days for recruited student-athletes). If final certification is not obtained by the end of the temporary certification, the student-athlete may not participate in any further athletically related activities.

The athletics evaluator confirms that all conditions for admission have been satisfied and that the student-athlete has enrolled full-time. Upon receipt of the NCAA eligibility certification report, Big West historical form, tracer documents from all schools previously attended provided by the compliance office, and all official final transcripts for every previous institution, the evaluator verifies that amateurism has been certified within the student-athlete's respective sport.

The athletics evaluator confirms that all academic requirements have been satisfied in accordance with the applicable sections of NCAA Bylaws 14.4 and 14.5. Using the NCAA Progress toward Degree (PTD) determinations and forms completed by student-athletes, the athletic evaluator then records the student's eligibility status in the university's student-athletes system and prepares the Big West eligibility report for submission to the compliance office. This report contains the names of student-athletes eligible to compete and is signed by the enrollment services athletics evaluator and the FAR.

NCAA squad lists are prepared and signed by the associate athletics director for compliance, and then also signed by the FAR, the head coach, and the athletics director. The Big West eligibility and historical forms and are signed by the athletics evaluator and the FAR. The finalized lists are forwarded to the Big West Conference, and one copy is kept on file in the LBSU compliance office. The compliance office conducts daily full-time status checks; eligibility lists are updated and submitted to the conference as required.

To monitor the number of seasons of competition a student-athlete uses on a yearly basis, and as part of the NCAA athletics academic report, the Athletics Department requires all programs to complete a participation list using the following procedure: At the end of every academic semester, a participation list is submitted to each head coach.
identifying each student-athlete on the team. The head coach must denote each student-athlete’s level of participation in practice and competition, regardless of the amount of time spent in practice or competition and regardless of whether a medical hardship request is pending. The head coach must sign the report affirming that all information is correct and valid to the best of his or her knowledge and return the completed list to the compliance office. The office of media relations verifies the participation record at the end of each semester for accuracy.

The individuals who are involved in the process include Lisa Mabry, associate athletics director for compliance, Lisa Westerfield, compliance and admission coordinator, Nicole Pricer, lead athletics evaluator in the Office of Enrollment Services, and Brenda Vogel, faculty athletic representative.

The individuals who ultimately have responsibility in determining eligibility are Brenda Vogel, faculty athletic representative; Lisa Mabry, associate athletics director for compliance; and Nicole Pricer, lead athletic evaluator.

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

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

Long Beach State uses the NCAA Eligibility Center to determine the initial eligibility and amateur status of student-athletes. To be eligible to represent Long Beach State in intercollegiate athletics competition, a student-athlete must be enrolled in at least a minimum full-time program of academic studies leading to a baccalaureate degree (or equivalent).

At the beginning of each academic year, all returning student-athletes attend a required compliance meeting scheduled by the compliance office before participation in any athletically related activities. The meeting includes the completion of required NCAA, Big West Conference and Long Beach State paperwork that compliance office staff uses to verify and determine eligibility and to clear student-athletes to practice. (Mandatory medical screenings are also required.)

The eligibility procedures outlined in the compliance manual serve as a shared reference for the athletics staff and the enrollment services’ athletics evaluation unit to ensure consistency. It is also used to certify the eligibility of returning student-athletes. Through collaboration with each sport’s coaching staff, the associate athletics director for compliance compiles a complete listing of team members in all sports. The team roster is provided by the compliance office to the athletics evaluator in the Office of Enrollment Services. The athletics evaluator confirms that the student has enrolled full-time and that all NCAA Progress Toward Degree (PTD) requirements have been satisfied in accordance with the applicable sections of NCAA Bylaw 14.4. The evaluator then records the student’s eligibility status in the university’s student system and prepares the Big West Conference eligibility report for submission to the LBSU compliance office. This report contains the names of student-athletes eligible to compete and is signed by the enrollment services athletics evaluator and the FAR.

NCAA squad lists are prepared and signed by the associate athletics director for compliance, and also signed by the FAR, the head coach, and the athletics director. The Big West eligibility documents and historical forms are signed by the athletics evaluator and the FAR. The finalized lists are forwarded to the Big West Conference, and one copy is kept on file in the LBSU compliance office. The compliance office conducts daily full-time status checks; eligibility lists are updated and submitted to the conference as required.

To monitor the number of seasons of competition a student-athlete uses on a yearly basis, and as part of the NCAA athletic academic report, the Athletics Department requires all programs to complete a participation list using the following procedure. At the end of each academic semester, a participation list is submitted to every head coach identifying each student-athlete on the team. The head coach must denote each student-athlete’s level of participation in practice and competition, regardless of the amount of time spent in practice or competition and regardless of whether a medical hardship request is pending. The head coach must sign the report, affirming that all information is correct and valid to the best of his or her knowledge and return the completed list to the compliance office. The office of media relations verifies the participation record at the end of each semester for accuracy.
The individuals who are involved in the process include Lisa Mabry, associate athletics director for compliance, Lisa Westerfield, compliance and admission coordinator, Nicole Pricer, lead athletics evaluator in the Office of Enrollment Services, and Brenda Vogel, faculty athletic representative.

The individuals who ultimately have responsibility in determining eligibility are Brenda Vogel, faculty athletic representative; Lisa Mabry, associate athletics director for compliance; and Nicole Pricer, lead athletic evaluator.

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

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

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

The context at LBSU as it relates to graduation is important to consider when comparing overall graduation rates to those of student-athletes. In 2006, the president began to place special emphasis on graduation by introducing the theme "Graduation Begins Today." A number of programs were put into place to increase graduation rates. These programs have been extremely successful as evidenced by the recognition LBSU received from the Southern Regional Education Board for outperforming most similar U.S. institutions in helping students stay on track and graduate. Our efforts were cited in a major national report, "Promoting a Culture of Student Success: How Colleges and Universities Are Improving Degree Completion" released April 2010. Further, Diverse Issues in Higher Education named LBSU sixth in the nation for conferring bachelor's degrees to students of color (July 2010). During the 2009-2010 academic year, LBSU graduated the largest, most diverse, and most successful graduating class in its history with more than 8,600 students receiving more than 9,100 degrees.

In spite of impressive growth in university-wide graduation rates, our student-athletes continue to graduate at a rate that surpasses that of the overall student body, although the gap is narrowing because of the university’s efforts. We are proud to report that data from the 2008-09 NCAA Federal Graduation Rates (FGR) Report reveal that 55 percent of student-athletes graduated within the most recent four-class period (2005-2009), compared to 49 percent of LBSU’s general student population. This figure is even more impressive when considering that academic admission standards for the general student population at LBSU have increased during this same period.

The higher rate is likely the result of several factors, including the consistent and intensive advising and academic support services LBSU provides to student-athletes. In fact, the strong system of support that is in place for student-athletes has become the model for campus initiatives in recent years. The model is used to increase student retention and, as a result, the university has seen steady, pronounced growth in both retention and graduation rates for the general student population.

Further, NCAA eligibility requirements serve as an incentive to motivate student-athlete academic performance.
14. Analyze, explain and address any differences between the most recent four-class average Federal Graduation Rate for all student-athlete subgroups (i.e., team, gender, ethnicity, ethnicity within team) and the most recent four-class average Federal Graduation Rate for all students, including comparable student-body subgroups (i.e., gender, ethnicity).

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

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

Since LBSU student-athletes graduate at a higher overall rate than the general student population (55 percent to 49 percent), similar dynamics are evident in comparisons between both student groups on gender and ethnicity, and to a somewhat lesser degree on team sport and ethnicity within each team sport.

Gender makes a difference in overall graduation rates. The data reveal that females (53 percent) are more likely to graduate than males (43 percent), female student-athletes (59 percent) are more likely to graduate than male student-athletes (49 percent), male student-athletes (49 percent) are more likely to graduate than male students at LBSU (43 percent), and female student-athletes (59 percent) are more likely to graduate than female students at LBSU (53 percent). Moreover, gender ratios are stable within and between student groups.

It is laudable that female student-athletes stand out above the rest of the general student population and male student-athletes. However, across the board, all LBSU student-athletes fare well when compared to the university's general student population. The graduation rate disparity between men and women athletes also stems from the reality that male student-athletes--especially those in baseball and basketball--have more opportunities to be drafted into professional sports. Hence, male athletes are more apt to leave the university prior to graduation than are female athletes.

The university is proud of the graduation rates of its male student-athletes. For men's sports, athletes on Other Sports/Mixed Sports teams boast the highest graduation rate (70 percent) compared to any other male sport, and the Cross Country Track team places second (58 percent). These rates exceed those in every student subcategory (all students--49 percent, all male students--43 percent, all student-athletes--55 percent, and all male student-athletes--49 percent). Basketball players evidence a graduation rate of 43 percent, which is equal to all male LBSU students (43 percent) but lower than the other three student subgroups. The graduation rate for the Baseball team is substantially lower than all other team or student subcategories (27 percent). However, because more Baseball players have been drafted into the professional ranks than players in all other LBSU sports combined, Baseball's low graduation rate is a by-product of the program's success. This situation results in male student-athlete graduation rates being significantly affected by sports category.

The graduation rates for female athletes are also notable. In particular, the graduation rates for female athletes in Cross Country Track (71 percent) are exceptional, and exceed all other comparative groups (all students--49 percent, all female students--53 percent, all student-athletes--55 percent, and all female student-athletes--59 percent). Women's Basketball (58 percent) and Women's Other Sports (56 percent) teams also feature graduation rates higher than or equal to other comparison groups with the exception of a one percent lower graduation rate when measured against all female student-athletes (59 percent). Women's team sports show less variance than men's sports.

The most reasonable explanation for differences in graduation rates among the various LBSU sports is the potential for high caliber athletes to launch professional careers in their chosen sport. To the degree that such professional opportunities exist, the likelihood of lower graduation rates increases. At LBSU, those sports include Baseball,
Men's and Women's Basketball, Men's and Women's Volleyball, and other sports that field national teams vying for Olympic competition. In contrast, comparably higher graduation rates for student-athletes exist in those sports that are largely "individual" (i.e., golf or tennis) rather than "team" sports, or in which professional participation is practically non-existent (i.e., softball).

Long Beach State University has a multi-racial, multi-ethnic, and multi-national student body; its student-athletes are slightly less diverse than the general population. Since there are no American Indian/AN, Asian, Native Hawaiian/PI or Two or More Races male student-athletes, and no Native Hawaiian/PI or Two or More Races female student-athletes, comparisons for these groups cannot be made. For the rest, with few exceptions, LBSU student-athletes evidence higher graduation rates than comparison groups across all categories of race and ethnicity, and all categories of sports.

Among female student-athletes by sport, only White/Non-Hispanic (53 percent) athletes in Women's Other Sports, and Black/African American (50 percent) and White/Non-Hispanic (50 percent) athletes in Basketball have lower graduation rates than their respective Team FGR's. Of these three groups, only White/Non-Hispanic women in Basketball and Women's Other Sports feature graduation rates lower than other comparison groups (female students--53 percent, all-student-athletes--55 percent, all female student-athletes--59 percent, and all students--54 percent). In all other cases, female student-athletes exceed, often by large margins, the graduation rates of their teams as well as all student racial and ethnic categories. For example, CC Track women boast graduation rates of 75 percent for Black/African Americans, 82 percent for White/Non-Hispanics, and 75 percent for Unknown Race/Ethnicity, and a cumulative team rate of 71 percent. These percentages are significantly higher than rates for all female LBSU students (Black/African American--46 percent, White/Non-Hispanic--57 percent, Unknown Race/Ethnicity--54 percent) and all LBSU students (Black/African American--42 percent, White/Non-Hispanic--54 percent, Unknown Race/Ethnicity--52 percent).

LBSU is pleased to note that in two of the four men's sports categories--Cross Country Track (58 percent) and Men's Other Sports and Mixed Sports (70 percent)--all student-athletes in all racial/ethnicity categories exceed the graduation rates of their teams and all other student subgroups (all student-athletes--55 percent, all male student-athletes--49 percent, all male students--43 percent). More specifically, 60 percent of Black/African American Cross Country Track athletes graduate compared to 31 percent of Black/African American male students, and 42 percent of all Black/African American students. White/Non-Hispanic male CC Track and Men's Other Sports and Mixed Sports athletes graduate at the rate of 80 percent and 75 percent, respectively; compared to 49 percent for all male White/Non-Hispanic students, and 54 percent for all White/Non-Hispanic students. For male student-athletes by sport, only five of the nine racial/ethnicity categories contain data that can be meaningfully interpreted.

The Men's Basketball team, with a graduation rate of 43 percent, is composed almost exclusively of Black/African American and White/Non-Hispanic players. The graduation rate for Black/African American athletes is 40 percent, which is higher than the rate for all male Black/African American students at LBSU (31 percent). However, it is below the team FGR and that of all Black/African American students (42 percent). On another positive note, the White/Non-Hispanic basketball players have a 50 percent graduation rate, which is higher than the team FGR and is consistent with all same race/ethnicity male students (49 percent). It is slightly below all same race/ethnicity students (54 percent).

Men's Baseball graduation rate is 27 percent, with the majority of male student-athletes either Hispanic/Latino or White/Non-Hispanic. The graduation rates for both racial/ethnicity categories are below all other student groups as well as the team's average. Hispanic/Latino baseball players' graduation rate is 25 percent, compared to all male Hispanic/Latino students at 33 percent, and all Hispanic/Latino students at 43 percent; White/Non-Hispanic baseball players' graduation figure is 24 percent, in comparison to all male students (49 percent) and all students (54 percent) of White/Non-Hispanic heritage. Again, the relatively low graduation rate for Baseball stems from the reality that those players have more opportunities to be drafted into professional sports.

For the most part, male student-athlete data are in line with the LBSU student population. Overall, LBSU considers its graduation rates a positive result of the focus on academics and the services provided by the BAC.
15. Analyze, explain and address any differences between the corresponding Federal Graduation Rate projected by the most recent NCAA Division I Academic Progress Rate (APR) for each sports team and the most recent multiyear four-class average Federal Graduation Rate for all students.

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

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

The strong academic support programs at LBSU have been integral to achieving a stellar APR. In fact, Long Beach State has successfully achieved a multi-year rate above a 925 for the last four cycles, and is one of only five public universities in California to have all of its Athletics teams achieve or surpass NCAA's Academic Progress Rate (APR) minimum score. We are quite proud of this distinction.

Acceptable APR for student-athletes range from a low of 925 to a high of 1,000. Women's Cross Country (992) and Golf (991) produced the highest APR scores, with Women's Volleyball (949) the lowest, although still above the 925 cut-off mark. Men's Golf (993) and Volleyball (992) earned the highest APR scores and, despite the lower score of 932, the Water Polo team remained above the standard. These uniformly positive APR scores indicate that LBSU's student-athletes and their teams are projected to meet or exceed the federal graduation rate for all students (49 percent), with Men's Water Polo being the one exception. As the Academic Progress Rates Report notes, "institutions are not required to provide an analysis of [APR] data" as long as the projected graduation rate for a sports team is greater than 45 percent. The projected team graduation rate for Men's Water Polo, however, is 40 percent, which may be due to several factors. First, we have had two changes in head coaches, which undoubtedly affected continuity. Secondly, there was a high rate of attrition in the fall 2005 and fall 2006 cohorts possibly due to the coaching transition. Further, our current head and assistant coaches have a strong work ethic and hold high expectations for academic performance. Some of our student-athletes had difficulty adjusting to this new culture.

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

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

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

The institution must analyze, explain and address any deficiencies between the most recent four-cohort average GSR of each sports team and the most recent four-cohort average GSR of student-athletes generally. If there is a difference that cannot be adequately explained between the most recent four-cohort average GSR of any team and the most recent four-cohort average GSR of student-athletes generally, the institution must develop a plan for improvement to address the issue.
The Graduation Success Rate for men's and women's athletic teams differs qualitatively from the university's Freshman-Cohort Graduation Rates because it includes student-athletes who transfer to LBSU from another university or community college. In fact, the typical LBSU student arrives on campus after completing two years of education at a community college, primarily in the local Southern California area, but also throughout the state and occasionally from other states and nations. LBSU's student-athletes are no exception to this pattern and given their prior educational experience and accomplishments tend to substantially increase the graduation success rate in their respective sports.

The graduation success rate for all student-athletes at LBSU is 74 percent. In women's athletics, rates for six of the eight sports teams are above 74 percent. Leading the pack as the only team to achieve a 100 percent graduation success rate is Water Polo, followed by Softball and Cross Country Track with equal rates of 85 percent, Tennis and Golf at 78 percent apiece, and Basketball (76 percent). Soccer (69 percent) and Volleyball (67 percent) are below the mean compared to all student-athletes, but not substantially so. For men's teams, two of the six sports are above 74 percent: Golf (88 percent) and Volleyball (85 percent). Of the four men's teams below the mean, Cross Country Track is closest to the average (71 percent), and slightly ahead of Baseball (67 percent). The two men's sports with the lowest team graduation rates are Water Polo (50 percent) and Basketball (47 percent). For Men's Basketball, these rates can be explained by a change in coaching and player personnel. The new coaching staff brought in two international players who had difficulty adjusting to academic demands along with the cultural and social demands of the American college experience and returned to their home countries where they would be eligible to compete as professionals. This impacted the graduation rate for men's water polo in the period under consideration. Since this was a unique situation, no plan for improvement is warranted.

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

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

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

Data contained in the 2008-09 NCAA APR report suggest both that overall retention rates across all sports and both genders are strong and that there is some variation among some teams. Among all student-athletes, the retention rate was 960, surpassing the common standard of 925.

Across all sports and both genders, only Black/African American and Non-Resident Alien racial and ethnic subgroups had retention rates below the university average. For the Black/African American population of student-athletes, 929 was below the university average but still above 925; for Non-Resident Alien student-athletes, 898 was below the overall student-athlete average and below the 925 standard. This lower rate is understandable given that foreign students typically need to work on English proficiency and find college level work more challenging since they are learning through a second language. Also, the NCAA requirement of completing specific number of credits is more difficult for these students. In our case, this low rate is an anomaly because the same students who were Non-Resident Aliens were Water Polo players, bringing down the retention rate for both the sport and for the Non-Resident Alien category.

A. Male Sports Teams
Across the university's eight male sports teams, the overall retention figure was 957, with team variations from a low of 907 (Basketball) to a high of 1,000 (Golf). Three teams had retention rates below the mean for male sports teams: Baseball (946), Basketball (907), and Water Polo (932). Of these, only Basketball was below the 925
Across all racial and ethnic groups for male sports, only Black/African American athletes have a retention rate below the overall retention rate for male student-athletes, with a rate of 924. This same racial group was below the mean for two of eight sports: Indoor Track (938) and Outdoor Track (934), although both surpassed the 925 standard. In the case of Basketball, Black/African American athletes had a score equal to the team mean (907). Under the previous coach (Reynolds) there were 8 African American student-athletes in this category. One student transferred to a 4-year university and would have qualified for the transfer exception. One student transferred to a 2-year community college. Six students exhausted their eligibility. Three of these returned to the university and graduated at a later date; Long Beach State will be receiving a graduation bonus point and the other three did not return to graduate.

Related to other racial/ethnic groups on the male sports teams, Asian men on the Baseball team had a retention rate of 778 compared to the team average of 946. This consisted of three students. One of whom transferred to a 4-year university who should have qualified for a transfer exception. This particular student returned to the university and graduated in spring 2010 which will allow us to receive a graduation bonus point. One other student transferred to a 2-year community college. The third student quit the team and is on track to graduate in spring 2011. White/Non-Hispanic men on the Baseball team had a retention rate of 943, which is slightly below the team average of 946; Hispanic/Latino men on the Volleyball team had a retention rate of 889 compared to the team average of 969. This consisted of two students. One graduated in spring 2010 and the other student exhausted his eligibility and immediately left to play professional volleyball. This student returned to the university and graduated in summer 2008. Non-Resident Alien men on the Water Polo team had a retention rate of 867 compared to the team average of 932. This consisted of six students; four have since graduated and one of these students also earned a master's degree. One of the six students is still an active student-athlete. Only one of the six water polo men left the university to return home without completing his first semester at Long Beach State. Unknown population on the Basketball team had a retention rate of 667, below the team average of 907. This consisted of two student-athletes, one of whom left to play professionally and returned to graduate in spring 2007, and another who transferred and would have qualified for the APR transfer exception had it been in place.

Taken together, the data for the male sports teams suggest generally strong academic progress and retention. There is a modest indication that Black/African American student-athletes progress at a slightly lower rate on the Indoor and Outdoor Track teams, but still surpass the general standard. The overall score for the Basketball team should be a source of some concern. Current data, however, demonstrated that there will be a substantial increase in academic progress and retention with the coaching change after the conclusion of the 2006-07 season (Monson). The progress of Asian men on the Baseball team, Hispanic/Latino men on the Volleyball team, Non-Resident Alien men on the Water Polo team, and the Unknown population on the Basketball team is below expectations in all cases. In most of these cases, a small number of participants contributed to this substantial variability in the data. In addition, the 2.6 transfer exception GPA had not been implemented yet, which lead to these lower APR numbers.

B. Female Sports Teams

Among the female sports teams, the overall retention rate was 962, slightly higher than the rate for the male teams. Female team rates had less variation than in male sports, from a low of 920 for Volleyball the only female team below the 925 standard to a high of 984 for Cross Country.

Across all racial and ethnic groups, Non-Resident Alien (897) and Black/African American (934) female student-athletes progressed at a rate below the overall mean for female teams. Related to specific sports, Non-Resident Alien female student-athletes were below the team average in seven of the ten sports offered at Long Beach State (Basketball, Golf, Tennis, Indoor and Outdoor Track, Volleyball, and Water Polo) In reference to women's basketball, there were two students, one who exhausted her eligibility and needed one more semester to complete the university's graduation writing requirement. Enrollment of coursework was not needed to complete this requirement and the student successfully completed the graduation requirement and graduated the following fall. The second women's basketball student transferred to another four-year institution; LBSU received the transfer exception. In reference to the women's golf team, there were two students: one graduated, while the other student transferred to another university and graduated in spring 2010 which will allow us to receive a graduation bonus point. One other student transferred to a 4-year university who should have qualified for a transfer exception. This particular student returned to the university and graduated at a later date; Long Beach State will be receiving a graduation bonus point and the other three did not return to graduate.

Related to other racial/ethnic groups on the female sports teams, Asian men on the Soccer team had a retention rate of 946; Hispanic/Latino men on the Water Polo team had a retention rate of 889 compared to the team average of 969. This consisted of two students; four have since graduated and one of these students also earned a master's degree. One of the six students is still an active student-athlete. Only one of the six water polo men left the university to return home without completing his first semester at Long Beach State. Unknown population on the Basketball team had a retention rate of 667, below the team average of 907. This consisted of two student-athletes, one of whom left to play professionally and returned to graduate in spring 2007, and another who transferred and would have qualified for the APR transfer exception had it been in place.

Taken together, the data for the female sports teams suggest generally strong academic progress and retention. There is a modest indication that Black/African American student-athletes progress at a slightly lower rate on the Indoor and Outdoor Track teams, but still surpass the general standard. The overall score for the Basketball team should be a source of some concern. Current data, however, demonstrated that there will be a substantial increase in academic progress and retention with the coaching change after the conclusion of the 2006-07 season (Monson). The progress of Asian men on the Baseball team, Hispanic/Latino men on the Water Polo team, and the Unknown population on the Basketball team is below expectations in all cases. In most of these cases, a small number of participants contributed to this substantial variability in the data. In addition, the 2.6 transfer exception GPA had not been implemented yet, which lead to these lower APR numbers.
to financial reasons. In reference to the women's volleyball team, there were three students, one of whom went back to his/her home country to compete in the 2008 Olympic Games and returned to graduate in fall 2008. Another of these students transferred to a four-year university and would have qualified for the transfer exception. The third student decided not to return to the United States. In reference to the women's water polo team, there were eight students: four students graduated and two students are still active competing student-athletes who are on track to graduate in spring 2011. The remaining two students left Long Beach State by choice. In the case of Black/African American females, the retention rate was below the team average in three of 10 sports (Soccer, Indoor and Outdoor Track). Similarly, White/Non-Hispanic female athletes were below the team average, albeit by very small margins, for Cross-Country (976), Volleyball (912), and Water Polo (947).

Of particular note for female racial and ethnic groups progressing below the common standard of 925 is that the Black/African Americans on the Soccer team had a retention rate of 667. This consisted of two students. One of whom exhausted her eligibility and did not graduate and one of whom quit the team and transferred. White/Non-Hispanics on the Volleyball team had a retention rate of 912. This consisted of 12 students, six of whom graduated, and two are still current competing athletes. The remaining four students transferred to four-year institutions, with two who would have qualified for the transfer exception. Non-Resident Aliens on the Water Polo team had a retention rate of 917. This group of students was explained above. Asians on the Basketball team had a retention rate of 889. This consisted of two students, one of whom graduated. The second student left the university by choice. Unknown population on the Softball team had a retention rate of 714. This consisted of three students, one of whom graduated. The other two students transferred to a four-year institution and would have qualified for the transfer exception. Unknown population on the Golf team had a retention rate of 833. This consisted of one student who took an educational leave from the university by choice for health reasons and has returned in the 2010-11 academic year and is expected to graduate in spring 2011.

Taken together, the data for the female sports teams suggest a strong overall rate of academic progress. Data indicate that the Non-Resident Alien, Black/African American and, to a much lesser extent, White/Non-Hispanic populations progress at lower rates across multiple sports teams. However, only Non-Resident/Aliens were below the standard of 925. The Volleyball team is the only team with a retention rate below the mean for all female student-athletes. As with the male teams, it is also possible that in some cases (e.g., Unknown, Asian members of the basketball team) small numbers of participants in these categories produce wide variability in the data. In addition, the 2.6 transfer exception GPA had not been implemented yet, which lead to these lower APR numbers.

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

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

The Long Beach State Athletics Department policy regarding scheduling competitions and practices can be found in Section 9.0 of the "Staff Manual."

The LBSU Athletics Department scheduling philosophy states that, “all competitive schedules must be scheduled and conducted in accordance with NCAA, conference and university policies, rules, and regulations.” While each coach is responsible for developing a schedule of competitions, the primary objective must always be to place the welfare of students first. This means that competitions, travel, departure times, and so forth, must be scheduled to allow student-athletes to attend classes and adequately prepare for their academic work to the maximum extent possible. Coaches are also encouraged to schedule competitions to meet other important criteria, such as maximizing the opportunity for teams to qualify for postseason tournaments, ensuring start times that allow for high fan attendance, and to establish gender equity regarding access to facilities. All competition schedules must be approved by the sports supervisors, the associate athletics director for compliance, and the athletics scheduling office prior to being considered final.
As with the scheduling of competitions, the scheduling of practices must consider student-athlete academic performance and the health and safety of student-athletes as paramount. Practice times are evaluated to ensure the maximal allowable time for students to attend classes and complete their academic work. Practice times are evaluated every year so as to ensure equity across sports, especially in instances where specific facilities are shared by several teams.

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

The Long Beach State policy statement regarding attendance and missed-class policies was approved in January 2001, in Academic Senate Policy Statement 01-01. Faculty members are expected to make clear whether and to what extent any portion of a students’ grade is based on attendance and participation. The policy statement lists the following as excused absences:

1. Illness or injury to the student
2. Death, injury, or serious illness of an immediate family member or the like
3. Religious reasons
4. Jury duty or government obligation
5. University sanctioned or approved activities (examples include: artistic performances, forensics presentations, participation in research conferences, intercollegiate athletic activities, student government, or required class field trips.)

The policy further states that extended or multiple absences are of concern and that students who are aware of the likelihood of such absences before the semester begins should consult with their advisor and the faculty member to see whether these absences will affect their ability to complete the course. Students who realize they will have extended or multiple absences after they begin the course should engage in similar consultation.

The policy requires advanced notification (as early as possible but with a minimum of one week advance notice) for several categories of absences, among them university-sanctioned events. The student is responsible for notifying the faculty member and making up any missed work or exams. Instructors are not required to make accommodations for students who do not notify them at least one week in advance, but also may not penalize students when it was not possible for the student to know of the absence in advance (e.g., an unscheduled playoff game).

The policy specifically mentions that student-athletes must adhere to its regulations and are not exempt. The Athletics Department has a form letter that student-athletes are expected to distribute to their instructors. The letter states explicitly, "It is the responsibility of the student-athlete to give you this information in the first week of the semester?" Student-athletes are responsible for working with the instructor to make-up any missed work or assignments. The form letter also alerts instructors that they will be asked to provide information on the progress and academic success of each student-athlete during the semester.

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

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

Long Beach State’s scheduling policy states, in part, that "no more than 12 days of class per semester should be missed whenever possible." A review of missed class time for 2008-09 and 2009-10 reveals that all 15 teams (Long Beach State sponsors 18 teams, but in this analysis Cross Country, Indoor Track and Field, and Outdoor Track and Field are combined across genders) were below this threshold with the following five exceptions:

Fall 2008: Women's Soccer missed 16 days of class
Spring 2009: Men's Golf missed 14 days of class
Spring 2009: Women's Golf missed 14 days of class
Spring 2009: Baseball missed 15 days of class
Spring 2010: Baseball missed 15 days of class
Women's Soccer exceeded the 12 day maximum because they took a week-long trip to Hawaii. While traveling to Hawaii provided a unique opportunity for our student athletes, the Athletics Department strongly discourages missing an entire week of school. Additionally, soccer advanced into post-season which resulted in additional 3 missed class days. During the following academic year, Women's Soccer only missed 8 class days.

During the spring 2009 season, both Men's and Women's Golf exceeded the 12 day minimum by two days. This is due, in part, because both teams hosted no home tournaments but traveled to all their competitions. During the 2009-10 academic year, the Men's Golf team held two home tournaments and, consequently, only missed 10 days in the fall and 9 in the spring. While the Women's Golf team held no home tournaments in the 2009-10, they traveled primarily within California and, therefore, only had 8 missed class days in the fall and 10 in the spring. Additionally, both teams advanced into post-season which resulted in additional missed class days (3 days Men, 6 days women). Had they not made it into post-season play, both teams would have been under the 12 day guideline.

During the spring 2009 and spring 2010 seasons, Baseball exceeded the 12 day minimum by 3 days. This is largely the result of the NCAA's decision to truncate the baseball season by nearly 3 weeks while retaining the original number of contests (56). Consequently, Baseball plays and increased number of mid-week games. What's more, many of the "missed days" were Fridays as such we try to minimize the number of student athletes in Friday classes during the spring. It is also worth noting, that during the two years in question, the Baseball team GPA was higher (or equal to) during the spring term than it was during the fall term. This indicates that, as a team, they were performing better (or equal to) as good academically during the semester in which they missed 15 days of class than they did during the semester when they missed no class days.

While the Athletics Department counts a particular day as a missed class day, it is possible that some team members were actually able to attend class that day. For example, a team may depart for travel at 11:45AM, which would allow student-athletes to attend their morning classes. Likewise, the team may return early enough on a "missed class day" to attend afternoon and evening class. Finally, it is possible that some team members do not have classes scheduled on a particular "missed class day." Therefore, the conservative reporting reflected in the data could inflate to some degree the number of classes actually missed.

Irrespective of the five occasions on which teams exceeded the 12 day guideline, it is worth reiterating that all of Long Beach State's teams are above the 925 APR benchmark. This achievement is testimony to commitment we have to the academic success of our student athletes and the outstanding support they are provided when they are on the road.

In summary, LBSU has determined that the missed class time is neither significant nor excessive; therefore no plan for improvement in this area is needed.

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

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

The LBSU Athletics Department uses a variety of means by which to communicate its policies and procedures regarding the scheduling of athletics competitions and practices and its missed-class policies to student-athletes, department staff, and faculty and administrative staff.

Student-athletes are advised regarding scheduling and missed-class policies through orientations and the "Student-Athlete Handbook." In addition, individual coaches stress the importance of class attendance and the necessity for student-athletes to meet the academic expectations of the institution. During the first week of each semester,
student-athletes must (unless prevented by circumstances beyond the student-athlete’s control) provide to their professors the Athletics Department travel letter and a list of the dates that they will miss due to travel/competition. In addition, student-athletes must remind faculty of upcoming absences at least a week in advance. The student-athlete, not the professor, is responsible for arranging make-up assignments and exams. All student-athletes are required to read and sign a copy of this policy at the beginning of each academic year. These letters are signed by faculty to acknowledge receipt.

Athletics Department staff are advised regarding scheduling and missed-class policies through the “Staff Manual” referenced in 2.1.18 above. That manual outlines the philosophy and procedures for scheduling of competitions and practices. In addition, the FAR talks to coaches and student-athletes at meetings about university missed class time policy and their responsibility to attend class.

The LBSU athletics department communicates with faculty and administrative staff regarding scheduling and missed-class policies primarily through the faculty athletics representative. The FAR sends an email to all faculty and regarding these policies. In addition, the FAR makes an annual report to the Academic Senate. Faculty are also notified about policies through the letter student-athletes present to them at the beginning of every semester with the dates and times that will be missed due to athletic competition and travel. Lastly, policies regarding excused absences for athletic competitions are clearly stipulated in the general catalog of the university.

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

There were no plans for improvement required.
<table>
<thead>
<tr>
<th>Elements</th>
<th>Goals</th>
<th>Steps to Achieve Goals</th>
<th>Individuals/Officers Responsible for Implementation</th>
<th>Specific Timetable for Completing the Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Issues in the Self-Study</td>
<td>There were no plans for improvement required.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Operating Principle

#### 2.2 Academic Support.

#### Self-Study Items

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

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

   **1. Condition**
   
   Long Beach State was certified without conditions.

   **Action**

   **Action Date**

   **Explanation for partial or non-completion**

2. List all actions the institution has completed or progress it has made regarding all plans for improvement/recommendations developed by the institution during its Cycle 2 certification process as they relate to Operating Principle 2.2 (Academic Support). For each issue identified, provide:
   a. The original goal(s);
   b. The step(s) taken by the institution to achieve the goal(s);
   c. The date(s) the step(s) was completed;
   d. An explanation for any partial or noncompletion of the original goal(s) and/or step(s) to achieve the goal.

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

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

   *The committee will not accept the following explanations for partial completion or noncompletion:*
The institution did not possess sufficient funds to implement the plan.
- The institution has had personnel changes since the original development of the plan.
- The institution does not have documentation of actions taken to implement the plan.

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

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

1. Original Plan

Expand and improve facilities for study hall and student-athlete academic advising

Steps to achieve goal: Request that the Provost review and procure adequate facilities for CSAS academic advising and study hall space.

Action

In collaboration between Athletics, Department of Kinesiology, and Academic Affairs, space was identified to open a new academic center. Funds were secured from the Bickerstaff family and the Bickerstaff Center for Student-Athlete Academic Services (BAC) opened in May 2006. This spacious facility includes a conference room; offices for the administrators, professional advisors and the Academic Specialist; and cubicles for professional advisors, mentors and tutors. In addition, a large space is devoted to student-athlete study hall. The Dean of the Library donated 14 computers and a printer for the study hall area.

Please refer to BAC facility diagram.
Conference Room: 13' X 16'
Office of the Assoc. Director: 9' X 9'
Office of Director: 8' X 18'
Offices of professional advisors: 10' X 8'
Cubicles: 7' X 8'

Action Date
May 2006

Explanation for partial or non-completion
Completed

2. Original Plan

Develop a policy to monitor student-athlete class attendance

Steps to achieve goal: The AD, Associate AD for Compliance and Student Services, and the Director of CSAS should develop a plan to monitor student-athlete class attendance; Head Coaches, SAAC, and the Committee on Athletics should review the plan.

Action
The Department of Athletics at Long Beach State expects its student-athletes to attend every class meeting, in its entirety, unless the absence falls within the university-sanctioned definition of an excused absence. According to University Policy Statement PS 01-01, excused absences include:

1. Illness or injury to the student
2. Death, injury, or serious illness of an immediate family member or the like
3. Religious reasons (California Education Code section 89320)
4. Jury duty or government obligation
5. University sanctioned or approved activities (examples include: artistic performances, forensics presentations, participation in research conferences, intercollegiate athletic activities, student government, or required class field trips.)

Professors set attendance policies for their classes and it is the responsibility of the student-athlete to adhere to the attendance policy for each class. Within the first week of each semester, student-athletes must (unless prevented by circumstances beyond the student-athlete's control) provide to their professors the Department of Athletics Travel Letter and a list of the dates they will miss due to travel/competition. In addition, student-athletes must remind instructors of upcoming absences at least a week in advance. The student-athlete, not the professor, is responsible for arranging make-up assignments and exams. All student-athletes are required to read and sign a copy of this policy at the beginning of each academic year.

Prior to fall 2009, the Athletics Department used manual grade checks that included class attendance monitoring. These grade checks went directly to the Head Coach and were shared with the BAC advisor. GradesFirst was identified in Fall 2008 as a mechanism for electronic grade checks and class attendance. A pilot program using GradesFirst was implemented in the summer of 2009. Given its effectiveness, GradesFirst was implemented by all coaches and student-athletes in Fall 2009. Many coaches do random class checks using the information available from the GradesFirst program.

In September 2010 The Faculty Athletic Representative, in consultation with the Academic Senate Committee on Athletics, SAAC, the AD, the Associate AD for Compliance, and the Director of BAC developed a plan to monitor student-athlete class attendance. Plan is to be regularly reviewed by all Coaches, Athletic personnel and SAAC. This policy outlines the following responsibilities and process.

**A. Monitoring**
Each team's coaching staff and the Bickerstaff Academic Center staff rely on class checks completed by coaching staffs, GradesFirst progress reports and hard copy faculty grade check forms from faculty, and direct communication with faculty to monitor student-athlete class attendance.

**B. Penalties**
Penalties for unexcused absences from class are determined by each coaching staff. Penalties may include, but are not limited to, the following: additional study hall, additional conditioning, suspension from practice, suspension from competition, and termination from team.

**C. Appeal Process**
If a student-athlete believes the information related to absences is inaccurate, she or he has 24 hours from the time of notification to submit clarifying documentation to the coach of her or his class attendance. If a student-athlete does not contest the allegation of missing class, but feels the penalty for the unexcused absence is excessive she or he may appeal the penalty. Appeals follow the Student Grievance Procedure and Appeals process outlined in Section 7 of the Student-Athlete Handbook.

**Action Date**
Monitoring missed class time began immediately following cycle 2 with the use of paper grade checks. In 2009, additional monitoring was done through GradesFirst and in October of 2010, a written policy was adopted and implemented to continue monitoring utilizing GradesFirst and paper grade checks.
Explanation for partial or non-completion

Completed

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

a. The additional goal(s);

b. The step(s) taken by the institution to achieve the goal(s); and

c. The date(s) the step(s) was completed.

a. The additional goal(s): Expansion of academic support area and tutoring services
b. The step(s) taken by the institution to achieve the goal(s): See below

c. The date(s) the step(s) was completed: Initiated in 2006 and ongoing

This goal has been met to a high degree through the expansion of our academic advising and support area and the addition of after-hours tutoring to work with student-athletes (tutoring available until 9 pm). The following discussion elaborates on the steps we have taken to achieve the goal.

The opening of the Bickerstaff Center for Student-Athlete Academic Services (BAC) in 2006 contributed greatly to our ability to support student-athletes. The BAC improvements in academic support were planned and implemented by the BAC administrators and professional advisors with the support and approval of the Athletic Department and the Division of Academic Affairs. These additions to student-athlete academic support consist of the following:

1. Expansion of Academic Support Facility Areas

As part of ongoing evaluation and reflective practice, the administration and staff at the BAC meet regularly to consider means for improving their academic support services for student-athletes. In recent years, these have included designing and developing a student-athlete study hall; securing and setting up common-use computers; installing a plug-in facility for lap tops; developing and implementing a study hall policy on the use of the facility; and utilizing GradesFirst, a computerized study hall monitoring system that provides information to student-athletes, coaches and BAC personnel on the number of hours that each student has completed in the study hall.

2. Expansion of Tutoring Services

Tutorial services are available to student-athletes through the BAC and the Learning Assistance Center (LAC). These services have continued to expand since the last evaluation of the BAC conducted by the Academic Senate Program Assessment and Review Council (PARC) in 2006. In addition to BAC initiated expansion of those services, student-athletes see the benefits of tutoring and request tutors more often. There is now an increased demand for tutoring which is coordinated by the BAC academic specialist, Chris Jolly. Jolly is responsible for all aspects of tutoring provided in the BAC, from recruitment and training to evaluation of the effectiveness of tutorial services provided to student-athletes.

There is a full array of tutoring services available to student-athletes. These services are primarily provided in the BAC and the LAC. However, in order to accommodate the increasing number of tutoring requests and to ensure availability of high-quality tutoring in a variety of academic disciplines, student-athletes may also receive tutorial services at several other locations across the campus including the Department of Mathematics' tutoring center, the campus Writer's Resource Lab, the Jensen Center, Department of Communication Studies' tutoring center and the Department of Communication Studies' Hauth Center.

Tutorial services provided at the BAC are administered by graduate students, professor emeriti, peer tutors, credentialed K-12 teachers, and community volunteers who report to the BAC academic specialist. To be considered for a position as a tutor, an applicant must submit an application form and a letter of recommendation from a Long Beach State faculty member (in the subject the applicant wishes to tutor) that specifically addresses the applicant's qualifications to be a tutor. To effectively match tutors with student-athletes and to ensure results-oriented tutoring, student-athletes who wish to access tutorial services request assistance through their academic advisor, the academic specialist, their coaching staff or the GradesFirst tutor request system. The student-athlete's needs are assessed and based on a discussion about the specific areas of difficulty and a review of grades on assignments completed in the class (if applicable), the student-athlete is placed with an available tutor whose training, experience, and skill-set best fits the student-athlete's needs. The academic advisor or academic specialist also takes into account the student-athlete's overall academic profile and any known Education Impacting
Disabilities (EIDs).

Tutors are evaluated each academic year through evaluation forms submitted anonymously by student-athletes being tutored, by observations made by the academic specialist, and by reading their tutor session reports on student progress. The tutorial program as a whole also is evaluated each academic year through a review of students' academic outcomes in the courses in which they were tutored.

BAC tutor program offers individual, group, and drop-in tutorial services for a variety of subjects. Tutorial services offered in the BAC are available from 8:00AM-9:00PM Monday through Thursday and 8:00AM-4:00PM on Fridays. Drop-in mathematics and writing tutoring is available in the BAC for academically at-risk student-athletes from 5:30PM-9:00PM, Monday through Thursday. LAC tutorial services are available from 9:00AM-7:00PM Monday through Thursday and 9:00AM-12:00noon on Fridays (drop-in tutoring times for high-risk course subjects such as mathematics, chemistry, and physics vary from day to day and semester to semester).

Student-athletes may request a tutor by speaking to their coach, BAC advisor, or academic specialist, or by utilizing the GradesFirst tutor request system. To be eligible to receive tutoring services, students must be on the active NCAA team roster. The BAC also continues to provide services to those student-athletes who were previously on athletic aid and affect the NCAA Federal Graduation Rate, Graduation Success Rate, or the Academic Progress Rate. The head coach or the Athletics Department gives approval for these additional non-competing student-athlete services.

The majority of peer tutors have prior tutoring experience. Upon hiring, tutors are trained in NCAA regulations pertaining to their role as tutors. All tutors are also provided a tutor's manual outlining relevant BAC, university, and NCAA policies and procedures, as well as providing a reference for good tutoring practice. Tutors are trained in applicable NCAA, conference and/or institutional compliance rules and regulations by the academic specialist and sign a statement of understanding regarding the applicable rules and regulations. Before tutors are allowed to submit a tutorial session report, they must confirm and sign a statement that they have not violated any NCAA or university regulations during the tutorial session.

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

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

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

In addition to the academic support services to all students on the LBSU campus, student-athletes are provided individual comprehensive academic advising services at the Bickerstaff Center for Student-Athlete Academic Services (BAC). Formerly known as the Center for Student-Athlete Services, the BAC opened formally in June 2006 thanks to the generosity of the Bickerstaff family. Under the Division of Academic Affairs, its mission is to assist the approximately 350 Long Beach State student-athletes from 18 teams in planning their academic programs and to provide academic support services to ensure that student-athletes maintain NCAA eligibility, achieve their educational goals, and persist to graduation.

In pursuit of this mission, the BAC developed the following goals:

**Goal I:** To serve as the central source of academic and NCAA eligibility information for student-athletes.

A variety of important advising services are available to student-athletes as they negotiate the challenges inherent in being both college students and Division 1 athletes. Services include overall academic program planning, assistance in the identification and clarification of educational and vocational goals, assistance in the interpretation of NCAA rules of eligibility, overall assistance with the university regulations and requirements leading toward graduation, and interpretation of university degree audits, graduation evaluations, and other university documents.

Goal II: To provide and coordinate programs and services for student-athletes with other service units on campus.
Student-athletes at LBSU are fortunate to have access to a number of support service units in addition to the BAC. At the BAC, the staff utilizes unique academic assistance programs geared to foster personal empowerment and enhance classroom success. Both freshmen and new transfer student-athletes participate in transitional support assistance designed to capitalize on the student-athletes' athletic skills while learning to transfer those skills to classroom success. In addition, the BAC staff closely coordinates with essential academic support services throughout the university including the Career Development Center, Counseling and Psychological Services, the Learning Assistance Center, the Student Orientation Advising and Registration (SOAR) office, and the Writer's Resource Lab.

Goal III: To provide a coordinated recruit visit program for prospective student-athletes.

The staff of the BAC has developed a two-prong approach in order to deliver information appropriate to prospective student-athletes. Pertinent academic information including general education, courses in majors, and testing requirements are reviewed. Also highlighted are university-wide academic support services as well as special programs developed just for student-athletes.

Reporting lines and responsibilities

The BAC is overseen by the Associate Vice President for Undergraduate Studies Lynn Mahoney. The senior director of academic advising, academic affairs, director of student-athlete services is Gayle Fenton. Reporting to her is Sandra Shirley, the associate director of student-athlete services and the director of the BAC.

Chris Jolly, the student-athlete academic specialist, is responsible for 21 academic tutors, five peer academic mentors, and a nighttime study hall monitor. He reports directly to Sandra Shirley. Also reporting to Shirley are four academic counselors: Michelle Mahoney, Rebecca Groff, Tamika Spivey and Kirsten Sumpter. Mahoney is the director of academic advising, academic affairs, director of student-athlete orientation and the faculty/athlete connections program coordinator. Rebecca Groff is the director of Student-Athletes Freshman transitions program. Spivey is the SAAC liaison and Sumpter is the assessments coordinator. Martha Grace is a graduate assistant peer counselor and reports to both Shirley and Fenton.

It is anticipated that there will be an office coordinator who will report to Shirley and will be responsible for oversight of a receptionist and a federal work-study student assistant, and two degree completion student-athletes. Currently, Jonathan Edrington is a student assistant and reports directly to Shirley. It is hoped that in the future, a student-athlete retention specialist will be hired and will report to both Shirley and Fenton.

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

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

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

There exists a departmental and institutional positive and productive working relationship among representatives from the Division of Academic Affairs, the Athletics Department and the Bickerstaff Center for Student-Athlete Academic Services (BAC). This relationship provides multiple opportunities for discussion and review of BAC staffing, physical space, and financial support. The senior director of advising/director of student-athlete services has scheduled weekly meetings throughout the year with the AVP for Undergraduate Studies. In addition, bi-weekly meetings with the athletics director, senior associate athletics director/SWA and the director of the BAC present additional opportunities to discuss these issues. Institutionally, the Academic Senate Program Assessment and Review Council (PARC) completed a review of the academic support service for student-athlete services in May 2006. At that time, the report acknowledged the move to the new Bickerstaff Center that would soon take place. The report mentioned the increase in office space and the new computer lab and study hall area that were to be provided for LBSU's student-athlete population. It was noted that the move would generate a need for additional staffing at the front desk and a nighttime study hall monitor now that the new facility provided access to evening academic support services. In response, the Athletics Department agreed to fund a nighttime study-hall monitor and the Division of Academic Affairs funded a part-time position for the BAC front desk. Due to budget cuts, the funding...
In addition to the 2006 institutional PARC study, President Alexander, in fall 2010, requested that a team consisting of Jeff Klaus, Student Life and Development, Marshall Thomas, Learning Assistance Center, Jonathan O’Brien, Student Development in Higher Education, and Timothy Plax, Communication Studies, evaluate the services and operation of the BAC. The team of evaluators reviewed the eight areas required in the NCAA and National Association for Academic Advisors for Athletics (N4A) “Academic Support Services Evaluation Guide.” These include: academic counseling and advising resources and services; tutoring; academic progress monitoring and reporting; assistance for student-athletes with special academic needs; assistance for at-risk student-athletes; academic support services facilities; academic evaluation of prospective student-athletes; and student-athlete degree selection.

As a starting point, the team reviewed the BAC’s PARC program assessment and review, conducted in 2006. The report provided the review committee with an indication of the impressive history of effective services provided by the BAC, as well as some recommendations for program improvement. There were no corrective actions cited, only recommendations for an enhanced program. All of the recommendations from the 2006 review had been implemented by the BAC, noted by the committee and are evidence of the BAC's commitment to excellence.

The 2010 evaluation committee review resulted in 12 recommendations to enhance services provided by the BAC. The leadership of the BAC, academic affairs, and athletics met to review the recommendations and determine their plan of action. It was clear that some of the recommendations were intended to create an "ideal" center, thus the recommendations were put into two categories: ideal or corrective. Those recommendations listed as corrective are part of our plan for improvement and may be found in that section of the self-study. The "ideal" recommendations will be reviewed in a better financial climate as appropriate. An example of one such recommendation was, "An area for growth would be to increase the peer mentoring provided to incoming freshmen student-athletes with special academic needs. If funding permits this would be an ideal approach to help the student-athlete transition successfully to college life."

6. Using the program areas for academic support services listed below, describe the following (this program analysis must be conducted as part of the self-study process):

   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 and staff are made aware of these services;

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

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

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

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

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

   **BAC Mandatory Academic Advising Process**
   The primary purpose of the BAC is to provide academic advising for LBSU's student-athlete population. Mandatory advising takes place each semester for every competing student-athlete as long as they are on the official NCAA team roster. Registration holds are used so that competing LBSU student-athletes complete their advising requirement before being allowed access to registration. Advising components provided by BAC professional advisors include complete degree program planning; course sequencing and selection, assistance in the identification and clarification of educational and vocational goals; assistance in the interpretation of NCAA academic rules of eligibility; overall assistance with university regulations and requirements leading toward baccalaureate degrees, credentials and master's degrees; interpretation of university degree audits, graduation evaluations and other university documents; and, career and major planning.

   LBSU provides “early” registration for its competing student-athletes. Early registration takes place during the period scheduled for graduate student registration ensuring that the student-athletes are able to enroll in the courses necessary to make progress toward degree. Other special student groups in the university are also permitted to utilize this registration period, such as President Scholars, students in the University Honors program, forensics students, veteran students and students assisted by Disabled Student Services.

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

   It is the practice of the BAC that mandatory advising takes place each semester for every competing student-athlete as long as they are on the official NCAA team roster. Student-athletes who are no longer on the team roster but were on athletic aid are also provided advisement to ensure NCAA Academic Progress Rate and Completion of Degree.

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

   Mandatory academic advising is communicated to the student-athlete population via the BAC advisors at team meetings throughout the semester, during drop-in advising and via e-mail and text message communication with the GradesFirst system. Coaches and Athletics Department staff also communicate this advising service to the student-athletes. Lastly, this academic support service is detailed in the online Student-Athlete Handbook.

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);

   Tutorial services are available to student-athletes for the vast majority of courses offered by LBSU. Student-athletes primarily receive tutorial services through the Bickerstaff Academic Center (BAC) and the Learning Assistance Center (LAC). Student-athletes also receive some tutorial services through the Department of Mathematics’ tutoring center, the Writer's Resource Lab, the Jensen Center (science majors only), the Department of Communication Studies’ tutoring center and the Department of Communication Studies’ Hauth Center.

   LAC tutorial services are available Monday through Thursday from 9:00 AM-7:00 PM, and Friday from 9:00 AM-12 noon (drop-in tutoring times for high-risk course subjects such as mathematics, chemistry and physics vary from day to day and semester to semester). BAC tutorial services are available from 8:00AM-9:00PM Monday through Thursday and 8:00AM-4:00PM on Fridays. For special circumstances, the BAC may also arrange weekend tutoring sessions. Drop-in mathematics and writing tutoring is available in the BAC for academically at-risk student-athletes from 6:00PM-9:00PM, Monday through Thursday. The hours of availability of other campus tutorial resources vary by semester.
The mechanisms by which student-athletes and staff are made aware of these services. Some BAC tutors for mathematics and writing are credentialed high school teachers. The BAC also utilizes volunteer tutors. All volunteer tutors are retired university faculty or qualified community members with advanced degrees in the field they tutor. All peer tutors must have approximately a 3.2 cumulative GPA and have received an "A" in the class(es) that they tutor. All peer tutors must provide a letter of recommendation specifically addressing their qualifications as a tutor from a LBSU faculty member in the subject that they wish to tutor. The majority of peer tutors have prior tutoring experience.

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

It is a practice that all student-athletes are able to access the tutoring provided by the Department of Mathematics, the Department of Communication Studies, the Writer's Resource Lab and the Jensen Center (provided they are science majors), as these services are offered free to all LBSU students. Evening drop-in mathematics and writing tutoring in the BAC are free to NCAA competing student-athletes determined to be "at-risk" and placed in the "Focus Graduation" population, which provides them access to evening study hall hours. All incoming freshmen and transfer “special admit” student-athletes, and all continuing student-athletes whose GPAs are borderline, making them at-risk for university probation and/or loss of NCAA eligibility, are placed in the focus graduation population. In addition, continuing student-athletes whose GPAs are borderline, making them at-risk for university probation and/or loss of NCAA eligibility, are placed in the focus graduation population. Additional student-athletes may be placed into the focus graduation population based on the recommendation of a BAC academic advisor.

Paid tutoring, including individual and group tutoring sessions at the BAC and LAC, as well as drop-in tutoring at the LAC, are available to student-athletes if one of the following criteria is met: 1) the student-athlete's academic advisor and head coach agree tutoring is warranted and the coach agrees to pay the tutoring cost out of his or her budget; 2) the student-athlete agrees to pay for the tutoring sessions; or 3) the Athletics Department agrees to pay for the tutoring out of the general Athletics budget. Generally, tutoring is provided for student-athletes who are failing or at-risk of failing a class. In some cases, tutoring may be provided for student-athletes seeking to ensure that they make an "A" in a class in order to enhance their future education and career possibilities (e.g., getting into a high-demand program such as Nursing or getting into graduate school). Students may request tutoring from their coaches, academic advisors or the BAC academic specialist. The online GradesFirst student-management system used by the Athletics Department and student-athlete services allows student-athletes to request tutoring for a specific class by simply clicking on a "Request a Tutor Appt" link. The academic advisor then receives an e-mail notification of the request and follows up with the student and the coach to ensure that the request is being fulfilled. Student-athletes may also be required to utilize tutoring by their academic advisor and/or coach. All student-athletes must sign a tutoring contract stating that they will be prepared and on time for tutoring sessions and cancel, in advance, only for valid reasons.

c. The mechanisms by which student-athletes and staff are made aware of these services.
Student-athletes are made aware of tutorial services in a number of ways, including their coaching staff, academic advisor, BAC academic specialist, Athletics Department student service personnel and by other student-athletes who have used tutorial services. Further, they may utilize the "Request a Tutor Appt" on their home page in GradesFirst. Lastly, this academic support service is detailed in the online Student-Athlete Handbook.

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

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

      Academic progress report requests are sent twice per semester to all student-athletes' faculty, generally in the sixth and 12th weeks of the semester. Report requests are sent electronically via e-mail by the GradesFirst student management system. Faculty may then submit reports using an online form. (The GradesFirst system is state-of-the-art, secure and has been vetted by the LBSU Office of Academic Technology.) If a student-athlete is flagged as at-risk to fail a class by an instructor, the student-athlete's academic advisor, coaching staff, sport supervisor and the compliance officer immediately receive an e-mail of the at-risk report. Additional grade checks may be sent out for particular students and/or classes on an as-needed basis as determined by the academic advisor and coaching staffs. These may be electronic grade checks or traditional paper grade checks, for which the student must return a grade check form, filled out and signed by the instructor. Also, attendance checks are conducted on an as-needed basis by coaching staffs. Both the electronic progress report and the in-person grade check paper form request instructors to report student-athlete absences.

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

      It is the practice of the BAC that academic progress monitoring and reporting takes place for every competing student-athlete as long as they are on the official NCAA team roster.

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

      Academic progress monitoring and reporting are communicated to the student-athlete population via the BAC advisors at team meetings throughout the semester, mandatory advising sessions every semester and drop-in advising. Coaches and Athletics Department staff members also communicate this academic service to the student-athletes.


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

      The BAC academic support staff is vigilant in looking for any signs of potential EIDs. Some student-athletes enter the university with documentation that they have been tested and formally assisted in K-12 schools for diagnosed learning disabilities. Other entering student-athletes have not been diagnosed previously but during the first year at LBSU, BAC advisors begin to notice academic areas of difficulties that could be caused by a learning disability. At that time, the student-athlete is referred to Disabled Student Services for an intake session. Once a preliminary evaluation has been completed and there is a possibility that a learning disability may be causing the problem, the student-athlete is scheduled for formal testing and evaluation. LBSU is fortunate to have an outstanding Disabled Student Services Office that is able to provide free testing to all students. After an intake session with a Stephen Benson Learning Disability Program staff member, a student is scheduled for the appropriate testing depending on the possible type of learning disability.

      The BAC staff ensures that referred student-athletes follow through with the intake, testing and evaluation process. Many referred student-athletes also grant the academic support staff with whom they are associated permission to receive information regarding their testing, evaluation and disability (if any). This allows the BAC staff members to assist student-athletes in understanding the implications of their results, and following through with appropriate accommodations and advising for successful degree attainment. Insofar as possible, BAC staff work closely with DSS staff regarding student-athletes with EIDs. In
addition, BAC academic mentors receive training from Disabled Student Services staff on working with students who have learning disabilities.

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

It is the practice of the BAC that all student-athletes with a documented EID prior to their acceptance to LBSSU are connected with DSS and provided all academic support services necessary. Other entering student-athletes who show signs of potential EIDs are referred to DSS for intake and evaluation.

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

Assistance for special academic needs is communicated to the student-athlete population via the BAC advisors individually in a one-on-one meeting, as appropriate. Coaches and Athletics Department staff members also individually communicate this service to the student-athlete. Lastly, all services available from the Disabled Student Services Office are detailed in the online Student-Athlete Handbook.

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

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

There are a number of ways that at-risk student-athletes receive assistance at LBSU. The BAC's “focus graduation” study hall group is open to all at-risk student-athletes. Evening study hall, tutoring and mentoring services are provided to this group. In addition to focus graduation, at-risk first-time freshmen are provided a 10-week series of workshops in the BAC. Academic Specialist Chris Jolly's learning skills program (Peak Performance Academic Workshop) is presented as 10-week, one-credit hour learning skills workshops for approximately 45-55 student-athletes every fall. Student-athletes are placed in the workshops based on evaluations of their academic profiles. Each workshop is capped at approximately 14 student-athletes to maximize the learning experience. Covered topics include learning styles, the principles of memory, time management, listening and note-taking skills, textbook comprehension, exam prep, test-taking, post-test evaluation techniques, writing strategies and plagiarism. Student-athletes are given "hands-on" homework assignments to reinforce the discussions of study skills. The workshops themselves are discussion and activity-based. In addition to the workshops, all incoming freshmen student-athletes are required to attend a finals prep workshop each semester of their freshmen year.

The BAC also provides a limited peer academic mentoring program for at-risk student-athletes. Mentors are seniors or graduate students with exceptional academic histories. The majority come from education, counseling, and sport psychology programs. All mentors must provide a letter of recommendation from a faculty member and participate in an interview process. Most mentors have experience, at a minimum, in tutoring and mentoring programs such as Upward Bound and AVID, as residence advisors or as student orientation leaders. Mentors receive specialized training in study skills to help their student-athletes improve overall academic performance. Student-athletes in need of more intensive study skills help meet individually with the BAC academic specialist or are referred to learning skills specialists in the LAC. Students with learning disabilities also work on their learning skills with DSS personnel. BAC academic mentors meet once a week with the academic specialist for training and to discuss mentoring issues.

Academic mentors meet with their assigned student-athletes once a week for one-hour sessions. Academic mentors monitor weekly academic progress in each student's classes, monitor academic progress reports through BeachBoard and faculty grade checks, assist students in developing academic plans and developing their academic skill sets. This developmental assistance includes, but is not limited to, teaching effective study skills using students' course materials; listening to student concerns and working together to identify strategies for academic success; providing academic and personal support to increase students' confidence and performance; and developing strategies with students for talking with faculty, forming study groups, and using other campus resources.

Academic mentors file electronic session reports in the GradesFirst system and alert the student-athletes' advisors and coaching staff members when reports have been filed. The reports document all aspects of student-athlete academic performance and progress, including, but not limited to, grades to date, academic work to be accomplished in the upcoming week or before the next mentoring session, and upcoming tests and assignments. This information allows the coaching staffs to follow-up with their student-athletes with additional meetings during the week, as necessary, to help ensure academic tasks are accomplished.
At-risk student-athletes may also receive learning skills assistance through individual appointments with the learning skills specialists in the campus Learning Assistance Center, as well as learning skills workshops offered by the Learning Assistance Center periodically throughout each academic term. These services are free to all LBSU students.

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

It is the practice of the BAC to provide at-risk students services to all student-athletes who are on the active NCAA team roster.

The BAC's focus graduation study hall group is open to all at-risk student-athletes. Student-athletes in this group are identified in the following ways: by their placement in pre-baccalaureate English or math courses; all special admits in their first year; continuing student-athletes with GPAs that are borderline, thus making them at-risk for university probation and/or loss of NCAA eligibility; students on academic probation; and any other student-athletes based on the recommendation of the appropriate academic advisors or coach.

All at-risk first-time freshmen are provided a 10-week Peak Performance Academic Workshop in the BAC. Student-athletes are placed in the workshops based on evaluations of their academic profiles. A student with documented difficulties in verbal and writing skills are given the highest priority for workshop spots.

All incoming freshmen student-athletes are required to attend a finals prep workshop each semester during their freshmen year. These workshops are mandatory for freshmen but all student-athletes are encouraged to attend.

The BAC also provides a limited peer academic mentoring program for at-risk student-athletes. The BAC academic advisor and coaching staffs draw up prioritized lists of student-athletes for the academic mentoring program. The lists are based on the student-athletes' academic profiles and the advisor's and coach's personal knowledge of the student-athletes. A list for each team, with a summary of the case for each student-athlete on the list, is submitted to the director of the BAC and the academic specialist for evaluation and placement in the program. They ensure that all teams are well represented in the program, given the available number of slots. A preliminary list of student-athletes to be placed in the program is sent back to the academic advisors and coaching staffs for review and then is finalized after receiving their input.

As the Learning Assistance Center learning skills appointments and workshops are free of charge to all students, they are available to all student-athletes.

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

All of these at-risk academic support services are communicated to the student-athlete population via the BAC advisors at team meetings throughout the semester, mandatory advising sessions every semester, and drop-in advising. Coaches and Athletics Department staff members also communicate these special academic services to at-risk student-athletes. Lastly, all BAC at-risk academic support services are detailed in the online Student-Athlete Handbook.

Finals prep workshops are advertised by coaching staffs (including flyers in the locker rooms), academic advisor, and in the main study hall area with poster-sized displays.

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

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

The BAC is the primary academic support facility for student-athletes. It is a well-equipped facility that provides study space for up to 44 student-athletes. It has 14 desktop computing stations for student-athlete use, as well as four laptop plug-in stations and wireless internet. The center has four cubicles used for tutoring and mentoring appointments and a conference room used for evening drop-in mathematics tutoring. BAC academic support facilities are available to student-athlete use from 8:00 AM-5:00 PM and 5:30 PM-9:00 PM, Monday through Thursday and from 8:00 AM-4:00 PM on Fridays. There are also numerous other campus computing labs and study areas available to student-athletes.

b. Any policies that govern which students can use these services; and
It is the practice of the BAC that all competing student-athlete on the NCAA team roster are eligible to utilize the BAC facility

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

Student-athletes are introduced to the BAC facility immediately upon enrollment at LBSU and through the BAC, student-athletes become aware of other study rooms, computers and labs on campus.


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

All items listed in Measurable Standard No. 2 of Operating Principle 3.3 are covered in the survey.

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

It is the practice of the Athletics Department to provide Enrollment Services with a comprehensive prospective incoming list of all student-athletes for each semester. From this list, a review of academic profiles on prospective student-athletes is completed.

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

Coaches and Athletics department staffs communicate these academic services to the student-athletes.

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

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

The BAC advisors begin advising freshman student-athletes on majors of interest as soon as they arrive on campus. Because of the 2003 NCAA academic requirement that mandates that student-athletes must complete 40 percent of their degree requirements after the second year, all student-athletes must begin making decisions on an appropriate major after the first year to ensure that they take appropriate major courses in the third semester. To assist with this freshman decision-making, the BAC presents a specialized mandatory workshop each spring semester for all freshmen athletes. This workshop not only utilizes the services of the Career Development Center, but also faculty advisors in most of the competitive majors on campus. These faculty members present important major information that allows our student-athletes to make an intelligent, well-informed decision on their major of choice.

All other student-athletes are also provided degree program assistance as needed during academic advising opportunities.

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

It is the practice of the BAC that all competing student-athlete on the NCAA team roster are eligible to receive degree program assistance.

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

Degree program assistance is communicated to the student-athlete population via the BAC advisors at orientation, mandatory advising sessions every semester, and drop-in advising. Coaches and Athletics department staffs also communicate degree programs information to the student-athletes. Lastly, degree program information is included in the online "Student-Athlete Handbook."

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

a. The specific academic support services offered to student-athletes (if any);
There are a number of placement tests that all LBSU students must take, depending on their admissions qualifications (e.g., SAT or ACT scores). These include the English placement test (EPT) and entry-level mathematics test. In addition, the BAC highly recommends that California high school students take the early assessment program (EAP) in their junior year of high school. The CSU has worked with the State Board of Education and the California Department of Education to develop the EAP. The EAP incorporates the CSU's placement standards into existing high school standards tests in English and mathematics. The benefits for students who take the EAP tests include:

a. Aligning K-12 school and CSU standards so that success in school means readiness for the CSU.
b. Giving more meaning and force to the California Standards Tests (CSTs).
c. Giving high school students an early signal about their college readiness and adequate time to prepare before entering CSU.
d. Making the senior year a time for more direct and specific preparation for college.
e. Exempting CSU-ready students from taking CSU placement tests or the SAT or the ACT, thereby reducing testing time for the students.

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

The California State University policy requires that all non-exempt entering undergraduates take the English Placement Test (EPT) and the Entry Level Mathematics (ELM) Examination prior to enrollment in any course.

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

Student-athletes receive notification regarding requirements of EPT and ELM notifications from LBSU Admissions and BAC advisors.

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

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

The BAC provides students with extensive assistance in developing skills that will improve their academic performance. For example, the academic specialist conducts a 10-week, one credit hour learning skills workshop (Peak Performance Academic Workshop) for approximately 45-55 at-risk freshman student-athletes every fall.

Each workshop is capped at approximately 14 student-athletes to maximize the learning experience. Topics covered include learning styles, the principles of memory, time management, listening and note-taking skills, textbook comprehension, exam prep, test-taking, post-test evaluation techniques, writing strategies and plagiarism. Student-athletes are given "hands-on" homework assignments to reinforce the discussions of study skills. The workshops themselves are discussion and activity-based. In addition to the workshops, all incoming freshman student-athletes are required to attend a finals prep workshop each semester of their freshman year. All student-athletes are encouraged to attend the workshop that is advertised by coaching staffs (including flyers in the locker rooms), academic advisors and in the main study hall area with poster-sized displays.

Academic peer mentors also receive training in working with student-athletes to assist student-athletes with their study skills. Student-athletes in need of more intensive study-skills help meet individually with the BAC academic specialist or are referred to Learning Skills specialists in the LAC. Students with learning disabilities also work on their learning skills with DSS personnel.

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

All at-risk first-time freshmen are provided a ten-week Peak Performance Academic Workshop in the BAC. Student-athletes are placed in the success skill workshops based on evaluations of their academic profiles. A student with documented difficulties in verbal and writing skills are given the highest priority for workshop spots. In addition, the success skill workshops the academic specialist is available to work with all active student-athletes.
All incoming freshmen student-athletes are required to attend a finals prep workshop each semester of their freshmen year. These workshops are mandatory for freshmen but all student-athletes are encouraged to attend.

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

All success skill workshops are communicated to the student-athlete population via the BAC advisors at the begging of each term and they required to enroll in the course. Coaches and Athletics Department staff also communicate the workshops to the student-athletes who have been flagged for the workshops.

Finals prep workshops are advertised by coaching staffs (including flyers in the locker rooms), academic advisor, through e-mail and text from the GradesFirst system and in the main study hall area with poster-sized displays.

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

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

The BAC provides monitored study hall 8:00AM-5:00PM and 5:30PM-9:00PM, Monday through Thursday and from 8:00AM-2:00PM on Fridays. Daytime study hall is monitored by regular BAC staff. Evening study hall is overseen by a BAC professional study hall monitor. The study hall space can accommodate up to 44 student-athletes. It has 14 desktop computing stations for student-athlete use, as well as four laptop plug-in stations and wireless Internet. Study hall time is monitored by the GradesFirst student management system. All student-athletes are logged in and out of study hall by BAC staff. Students, coaches, and academic support staff can log into their accounts in the GradesFirst system and monitor their study hall time/attendance in real time. Coaches and academic support staff can also run reports on student study hall usage at any point for any time period. Coaches receive notification from the BAC each Friday alerting them that study hall has been closed, that any necessary time adjustments have been made, and that reports for the week are available. Student-athletes must sign a study hall contract at the start of each academic year agreeing to study hall policies put in place to maintain a quiet, academic environment.

Major tasks and responsibilities of BAC's Evening Professional Study Hall Monitor:

1. Maintains an academic study environment for LBSU's NCAA student-athlete population. Monitor the tutor and study hall area to answer questions, provide assistance if needed, and to monitor the type and extent of academic work accomplished during nighttime study hall period.

2. Coordinates with student-athlete academic advisors and the academic specialist before the beginning of nighttime study hall of which "at-risk" student-athletes are expected to attend and the type of academic services appropriate for that session if appropriate.

3. Keeps accurate academic records on those student-athletes required to attend nighttime study hall in the Bickerstaff Academic Center and provides reports to BAC staff and coaching staffs with academic work accomplished and/or tutorial session outcomes.

4. Facilitates and monitors tutor and peer mentor appointments and drop-in tutoring.

5. Using GradesFirst computerized scheduling software, checks each student-athlete in and out of study hall.

6. Maintains working knowledge and complies with all NCAA compliance, Big West Conference, Athletics Department and Long Beach State rules and regulations that apply to working with the student-athlete population.

Some coaching staffs also run team study halls outside the BAC, overseen by coaching staff or hired study hall monitors. Coaches, sometimes in conjunction with academic advisors, set required study hall hours for their student-athletes. Generally, requirements are reviewed at the end of each semester in light of the student-athletes' academic performance.

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

It is the practice of the BAC that all competing student-athlete on the NCAA team roster are eligible to utilize the BAC study hall facility.

Daytime study hall is open to all student-athletes. Evening study hall is open only to our focus graduation population. The focus graduation population is comprised of student-athletes who are deemed potentially
all incoming freshmen and transfer special admit student-athletes are placed in the focus graduation population for their first year. Also included are continuing student-athletes whose GPAs are borderline, making them at-risk for university probation and/or loss of NCAA eligibility. Additional student-athletes may be placed into the focus graduation population based on the recommendation of the appropriate academic advisors. Student-athletes in focus graduation study hall, many of whom are in remediation for mathematics and/or writing skills, have access to drop-in tutoring in those subjects.

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

The usage of the BAC study hall facility is communicated to the student-athlete population via the BAC advisors at team meetings throughout the semester, mandatory advising sessions every semester, and drop-in advising. Coaches and Athletics department staffs also communicate study hall services to the student-athletes.

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

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

The BAC coordinates student-athlete orientation with the university Student Orientation, Advising and Registration (SOAR) program. Incoming student-athletes register for a SOAR session through their my.csulb account and attend a required SOAR academic information session. Once selection of courses begins, student-athletes are brought to the BAC for individualized academic advising to ensure selection of appropriate courses for the semester that meet NCAA requirements.

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

It is a LBSU university requirement that all new undergraduate students attend SOAR before registering for classes.

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

Student-athletes receive notification regarding required orientation from LBSU Admissions and BAC advisors.


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

The availability of academic mentoring for at-risk student-athletes is primarily determined by funding. The BAC has successfully mitigated budget cuts by recruiting qualified academic mentors with federal work study funding, lottery funds, and other volunteer academic mentors. Academic mentors are seniors or graduate students with excellent academic histories. The majority has come from Education, Counseling, and Sport Psychology programs.

Academic mentors meet with their assigned student-athletes once a week for a one-hour session. These mentors file electronic session reports in the GradesFirst system and alert the student-athletes’ advisors and coaching staffs when reports have been filed. The reports document all aspects of each student-athlete’s academic performance and progress, including, but not limited to grades to date, academic work to be accomplished in the upcoming week or before the next mentoring session, and upcoming tests and assignments. This information allows the coaching staffs to follow-up with their student-athletes with additional meetings during the week, as necessary, to help ensure academic tasks are completed. The academic mentors meet once a week with the academic specialist for training and to discuss mentoring issues.

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

The BAC academic advisor and coaching staffs draw up prioritized lists of student-athletes for the academic mentoring program. The lists are based on the student-athletes’ academic profiles and the
advisor's and coach's personal knowledge of the student-athletes. A list for each team, with a summary of the case for each student-athlete on the list, is submitted to the director of the BAC and the academic specialist for evaluation and placement in the program. They ensure that all teams are well represented in the program, given the available number of slots. A preliminary list of student-athletes to be placed in the program is sent back to the academic advisors and coaching staffs for review and then is finalized after receiving their input.

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

All academic mentor appointments are communicated to the student-athlete via the BAC advisors at the begging of each term. Coaches and Athletics Department staffs also communicate the academic mentor appointment to the student-athletes that have been flagged for the program.

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

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

LBSU is committed to assisting student-athletes obtain their degrees. Degree completion awards and fifth-year aid are available to student-athletes through the NCAA degree completion award and the Athletics Department degree completion award.

BAC advisors continue to advise post-eligibility student-athletes and refer them, when necessary, to appropriate campus resources. In addition, the Athletics Department offers a degree completion scholarship program.

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

1. NCAA Degree Completion Awards/Fifth-year Aid
The NCAA established this program to assist student-athletes who have exhausted their eligibility for institutional financial aid (in five years). Applicants must have completed eligibility for athletics-related aid at a Division I member institution before applying and must be within 30 semester hours of their degree requirements. Student-athletes receiving the award will receive an amount equivalent to tuition and fees, and they will also receive a book allowance based on the number of hours in which they are enrolled. This program is administered by the NCAA degree completion scholarship consultants.

2. LBSU Athletics Department Degree Completion Awards/Fifth-year Aid
The Athletics Department provides student-athletes with an opportunity to compete for financial assistance after completing their eligibility. Awards will be equal to the cost of in-state tuition, fees, and potentially books.

All students in the degree completion program will be assigned an internship in the Athletics Department with the number of hours to be determined by the amount of the grant (approximately 75-150 hours per semester). In addition, students need to attend senior excellence classes two times a month for an hour and one-half throughout the term of their scholarship. The time students spend in the senior excellence classes will count toward their overall intern hours needed to meet their scholarship, adding approximately ten hours. These classes are designed to enhance the transition to life after sports by providing education on the skills necessary to succeed outside of the classroom and field of sports.

In order to be eligible for consideration for the degree completion program, the student-athlete must:
1. Have or will file a request to graduate;
2. Be making satisfactory progress and be within one year (30 units) of completing the requirements for a bachelor's degree;
3. Have exhausted eligibility within five years of the initial date of full-time enrollment and not received more than four years of athletic financial aid;
4. Have a 2.0 LBSU cumulative GPA and not be on athletic or academic probation;
5. Have completed 24 units toward satisfactory progress during the final year of eligibility, including summer school;
6. Enroll in at least 12 units but not more than 18 units each semester of the award unless he/she is in the final semester;
7. Have competed two (2) years at LBSU; and
8. Have no eligibility remaining in his/her major sport and will not be competing in a second intercollegiate
sport.

Application Process
The student must submit a degree completion program application to the CHAMPS/Life Skills coordinator with (1) the student's academic plan signed by his/her BAC advisor, (2) one letter of recommendation from a coach or BAC advisor, and (3) a personal statement.

The application deadline is February 15 for fall semester and September 15 for spring semester. Applications will be reviewed by the athletic academic committee. Applications recommended by the committee will be forwarded to the athletics director for final approval. Notification of approval or denial will be made by April 1 for fall semester and November 1 for the spring semester.

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

Student-athletes at LBSU are made aware of the degree completion awards/fifth-year aid through multiple avenues to ensure that they have access to the necessary information for potential post-eligibility awards. Information regarding the degree completion awards is availability in Section 5 of the "Student Athlete Handbook," which is available online to all students. Additionally, the Bickerstaff Academic Center (BAC) staff informs student-athletes of post-eligibility awards during advising and encourages them to apply when appropriate. Student-athletes are also informed of post-eligibility awards during the mandatory yearly compliance meeting. Also, the CHAMPS/Life Skills coordinator, as the Student-Athlete Advisory Committee (SAAC) advisor, discusses post-eligibility awards during SAAC meetings, so that SAAC members, serving as the liaisons for the student-athlete body, can also disseminate the information. In addition, the CHAMPS/Life Skills coordinator communicates the information regarding post-eligibility awards to all student-athletes via email in the beginning of the year, and follows up with a second email specifically to seniors two weeks before the application deadline. Furthermore, coaches are aware of the degree completion program and encourage student-athletes to apply.
7. Please submit a copy of the written report from the most recent academic support services evaluation. [Please use the file upload link contained within this question on the ACS to submit a copy of the institution's most recent academic support services evaluation.]

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

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

- Academic counseling/advising resources and services;
- Tutoring;
- Academic progress monitoring and reporting;
- Assistance for special academic needs;
- Assistance for at-risk students;
- Academic support facilities;
- Academic evaluation of prospective student-athletes;
- Student-athlete degree selection;
- Learning assessments;
- Success skills;
- Study hall;
- First year/transfer orientation;
- Mentoring;
- Post-eligibility programs; and
- Any other relevant service provided to student-athletes.

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

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


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

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

The two most recent evaluations of the BAC have been the PARC 2006 self study and review and the 2010 review utilizing the NCAA/N4A "Academic Support Services Evaluation Guide."

The university process, which was followed for the 2006 study, is to have the Program Assessment and Review Council (PARC) serve as the primary advisory body to the Academic Senate and university administration on matters relating to the assessment and periodic review of graduate and undergraduate academic programs and the planning associated with those programs, including the university's strategic planning process. All programs and units in the Division of Academic Affairs must be reviewed. Program review is a shared responsibility of the Division of Academic Affairs, the Academic Senate, and the faculty. The review of non-degree units (e.g., the Bickerstaff Center for Student-Athlete Academic Services) is conducted by the Program Assessment and Review Council. A non-degree unit is defined as a unit within the Division of Academic Affairs that supports student learning.

The review committee for non-degree units is comprised of three members: Two members selected by the Program Assessment and Review Council (PARD) from its current members, with one serving as chair of the committee and one member selected from the faculty or professional staff at-large. Faculty or professional staff from the non-degree unit being reviewed are not eligible to serve on the committee.

Since the PARC review takes place every seven years, and the NCAA is on a four-year cycle, in fall 2010 President Alexander appointed a committee to conduct a review to align the cycles. The committee consisted of Jeff Klaus, Student Life and Development, Marshall Thomas, Learning Assistance Center, Jonathan O'Brien, Student Development in Higher Education, and Timothy Plax, Communication Studies, evaluate the services and operation of the BAC. The team of evaluators reviewed the eight areas required in the NCAA and National Association for Academic Advisors for Athletics (N4A) "Academic Support Services Evaluation Guide." These include: academic counseling and advising resources and services; tutoring; academic progress monitoring and reporting; assistance for student-athletes with special academic needs; assistance for at-risk student-athletes; academic support services facilities; academic evaluation of prospective student-athletes; and student-athlete degree selection.

As a starting point, the 2010 evaluation team reviewed the BAC's most recent program assessment and review, conducted in 2006. The report provided the review committee with an indication of the impressive history of effective services provided by the BAC, as well as a list of recommendations for program improvement. As evidence of the BAC's commitment to excellence, the committee noted that the BAC had implemented all of the recommendations put forth in their previous review.

The 2010 evaluation committee review resulted in 12 recommendations to enhance services provided by the BAC. The leadership of the BAC, academic affairs, and athletics met to review the recommendations and determine their plan of action. It was clear that some of the recommendations were intended to create an "ideal" center, thus the recommendations were put into two categories: ideal or corrective. Those recommendations listed as corrective are part of our plan for improvement and may be found in that section of the self-study. The "ideal" recommendations will be reviewed in a better financial climate as appropriate. An example of one such recommendation was, "An area
for growth would be to increase the peer mentoring provided to incoming freshmen student-athletes with special academic needs. If funding permits this would be an ideal approach to help the student-athlete transition successfully to college life.”

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

LBSU did not use an outside individual or entity to assist in the coordination or facilitation of the academic support services evaluation.

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

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

An evaluation of academic support services was conducted in fall 2010 and completed in October 2010. The evaluation of the services and operation of the BAC was initiated by President Alexander when he formed a committee to conduct the evaluation. The committee was comprised of Jeff Klaus, Student Life and Development, Marshall Thomas, Learning Assistance Center, Jonathan O'Brien, Student Development in Higher Education, and Timothy Plax, Communication Studies. The team of evaluators reviewed the eight areas required in the NCAA and National Association for Academic Advisors for Athletics (N4A) "Academic Support Services Evaluation Guide." These include: academic counseling and advising resources and services; tutoring; academic progress monitoring and reporting; assistance for student-athletes with special academic needs; assistance for at-risk student-athletes; academic support services facilities; academic evaluation of prospective student-athletes; and student-athlete degree selection.

The committee examined a report from the program assessment and review (PARC) conducted in 2006. The report provided our evaluation committee with an indication of the long-term success of the BAC, as well as a list of recommendations for program improvement, not corrective action. As evidence of the center’s commitment to excellence, the committee noted that the BAC had implemented all of the recommendations from the previous review. As required by the NCAA Division I Committee on Athletics Certification, the purpose of this report was to evaluate the structure and procedures of the Bickerstaff Center for Student-Athlete Academic Services.

At LBSU, the academic services offered to student-athlete consist mainly of the array of services provided through the BAC. The BAC evaluation team reviewed all procedures, processes and academic assistance provided by BAC staff. In addition, the BAC utilizes the assistance of campus-wide academic support units like the LAC and DSS to provide all necessary support to our student-athletes. Thus, these other LBSU academic support units were mentioned in the 2010 BAC review. The review committee examined a number of data sources to become knowledgeable about the BAC. These sources included the following documents: BAC mission statement, organizational chart, staff directory, 2001-02 Division I: Athletics Certification Self-Study Instrument, 2006 program review report, 2010 "Student-Athlete Handbook," "Compliance Manual," 2010 "Staff Manual," "Academic Mentor Manual," "Academic Tutor Manual," NCAA Division I 2007 - 2009 APR graduation rate report, special admit data, academic counseling responsibilities, Peak Performance academic workshop, evaluation worksheets, and team meeting outlines.

After reviewing the materials, the evaluation team conducted face-to-face interviews with various constituencies associated with the BAC. The team members designed a protocol to gather additional data about the BAC's services and programs based on the NCAA/N4A "Academic Services Evaluation Guide." Groups of constituents
were asked questions about their experiences with the BAC and about the quality of the services they received. A list of groups and the members interviewed follows:

Athletics administration: Athletics Director Vic Cegles, Senior Associate Athletics Director/SWA Cindy Masner, Faculty Athletic Representative Brenda Vogel, and Associate Athletics Director for Compliance Lisa Mabry.

Coaches: Andy Sythe (Track/Cross Country), Kim Sowder (Softball), Laura Freimuth (Women's Basketball), John Hawks (Men's Volleyball), Sue Ewart (Women's Golf), Jenny Hilt (Women's Tennis), and Mauricio Ingrassia (Women's Soccer).

Student-athlete advisory committee: Lindsey McAtee, Kaitlyn Gustaves and Nikki Myers.

Admissions: Director Donna Green, Registration, Records & Evaluations, Enrollment Services, and Lead Evaluator Nicole Pricer, Admitting Athletics.

Institution administrators: Associate Vice President for Undergraduate Studies and Academic Advising Lynn Mahoney, Division of Academic Affairs and Vice Provost Dave Dowell.

A final interview was held with the BAC staff. A list of BAC staff members interviewed include Gayle Fenton, senior director of advising, and director of student-athlete services; Sandra Shirley, associate director of student-athlete services; Chris Jolly, academic specialist; Michelle Mahoney, academic advisor; and Rebecca Groff, academic advisor.

The 2010 evaluation committee review resulted in 12 recommendations to enhance services provided by the BAC. The leadership of the BAC, academic affairs, and athletics met to review the recommendations and determine their plan of action. It was clear that some of the recommendations were intended to create an "ideal" center, thus the recommendations were put into two categories: ideal or corrective. Those recommendations listed as corrective are part of our plan for improvement and may be found in that section of the self-study. The "ideal" recommendations will be reviewed in a better financial climate as appropriate. An example of one such recommendation was, "An area for growth would be to increase the peer mentoring provided to incoming freshmen student-athletes with special academic needs. If funding permits this would be an ideal approach to help the student-athlete transition successfully to college life."

11. Identify relevant corrective action(s) planned as a result of the process described in Self-Study Item No. 10 or actions previously planned or implemented from the most recent academic support services evaluation. Provide:
   a. The plan(s) or action(s) implemented; and
   b. The date(s) of actions taken or specific timetable(s) for completion of the plan(s).

The 2010 evaluation committee review resulted in 12 recommendations to enhance services provided by the BAC. The leadership of the BAC, academic affairs, and athletics met to review the recommendations and determine their plan of action. It was clear that some of the recommendations were intended to create an "ideal" center, thus the recommendations were put into two categories: ideal or corrective. Those recommendations listed as corrective are part of our plan for improvement and may be found in that section of the self-study. The "ideal" recommendations will be reviewed in a better financial climate as appropriate. An example of one such recommendation was, "An area for growth would be to increase the peer mentoring provided to incoming freshmen student-athletes with special academic needs. If funding permits this would be an ideal approach to help the student-athlete transition successfully to college life."

The corrective actions included:

Section 1: Academic Counseling and Advising Resources and Services

1. The BAC has lost the front office support staff and has not filled the vacancies due to budget. These vacancies should be filled.

   Strategy: The office of Academic Affairs and the Athletics Department will identify resources to fill the vacancy.

   Individual/area responsible for implementation: AVP for undergraduate studies and athletics director.

   Timetable: Fall 2011

2. BAC advisors meet regularly with coaches and have devised a solid and functioning system. Because of the commitment and success of the BAC, coaches have relied on them to do most of the work. The BAC leadership should work with athletics to formalize the commitment of the coaches in the process. A heavy burden is placed on the BAC staff and this could be improved with increased buy-in from coaches and their increased use of GradesFirst.
Strategy:
Conduct training for coaches and sports supervisors on the use of GradesFirst.

In regular meetings with coaches, the sports supervisors will reinforce the benefits of using GradesFirst and how the program can help them monitor their student-athletes.

Approve and monitor the coaches’ action plans for assisting student-athletes who are on, or are approaching, university academic probation.

Ensure that coaches work with academic advisors to schedule academic meetings to discuss student-athlete academic issues.

Timetable: As needed each semester

Section 3. Academic Progress Monitoring and Reporting

1. We found the culture at Long Beach State has worked to encourage coaches not to contact faculty directly but to work through the BAC advisors and their FAR. We were unable to identify a policy or systematic process of informing coaches what the expectations are about contacting faculty directly. A policy should be developed and communicated to coaches.

Action:
Convene meeting to develop policy on contacts between coaches and faculty.

Obtain approval of the policy from the Committee on Athletics.

Publish policy in the "Staff Manual."

Person/Area Responsible for Implementation: BAC to develop recommendation in conjunction with the FAR. The senior associate athletics director/SWA will ensure that the approved policy is placed in the staff manual.

Implementation Timeline: Spring 2011

Section 6. Academic Support Services Facilities

1. Access to laptop computers for checkout to student-athletes is currently not available.

2. Although the BAC is a relatively new facility and is extremely well maintained, it is already experiencing impaction. A plan for future expansion of the center should be considered.

Strategy:
Identify resources to obtain laptop computers for use in the Bickerstaff Academic Center.

Identify additional space to expand the BAC. If space becomes available, the master plan will be adjusted to reflect a BAC expansion.

Implementation Timeline: Ongoing

Academic Evaluation of Prospective Student-Athletes

1. The Athletics administration should review the number of special-admits and develop a system that automatically increases the financial support from Athletics based on increases in special-admits. When special-admits are increased there is a direct relationship to the level of support that student will need to succeed.

Strategy:
Starting with the 2011-12 academic year, each coach will be required to provide the funding for tutors for special admits until the student-athlete proves he/she no longer needs tutoring. Grade checks or academic advisor recommendation will be used to determine the continued need for tutoring.

Implementation Timeline: Fall 2011
12. List all APR Improvement Plans developed and approved by the institution for any team if required by the Committee on Academic Performance. In each case, provide:

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

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

1. Original Plan
   N/A

   Action

   Action Date

   Explanation for partial or non-completion

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

The university president of LBSU established a broad-based Steering Committee as well as a broad-based subcommittee for Operating Principle 2.2. The subcommittee that conducted an assessment of the issues related to Operating Principle 2.2 included members of the faculty and university staff, a coach, a student-athlete, a student representative, community members, and Athletics Department staff. The subcommittee used a variety of documents (e.g., “Student-Athlete Handbook,” “Staff Manual,” “Athletics Training Manual,” EADA report, NCAA financial audit, annual student-athlete surveys, and organizational chart), websites, and interviews with coaches, student-athletes, and other Athletics Department personnel to conduct this self-study.

The Plan for Improvement was developed by the broad-based Academic Integrity Subcommittee and was reviewed by the LBSU Certification Steering Committee, Committee on Athletics, and the community at large.
<table>
<thead>
<tr>
<th>Elements</th>
<th>Goals</th>
<th>Steps to Achieve Goals</th>
<th>Individuals/Officers Responsible for Implementation</th>
<th>Specific Timetable for Completing the Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Issues in the Self-Study</td>
<td>Measurable Goals</td>
<td>Steps to Achieve Goals</td>
<td>Individuals/Officers Responsible for Implementation</td>
<td>Specific Timetable for Completing the Work</td>
</tr>
<tr>
<td>Program area: Academic Counseling and Advising Resources and Services.</td>
<td>Fill the vacant front-desk position in the BAC</td>
<td>Identify resources to fill the vacancy</td>
<td>AVP for Undergraduate Studies and the Athletics Director</td>
<td>Fall 2011</td>
</tr>
<tr>
<td>While there were no issues identified in the self-study, the goals identified here originated as recommendations in the 2010 Academic Evaluation Review.</td>
<td>Train coaches and Sports Supervisors on the use and benefits of GradesFirst</td>
<td>Conduct training for coaches and Sports Supervisors on the use of GradesFirst</td>
<td>BAC Staff and Sports Supervisors</td>
<td>Fall 2011 Annually</td>
</tr>
<tr>
<td>Program area: Academic Progress Monitoring and Reporting.</td>
<td>Formalize the coaches' commitment to academic monitoring</td>
<td>Approve and monitor the coaches' action plans for assisting student-athletes who are on, or are approaching, University academic probation</td>
<td>Sports Supervisors</td>
<td>As needed each semester</td>
</tr>
<tr>
<td>While there were no issues identified in the self-study, the goals identified here originated as recommendations in the 2010 Academic Evaluation Review.</td>
<td>Ensure that coaches work with academic advisors to schedule regular academic meetings throughout the semester to discuss student-athlete academic progress</td>
<td>Sports Supervisors</td>
<td>As needed each semester</td>
<td></td>
</tr>
</tbody>
</table>
### Academic Integrity

<table>
<thead>
<tr>
<th>Elements</th>
<th>Goals</th>
<th>Steps to Achieve Goals</th>
<th>Individuals/Officials Responsible for Implementation</th>
<th>Specific Timetable for Completing the Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Issues in the Self-Study</td>
<td>Measurable Goals</td>
<td>Convene meeting to develop policy on contacts between coaches and faculty.</td>
<td>Faculty Athletics Representative and Associate Director of Student-Athlete Services</td>
<td>Spring 2011</td>
</tr>
<tr>
<td>Program area: Academic Progress Monitoring and Reporting.</td>
<td></td>
<td>Obtain approval of the guidelines from the Committee on Athletics</td>
<td>Faculty Athletics Representative</td>
<td>Spring 2011</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Publish policy in the Athletics Department Staff Manual</td>
<td>Sr. Associate Athletics Director/SWA</td>
<td>Fall 2011</td>
</tr>
<tr>
<td>Program area: Academic Support Services Facilities.</td>
<td></td>
<td>Identify resources to obtain laptop computers for use in the Bickerstaff Academic Center</td>
<td>Sr. Associate Athletics Director/SWA</td>
<td>Fall 2011</td>
</tr>
<tr>
<td></td>
<td>Secure laptop computers for checkout by student-athletes for use in the BAC</td>
<td>Identify additional space to expand the BAC. If space becomes available, the master plan will be adjusted to reflect a BAC expansion.</td>
<td>AVP for Undergraduate Studies and The Athletics Director</td>
<td>Ongoing</td>
</tr>
<tr>
<td></td>
<td>Although the BAC is a relatively new facility and is extremely well maintained, it is already experiencing impaction. A plan for future expansion of the Center should be considered.</td>
<td></td>
<td></td>
<td></td>
</tr>
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Date Printed May 12, 2011
<table>
<thead>
<tr>
<th>Elements</th>
<th>Goals</th>
<th>Steps to Achieve Goals</th>
<th>Individuals/Officers Responsible for Implementation</th>
<th>Specific Timetable for Completing the Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program area: Academic Evaluation of Prospective Student-Athletes.</td>
<td>Provide tutoring services for special admits.</td>
<td>Coaches will identify resources’ or fundraise to provide tutors for special admits.</td>
<td>Coaches requesting special admits</td>
<td>As of August 2011</td>
</tr>
</tbody>
</table>
Special-Admissions

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

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

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

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

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

<table>
<thead>
<tr>
<th>Year</th>
<th>All First-Year Students</th>
<th>Percent of Specially Admitted Students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>All First-Year Students</td>
<td>All First-Year Student-Athletes on Athletics Aid</td>
</tr>
<tr>
<td>2010</td>
<td>.5%</td>
<td>.3%</td>
</tr>
<tr>
<td>2009</td>
<td>.4%</td>
<td>.2%</td>
</tr>
<tr>
<td>2008</td>
<td>.5%</td>
<td>.3%</td>
</tr>
<tr>
<td>2007</td>
<td>.3%</td>
<td>.1%</td>
</tr>
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</table>

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

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

Name of person completing this chart: Stacie Bauerle
Title: Supervisor, Analytic Studies
Special-Admissions by Sport

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

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

2. Indicate the total number of entering first-year student-athletes receiving athletics aid *. List the most recent academic year's data first.

<table>
<thead>
<tr>
<th>Year</th>
<th>All First Year Student-Athletes</th>
<th>Baseball</th>
<th>Men's Basketball</th>
<th>Football</th>
<th>Men's Track/ Cross Country</th>
<th>Men's Other Sports and Mixed Sports</th>
<th>Women's Basketball</th>
<th>Women's Track/ Cross Country</th>
<th>Women's Other Sports</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-2010</td>
<td>9</td>
<td>55</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>10</td>
<td>0</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>2008-2009</td>
<td>11</td>
<td>50</td>
<td>1</td>
<td>7</td>
<td>5</td>
<td>2</td>
<td>2</td>
<td>8</td>
<td>0</td>
</tr>
<tr>
<td>2007-2008</td>
<td>11</td>
<td>46</td>
<td>1</td>
<td>5</td>
<td>1</td>
<td>3</td>
<td>1</td>
<td>8</td>
<td>2</td>
</tr>
<tr>
<td>2006-2007</td>
<td>6</td>
<td>37</td>
<td>0</td>
<td>5</td>
<td>0</td>
<td>1</td>
<td>5</td>
<td>1</td>
<td>3</td>
</tr>
</tbody>
</table>

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

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

Name of person completing this chart: Stacie Bauerle
Title: Supervisor, Analytic Studies
### Test Scores by Gender

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

<table>
<thead>
<tr>
<th>Year</th>
<th>Male Students</th>
<th>Male Student Athletes</th>
<th>Female Students</th>
<th>Female Student Athletes</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-2010</td>
<td>1054</td>
<td>1384</td>
<td>1049</td>
<td>21</td>
</tr>
<tr>
<td>2008-2009</td>
<td>1049</td>
<td>1712</td>
<td>998</td>
<td>24</td>
</tr>
<tr>
<td>2007-2008</td>
<td>1038</td>
<td>1566</td>
<td>969</td>
<td>21</td>
</tr>
<tr>
<td>2006-2007</td>
<td>1045</td>
<td>1656</td>
<td>1070</td>
<td>14</td>
</tr>
</tbody>
</table>

Average Standardized Test Score

<table>
<thead>
<tr>
<th>Year</th>
<th>Male Students</th>
<th>Male Student Athletes</th>
<th>Female Students</th>
<th>Female Student Athletes</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-2010</td>
<td>1054</td>
<td>1049</td>
<td>1009</td>
<td>2168</td>
</tr>
<tr>
<td>2008-2009</td>
<td>1049</td>
<td>998</td>
<td>1002</td>
<td>2899</td>
</tr>
<tr>
<td>2007-2008</td>
<td>1038</td>
<td>969</td>
<td>992</td>
<td>2660</td>
</tr>
<tr>
<td>2006-2007</td>
<td>1045</td>
<td>1070</td>
<td>995</td>
<td>2832</td>
</tr>
</tbody>
</table>

Name of person completing this chart: **Stacie Bauerle**
Title: **Supervisor, Analytic Studies**
### Test Scores by Racial or Ethnic Group - Old Race/Ethnicity Categories Chart (IPEDS)

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

<table>
<thead>
<tr>
<th>Racial or Ethnic Group - All Entering First-year Students</th>
<th>Am. Ind./AN</th>
<th>Asian/PI</th>
<th>Black</th>
<th>Hispanic</th>
<th>White</th>
<th>NR Alien</th>
<th>Other</th>
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<tbody>
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<td>Year</td>
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<td># of Students</td>
<td>Score</td>
<td># of Students</td>
<td>Score</td>
<td># of Students</td>
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<tr>
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<td>1036</td>
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<td>957</td>
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<table>
<thead>
<tr>
<th>Racial or Ethnic Group - All Entering First-year Student Athletes on Aid</th>
<th>Am. Ind./AN</th>
<th>Asian/PI</th>
<th>Black</th>
<th>Hispanic</th>
<th>White</th>
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</table>

Name of person completing this chart: Stacie Bauerle  
Title: Supervisor, Analytic Studies
### Test Scores and GPA by Sport

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

<table>
<thead>
<tr>
<th>Year</th>
<th>Core GPA</th>
<th># of Students</th>
<th>Core GPA</th>
<th># of Students</th>
<th>Core GPA</th>
<th># of Students</th>
<th>Core GPA</th>
<th># of Students</th>
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<tbody>
<tr>
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<td>4</td>
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<td>3.42</td>
<td>6</td>
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<th>Score</th>
<th># of Students</th>
<th>Score</th>
<th># of Students</th>
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<tr>
<td>2009-2010</td>
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<td>1026</td>
<td>7</td>
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<td>1095</td>
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<tr>
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<td>7</td>
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<td>1073</td>
<td>8</td>
<td>1045</td>
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<tr>
<td>2007-2008</td>
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<td>7</td>
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<td>7</td>
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<td>5</td>
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<td>3</td>
<td>1038</td>
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Name of person completing this chart: Stacie Bauerle
Title: Supervisor, Analytic Studies

Date Printed May 12, 2011
Federal Graduation Rates - Comparison Chart

Information obtained to complete this chart
- 2008-2009 NCAA Federal Graduation Rates Report

<table>
<thead>
<tr>
<th></th>
<th>FGR</th>
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<tbody>
<tr>
<td>All Students</td>
<td>49%</td>
</tr>
<tr>
<td>Student Athletes</td>
<td>55%</td>
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</table>
### Federal Graduation Rates by Racial and Ethnic Group

#### Information obtained to complete this chart
- 2008-2009 NCAA Federal Graduation Rates Report

<table>
<thead>
<tr>
<th>Team</th>
<th>Men's Team FGR by Racial and Ethnic Group</th>
<th>All Men Students FGR by Racial and Ethnic Group</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Am. Ind./AN</td>
<td>Asian</td>
</tr>
<tr>
<td>Baseball</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Basketball</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>CC Track</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Others</td>
<td>0%</td>
<td>0%</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Team</th>
<th>Women's Team FGR by Racial and Ethnic Group</th>
<th>All Female Students FGR by Racial and Ethnic Group</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Am. Ind./AN</td>
<td>Asian</td>
</tr>
<tr>
<td>Basketball</td>
<td>100%</td>
<td>0%</td>
</tr>
<tr>
<td>CC Track</td>
<td>0%</td>
<td>0%</td>
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<tr>
<td>Others</td>
<td>0%</td>
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<table>
<thead>
<tr>
<th>All Students</th>
<th>All Students FGR by Racial and Ethnic Group</th>
</tr>
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<tbody>
<tr>
<td>Am. Ind./AN</td>
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<tr>
<td>49%</td>
<td>41%</td>
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### Federal Graduation Rates by Sport

Information obtained to complete this chart

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

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<tr>
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<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Men's Team</td>
<td>Team FGR</td>
<td>All Students FGR</td>
<td>All Male Students FGR</td>
<td>All SA’s FGR</td>
</tr>
<tr>
<td></td>
<td>Baseball</td>
<td>27%</td>
<td>49%</td>
<td>43%</td>
<td>55%</td>
</tr>
<tr>
<td></td>
<td>Basketball</td>
<td>43%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>CC Track</td>
<td>58%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Golf</td>
<td>71%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Volleyball</td>
<td>69%</td>
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<tr>
<td></td>
<td>Water Polo</td>
<td>67%</td>
<td></td>
<td></td>
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</table>

<table>
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<th>1</th>
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<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Women’s Team</td>
<td>Team FGR</td>
<td>All Students FGR</td>
<td>All Female Students FGR</td>
<td>All SA’s FGR</td>
</tr>
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<td></td>
<td>Basketball</td>
<td>58%</td>
<td>49%</td>
<td>53%</td>
<td>55%</td>
</tr>
<tr>
<td></td>
<td>CC Track</td>
<td>71%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Golf</td>
<td>57%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Soccer</td>
<td>57%</td>
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<tr>
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<td>Softball</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Tennis</td>
<td>60%</td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Volleyball</td>
<td>20%</td>
<td></td>
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### Academic Progress Rates

Information obtained to complete this chart

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

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<td>Men's Team</td>
<td>Team MultiYear APR</td>
<td>3</td>
<td>All Students FGR</td>
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<td>984</td>
<td>%</td>
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<td>Basketball</td>
<td>949</td>
<td>%</td>
<td></td>
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<tr>
<td>Cross Country</td>
<td>981</td>
<td>%</td>
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<tr>
<td>Golf</td>
<td>993</td>
<td>%</td>
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</tr>
<tr>
<td>Track, Indoor</td>
<td>963</td>
<td>%</td>
<td></td>
</tr>
<tr>
<td>Track, Outdoor</td>
<td>944</td>
<td>%</td>
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<tr>
<td>Volleyball</td>
<td>992</td>
<td>%</td>
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<tr>
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<td>932</td>
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<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
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</thead>
<tbody>
<tr>
<td>Women's Team</td>
<td>Team MultiYear APR</td>
<td>3</td>
<td>All Students FGR</td>
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### Academic Integrity

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<th>Overall Percentage</th>
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<td>%</td>
<td>49%</td>
</tr>
<tr>
<td>Cross Country</td>
<td>992</td>
<td>%</td>
<td></td>
</tr>
<tr>
<td>Golf</td>
<td>991</td>
<td>%</td>
<td></td>
</tr>
<tr>
<td>Softball</td>
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<td>%</td>
<td></td>
</tr>
<tr>
<td>Soccer</td>
<td>973</td>
<td>%</td>
<td></td>
</tr>
<tr>
<td>Tennis</td>
<td>983</td>
<td>%</td>
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<tr>
<td>Track, Indoor</td>
<td>973</td>
<td>%</td>
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<td>Track, Outdoor</td>
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<td>%</td>
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<tr>
<td>Volleyball</td>
<td>949</td>
<td>%</td>
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<td>Water Polo</td>
<td>968</td>
<td>%</td>
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Graduation Success Rates

Information obtained to complete this chart
- 2008-2009 NCAA Graduation Success Rates Report (Columns 1-2 below)
- 2008-2009 NCAA Federal Graduation Rates Report (Columns 3 below)

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<tr>
<th>1</th>
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<th>3</th>
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<tbody>
<tr>
<td><strong>Men's Team</strong></td>
<td><strong>Team GSR</strong></td>
<td><strong>All SA's GSR</strong></td>
</tr>
<tr>
<td>Baseball</td>
<td>67%</td>
<td>74%</td>
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<tr>
<td>Basketball</td>
<td>47%</td>
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</tr>
<tr>
<td>CC Track</td>
<td>71%</td>
<td></td>
</tr>
<tr>
<td>Golf</td>
<td>88%</td>
<td></td>
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<tr>
<td>Volleyball</td>
<td>85%</td>
<td></td>
</tr>
<tr>
<td>Water Polo</td>
<td>50%</td>
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<tr>
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<th>3</th>
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<tbody>
<tr>
<td><strong>Women's Team</strong></td>
<td><strong>Team GSR</strong></td>
<td><strong>All SA's GSR</strong></td>
</tr>
<tr>
<td>Basketball</td>
<td>76%</td>
<td>74%</td>
</tr>
<tr>
<td>CC Track</td>
<td>85%</td>
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<td>Golf</td>
<td>78%</td>
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</tr>
<tr>
<td>Soccer</td>
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<tr>
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<td>Tennis</td>
<td>78%</td>
<td></td>
</tr>
<tr>
<td>Volleyball</td>
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</tr>
<tr>
<td>Water Polo</td>
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## Retention Rates - Men's Sports

Information obtained to complete this chart

- 2008-2009 NCAA Academic Progress Rate Report
- 2008-2009 NCAA Retention Rate Report

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<th>Team Retention by Ethnicity</th>
<th>Team Rate</th>
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<td></td>
<td>778</td>
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<tr>
<td>Basketball</td>
<td></td>
<td>907</td>
</tr>
<tr>
<td>Cross Country</td>
<td>1000</td>
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<td>Golf</td>
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<td>1000</td>
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<td>Track, Indoor</td>
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<td>1000</td>
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<td>Track, Outdoor</td>
<td>1000</td>
<td>1000</td>
</tr>
<tr>
<td>Volleyball</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Water Polo</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ALL SA's</td>
<td></td>
<td>1000</td>
</tr>
<tr>
<td>ALL Male SA's</td>
<td>1000</td>
<td>957</td>
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</table>
Information obtained to complete this chart
- 2008-2009 NCAA Academic Progress Rate Report
- 2008-2009 NCAA Retention Rate Report

### Retention Rates - Women's Sports

<table>
<thead>
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<th>Women's Team</th>
<th>Am. Ind./AN</th>
<th>Asian</th>
<th>Native Hawaiian/PI</th>
<th>Black/African American</th>
<th>Hispanic/Latino</th>
<th>White/Non-Hispanic</th>
<th>NR Alien</th>
<th>Two or More Races</th>
<th>Unknown</th>
<th>Team Rate</th>
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<tbody>
<tr>
<td>Basketball</td>
<td>667</td>
<td>951</td>
<td>889</td>
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### Operating Principle

#### 3.1 Gender Issues.

### Self-Study Items

1. List all "conditions for certification" imposed by the committee in its Cycle 2 certification decision (if any) as they relate to Operating Principle 3.1 (Gender Issues). For each condition, provide:
   - The original "condition" imposed;
   - The action(s) taken by the institution;
   - The date(s) of the action(s); and
   - An explanation for any partial or noncompletion of such required actions.

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

   1. **Condition**
      - Long Beach State was certified without conditions.
      - **Action**
      - **Action Date**
      - **Explanation for partial or non-completion**

2. Report on the implementation of the plan for improvement to address gender issues developed by the institution during its Cycle 2 certification process. For each issue identified, provide:
   - The original goal(s);
   - The step(s) taken by the institution to achieve the goal(s);
   - The date(s) the step(s) was completed; and
   - An explanation for any partial or noncompletion of the original goal(s) and/or step(s) to achieve the goal.

   The committee will not accept the following explanations for partial or noncompletion:
   1. The institution did not possess sufficient funds to implement the plan.
   2. The institution has had personnel changes since the original development of the plan.
   3. The institution does not have documentation of actions taken to implement the plan.

   The committee will accept the following explanation for partial completion or noncompletion:
   - The institution has implemented a different plan(s) to achieve the same goal outlined in its Cycle 2 gender-issues plan.
The institution must demonstrate that it has implemented its Cycle 2 gender-issues plan or provide an explanation for partial completion of the plan.

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

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

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

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

Within gender-issues and diversity-issues written plans, specific numerical targets may place an institution at legal risk and are not expected in an institution's written plan, particularly as it relates to hiring practices. Institutions may develop plans that have broad, flexible non-numeric hiring goals. As it relates to the program areas, including but not limited to participation rates and budget increases, specific numerical targets may be appropriate.

1. Original Plan

   Equitable comparison between female student-athlete participation and the general student population

   Steps to achieve goal: Continue to use roster management to meet the percentage of student-athletes versus the general student population.

Action

Long Beach State participates in the CSU voluntary self-monitoring regarding equal opportunity in athletics for women student-athletes (formally CSU CAL-NOW Consent Decree) in addition to being committed to Title IX and gender equity. The actual court consent decree for CAL NOW has been completed; the CSU is continuing to participate in the voluntary monitoring program. The CAL NOW goal for participation must be within five percent of the university’s student population. Roster management is being used to facilitate the accommodation of interest and abilities by capping the number of participants in men's programs and requiring a minimum number of participants in women's programs.

2004-05
Male - 43% (170)
Female - 57% (225)
Female students - 60.4%

2005-06
Male - 42.6% (190)
Female - 57.4% (256)
Female students - 61.4%
2006-07
Male - 44.4% (183)
Female - 55.60% (229)
Female students - 60.4%

2007-08
Male - 44.90% (176)
Female - 55.10% (216)
Female students - 59.70%

2008-09
Male - 45.4% (181)
Female - 54.60% (218)
Female students - 60.3%

2009-10
Male - 43.6% (186)
Female - 56.4% (241)
Female students - 59.9%

Action Date
2003-2011

Explanation for partial or non-completion
Completed
Long Beach State has used roster management during the period of the plan and will continue to do so.

2. Original Plan
Award scholarship dollars in proportion to the student-athlete population
Steps to achieve goal: Continue to fund our scholarships within the guidelines of the NCAA. Currently all CSULB sports are fully funded under NCAA guidelines and we are on target with our participation members.

Action
As seen in the data below from the EADA reports, LBSU continues to fund women’s scholarships at a rate higher than men’s scholarships.

2004-05
Men $ 538,090.00 - 35.23%
Women $ 989,115.00 - 64.77%
Total $ 1,527,205.00

2005-06
Men $ 548,392.00 - 36.14%
Women $ 969,192.00 - 63.86%
Total $ 1,517,584.00

2006-07
Men $ 523,826.00 - 35.30%
Women $ 959,939.00 - 64.70%
Total $ 1,483,765.00

2007-08
Men $ 592,300.00 - 37.23%
Women $ 998,614.00 - 62.77%
Total $ 1,590,914.00
2008-09
Men $656,315.00 - 37.10%
Women $1,112,934.00 - 62.90%
Total $1,769,249.00

2009-10
Men $766,533 - 39.01%
Women $1,198,013 - 60.98%
Total $1,964,546

The NCAA increased the maximum number of scholarships allowed in the sport of women's soccer. However, those scholarships have not been funded by the Athletics Department to date.

The Athletics Department continues to evaluate the off-campus stipend included in athletic scholarships. As a result, in 2009-10 the off-campus stipend was increased for two men's and two women's sports.

For degree completion, the Athletics Department provides student-athletes with an opportunity to apply for financial assistance after completing their eligibility. One hundred and forty two post-eligibility scholarships have been awarded by the Athletics Department. Of those scholarships, 94 (66.19 percent) were awarded to women and 48 (33.80 percent) to men. The DAAC committee is charged with making their recommendation without regard to gender.

Action Date
Fall 2003- Spring 2011

Explanation for partial or non-completion
Completed

3. Original Plan

Award scholarship dollars in proportion to the student-athlete population

Steps to achieve goal: Each sport has chosen not to allocate all scholarship dollars allotted in order to distribute the monies over the next few years, depending on the student-athlete talent. This is the coaches' decision and is not based on any gender issues.

Action

Coaches determine the distribution of athletic scholarships each year for their sport. The number of scholarships awarded each year depends upon the pool of available recruitable athletes, or the number of athletes needed to fill a roster based on their graduating class or non-returning players.

The Athletics Department continues to fund scholarships in an equitable manner.

Action Date
2003-2011

Explanation for partial or non-completion
Completed

4. Original Plan

Opportunity to receive coaching and compensation of coaches in an equitable manner

Steps to achieve goal: Each year, look at where coaches of women's sports fall within the conference and work toward them being at the top third of the conference.

Action
Annually the senior associate athletics director/SWA prepares a comparison of where LBSU coaches’ salaries rank within their specific sport within the conference. This report is provided to the athletics director for his review and consideration as contracts are renewed or new coaches are hired.

**Action Date**

Fall 2003- Spring 2011

**Explanation for partial or non-completion**

Completed

5. **Original Plan**

Opportunity to receive coaching and compensation of coaches in an equitable manner

Steps to achieve goal: As money becomes available for additional coaches, we must make sure they are disseminated in an equitable manner.

**Action**

- **2005-06**
  Women’s Basketball head coaches received one year extension to employment agreement.
  Women’s Soccer head coaches salary was increased with a 3 year employment agreement.

- **2006-07**
  Women’s Basketball head coach’s salary was increased with a higher percentage than the rest of MPP coaches to help with equity. Automobile stipend was added to agreement per coach’s request instead of courtesy car.
  Second softball assistant was increased from a graduate assistant to a 10 month position.

- **2007-08**
  Women’s Basketball head coach’s salary was increased during her employment agreement, for equity purposes. A director of basketball operations was hired for Women’s Basketball.
  Women’s Tennis assistant coaches salary increased.

- **2008-09**
  Women’s Basketball 10 month position was increased to a 12 month position.
  A new Women’s Basketball head coach was hired. Her salary was increased, incentives were increased and a courtesy car was added.
  Two courtesy cars were added for Women’s Basketball assistant coaches. No courtesy cars were provided to the program previously. Also added was an incentive for the coaches based on income generated from camps.
  Women’s Volleyball assistant coach increased from a 10 month to a 12 month position.
  Women’s Volleyball head coach’s salary was increased and was offered a new seven-year employment agreement.

- **2009-10**
  A part-time assistant was added to Women’s Golf coach.
  Softball head coach’s incentives were increased with employment agreement renewal.
  Softball assistant coach’s position increased from a 10 month to a 12 month position.
  Women’s Soccer head coach’s incentives were increased with a new three-year employment agreement.

- **2010-11**
  Incentives were added to the Women’s Golf head coach’s employment agreement.

**Action Date**

2005-2011

**Explanation for partial or non-completion**

Completed
6. Original Plan

Coaching opportunities for women

Steps to achieve goal: Make an effort to hire a qualified female candidate when a coaching position opens. This may require some recruitment of qualified females.

Action

Every effort is made to identify quality female candidates during a coaching search. The sport supervisor/chair of the search committee and athletics director help identify qualified female candidates during the application and selection process.

Action Date

Fall 2003- Spring 2011

Explanation for partial or non-completion

Completed

7. Original Plan

Design and upgrade facilities with compliance to Title IX in mind

Steps to achieve goal: As facilities are in the process of being designed, they should be reviewed for compliance with Title IX, also, the order in which facilities are upgraded or designed should be done with equitable treatment in mind.

Action

A new strength and conditioning facility was built and outfitted to meet the needs of both genders.

A new academic center was built to meet the needs of both genders.

A new tennis facility was built for the Women's Tennis team, including courts, lights, tennis building, entryway, scoreboard, bleachers, flag poles, benches at all courts, new fencing, and windscreen with graphics. Prior to the new courts being built, the old courts had been resurfaced and bleachers had been purchased.

Ongoing upgrades to the softball facility include bullpens for home and visitors, additional batting cage, temporary press area constructed during the season, flag poles, additional field maintenance (staff and laser grading), upgraded sound system, backstop changed to netting to improve view of game, and dugout renovation.

Ongoing upgrades are made to the Walter Pyramid Main area which benefits Men's and Women's Basketball and Men's and Women's Volleyball.

Women's Basketball locker room was upgraded with lockers to match men's locker room, and a game clock was added to the locker room.

Ongoing upgrades are made to the aquatics facility which benefits both Men's and Women's Water Polo. Upgrades include flag poles, portable scoreboard, deck and pool resurface, scaffolding for filming games, and wall graphics.

Upgrades to the soccer facility include additional bleachers rented for the season, leveled main competition field, pay to have the field mowed extra for games, banners are added to make the facility look better, new fencing was added on the side by parking structure with new windscreen, and bleachers were purchased for the facility.

Upgrades and maintenance to off-campus practice golf facility that benefits both the Men's and Women's Golf programs.

Action Date

Fall 2003- Spring 2011
8. **Original Plan**

Medical and training facilities should be provided without consideration of gender.

Steps to achieve goal: Continue to provide services for all Student-Athletes in a manner that gender is not taken into consideration.

**Action**

LBSU continues to provide medical services for all student-athletes without consideration to gender. The head athletic trainer and senior associate athletic/SA discuss the assignments each year to meet our equity responsibilities.

**Action Date**

Fall 2003- Spring 2011

**Explanation for partial or non-completion**

Completed

9. **Original Plan**

Medical and training facilities should be provided without consideration of gender.

Step to achieve goal: Renew Director of Sports Medicine contract each year.

**Action**

The director of sports medicine's contract is renewed each year.

**Action Date**

Fall 2003- Spring 2011

**Explanation for partial or non-completion**

Completed

10. **Original Plan**

Housing and dining facilities should be available without consideration to gender.

Steps to achieve goal: Continue to provide housing for all student-athletes in a manner that gender is not taken into consideration.

**Action**

Student-athletes are housed on campus and use the same dining facilities as the general student population; therefore housing is provided without consideration to gender.

The Athletics Department pays for Women's Volleyball and Women's Soccer preseason housing for student-athletes who are on a minimum of 50 percent housing scholarship during the academic year.

**Action Date**

Fall 2003- Spring 2011

**Explanation for partial or non-completion**

Completed

11. **Original Plan**
Equitable treatment with regard to scheduling of practice and competition

Steps to achieve goal: Competitive schedules should continue to be reviewed for compliance with Title IX in regard to equitable competitive experience. Practice schedules should be reviewed each year.

Action

Practices - A policy is in place to work out any conflicts and/or priorities for practice time. The athletics scheduling office is well aware of making sure decisions regarding practice changes are made with equity issues being addressed.

Competitive Schedules - Each sport is required to submit its competitive schedule for approval prior to it being published, contracts being executed, or considered final. The approvals come from the compliance office to make sure all NCAA and conference scheduling rules are being followed (e.g., minimum/maximum competition, non-countable contests, and start date). Sports supervisor approval is required for budget consideration and to ensure that scheduling guidelines are followed. The scheduling office makes sure the facility is available for the date requested. Coaches are encouraged to develop a schedule that will advance their team to the NCAA Championship tournament. All scheduling conflicts are resolved in an equitable manner.

Action Date

Fall 2003- Spring 2011

Explanation for partial or non-completion

Completed

12. Original Plan

Equitable treatment with regard to scheduling of practice and competition

Steps to achieve goal: Any changes to the current schedule should be reviewed for compliance with Title IX. Conflicts should be resolved in an equitable manner.

Action

Competitive Schedules - Each sport is required to submit its competitive schedule for approval prior to it being published, contracts being executed, or considered final. The approvals come from the compliance office to make sure all NCAA and conference scheduling rules are being followed (e.g., minimum/maximum competition, non-countable contests, and start date). Sports supervisor approval is required for budget consideration and to ensure that scheduling guidelines are followed. The scheduling office makes sure the facility is available for the date requested.

Any change to a schedule once it has been officially approved requires the schedule to be resubmitted through the process. All scheduling conflicts are resolved in an equitable manner.

Action Date

Fall 2003- Spring 2011

Explanation for partial or non-completion

Completed

13. Original Plan

Equitable access to tutors

Steps to achieve goal: Student-athletes should continue to work with their academic advisor on tutoring needs.

Action
The tutoring program is progressing in a positive manner and tutorial services are available to all student-athletes for the vast majority of courses offered at LBSU. Student-athletes primarily receive tutorial services through the Bickerstaff Academic Center (BAC) and the campus Learning Assistance Center (LAC). Student-athletes also receive some tutorial services through the Department of Mathematics’ tutoring center, the campus Writer’s Resource Lab, the Jensen Center (science majors only), the Department of Communication Studies’ tutoring center, and Hauth Center. LAC tutorial services are available Monday-Friday from 9:00AM-7:00PM (drop-in tutoring times for high-risk course subjects such as mathematics, chemistry and physics vary from semester to semester). BAC tutorial services are available from 8:00AM-9:00PM Monday-Thursday and 8:00AM-4:00PM on Fridays. For special circumstances, the BAC may also arrange weekend tutoring sessions. Drop-in mathematics and writing tutoring is available in the BAC for academically at-risk student-athletes from 5:30PM-9:00PM, Monday-Thursday. The hours of availability of other campus tutorial resources varies by term.

Student-athletes can request a tutor by speaking to their coach, advisor, BAC academic specialist or by utilizing the GradesFirst tutor request system. Head coaches have to approve all individual paid tutoring. Campus referrals are utilized for all free campus tutoring.

In spring 2007, Focus Graduation was developed. The focus graduation group are those individual who are considered “at risk” for different reasons. The Athletics Department added funding for math and English tutors in the focus graduation night time study hall. The Athletics Department also funded a new part-time position as the night time study hall monitor.

Action Date
Fall 2003- Spring 2011

Explanation for partial or non-completion
Completed

14. Original Plan

Travel and per diem provided in an equitable manner with regard to modes of transportation, housing, length of stay, and per diem.

Steps to achieve goal: Review with the head coach each year to assure that guidelines are followed as set for their sport regarding travel and per diem.

Action
Travel and per diem guidelines are outlined in the “Athletics Department Staff Manual.” The sports supervisor is responsible for making sure the travel and per diem guidelines are followed. Coaches determine how meals will be provided. Some teams prefer to give per diem and student-athletes pay for their own meals while other coaches prefer to pay for student-athlete’s meals directly.

Action Date
Fall 2003- Spring 2011

Explanation for partial or non-completion
Completed

15. Original Plan

Evaluation of recruiting expenditures

Steps to achieve goal: Review recruiting expectations with head coach each year and make it part of their evaluation process each year of how they do with meeting their goals in this area.

Action
Within the formal evaluation process for each head coach, there is a section titled Team Performance/Recruiting. The section covers the following areas: recruiting, competitive degree-seeking student-athletes, managing a successful team, demonstrating improvement with student-athletes, retaining the student-athletes, competing successfully as a team, and whether the coach passed the recruiting test. These areas help the sports supervisor, in consultation with the athletics director, outline how coaches are meeting the expectations relating to recruiting.

Action Date
Fall 2003 - Spring 2011

Explanation for partial or non-completion
Completed

16. Original Plan
Equitable management of sports marketing and promotion

Steps to achieve goal: Schedule cards-the marketing and promotions area should submit their recommendation for which sports should receive sport schedule cards. The list should be evaluated to determine if we meet our gender equity responsibilities.

Action
Each year the marketing and promotion staff submits a marketing plan, which includes schedule cards. These plans are approved after confirming our gender equity responsibilities are met. If something needs to be addressed, it is done prior to the plan being approved by senior staff.

Action Date
Fall 2003 - Spring 2011

Explanation for partial or non-completion
Completed

17. Original Plan
Equitable management of sports marketing and promotion

Steps to achieve goal: Schedule cards-every attempt should be made to provide each team with a schedule card or at least one schedule card with multiple team schedules listed.

Action
The LBSU Athletics Department has provided either individual or multi-team schedules (fall or spring) for its sports. In 2009-10, a decision was made to abandon the fall or spring multi-sport schedule. However, the Athletics Department was careful to ensure that changes adhered to gender equity practices. Now, a combination of pocket schedules, bookmark schedules, and/or schedule magnets are provided for all sports with the exception of Men's and Women's Track and Field and Men's Golf. In 2010-11, these publicity efforts were expanded to ensure that all sports had bookmark schedules. In addition, the Athletics Department provided promotional schedule magnets for three men's programs and five women's programs to augment the bookmarks.

The marketing plan is reviewed and approved annually.

Action Date
Fall 2003 - Spring 2011

Explanation for partial or non-completion
Completed
18. **Original Plan**

Equitable management of sports marketing and promotion

Steps to achieve goal: Marketing Women's Sports-The marketing and promotion area should submit their marketing plan for the year.

**Action**

The Marketing Plan is reviewed and approved annually to ensure the department's commitment to gender equity. If there are any issues with the plan, they are addressed prior to final approval of the plan.

**Action Date**

Fall 2003 - Spring 2011

**Explanation for partial or non-completion**

Completed

19. **Original Plan**

Equitable management of sports marketing and promotion

Steps to achieve goal: Radio-Currently, women's volleyball, women's basketball and baseball away games are broadcast on the internet. Men's basketball away games are broadcast on AM radio, the Department should make an effort to find sponsorship to potentially put a women's sport on AM radio.

**Action**

The Athletics Department no longer has a radio broadcast for any sport. The Athletics Department determined that with improved technology, it was best to offer computer internet voice broadcasts (Men's Basketball, Women's Basketball, Women's Volleyball, Baseball, and Home Men's Volleyball), game tracker (Men's Basketball, Women's Basketball, Men's Volleyball, Women's Volleyball, Softball, Baseball, and Women's Soccer) and video streaming (Men's Basketball, Women's Basketball, and Women's Volleyball) for broader coverage.

**Action Date**

Fall 2003 - Spring 2011

**Explanation for partial or non-completion**

Completed

20. **Original Plan**

Equitable management of sports marketing and promotion

Steps to achieve goal: Sports Information-The assistant AD for sports information should submit a plan for sports coverage by sports information personnel, quantity and quality of media guides each year for review of compliance gender equity issues

**Action**

The sports information plan outlining the above are reviewed and approved annually for meeting equity responsibilities by senior staff.

**Action Date**

Fall 2003- Spring 2011

**Explanation for partial or non-completion**

Completed
21. **Original Plan**
Remain current with gender equity issues.

Steps to achieve goal: Attend seminars and conferences where gender equity issues are topics of discussion

**Action**
The senior associate athletics director/SWA attends conferences and seminars where gender equity discussions take place such as NCAA gender equity seminars, NACWAA Executive Institute, NCAA convention breakout sessions, NCAA rules compliance seminars, Governors Women's conference, NCAA Legislative Cabinet meetings, and NCAA Leadership Regional seminars.

**Action Date**
Fall 2003 - Spring 2011

**Explanation for partial or non-completion**
Completed

22. **Original Plan**
Remain current with gender equity issues.

Steps to achieve goal: Continue to review information on websites and Title IX issues and legislation publications

**Action**
The senior associate athletics director/SWA uses the NCAA website, LIRC newsletter, Title IX workbooks, SMR Sports Management Newsletter, NACWAA website and other resources to keep current on Title IX and gender equity issues.

**Action Date**
Fall 2003 - Spring 2011

**Explanation for partial or non-completion**
Completed

23. **Original Plan**
Access department policies for equity issues.

Steps to achieve goal: Review of existing policies and as new policies and procedures are implemented they should be reviewed for compliance with Title IX issues.

**Action**
As new policies are implemented, the senior staff is charged with examining the effects of the policy on Title IX. This is ongoing throughout the year.

**Action Date**
Fall 2003 - Spring 2011

**Explanation for partial or non-completion**
Complete

24. **Original Plan**
Equitable treatment of student-athletes

Steps to achieve goal: Each year, survey our student-athletes and staff with regard to gender equity issues. The results should be analyzed by senior athletic staff for any action needed.
**Action**

A student-athlete survey is administered each year for all student-athletes. Over the last four years (including this certification cycle), student-athletes take the survey online (previously a paper survey), which allows program administrators immediate access to qualitative and quantitative data. The survey takes about 20-60 minutes, depending on the student-athlete. The qualitative and quantitative data are then reviewed by the athletics director, senior associate athletics director/SWA, and the FAR. Equitable treatment is one of many issues covered in the comprehensive survey. Each year, after the survey is completed and the data are reviewed, the questions are reviewed to determine if any need to be changed, added, or deleted to better serve student-athletes.

**Action Date**

Fall 2003- Spring 2011

**Explanation for partial or non-completion**

Completed

3. Describe any additional plans for improvement/recommendations developed by the institution since the Cycle 2 certification decision was rendered by the committee for Operating Principle 3.1 (Gender Issues). For each additional plan, provide:

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

There are no additional plans for improvement.

4. Explain how the institution is organized to further its efforts related to the gender-issues operating principle for both department of athletics staff, coaches and student-athletes.

Long Beach State is a university that is attractive to students, staff and coaches because of our academic achievement, the positive campus climate, our respect for individuals regardless of gender or diversity, and the multiple benefits associated with being part of The Beach. LBSU ranked fifth in the nation for the number of applications received for fall 2009 admissions among the 1,339 schools that reported application data in an annual survey conducted by U.S. News & World Report. Only 205 colleges received more than 10,000 student applications while LBSU received 45,771. Also, U.S. News & World Report's "America's Best Colleges Guide" ranked our university as the fourth best public regional university in the west for third consecutive year (2011 edition).

The university's commitment to gender equity and gender-related issues starts with our president who has stated publically his commitment to this area. As organized by the athletics director who reports directly to the president, the senior associate athletics director/SWA is a member of the Athletics Department's senior staff and is involved in the overall direction of the department. The leadership provided by the director of athletics and the senior associate athletics director/SWA ensures that the gender equity plan remains up-to-date and that active discussions are encouraged.

The senior associate athletics director/SWA plays an active part in ensuring that the Athletics Department is organized to further its efforts toward gender equity. She also participates in groups outside of the Athletics Department to enhance the athletics program. Such groups have included the President's Commission on the Status of Women (chair and member), NCAA Title IX seminars, NACAWAA Executive Institute, Sports Management Institute, NCAA Life Balance subcommittee, and attendance at the California Governor's Women's Conference. The CHAMPS/Life Skills coordinator reports directly to the senior associate athletics director/SWA, a process which provides student-athletes a direct voice to senior administration.

The department's organizational structure provides a road map which ensures that gender issues for staff, coaches, and student-athletes are identified, reviewed, and evaluated to ensure that our processes have strict adherence.
In the Athletics Department's "Staff Manual", the department's mission statement is published for new and existing staff: “The Department of Athletics enhances and complements the academic mission of the University by providing students with the opportunity to compete athletically in a balanced, competitive athletic program for both men and women. A fundamental goal of the department is to prepare students to function effectively in a culturally diverse society, by developing an understanding of our multicultural heritage, including the essential contributions of women and ethnic minorities.”

Student-athlete gender issues are routinely evaluated by the Athletics Department's senior staff and the faculty athletics representative (FAR). Data are collected in several ways and are utilized to evaluate the department's programs to include: 1) in-person exit interviews that are conducted with student-athletes who have completed their eligibility or others who will not be returning to the team for various reasons. In-person interviews are divided between sports supervisors, the athletics director, and the FAR; 2) Student-athlete surveys are conducted each year to gain information on students' perceptions of the LBSU program, including equity, diversity, inclusion, and student-athlete well-being. The results of these surveys are discussed by the department's senior staff, sports supervisors, and the FAR; 3) Student-Athlete Advisory Committee (SAAC) meetings are scheduled each month and provide an opportunity for student-athletes to share any concerns regarding various issues, including equity, diversity, and student-athlete well-being. Student-athletes also share concerns with the CHAMPS/Life Skills coordinator, who reports directly to the senior associate athletics director/SWA, providing an opportunity to share student-athlete concerns with senior administration.

Several Athletics Department administrators are responsible for sports oversight, part of which is a responsibility for a continued focus on gender equity and diversity issues. Sport supervisors work directly with teams to ensure that an active communication channel is maintained. Student-athletes are notified in a pre-season meeting about the "Student-Athlete Handbook" which includes the department's commitment to equity statement, commitment to diversity statement, Athletics Department mission statement, and the university's mission, vision, values statement.

Concerns regarding gender issues within the Athletics Department, including coaches, are reviewed by the athletics director, the senior staff, and the FAR. Additionally, as a member of the president's cabinet, the athletics director is engaged in active dialogue with the president to ensure that issues are immediately addressed, and that steps taken to rectify a situation are reviewed.

During the hiring process, searches are conducted to recruit the most qualified individuals. The Athletics Department's human resource specialist conducts extensive meetings with each hiring manager before a position is posted. Once a coach is extended an opportunity for employment or a renewal is extended, the following information is included in the position description and letter of appointment: "Advance the efforts of the Department of Athletics and the university toward diversity and gender equity. Fully support and abide by the CSU and Long Beach State commitment to gender equity in education, including athletics, and its full compliance with Title IX of the Education Amendments to the Civil Rights Act of 1964. Employee will fully support and abide by CSU and Long Beach State's commitment to maintain a working and learning environment where every student, employee, and community member is treated with dignity and respect. Employee will support and comply with the Long Beach State commitment to maintain a safe and healthy living and learning environment for everyone." Departmental expectations regarding gender equity, respect for diversity, and the well-being of student-athletes also are reinforced in the everyday work environment at LBSU.

The department's hiring process is continually reviewed by the director of administrative operations and the senior associate athletics director/SWA to ensure our commitment to equity and diversity.

5. Describe how matters concerning gender equity for department of athletics staff, coaches and student-athletes are monitored, evaluated and addressed on a continuing basis.

The Long Beach State Athletics Department has a gender equity plan that includes specific goals and expected outcomes. Strategies are outlined in detail and those responsible for compliance are designated. Specific time tables have been established and completion dates are identified. A culture of gender equity is part of the fabric of the Athletics Department. We are honored to have been recognized for our gender equity practices by receiving the 2007-08 Diversity in Athletics Award in Overall Excellence in Diversity in the categories of racial diversity, value and attitudinal diversity, and gender diversity from the Texas A&M Laboratory for Diversity in Sport.

As organized by the athletics director who reports directly to the president of the university, the senior associate athletics director/SWA is a member of the Athletics Department's senior staff and is involved in the overall direction of the department. The athletics director and the senior associate athletics director/SWA ensure that the senior staff understand that the department's gender equity plan is an important document. To that end, the senior associate athletics director/SWA and the other senior staff members discuss ramifications of occurrences that are related to gender equity for staff, coaches, and student-athletes.
Further, student-athlete gender equity issues are routinely evaluated by the Athletics Department's senior staff and the FAR. Data are collected and used to evaluate gender equity issues and include: 1) an EADA report filed annually by associate athletics director/business manager; 2) student-athlete surveys, which are conducted each year to gain input on various perceptions including equity, diversity, inclusion, and student-athlete well-being. The results of these surveys are discussed by the department's athletics director, senior associate athletics director/SWA, FAR, and various support areas that pertain directly to them; 3) in-person exit interviews, which are conducted with student-athletes who have exhausted their eligibility or others who will not be returning to the team for other reasons. These interviews are divided between sports supervisors, the athletics director, and the FAR. After the in-person interviews have been conducted, the administration discusses themes that have arisen during the process (both positive and negative); 4) a thorough review of all squad lists prior to the first day of competition to identify any issues regarding roster management; 5) the open door policy that administrative staff provides for student-athletes so they can come in and discuss any concerns they might have; and 6) SAAC meetings, which are scheduled each month and provide an opportunity for student-athletes to share concerns regarding various issues. The CHAMPS/Life Skills coordinator reports directly to the senior associate athletics director/SWA, which provides student-athletes a direct voice to senior administration.

Gender equity for department staff and coaches is an area that is continually analyzed and routinely reviewed by the director of athletics, the senior staff, and the FAR. Also, as a member of the president's cabinet, the athletics director is engaged in active dialogue with the president and any gender equity issues are immediately addressed.

Monitoring and evaluation of the Athletics Department's gender equity plan takes place in a number of ways including: 1) the Big West Conference annual salary survey of all member institutions, the results of which are provided to the athletics director and reviewed annually to ensure that Long Beach State coaches' salaries are within the top three in the conference; 2) the senior associate athletics director/SWA's participation in major decisions and policy development for the Athletics Department; 3) the senior associate athletics director/SWA's annual presentation to the Committee on Athletics regarding gender equity; 4) the athletics director's mandate that sports supervisors be aware of any potential concerns regarding gender equity; 5) the mandatory sexual harassment training every two years for coaches and staff; and 6) the requirement that sport administrators travel with respective teams when possible during their season to monitor any issues in gender equity.

Finally, the promotion of the ten women's programs (and eight men's programs) is reviewed annually. The senior associate athletics director for external affairs is responsible for ensuring that there is equitable promotion for all sport programs. To assist in this process, a marketing plan for each sport and a media relations plan are submitted to the senior staff for review and approval before each team's respective season begins.

6. Describe the programs and activities that the institution has in place for coaches, department of athletics staff and student-athletes that address gender issues, including programs and activities designed to address the needs of the underrepresented gender within the athletics program.

The institution must demonstrate that it provides programs and activities for coaches, department of athletics staff and student-athletes that address gender issues, including programs and activities designed to address the needs of the underrepresented gender within the athletics program.

Long Beach State University has a long history of active involvement in women's sports. Women's teams at LBSU have won numerous conference championships: Women's Basketball has participated in two Final Fours, Softball has been a part of five College World Series, Water Polo has had four top-four national finishes, Tennis has been nationally ranked since 2001, and Volleyball has won five national titles. Dozens of current and former student-athletes have competed in the World Championships, Pan-American and Olympic Games.

According to the LBSU Student-Athlete Handbook, "in addition to complying with NCAA regulations, LBSU (Long Beach State) is committed to conforming to the California State University and California National Organization for Women (CAL-NOW) agreement of October 1993. This agreement requires each institution in the California State University (CSU) system "immediately and continuously make progress toward achieving gender equity in its campus intercollegiate athletics programs by addressing specific goals." The CSU system provides annual CSU Voluntary Self-Monitoring Report regarding Equal Opportunity in Athletics for Women Students on compliance with the CAL-NOW decree. Information on compliance with this degree will be discussed in Section 3.1 Question 9.
We are proud of women's participation in key positions in the Athletics Department at LBSU. Currently the campus FAR is female, Brenda Vogel, a faculty member in the Department of Criminal Justice. In addition, three female faculty members from the Kinesiology Department are currently serving as members on the campus-wide Committee on Athletics: Sharon Guthrie (chair, Department of Kinesiology), Alison Wrynn (professor, Department of Kinesiology), and Karen Hakim-Butt (campus-wide coordinator, Single Subject Credential Program, College of Education). The senior associate athletics director/SWA in the Department of Athletics is Cindy Masner and the associate athletics director for compliance is Lisa Mabry. The director of Student-Athlete Services is Gayle Fenton, the director of the Bickerstaff Academic Center (BAC) for Student-athletes is Sandra Shirley, and the CHAMPS/Life Skills coordinator is Candice Chick.

LBSU is a member of the Big West Conference which has developed a gender equity statement. This includes the expectation that member institutions will go beyond the letter of the law in providing opportunities for both genders.

To that end, LBSU has a number of programs and activities in place for student-athletes that address gender issues and each sport has a designated sports supervisor who ensures that the treatment of student-athletes is fair and equitable. This includes serving as a liaison to resolve individual athletes and/or team conflicts and conducting in-person exit interviews with assigned student-athletes who have exhausted their eligibility or who may not be returning to the team for a variety of reasons.

Programs for Coaches and Staff
LBSU has an effective Office of Equity and Diversity that reports directly to the university president. The primary function of that office is to provide leadership and direction to achieve a positive, continuing, and vigorous nondiscrimination and equal opportunity program for the campus. This office is staffed with professionals who issue policies and procedures to facilitate training and resolve complaints related to discrimination, harassment, reasonable accommodation, retaliation, and affirmative action. The LBSU Athletics Department, like any other campus department, is required to abide by these policies and procedures, and the coaches and staff have full access to the resources made available by the Office of Equity and Diversity.

The following are some examples of policy statements and university training topics of which coaches and staff can avail themselves: 1) Policy on Access and Opportunity & Complaint Resolution; 2) Procedures for Discrimination, Harassment, and Retaliation; 3) Discrimination & Harassment - It Stops Here!!; 4) Discrimination - It's Not Academic and It's Not Acceptable!; 5) Harassment in the Workplace: Employee Awareness; 6) Different Like You; 7) Let's Talk Diversity; 8) Sexual Harassment Orientation for College and University Faculty and Administrators; and 9) Proactive Management and Sexual Harassment.

LBSU takes sexual harassment very seriously. Since 2005, all management and supervisory employees are required to have specific prevention training on sexual harassment within six months of appointment and every two years thereafter. The Athletics Department also conducts annual educational workshops that deal with diversity issues, facilitated by the CHAMPS/Life Skills coordinator, for all student-athletes and coaches. To illustrate the Athletics Department's commitment to equity and diversity, every coaching agreement contains a specific clause that states: "Employee is responsible to advance the efforts of the Department of Athletics and the University toward diversity and gender equity. Fully support and abide by the CSU and Long Beach State's commitment to gender equity in education, including athletics, and its full compliance with Title IX of the Education Amendments to the Civil Rights Act of 1964. Employee will fully support and abide by CSU and Long Beach State's commitment to maintain a working and learning environment where every student, employee and community member is treated with dignity and respect. Employee will support and comply with the Long Beach State commitment to maintain a safe and healthy living and learning environment for everyone."

Coaches and staff are encouraged to attend professional conferences and seminars. This has included NCAA Diversity Training, Black Coaches Association, NACDA/NACMA/Title IX Seminar, NCAA Regional Leadership Conference, Apple Conference, NCAA Choices Grant Symposium, John Wooden's Ethical Leadership Training, and the Governor's Women's Conference. To further illustrate the department's commitment in this area, the senior associate athletics director/SWA has served on the President's Committee on the Status of Women for five years, including service as chair of the committee. To ensure that the department's efforts in this area are effective, the annual student-athlete survey contains two questions that specifically address equity: 1) Male and female athletes are treated equally—over the past three years, 87.3 percent of the respondents strongly agreed or agreed with this statement, and 2) Athletes of varying backgrounds (ethnic, cultural, religious) are treated equally—over the past three years, 92.0 percent of the respondents have strongly agreed or agreed with this statement. These positive results confirm that the LBSU Athletics Department is committed to and ensures gender equity and diversity throughout the program.

Student-Athlete Programs
The LBSU Athletics Department has a number of educational programs and activities in place for student-athletes...
to address gender issues. Students are kept informed about activities and programs through their coaches, CHAMPS/Life Skills coordinator, emails, and the Beachboard web site.

The Athletics Department conducted a focus group with 24 student-athletes in the spring of 2004. The focus group was put together with one or two representatives from all 16 sport teams. The overarching theme was perceptions of diversity. Topics ranged from diversity within athletics and how it relates to the university climate. The session concluded with a request for any suggestions that student-athletes might have to better assist them with the various areas that encompass diversity. This was the first dedicated effort using a focus group environment to assess the topic of perceptions of diversity.

One of the major findings from the focus group dealt with perceptions of gender equity. The gender equity theme came predominantly from the male teams, who indicated that they believed that the women's sports teams were perceived more favorably, rather than equitably, when using the training room. These concerns were addressed with the appropriate staff in both of the locations.

To enable the department better assist student-athletes, the Athletics Department hired a full-time CHAMPS/Life Skills coordinator, who is a former LBSU student-athlete and has a graduate degree in counseling and sports management. Her student development background provides expertise that is student-centered. The CHAMPS/Life Skills coordinator is the SAAC advisor and uses each of her meetings with SAAC executive board and the full SAAC board as focus groups to understand any issues, concerns, or perceptions they may have regarding student-athlete well-being and treatment (equity and diversity). She is then responsible for bringing any concerns to the senior associate athletics director/SAW so that concerns may be handled as appropriate. The CHAMPS/Life Skills coordinator also conducts mandatory educational programs on a regular basis; these programs are intended to educate and prepare student-athletes for life after athletics.

In the student-athlete surveys conducted each year, a number of questions are asked to ascertain whether male and female athletes are treated equally across a variety of settings. Students agree that there is equitable treatment in these settings (see table below) with percentages of agreement rising each year. The percentage below is based on respondes of Agreed or Strongly Agreed.

<table>
<thead>
<tr>
<th>Year</th>
<th>Male and female athletes are treated equally at LBSU</th>
<th>Male and female athletes are treated equally in the weight room</th>
<th>Male and female athletes are treated equally in the training room</th>
<th>Male and female athletes are treated equally in the CSAS</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007-08</td>
<td>85.9%</td>
<td>55.3%</td>
<td>58.2%</td>
<td>62.9%</td>
</tr>
<tr>
<td>2008-09</td>
<td>85.5%</td>
<td>78.9%</td>
<td>82.7%</td>
<td>88.5%</td>
</tr>
<tr>
<td>2009-10</td>
<td>90.4%</td>
<td>77.3%</td>
<td>85.9%</td>
<td>90%</td>
</tr>
</tbody>
</table>

All student-athletes have access to the "Student-Athlete Handbook" (which is available on the LBSU Athletics website) and contains information about the athletics programs and other university services. Several sections of the handbook address gender-related issues, including Section 2, "University Support Services;" Section 4, "Athletics Department Support Services;" Section 6, "Sportsmanship and Student-athlete Conduct;" and Section 7, "Student Grievance Appeals."

The SAAC provides representation for all student-athletes and gives them the opportunity to connect with other student-athletes, the campus community, and the greater Long Beach community. One of the current co-presidents of SAAC is Lindsay McAtee, a member of the Women's Golf team. The remaining five members of the SAAC leadership team are all women student-athletes at LBSU. The goal of the SAAC is "to enhance the total student-athlete experience by promoting opportunity, protecting student-athlete welfare, and fostering a positive student-athlete image."

LBSU received a grant from the NCAA from 2007-10 to fund the "CHOICES" program that offers a number of alcohol awareness activities for student-athletes. Although most of the activities focus on student-athlete health and well-being, there is some emphasis on issues of body image, an important topic for female student-athletes.

The student-athlete freshmen transitions program (formerly HEADS UP!) is offered each semester to support freshmen student-athletes in their adjustment to the demands of university academics and intercollegiate athletics. Student-athlete peer mentors, selected junior and seniors who have successfully "survived" their first year, talk with
the freshmen about the transitions to the university to help the freshmen understand and cope with the academic, social, athletic, and personal challenges related to the transition from high school to university. A team concept is part of the program because it is a concept with which athletes can identify. Also, it fosters connections across team, gender, and ethnic lines to create unity within the student-athlete community.

7. For the three most recent academic years in which information is available, analyze the institution's EADA report (i.e., participation, head coaches and assistant coaches). [Note: the institution must include all male and female NCAA intercollegiate sports programs offered at the institution in its analysis]. If any differences exist, the institution must explain (using supporting data) and address any deficiencies in the gender-issues plan for improvement.

The institution must analyze its EADA report (i.e., participation, head coaches and assistant coaches) and NCAA financial report (specified expense categories) for the three most recent academic years, explain (using supporting data) any differences, address any deficiencies and comment on any trends.

A review of participation rates, head coaching positions, and assistant coaching positions was conducted over the past three academic years (2006-07, 2007-08, and 2008-09). Based on this review, the following describes the status of each of these areas at LBSU:

To increase female participation rates, the Athletics Department has established minimum squad size limits on some women's teams and maximum squad size limits on some men's teams. The department's implementation of this strategy is not rigid, and any coach may request an adjustment to the squad size due to extenuating circumstances. Such an adjustment may be granted on an exception basis after considering the effect on overall participation rates and specific needs of the specific team.

Pursuant to the 1993 California National Organization of Women (CAL NOW) consent decree, LBSU is committed to achieving female student-athlete participation percentages that closely resemble the general female undergraduate student enrollment. The consent decree provided a five-year timeframe for achieving this goal, and LBSU was in full compliance by the required timeframe (1998-99). The department reports annually to a CSU monitoring committee to document compliance with the participation measurement. For a period of approximately three years LBSU did not meet the participation (.8 percent, 3 percent and .1 percent) requirements outlined and was required to submit a plan to return to compliance. In 2009-10 LBSU was once again in compliance with participation rates per the voluntary monitoring guidelines. To facilitate the maintenance of this goal, LBSU offers two more women sports than men's sports and uses roster management. The following percentages are based on number of participants (i.e., male vs. female) based on table 1 in EADA reports for each year:

For the 2006-07 academic year, women student-athletes accounted for 55.6 percent of total participation, while undergraduate women accounted for 60.4 percent of total enrollment, a differential of 4.8 percent.

For the 2007-08 academic year, women student-athletes accounted for 55.1 percent of total participation, while undergraduate women accounted for 59.7 percent of total enrollment, a differential of 4.6 percent.

For the 2008-09 academic year, women student-athletes accounted for 54.6 percent of total participation, while undergraduate women accounted for 60.3 percent of total enrollment, a differential of 5.7 percent.

LBSU is fully committed to maintaining equitable participation opportunities for male and female student-athletes and continuing to abide by the spirit of the CSU voluntary self-monitoring report regarding equal opportunity in athletics for women students.

2. Head coaches - Based on the EADA report, the following data are provided:

For the 2006-07 and the 2007-08 academic years, LBSU had five female head coaches and nine male head coaches. For 2008-09, there were four female head coaches and 10 male head coaches.

Of the 14 head coach positions, in 2006-07 and 2007-08, three men were head coaches for women's sports and in 2008-09, four men were head coaches for women's sports.

For all three years, the totals above include the same male head coach for Men's and Women's Cross Country/Track and Field (indoor and outdoor). In 2008-09, a change occurred when the female head coach of Women's Water Polo resigned and the head coach for Men's Water Polo was hired to coach both the Men's and the Women's
Water Polo teams.

For 2006-07, the eight men's teams generated 4.75 FTE, and the 10 women's teams generated 7 FTE. In 2007-08, the eight men's teams generated 4.75 FTE, and the 10 women's teams generated 7.25 FTE. In 2008-09, the eight men's teams generated 4.75 FTE, and the 10 women's teams generated 7 FTE.

For all three years, the totals above include the same head coach for Men's and Women's Cross Country/Track and Field (indoor and outdoor). For 2008-09, the same head coach was responsible for both Men's and Men's Water Polo.

3. Assistant Coaches - Based on the EADA report, the following data are provided:

For the 2006-07 academic year, there were the 35 assistant coach positions (paid and volunteer); of these, there were 12 female assistant coaches and 23 male assistant coaches. For 2007-08, there were 35 assistant coaches; of these, there were eight female assistant coaches and 27 male assistant coaches. For 2008-09, there were 44 assistant coaches; of these, 14 were female assistant coaches and 30 were male assistant coaches.

The above calculations include male and female assistant coaches who are counted twice. For example, in 2006-07, five assistant coaches were double counted because they coached both Men's and Women's Cross Country/Track and Field (indoor and outdoor).

Of the 35 assistant coach positions (paid and volunteer) in 2006-07, nine men were assistant coaches for women's sports, and in 2007-08, 12 men were assistant coaches for women's sports. Of the 44 assistant coach positions (paid and volunteer) in 2008-09, 13 men were assistant coaches for women's sports.

For all three years, the totals above include the same male assistant coach for Men's and Women's Cross Country/Track and Field (indoor and outdoor). In 2008-09, a change occurred when the female head coach of Women's Water Polo resigned; the new male head coach retained the male assistant coach and hired an additional female assistant to coach both sports.

For 2006-07, the 13 paid assistant coach positions for the eight men's teams generated 7.5 FTE, and the 16 paid assistant coach positions for the 10 women's teams generated 9.5 FTE. In 2007-08, the 13 paid assistant coach positions for the eight men's teams generated 7.5 FTE, and the 16 paid assistant coach positions for the 10 women's teams generated 9.75 FTE. In 2008-09, the 15 paid assistant coach positions for the eight men's teams generated 7.13 FTE, and the 18 paid assistant coach positions for the 10 women's teams generated 9.38 FTE.
average award of $6,498 each. In contrast, $1,112,925 in aid was awarded to 121 female student-athletes, for an average award of $9,198 each.

2) Coaching Salaries, Benefits - During the three academic years reviewed, LBSU consistently spent about 51 percent of total coaching salary dollars on women's sports. The average head coach salary of men's teams does exceed that of women's teams. However, if the Men's Basketball head coach salary, which is an anomaly, is excluded, the average salaries of head coaches regardless of team gender are very similar. In fact, in both 2006-07 and 2007-08, the average head coach salary for women's teams is higher than the average for men's teams. The average assistant coach salary of men's teams is consistently higher than women's teams by about 11 percent. However, there are clearly multiple factors that influence coaches' and assistant coaches' salaries including market forces, length of time at LBSU, record of success, tournament qualification, and revenue generation related to the individual sport. In general terms, all coaches' salaries are reviewed and compared with other coaches' salaries in the conference and across the nation. Coaching salaries at LBSU are very comparable to other institutions in the conference and are competitive with national averages. It is a goal for LBSU coaches' salaries to rank in the top three of all Big West Conference schools.

3) Coaching, Other Compensation, and Benefits Paid by Third Party - LBSU did not report any activity in this category over the past three academic years.

4) Support Staff/Administrative Salaries, Benefits - During the three academic years reviewed, LBSU spending averaged about 37 percent of total staff/administrative salaries dollars on women's sports. The variance in the spending levels between men's and women's sports is linked to the fact that some teams choose to fundraise for additional support that is not funded by the LBSU Athletics Department (for example, discretionary additional academic study hall support and administrative operations support for their respective teams). These examples alone contribute to approximately $16,000 a year differences in spending levels in men's and women's sports.

5) Support Staff/Administrative Other Comp and Benefits - LBSU did not report any activity in this category over the past three academic years.

6) Recruiting - During the three academic years reviewed, LBSU spending averaged about 42 percent of total recruiting expenditures on women's sports. However, over this period the majority of annual recruiting expenditures (about 52 percent) are spent by two sports: Men's and Women's Basketball. This is primarily due to a focused attempt to improve the performance, visibility, and stature of the basketball programs at LBSU. This focus is further evidenced by the hiring of two new head coaches for Men's and Women's Basketball during this time-frame. If basketball-related recruiting expenditures are excluded from the totals, the proportion of women's sports recruiting expenditures is much more equitable: 51.4 percent, 63.2 percent, and 56.2 percent, which closely resembles participation percentages.

7) Team Travel - During the three academic years reviewed, LBSU spending averaged about 48 percent of total team travel expenditures on women's sports. The difference between travel expenditures versus participation is not gender based. Coaches, regardless of gender, have complete flexibility with regard to the scheduling of contests and travel. Furthermore, in 2006-07, the Men's Basketball team advanced to the NCAA tournament resulting in a large difference in overall travel expenditures.

The LBSU Athletics Department has established equitable travel guidelines that address mode of travel, per diem allowances, and length of stay for off-campus competition. All coaches must meet the minimum requirements contained in the department travel guidelines, but coaches are given flexibility based on the nature of their sport.

8) Equipment, Uniforms, Supplies - During the three academic years reviewed, LBSU spending averaged about 52.5 percent of total equipment, uniform, and supplies expenditures on women's sports. This level of spending on women's sports very closely resembles participation percentages.

9) Game Expenses - During the three academic years reviewed, LBSU spending averaged about 42 percent of total game expenditures on women's sports. The difference between game expenses versus participation is not gender based. Event management guidelines based on attendance and safety dictate game expenditures. For example, Men's Basketball and Baseball require larger numbers of event staff due to attendance.

10) Fundraising, Marketing, and Promotion - During the three academic years reviewed, LBSU spending averaged about 27 percent of total fundraising, marketing, and promotion expenditures on women's sports. The difference between fundraising, marketing, and promotion expenses versus participation is not gender based. Coaches have the flexibility and discretion with regard to fundraising. All marketing and promotional activity is administered centrally by the Athletics Department on an equitable basis for all teams.

11) Sports Camp Expenses - During two of the three academic years reviewed, LBSU spending averaged about 43 percent of total sports camp expenditures on women's sports. The difference between sports camp expenses...
versus participation is not gender based. Two of the three university operated sports camps are conducted by women's teams. However, the differences in the total camp expenditures for men and women are based on camp participation which is higher for men's team camps.

12) Medical Expenses and Insurance - LBSU does not report activity in this category based on gender over the past three academic years. Student-athlete insurance and medical expenditures are administered by the athletic training room. LBSU is part of a CSU self-funded program called AIME (Athletic Injury Medical Expense) whereby athletic injuries are covered without consideration of gender. Any medical expenses that are not covered by the AIME program are covered by the training room budget and are paid without consideration to gender.

13) Memberships and Dues - During two of the three academic years reviewed, LBSU spending averaged about 52 percent of total memberships and dues expenditures on women's sports. This level of spending on women's sports very closely resembles participation percentages.

14) Total Operating Expenses - During the three academic years reviewed, LBSU spending consistently averaged about 52 percent of total expenditures in the above named categories on women's sports. This level of spending on women's sports very closely resembles participation percentages. Additionally, we are committed to continuing to abide by the spirit of the CAL NOW consent decree that calls for total operating expenses to closely resemble student-athlete participation percentages.

9. Using the program areas for gender issues:

a. Describe how the institution has ensured a complete study of each of the 15 program areas. This study must be conducted as part of the self-study process;

b. Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 15 areas;

c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the underrepresented gender within the athletics program (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis) [Note: the institution must include all male and female NCAA intercollegiate sports programs offered at the institution in its program area analysis]; and

d. Explain how the institution's written, stand-alone plan for gender issues addresses each of the 15 areas, including any deficiencies identified in the institution's narrative response as listed in item (c) above.

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

The institution must conduct a thorough and written review of each of the 15-program areas for gender issues. Please see program area definitions located in the Gender, Diversity and Student-Athlete Well-Being attachment of the self-study instrument. If the institution identifies any deficiencies during this review, the deficiencies must be incorporated into the institution's gender-issues plan for improvement. If no deficiency exists, the institution must include a maintenance plan for each program area and action steps the institution will take if the program area(s) becomes inequitable in the future.
The review must:
Describe how the institution has ensured a complete study of each of the 15-program areas for gender issues. This study should be conducted as part of the self-study process. Please note that for the program area of accommodations of interests and abilities, the use of surveys alone does not constitute a complete study. If an institution chooses to use an interest survey (e.g., a web survey or hard-copy survey) as one of its sources of data, the committee will require an explanation regarding the survey content, populations surveyed, the survey response rate, method used to interpret the data, and written evidence demonstrating the institution's Title IX coordinator has approved the survey. In addition, the institution must describe other methods of measuring interest and ability.

a. Provide data demonstrating the institution’s status and commitment, including resource allocation, across each of the areas;

b. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the underrepresented gender within the athletics program. Please note, any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis; and

c. Explain how the institution’s written, stand-alone plan for gender issues addresses each of the 15-program areas, including any deficiencies identified in the institution’s narrative response as listed in (c) above.

1. Accommodation of Interests and Abilities. Participation proportionate to enrollment; and/or, history and continuing practice of program expansion for the underrepresented gender within the athletics program; and/or, full and effective accommodation for the underrepresented gender within the athletics program; and equivalent levels of competition. Institutions must clearly identify methods (e.g., proportionality, history of program expansion, etc.) for addressing accommodation of interests and abilities when presenting gender-issues plans for the future.

a. Describe how the institution has ensured a complete study of each of the 15 program areas. This study must be conducted as part of the self-study process;

The university president at LBSU established a broad-based Steering Committee as well as broad-based subcommittees for each of the areas of the self-study. The subcommittee that conducted an assessment of the issues related to gender, diversity and student-athlete well-being included members of the faculty and university staff, a coach, a student-athlete, a student representative, community members and Athletics Department staff. The subcommittee used a variety of documents (e.g., Student-Athlete Handbook, Staff Manual, Athletic Training Manual, EADA reports, NCAA financial audit, annual student-athlete survey, and organizational chart), websites, and interviews with coaches, student-athletes, and other Athletics Department personnel to conduct this self study.

b. Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 15 areas;

Long Beach State is committed to meeting the requirements of Title IX. Two important strategies for meeting this requirement are that LBSU offers more women's sports than men's and has a rigorous roster management strategy in order to achieve proportionality under Accommodation of Interest. There are currently 10 sports for women (Basketball, Golf, Cross Country, Indoor Track, Outdoor Track, Softball, Soccer, Tennis, Volleyball, and Water Polo) and eight for men (Baseball, Basketball, Cross Country, Golf,
Indoor Track, Outdoor Track, Volleyball, and Water Polo). For the last three years, 54 to 55 percent of the student-athlete participation opportunities were filled by women. Specifically, the overall participation numbers for women at LBSU were: 55.6 percent in 2006-07; 55.1 percent in 2007-08; and 54.6 percent in 2008-09.

c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the under-represented gender within the athletics program (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis) [Note: the institution must include all male and female NCAA intercollegiate sports programs offered at the institution in its program area analysis]; and

Along with filing the EADA report with the Department of Education (October of each year), EADA information with the NCAA (January of each year), Long Beach State also participates in the CSU voluntary self-monitoring report regarding equal opportunity in athletics for women students (former CSU/CA NOW Consent Decree). The presidents of the CSU System determined that they would continue to monitor compliance on an annual basis after the conclusion of the CSU/CAL NOW Consent Decree. The settlement set a goal to have student-athlete participation be within five percent of the student population from the prior fall semester. With only three exceptions, LBSU was in compliance with this requirement (Participation, Scholarships and Operating Dollars). In 2006-07 LBSU was short of its participation goal by .8 percent; in 2007-08 LBSU was short by .3 percent; and in 2008-09, LBSU was short by .1 percent. However, by 2009-10, LBSU was back in compliance with the requirements for participation.

LBSU was asked to submit a plan to the CSU Presidential Monitoring Committee to document its target goal for participation as a result of not meeting its goal under the CSU report on voluntary self-monitoring of equal opportunity in athletics for women students (formerly the CSU/CA NOW Consent Decree). The plan outlined the specific roster sizes of each team to be used in the roster management strategy. This included capping men's teams to a maximum number of athletes and requiring women's teams to carry a minimum number of participants. The associate athletics director for compliance and the senior associate athletics director/SWA monitor these numbers. The CSU Presidential Monitoring Committee on Gender Equity in Athletics approved this plan. The Athletics Department currently is in compliance with the plan.

Each year the senior associate athletics director/SWA gives a presentation to the Committee on Athletics reviewing the status of gender equity in the Athletics Department. During the presentation, the committee, whose members are appointed by the Academic Senate, can ask questions about specifics statistics, information being presented, and the status of gender equity within the athletics program. The Accommodation of Interest and Abilities is always discussed as part of this presentation.

d. Explain how the institution's written, stand-alone plan for gender issues addresses each of the 15 areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.

Per Long Beach State's 2011-12 - 2015-16 gender equity plan for improvement, the Athletics Department will continue to use roster management to meet accommodations of interest and abilities. The department will also continue to monitor the participation numbers to make sure it is meeting the needs of all student-athletes regarding gender equity.

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

a. Describe how the institution has ensured a complete study of each of the 15 program areas. This study must be conducted as part of the self-study process;

The university president at LBSU established a broad-based Steering Committee as well as broad-based subcommittees for each of the areas of the self-study. The subcommittee that conducted an assessment of the issues related to gender, diversity and student-athlete well-being included members of the faculty and
university staff, a coach, a student-athlete, a student representative, community members and Athletics Department staff. The subcommittee used a variety of documents (e.g., Student-Athlete Handbook, Staff Manual, Athletic Training Manual, EADA reports, NCAA financial audit, annual student-athlete survey, and organizational chart), websites, and interviews with coaches, student-athletes, and other Athletics Department personnel to conduct this self study.

b. Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 15 areas;

Athletic scholarships are being distributed in a way that demonstrates gender equity (according to the reports from the CSU and the EADA reports). In 2006-07, women made up 55.6 percent of LBSU's participants. According to the EADA report for the 2006-07, female athletes received 69.75 of the equivalencies awarded for Athletic Student Aid compared to 41.9 awarded to men. Female athletes received 64.7 percent of dollars in 2006-07. In 2007-08, women made up 55.1 percent of LBSU's participants. According to the EADA report for 2007-08, female athletes received 74.04 of the equivalencies awarded for Athletic Student Aid compared to 44.1 awarded to men. Female athletes received 62.77 percent of dollars in 2007-08. In 2008-09, women made up 54.6 percent of LBSU's participants. According to the EADA report for 2008-09, female athletes received 76.24 of the equivalencies awarded for Athletic Student Aid compared to 46.19 awarded to men. Female athletes received 62.9 percent of dollars in 2008-09. LBSU gives more athletic scholarships to women than men due to the NCAA maximum allowed for each sport and the sports in which we compete. For example, in 2008-09, $656,315 in aid was awarded to 101 male student-athletes, for an average award of $6,498 each. In contrast, $1,112,925 in aid was awarded to 121 female student-athletes, for an average award of $9,198 each.

c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the under-represented gender within the athletics program (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis) [Note: the institution must include all male and female NCAA intercollegiate sports programs offered at the institution in its program area analysis]; and

The offering of athletics scholarships is at the discretion of the head coach based on his/her needs for the coming year and is renewable on an annual basis each academic year.

The Athletics Department or specific sport also funds out-of-state scholarships and summer school assistance for both genders.

In addition to the individual sports scholarships during the academic term, Long Beach State offers a fifth-year degree completion program. Student-athletes who have exhausted their eligibility can apply for financial assistance during their fifth year. As of June 2010, of the 144 awards made since the program's inception, 95 (69.97 percent) have gone to female athletes.

Long Beach State provides scholarships in a fair and equitable manner.

d. Explain how the institution's written, stand-alone plan for gender issues addresses each of the 15 areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.

No deficiencies were identified in the area of athletic scholarships. The 2011-12 -- 2015-16 gender plan for improvement specifies that Long Beach State will continue to monitor and maintain athletic scholarships to ensure equitable distribution. As enhancements are made to scholarships, equity will be taken into consideration.

3. Equipment and Supplies. Quality; amount; suitability; maintenance and replacement; availability of equipment and supplies.
a. Describe how the institution has ensured a complete study of each of the 15 program areas. This study must be conducted as part of the self-study process;

The university president at LBSU established a broad-based Steering Committee as well as broad-based subcommittees for each of the areas of the self-study. The subcommittee that conducted an assessment of the issues related to gender, diversity and student-athlete well-being included members of the faculty and university staff, a coach, a student-athlete, a student representative, community members and Athletics Department staff. The subcommittee used a variety of documents (e.g., Student-Athlete Handbook, Staff Manual, Athletic Training Manual, EADA reports, NCAA financial audit, annual student-athlete survey, and organizational chart), websites, and interviews with coaches, student-athletes, and other Athletics Department personnel to conduct this self study.

b. Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 15 areas;

LBSU student-athletes are given a survey each year to inform the Athletics Department about the student-athletes' perception on a number of issues. One question asks "whether or not the equipment provided for practice and competition is suitable for the team's needs." In 2008-09, a question was added that asked if the student-athletes were satisfied with equipment provided for practices and for competitions. In 2008-09, 69.4 percent of respondents Strongly Agree or Agree that the equipment for practice was suitable; 12.2 percent did not agree that the equipment was suitable, while 17.6 percent neither agreed nor disagreed. For competitions, 76.3 percent of respondents Strongly Agree or Agree that it was suitable. In 2009-10, 79.3 percent of respondents Strongly Agree or Agree that the equipment for practice was suitable. For competitions, 83.8 percent Strongly Agree or Agree that it was suitable. Eleven point one percent of the student-athletes did not agree that the equipment was suitable, while 9.7 percent neither agreed nor disagreed.

From 2008-09 to 2009-10, there was a 10 percent increase in those who Strongly Agree or Agree that practice gear was suitable. From 2008-09 to 2009-10, there was a seven percent increase in those who Strongly Agree or Agree that competition gear was suitable. These results indicate that the new equipment distribution and monitoring procedures that LBSU has put in place over the past few years have enhanced our ability to meet student-athletes' equipment and supplies needs.

According to the EADA report sent to the NCAA in 2006-07 for equipment and supplies female student-athletes received $129,812 (52.6 percent), compared to $116,788 (47.4 percent) for male athletes.

According to the EADA report sent to the NCAA in 2007-08 for equipment and supplies female athletes received $133,470 (52.8 percent), compared to $119,545 (47.2 percent) for male athletes.

According to the EADA report sent to the NCAA in 2008-09 female athletes received $126,438 (52.4 percent), compared to $114,820 (47.6 percent) for male athletes.

Data from the Equity in Athletics Disclosure Act report sent to the NCAA for 2006-07, 2007-08 and 2008-09 demonstrate that a higher percentage of dollars were spent on equipment and supplies for women's sports. When comparing the equipment data, some differences are noted. Prior to and during fiscal year 2007-08, a lot of teams were under contract to use Adidas. When that agreement expired (6/30/2008), it opened the door for sports to seek out other opportunities. For example, men's basketball was able to secure a Nike agreement, which also provided some benefit to the women's team. There was a big increase in the dollars spent by both for that 1st year, due to getting all new equipment for each team. The men's basketball program purchases and provides additional merchandise for sponsors, donors and other promotional activities.

The baseball team was able to reduce their equipment budget by signing a deal with Under Armour. Over $10,000 was saved during that first year, which also provided all new equipment replacing the Adidas. It needs to be noted that the baseball team buys large amounts of promotional and development merchandise. The same occurred with softball, who signed an agreement with Mizuno. For a flat fee, they are provided with all their equipment. They saved $7,000 during their first year. Softball also provides for donors, but at a smaller scale.

In the end, LBSU athletics continues to meet the needs of the men's and women's student-athletes with athletic equipment.
c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the under-represented gender within the athletics program (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis) [Note: the institution must include all male and female NCAA intercollegiate sports programs offered at the institution in its program area analysis]; and

The goal of the Athletics Department is to provide each student-athlete with essential equipment for his or her sport. It is the responsibility of the coach and sport supervisor for each sport to ensure that the required equipment is supplied to that sport when needed. The Athletics Department recently hired a new equipment manager who works with both the men’s and women’s teams. This individual began using a computerized equipment tracking system which allows for more accurate equipment inventory and equipment check-out. The role and responsibilities of the equipment manager will be evaluated on an ongoing basis to ensure that student-athletes are receiving the best possible services in an equitable manner. All student-athletes are provided with practice/uniform laundry service if they so desire. Student-athletes are informed of all policies regarding equipment and supplies in the “Student-Athlete Handbook.” Coaches are informed of the rules and regulations in regards to equipment and supplies in Section 11.02 of the “Athletics Department Staff Manual.”

A difference is apparent in the allocation of apparel when comparing sports that have outside apparel contracts. This disparity is addressed in the 2011-12 --2015-16 gender equity plan for improvement. The university president recently approved a student excellence fund that will, in part, benefit the Athletics Department. Resources will be made available from this fund to address the identified disparity.

d. Explain how the institution's written, stand-alone plan for gender issues addresses each of the 15 areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.

As referenced above in item b, the overall Men's Sports equipment allocation exceeds the Women's Sports allocation. The 2011-12 -- 2015-16 Gender Equity Plan for Improvement includes goals to ensure that equipment is provided in an equitable manner by (1) establishing an equipment and uniforms policy for team allocations and replacements to be done in an equitable manner; and (2) identifying additional resources to offer equipment and uniforms in an equitable manner.

4. Scheduling of Games and Practice Time. Number of contests; number, length and time of day of practices; time of day of contests; preseason and postseason opportunities, including foreign tours.

a. Describe how the institution has ensured a complete study of each of the 15 program areas. This study must be conducted as part of the self-study process;

The university president at LBSU established a broad-based Steering Committee as well as broad-based subcommittees for each of the areas of the self-study. The subcommittee that conducted an assessment of the issues related to gender, diversity and student-athlete well-being included members of the faculty and university staff, a coach, a student-athlete, a student representative, community members and Athletics
Department staff. The subcommittee used a variety of documents (e.g., Student-Athlete Handbook, Staff Manual, Athletic Training Manual, EADA reports, NCAA financial audit, annual student-athlete survey, and organizational chart), websites, and interviews with coaches, student-athletes, and other Athletics Department personnel to conduct this self study.

In particular, the subcommittee provided a thorough analysis of how LBSU is meeting the needs of both the women and men student-athletes regarding the scheduling of games and practices times. The assessment included review of the Athletics Department staff manual regarding scheduling procedures, student-athlete survey responses from 2008-09 and 2009-10, schedules for each sports team for 2008-09 and 2009-10, and in-person student-athlete interviews. Subcommittee members conducted a review of practice times for teams over a three-year period and also included informational interviews with Athletics administrators.

b. Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 15 areas;

The LBSU Athletics Department adheres to its scheduling policy and procedures, in accordance with NCAA bylaws compliance as well as with university policies. The "Athletics Department Staff Manual," Section 9.0, scheduling procedures, outlines the scheduling philosophy, which includes guidelines for schedule approval, changes to approved schedules, schedule conflicts for both practices and competitions, and the practices policy. The scheduling philosophy states that, "Each coach is responsible for developing a tentative schedule each year that takes academics and competitive excellence into consideration." There are eight specific guidelines for schedule development.

Schedules: Each coach is responsible for formulating a competition schedule that will lead to achieving the goal of participation in post-season competition. In most of our sports, the Conference (Big West or MPSF) determines the conference schedule each year. The conference rotates home and away contests to ensure competitive equity. The non-conference schedule is then developed based on the coach’s scheduling philosophy. LBSU Athletics Department and coaches strategically schedule competition with the student-athletes' academic and class schedules in consideration. Equally important, the Bickerstaff Advising Center's academic counselors create academic class schedules that are conducive to the student-athletes' practice and competition schedules to minimize the number of missed classes or exams.

Game schedules are approved by the sports supervisor, associate athletics director of compliance, and the scheduling office. The sports supervisor's approval is based ensuring that each schedule is in accordance with the Athletics Department and university policies as well as on budgetary consideration. The associate athletic director for compliance reviews the schedule to ensure it meets NCAA rules and regulations (e.g., within the minimum and maximum number of competition opportunities, and that competition is scheduled within the allowable dates). The coordinator of events scheduling verifies that the facility has been reserved for the dates and times listed. For 2009-10, the Athletics Department implemented a more formal approval process using a schedule approval form. Each coach initiates the schedule approval form with a detailed listing of the non-conference games, conference games, alumni games, exhibitions, and scrimmages. The following information is provided for each competition: home or away, opponent, time, depart date, return date, and student-athlete anticipated missed classes for Monday-Friday. After the schedule approval form is signed off by the administrators listed above, the schedule is considered approved. The senior associate athletic director/SWA disseminates the approved schedule to the following areas: marketing/promotions, sports information, Bickerstaff Academic Center, ticket office, business office (contract execution), scheduling coordinator, associate athletic director for compliance, and the head coach.

Practices: Each team works with the scheduling office to schedule practice time in an equitable manner for the semester/year. Men's Basketball, Women's Basketball, Men's Volleyball, and Women's Volleyball share facilities for practice and competition. Therefore, a policy that rotates practice times and facilities each semester among these sports is used to ensure equity with the preferred practice times. Adjustments have been made over the last five years to address student-athlete welfare and to assist coaches in their ability to recruit. It is the responsibility of the scheduling office to make sure changes in facility or practice time are done in an equitable manner.

The Bickerstaff Academic Center's academic advisors work diligently with all sports to create academic class schedules that are conducive to student-athletes' practice schedules.
c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the under-represented gender within the athletics program (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis) [Note: the institution must include all male and female NCAA intercollegiate sports programs offered at the institution in its program area analysis]; and

In conducting a thorough study of gender equity issues in the area of scheduling and practices, several findings emerged that show LBSU is committed to gender equity in the scheduling of contests and practice times. These data include the following:

1. According to the interview data coaches develop a competition schedule each year to further their ability to be competitive for conference and NCAA post season. Any differences are not based on gender. Most sports are provided conference schedules leaving the sport to schedule the non-conference opponents. Game times are based on several factors, including competitive advantage/disadvantage, student-athlete well-being, best gate, facility limitations, and equitable treatment among teams and coach's preference.

2. LBSU provides each team with equitable access to practice and competitive facilities appropriate for their sport. If sports teams share a facility, then the practice times are scheduled in an equitable manner. The practice schedules and allocations are reviewed annually by the administrative staff for equity among teams.

Significantly, a thorough analysis of the schedules for 2008-09 and 2009-10 reveals that the women's teams have equitable treatment with the men's teams regarding the scheduling of games and practice times at LBSU.

All LBSU teams aspire to advance to post-season competition. All teams have the opportunity for post-season play based on their sport's selection process. Some sports have a conference tournament and then advance to NCAA tournaments, while others are selected from regular season standings to NCAA championship competition. To give our teams the best chance of advancing, LBSU participates in the bid process for conference and NCAA post-season for Women's Volleyball, Baseball, Softball (pending meeting minimum requirements), and Women's Soccer. In addition, LBSU has bid for and successfully hosted the Men's Volleyball National Championship two times, Women's Volleyball NCAA Division I Championship, and Women's Water Polo National Championship.

With regard to foreign tours, each sports team that wants to participate in a foreign tour must fundraise to pay for the tour. Some LBSU coaches feel that foreign tours are educationally and athletically valuable to the student-athletes and teams. Over the last 10 years, Women's Water Polo, Women's Volleyball, Women's Soccer, and Men's Water Polo have taken foreign tours.

3. Self-study in-person student-athlete interviews, which included representatives from several women's and men's sports teams, revealed that student-athletes feel that their competition and practice schedules were conducive to them having the most competitive schedule and opportunity for post-season. Also, student-athletes feel that although they have busy schedules between practice, travel, and competitions, it does not interfere with their academic success, largely in part to the academic support services offered, including mandatory study hall, grade checks from faculty, and availability of tutors.

As a result of this comprehensive analysis of the scheduling of games and practice times, the finding is that LBSU provides each sports team and student-athlete a fair and gender equitable opportunity for number of contests, practice and competition times, preseason and post season opportunities and foreign tour opportunities.

d. Explain how the institution's written, stand-alone plan for gender issues addresses each of the 15 areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.

No issues were identified in the area of Scheduling of Games and Practices. The 2011-12 -- 2015-16 gender plan for improvement includes goals that ensure LBSU will continue to provide equitable treatment with regards to scheduling, competition, and practice times and facilities.
5. Travel Allowance. Modes of transportation; housing furnished during travel; length of stay before and after competitive events; dining arrangements and per diem for institutional competition and other competitive opportunities (e.g., under NCAA Bylaw 16.8.1.3).

a. Describe how the institution has ensured a complete study of each of the 15 program areas. This study must be conducted as part of the self-study process;

The university president at LBSU established a broad-based Steering Committee as well as broad-based subcommittees for each of the areas of the self-study. The subcommittee that conducted an assessment of the issues related to gender, diversity and student-athlete well-being included members of the faculty and university staff, a coach, a student-athlete, a student representative, community members and Athletics Department staff. The subcommittee used a variety of documents (e.g., Student-Athlete Handbook, Staff Manual, Athletic Training Manual, EADA reports, NCAA financial report, annual student-athlete survey's, and organizational chart), websites, and interviews with coaches, student-athletes, and other Athletics Department personnel to conduct this self study.

b. Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 15 areas;

The following provides an analysis of travel expenditures by gender for the three year period beginning in 2006-07, based on the financial and EADA report:

<table>
<thead>
<tr>
<th>Year</th>
<th>Men</th>
<th>(Percentage)</th>
<th>Women</th>
<th>(Percentage)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006-07</td>
<td>$497,014</td>
<td>(55.4%)</td>
<td>$399,883</td>
<td>(44.6%)</td>
</tr>
<tr>
<td>2007-08</td>
<td>$486,912</td>
<td>(50.4%)</td>
<td>$470,723</td>
<td>(49.2%)</td>
</tr>
<tr>
<td>2008-09</td>
<td>$432,763</td>
<td>(50.5%)</td>
<td>$424,502</td>
<td>(49.5%)</td>
</tr>
</tbody>
</table>

When comparing the EADA travel data above, there is an explanation for some noted differences in expenditures. These differences do not affect Long Beach State equitable treatment of male and female student athletes as it pertains to travel. For example, the men's basketball team qualified for the NCAA tournament in 2006-07, which increased their travel budget by $50,000 for that one trip. When the new coach arrived in 2007-08, part of his contract was structured that the university would receive money from guarantee games. These games were scheduled all over the country, which increased their travel budget. Also, every other year, they are selected to travel as part of the "Bracket Busters" weekend. Teams are usually given short notice to book the trip increasing the cost of the trip. The 2007-08 men's basketball team travelled to Hawaii as part of their return for the Bracket Buster resulting in a $30,000 expense.

The softball team is able to stretch their travel budget, because during their pre-season, they will go to tournaments and play 5 games over 3 days. They usually do 4 of these tournaments. Once conference play begins, they play 3 games over 2 days. Baseball usually plays 1 game per day and thus their travel budget is significantly higher to play a similar number of games.

Men's Volleyball competes in the MPSF conference which requires annual trips to Hawaii or BYU, depending on the year. Normally, all other trips are within Central and Southern California. In 2007-08, a weeklong pre-season training trip was taken to Florida, leading to a successful season, which qualified them for the NCAA Championships which also contributed to the additional expenses that year.

The annual student-athlete survey is a primary opportunity for each student-athlete to confidentially provide feedback about his or her experiences in athletics, academics and well-being at LBSU. The CHAMPS/Life Skills coordinator administers the survey and provides the survey data to the Athletics administrators and sport supervisors for review and discussion. If there is an emergent concern about travel, then the appropriate administrator will immediately take action and speak to the coach and sport supervisor to remedy the situation. The following questions and data are in regard to student-athletes' participation in travel:
Item number nine of the student-athlete survey asks, "While traveling with the team, the hotels we stayed in were clean and safe."
Survey Data from 2007-08 revealed that 76.9 percent (230 of 278) of respondents indicated Excellent, Above Expectations, and Meets Expectations, 13.3 percent Below Expectations, 3.6 percent Unsatisfactory, and 6.1 percent responded with Not applicable.

Survey Data from 2008-09: 86.7 percent (230 of 264) of respondents indicated Strongly Agree or Agree, 4.9 percent Neither Agree nor Disagree, .8 percent Disagree, and 7.6 percent responded with Not applicable.

Survey Data from 2009-10: 86.9 percent (252 of 290) of respondents noted Strongly Agree or Agree, 1.4 percent Agree nor Disagree, and 6.9 percent responded with Not applicable.

Item number 10 of the Student-Athlete Survey asks, "The ground transportation used for team travel was safe and adequate."
Survey Data from 2007-08: 84.1 percent (214 of 278) of respondents indicated Excellent, Above Expectations, and Meets Expectations, 4.0 percent Unsatisfactory, and 6.5 percent responded with Not applicable.

Survey Data from 2008-09: 86.4 percent (229 of 264) of respondents indicated Strongly Agree or Agree, 1.1 percent Disagree, .4 (1) Strongly Disagree, and 4.5 percent responded with Not applicable.

Survey Data from 2009-10: 85.5 percent (248 of 290) of respondents indicated Strongly Agree or Agree, 1.4 percent Disagree, .7 percent Strongly Disagreed, and 6.9 percent responded with Not applicable.

c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the under-represented gender within the athletics program (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis) [Note: the institution must include all male and female NCAA intercollegiate sports programs offered at the institution in its program area analysis]; and

The LBSU Athletics Department adheres to its travel policy, in accordance with NCAA bylaws compliance as well as with the university's policies. The staff manual, Section 7.0 scheduling procedures, outlines the scheduling philosophy, which includes the following guidelines for travel authorization and advance, travel reconciliation, reimbursement/receipts, meal allowance (per diem), air travel, and team travel:

"Each team must submit a travel itinerary to the associate athletics director for compliance, sport supervisor, and director for administration three days prior to departing campus for an away contest with the following information: the official travel party (student-athletes, coaches, trainers, sports information manager, etc.), dates and times of departure, competition times, hotel information if applicable, and other sport-specific information. The travel documents, authorization, and approval process are designed to ensure that: (a) the traveling participants are in compliance with conference rules; (b) each student-athlete is eligible to travel; (c) the appropriate emergency contact information is available to the administration; and (d) the departure and return dates are in accordance with NCAA Bylaws."

The LBSU Athletics Department has established equitable travel guidelines that address mode of transportation, hotels, per diem and dinning, and length of stay for off-campus competition. All coaches must meet the minimum requirements contained in the department travel guidelines, while still giving the coaches the flexibility to meet the specific needs of their teams. These travel guidelines can be found in the staff manual.

For modes of transportation, the policy is the same for all sports and is dependent on the distance to the competition. If less than 300 miles, then van or bus are the options; if more than 300 miles, then plane, van or bus are the options (it is the coach's choice which to take); and if more than 600 miles, then plane or bus are the options; vans are excluded (again, it is the coach's choice). Based on the student-athlete survey results the respondents felt their modes of transportation were safe and adequate.
For departure date from campus, the policy is as follows, "If contest is local (no overnight stay), teams should leave the morning of the contest unless practice time the day before is required. Contests outside of southern California usually require a day prior to competition departure. If you are traveling where there is more than a three-hour time change, departing two days before a contest is acceptable to allow a day to travel and a day to practice and get acclimated." Each coach is given the flexibility to choose the mode of transportation that best fits the sport and his/her philosophy. However, the choice may not fall below the minimum levels of transportation set by the department travel policy. It is the responsibility of the Sports Supervisors to make sure coaches are adhering to the travel policy.

For hotels, the travel policy requires that all coaches select hotels that are safe and clean. The number of student-athletes assigned to a room is determined by sport. Specifically, following the policy will provide male and female athletes with a comparable hotel experience.

For the per diem, the policy is dependent on the sports team. The coach determines the best way to provide meals for an away from home competition based on competition restrictions, size of travel party, time, student-athletes' welfare, and team routines. A coach may pay for the actual meals of the student-athletes and submit a receipt for the actual cost of the meals, or the coach may issue per diem to the student-athletes based on the policies set by the Athletics Department. When per diem is used, a cash out report form is completed and attached to the travel claim. All student-athletes on the same team must receive identical meal allowances on intercollegiate trips. Also, an allowance may not be provided for a particular meal if the student-athlete receives that meal from another source.

In addition, the LBSU "Student-Athlete Handbook" has the following team travel policy in section 4.0, which outlines the student-athlete's responsibilities while on team travel regionally and nationally: "As a student-athlete at Long Beach State you are provided with the opportunity to travel regionally and nationally to compete while representing the university. While representing the university, department and your team, it is important you understand your responsibilities as a member of intercollegiate athletics."

1. The student-athlete code of conduct (located in the "Student-Athlete Handbook" available on the LBSU website) and team rules apply on all trips.

2. Only eligible student-athletes are allowed to travel as part of the team.

3. Drugs, alcohol, smoking, smokeless tobacco are prohibited on a road trip regardless of the age of the student-athlete for practice or competition.

4. The missed class policy states: "If you are going to be missing class due to a scheduled trip you must make arrangements with your professors well in advance. At the beginning of each semester a season schedule with missed class time is to be presented to the instructor so they are well aware of the travel schedule. It is your responsibility to work with the professor to make up any missed class work."

5. Student-athletes are expected to travel to and from the contest with the team. Exceptions to the policy can be arranged in special conditions.

6. Team travel is determined by the head coach based on their preferences, safety, student-athlete welfare and the guidelines set by the Athletics Department. A copy of the Athletics Department team travel policy is located in the "Athletics Department Staff Manual." For specific sports guidelines, student-athletes ask their sports supervisor.

The annual student-athlete survey responses are reviewed by the sport supervisors, senior associate athletics director/SWA, and athletics director to make sure the travel allowances are in accordance with NCAA, conference and LBSU policies, are equitable across sports teams and among female and male student-athletes, and meet the needs of the student-athletes.

The in-person exit interview is a critical venue for student-athlete feedback. This confidential in-person oral interview is conducted with student-athletes who has exhausted his or her athletic eligibility. The Exit Interview is conducted at the end of both fall and spring semesters depending upon the student-athlete's sports season. The purpose of the exit interview is two-fold. First, it provides the student-athlete an opportunity to share his/her thoughts about experiences as both a student and an athlete. Secondly, it serves as a data source for identifying common themes and issues, if any, that may need to be addressed by the Athletics Department. During in person exit interviews with administrators travel inequities have not been identified.

The interviews are designed to be both confidential and informal, conducted in an atmosphere and location in which the student-athletes feel comfortable in sharing their opinions. The exit interview
document with questions is included in this report. There are two travel-related questions that pertain to the equitable and fair travel opportunities and allowances:

1) Please tell us about your travel experiences at LBSU (Include method of travel, food and trips, hotel stays, etc.):
2) In what ways did your practice, competition or travel affect you academically?

After all oral interviews of senior student-athletes have been completed for the academic year, the interviewers have a meeting in the summer to evaluate the individual and collective group of student-athlete responses. The interview committee identifies common themes and topics in the positive comments as well as the areas of improvement or issues, if any. If there is an emergent theme, the sport supervisor or administrator responsible for the team or area will take immediate action to address an issue and/or give feedback to the appropriate coach and his/her staff to address the issue(s). Finally, the resolution or outcomes are communicated to the rest of the interviewers and administrators.

In-person student-athlete interviews conducted by for this self-study, which included representatives from several women’s and men’s sports teams, revealed that student-athletes feel that their travel competition schedule does not interfere with their studying and or successful completion of their academic courses. Actually, several noted that it is their team policy to have study hours while traveling for competition. Also, student-athletes feel they have very nice housing/lodging and dining accommodations while traveling, and student-athletes on teams that use the per diem while traveling find it to be reasonable and equitable. Finally, student-athletes reported that coaches provide a mode of transportation that is reasonable and determined on the basis of minimizing the number of missed classes as well as for team building.

As a result of this comprehensive analysis of travel allowance, the finding is that LBSU provides each sports team and student-athlete fair and gender-equitable access to travel-related areas of travel allowances, transportation, hotel, per diem or dining arrangements and departure dates to minimize class absences and support academic success.

d. Explain how the institution's written, stand-alone plan for gender issues addresses each of the 15 areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.

No issues were identified within the area of travel allowances. The 2011-12 -- 2015-16 gender plan for improvement includes goals to ensure that we continue to provide equitable travel for all sports and to follow the current department travel policy to ensure gender-equitable treatment.

6. Academic Support Services. Availability of, and equitable access to, academic support services that meet the needs of student-athletes based on individual student-athlete academic profiles and/or performance, and equitable criteria for obtaining assistance.

a. Describe how the institution has ensured a complete study of each of the 15 program areas. This study must be conducted as part of the self-study process;

The subcommittee provided a complete assessment of the academic support services for student-athletes at LBSU. Per NCAA program study area, academic support services include "Availability of, and equitable access to, academic support services that meet the needs of student-athletes based on individual academic profiles and/or performance, and equitable criteria for obtaining assistance." The detailed study included review of the "Staff Manual," annual student-athlete survey responses from 2008-09 and 2009-10, Executive Order 967: Comprehensive plan for academic support of student-athletes at CSULB, the in-person exit interview protocol, a questionnaire to all coaches regarding tutoring, and the Divisions of Academic Affairs and Student Services websites. The study also included in-person interviews with Athletics and university administrators and staff.

b. Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 15 areas;

As evidence of our commitment to academics, LBSU is one of only five public universities in California to have all of its Athletics teams achieve or surpass NCAA's Academic Progress Rate (APR) minimum score.
We are committed to providing a diversified set of academic programs and services in an equitable manner to meet each student-athlete's unique needs to succeed in his or her academic classes and graduate with a degree while maintaining NCAA eligibility. Descriptions of these programs and services are found in the following documents:

1. The Athletics Department Staff Manual, Section 8.03 Academics outlines the following key support services: Bickerstaff Academic Center, tutors, study hall policy, and university missed class policy.

2. The Student-Athlete Handbook, Section 3.0, includes descriptions of the following academic supports: Bickerstaff Academic Center, Learning Assistance Center, testing services, Writers Resource Lab, student orientation, advising and registration, financial aid, Career Development Center, GPA calculation, university honors program, academic honors, LBSU student code of conduct, and academic probation.

3. CSU Executive Order 967, Comprehensive plan of academic support of student-athletes (2007-09 and 2009-11) at California State University, Long Beach: “Graduation Begins Today.” EO 967 is defined as follows:

“This Plan has been an evolving document over the last several years by California State University, Long Beach, Bickerstaff Academic Center Staff, and Athletic Administration to meet the requirements of the CSU Chancellor's Executive Order 967, California Student-Athlete Fair Opportunity Act of 2005. This plan is an evolving document and will continue to develop as issues arise and other input is gathered and the best approach for academic success is determined. The university, as well as the Athletics Department, is committed to the philosophy of educating and graduating our student-athletes.”

Within the EO 967, BAC’s mission statement and goals are outlined under #3: “Existing academic and financial support for Long Beach student-athletes”:

Bickerstaff Academic Center Mission Statement
The mission of the BAC is to assist students in planning their academic programs and to provide academic support services in order to enable them to achieve their educational goals, pursue towards graduation, and meet NCAA eligibility requirements. Based on this mission statement, the BAC has developed the following goals:

Goal I: To serve as the central source of CSULB academic requirements and NCAA eligibility information for student-athletes.
Goal II: To provide, coordinate, and develop programs and services for student-athletes with other service units on campus.
Goal III: To provide a coordinated recruit visit program for prospective student-athletes.

Additional information about the BAC is given below in section C.

Additional Campus Services:
In addition to the services and programs specifically for student-athletes, LBSU has a number of excellent academic support services for all students, which student-athletes have equal opportunity to access and utilize. Some of these student-success support programs and services include:

1) Probation and reinstatement workshops at the university center for undergraduate advising (UCUA);
2) Tutoring services, both drop-in and individual tutoring, and learning skills workshops at the Learning Assistance Center (LAC);
3) Learning disability testing and other special assistance through Disabled Student Services (DSS);
4) Faculty mentoring and guidance through the partners for success faculty mentoring students program;
5) Departmental tutoring services through the Writers Resource Lab, Department of Mathematics, and Department of Communication Studies, along with other department-based academic resources; and
6) Major and career advising at the Career Development Center (CDC).
Gender/Diversity Issues and Student-Athlete Well-Being

c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the under-represented gender within the athletics program (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis) [Note: the institution must include all male and female NCAA intercollegiate sports programs offered at the institution in its program area analysis]; and

This study on academic support services for LBSU student-athletes included detailed review of key sources of survey, program, and interview data.

1. The Bickerstaff Academic Center (BAC)
   The BAC provides all student-athletes with equitable access to their general support services and programs, which include mandatory individual academic advising appointments, drop-in meetings with academic advisors, tutoring, study hall, first-year transition program, and learning skills workshops.

   The purpose of the BAC is “to provide academic services to Long Beach State’s student-athlete population.” This includes advising to ensure that each student-athlete is enrolled in appropriate courses so that he or she may earn a degree while maintaining NCAA athletic eligibility.

   BAC’s academic support services offered to LBSU student-athletes include the following:

   a. Mandatory Student Developmental Academic Advising
      The director of student-athlete services, associate director, academic advisors, and learning specialist are available daily to meet with their student-athletes on a drop-in basis in addition to each student-athlete’s mandatory academic advising appointment. The academic advisors communicate regularly with their student-athletes between appointments through email, phone calls, and GradesFirst, an electronic reporting system. Specifically, GradesFirst allows advisors to view tutor and mentor session reports for those student-athletes receiving services from the BAC along with faculty academic progress reports filed the sixth and 12th weeks of instruction. When needed, an advisor can send an text or email immediately to the student-athlete or to faculty.

   b. BAC Tutoring, Learning Skills Workshops and Study Hall
      Since spring 2007, the BAC formally developed its own in-house individual tutoring program with community and faculty volunteers, experienced and qualified federal work study students, and experienced and qualified paid peer student tutors. Tutors are hired based solely on qualifications and experience without regard to gender or ethnicity. The academic specialist coordinates and facilitates individual tutoring for student-athletes on an as-needed basis. Any student may request tutorial services through a link on their GradesFirst page. The decision to hire an individual tutor is based on the sports team coach responsible for the student who is to be tutored. The same quality tutor pool is available to all sports teams. Tutors are paid based on qualifications and experience on a pay scale commensurate with other campus units, such as the Learning Assistance Center. In addition to qualifications and experiences tutors are paid based on the number of tutees they have in a session. A questionnaire to each head coach shows that if a student-athlete or BAC advisor asks for tutoring services, then the student-athlete will receive the academic assistance.

      Often, the BAC refers a student-athlete to the individual or drop-in tutoring sessions of the LAC, which also requires payment by either the sports team coach or the student-athlete. Each sport has its own criteria and process on how tutoring is budgeted for its student-athletes. The BAC staff works with the student-athlete, faculty, tutors, and coaches to ensure that the student-athlete is successful in his or her academics and is making progress towards his or her degree objective.

      The BAC also maintains an awareness of all campus-wide, no-cost tutoring resources, such as the Writer's Resource Lab, Department of Mathematics tutoring lab, Department of Communication Studies tutoring lab and the College of Business Administration tutoring program, and keeps coaching staffs and student-athletes aware of those options.

      In addition, the learning skills series, "Peak Academic Performance Workshops," is a 10-week learning skills course for incoming freshmen identified as "at-risk" and/or special admits based on test scores and criteria performance.

      The BAC monitored study hall is open to all student-athletes on the active roster on Mondays-Thursdays from 8 AM-5PM and Fridays from 8AM-2PM. In addition, the BAC is open for evening study hall hours
Monday-Thursday from 5:30-9:00PM for LBSU at-risk student-athletes, "Focus Graduation" (see below) provides drop-in math and English tutors during this same time period.

c. First-Year Freshman Transition Student-Athlete Peer Mentoring Program
This program is designed to help first-year student-athletes adjust to the demands of both university academics and intercollegiate athletics by hearing first-hand from student-athlete peer mentors who have successfully "survived" their first few years at LBSU.

Student-athlete peer mentors work collaboratively with the coordinator, faculty, and staff to develop workshops for the freshmen and serve as successful resource guides. As juniors and seniors, the peer mentors share their success stories and strategies of balancing the demands of being a student and being an athlete. The workshops are held once per semester with the fall semester topic, "Communication with Faculty" and the spring semester topic, "Find a Major of Good Fit."

d. Focus Graduation
This academic support program is a night-time, monitored study hall with math and English drop-in tutors available to assist at-risk student-athletes. All incoming freshmen and transfer special-admit student-athletes and all student-athletes in remedial math and English courses are placed in the focus graduation population. Also in the focus graduation population are continuing student-athletes whose GPAs are borderline, making them at-risk for university probation and/or loss of NCAA eligibility. Other student-athletes may be placed into the program based on the recommendation of their academic advisors.

e. Academic Peer Mentoring Program
The availability of academic mentoring for at-risk student-athletes is primarily determined by funding. The BAC has successfully mitigated budget cuts by recruiting qualified academic mentors with federal work study funding, lottery funds, and other volunteer academic mentors. Academic mentors are seniors or graduate students with excellent academic histories. The majority has come from Education, Counseling, and Sport Psychology programs. The BAC academic advisor and coaching staffs draw up prioritized lists of student-athletes for the academic mentoring program. The lists are based on the student-athletes' academic profiles and the advisor's and coach's personal knowledge of the student-athletes. A list for each team, with a summary of the case for each student-athlete on the list, is submitted to the director of the BAC and the academic specialist for evaluation and placement in the program. They ensure that all teams are well represented in the program, given the available number of slots. A preliminary list of student-athletes to be placed in the program is sent back to the academic advisors and coaching staffs for review and then is finalized after receiving their input.

Academic mentors meet with their assigned student-athletes once a week for a one-hour session. These mentors file electronic session reports in the GradesFirst system and alert the student-athletes' advisors and coaching staffs when reports have been filed. The reports document all aspects of each student-athlete's academic performance and progress, including, but not limited to grades to date, academic work to be accomplished in the upcoming week or before the next mentoring session, and upcoming tests and assignments. This information allows the coaching staffs to follow-up with their student-athletes with additional meetings during the week, as necessary, to help ensure academic tasks are completed. The academic mentors meet once a week with the academic specialist for training and to discuss mentoring issues.

2. Faculty Athletics Representative
Another valuable academic support resource for student-athletes is the FAR, Brenda Vogel. She focuses on three main areas, which include student-athlete well-being, institutional control, and academic integrity. As part of her commitment to the welfare of student-athletes, at the beginning of each academic year, she meets with each of our 18 teams. At that meeting, she explains her role as an independent source for student-athletes to whom they can come for any reason (e.g., concerns with faculty, conflicts with coaches or administrators, personal issues, and for referrals to other resources on campus). During both 2008-09 and 2009-10 academic years, the FAR met with numerous student-athletes to assist with academic issues. In addition, she met with several faculty to explain to them NCAA bylaws and the CSULB policies that affect student-athletes.

3. Annual Student-Athlete Survey
The survey is a primary opportunity for student-athletes to confidentially provide feedback about their experiences with athletics, academics, and their well-being at LBSU. The CHAMPS/Life Skills coordinator administers the survey and provides the survey data to the Athletics administrators and sport supervisors for review and discussion. If there is an emergent concern about academic or tutoring services, then an administrator will immediately take action and speak to the appropriate coach and sport supervisor to
remedy the situation. The following questions and data address the availability of tutoring services, and perhaps most importantly, their perception of equal treatment from BAC:

Item five of the student-athlete survey asks, "I have access to tutors as needed." Survey data from 2007-08: 92.4 percent (256 of 277) of respondents indicated Excellent, Above Expectations, Meets Expectation, 2.2 percent (6) Below Expectation, .7 percent (2) Unsatisfactory, and 4.7 percent (13) responded with Not applicable. Survey data from 2008-09: 90.1 percent (238 of 264) of respondents indicated Strongly Agree or Agree, 5.7 (15) Neither Agree nor Disagree, .8 (2) Disagree, 0 Strongly Disagree, and 5.1 percent (15) responded with Not applicable. Survey data from 2009-10: 85.6 percent (251 of 293) of respondents indicated Strongly Agree or Agree, 8.2 percent (24) Neither Agree nor Disagree, 1.0 percent (3) Disagree, 0 percent Strongly Disagree, and 3.4 (9) responded with Not applicable.

Item 14 of the student-athlete survey asks, "Give your perception of the following statements as they pertain to the following:"

a). Male and female athletes are treated equally by BAC: Survey data from 2007-08: 95.5 percent (262 of 275) of respondents indicated Excellent, Above Expectations, Meets Expectation, .7 percent (2) Below Expectation, .4 percent (1) Unsatisfactory, and 3.6 percent (10) responded with Not applicable. Survey data from 2008-09: 88.5 percent (231 of 264) of respondents Strongly Agree or Agree, 5 percent (13) Neither Agree nor Disagree, 8 percent (2) Disagree, .4 percent (1) Strongly Disagree and 5.4 percent (14) responded with Not applicable. Survey data from 2009-10: 90 percent (261 of 293) of respondents Strongly Agree or Agree, 5.5 percent (16) Neither Agree nor Disagree, 2.1 percent (6) Disagree, 0 percent Strongly Disagree, and 2.4 percent (7) responded with Not applicable.

b). Athletes of varying background (ethnic, cultural, religious beliefs) are treated equally by BAC: Survey data from 2007-08: 96 percent (266 of 277) of respondents indicated Excellent, Above Expectations, Meets Expectation, .7 percent (2) Below Expectation, .4 percent (1) Unsatisfactory, and 2.9 percent (8) responded with Not applicable. Survey data from 2008-09: 84.5 percent (223 of 264) of respondents indicated Strongly Agree or Agree, 6.1 percent (16) Neither Agree nor Disagree, 1.5 percent (4) Disagree, .8 percent (2) Strongly Disagree, and 6.1 percent (16) responded with Not applicable. Survey data from 2009-10: 89.3 percent (259 of 293) of respondents indicated Strongly Agree or Agree, 5.5 percent (16) Neither Agree nor Disagree, 2.4 percent (7) Disagree, 0.3 percent (1) Strongly Disagree, and 2.4 percent (7) responded with Not applicable.

c). Athletes in the Lesbian, Gay, Bisexual, Transgender/Transsexual community are treated equally by BAC: Survey data from 2008-09: 70.5 percent (184 of 264) of respondents indicated Strongly Agree or Agree, 9.6 percent (25) Neither Agree nor Disagree, 0 percent (0) Disagree, 1.1 percent (three) Strongly Disagree, and 18.8 percent (49) responded with Not applicable. Survey data from 2009-10: 78.6 percent (228 of 293) of respondents indicated Strongly Agree or Agree, 8.3 percent (24) Neither Agree nor Disagree, .7 percent (two) Disagree, 0 percent (0)Strongly Disagree, and 12.4 percent (36) responded with Not applicable.

d). Athletes with learning disabilities are treated equally by the BAC: Survey data from 2008-09: 72 percent (188 of 264) of respondents indicated Strongly Agree or Agree, 7.3 percent (19) Neither Agree nor Disagree, 0 percent (0) Disagree, .8 percent (2) Strongly Disagree, and 19.9 percent (52) responded with Not applicable. Survey data from 2009-10: 80.3 percent (233 of 293) of respondents indicated Strongly Agree or Agree, 8.3 percent (24) Neither Agree nor Disagree, .3 percent (1) Disagree, 0 percent (0) Strongly Disagree, and 11 percent (32) responded with Not applicable.

e). A safe and inclusive environment for all student-athletes is provided by the BAC: Survey data from 2008-09: 89.2 (233 of 264) of respondents indicated Strongly Agree or Agree, 4.2 percent (11) Neither Agree nor Disagree, 0 percent (0) Disagree, .8 percent (2) Strongly Disagree, and 5.7 percent (15) responded with Not applicable. Survey Data from 2009-10: 93.1 percent (270 of 293) of respondents indicated Strongly Agree or Agree, 5.2 percent (15) Neither Agree nor Disagree, .7 percent (2) Disagree, 0 percent (0) Strongly Disagree and 0.3 percent (1) responded with Not applicable.

The annual student-athlete survey responses are reviewed by the sports supervisor, senior associate athletics director/SWA, and athletics director to make sure the academic support services are in accordance with NCAA and LBSU policies, are equitable across sports teams and among female and male student-athletes, and meet the needs of the individual student-athletes.

4. In-Person Exit Interview Protocol
Student-athlete feedback is also gathered through a confidential, in-person oral interview with each
student-athlete who has exhausted his or her athletic eligibility. The exit interview is conducted at the end of both fall and spring semesters depending upon the student-athlete's sports season. The purpose of the exit interview is two-fold. First, it provides the student-athlete an opportunity to share his/her thoughts about experiences as both a student and an athlete. Secondly, it serves as a data source for identifying common themes and issues, if any, that may need to be addressed by the Athletics Department.

The senior associate athletics director/SWA assigns the interviewees among the sports supervisors, the AD, and the FAR. The administrators set up interviews with student-athletes to make sure a sampling of each team is interviewed. The interviews are strategically assigned so that the athletics director and FAR each have a student-athlete from varying sports teams. The interviews are designed to be confidential and informal, conducted in an atmosphere and location in which the student-athlete feels comfortable in sharing their opinions. The exit interview document with questions is included in this report.

There are two main questions regarding academics:
1) What suggestions do you have for improving the Academics experience for student-athletes at LBSU?
2) In what ways did your practice, competition or travel affect you academically?

After all oral interviews of senior student-athletes have been completed for the academic year, the interviewers have a meeting in the summer to evaluate the individual and collective student-athlete responses. The interview committee identifies common themes and topics in the positive comments as well as in the areas of improvement or issues, if any. If there is an emergent theme, the sport supervisor or administrator responsible for the team or area will take immediate action to address an issue and/or give feedback to the appropriate coach and his or her staff to address the issue(s). Finally, the resolution or outcomes are communicated to the rest of the interviewers and administrators.

5. Self-Study In-Person Student-Athlete Interviews

These interviews, which included representatives from several women's and men's sports teams, revealed that student-athletes believe they have access to their academic advisors through email, phone, or drop-in appointments. Also, student-athletes have confidence in the academic advisement and class assistance provided by BAC advisors. With respect to tutoring, student-athletes indicated they have immediate and helpful individual tutoring opportunities through BAC and LAC. Finally, student-athletes said they can ask their coaches, BAC academic advisors, and/or CHAMPS/Life Skills coordinator for academic assistance and strategies for success.

The comprehensive self-study on academic support for LBSU student-athletes found that there are extensive academic support services available to all student-athletes regardless of gender. Furthermore, academic support services can be tailored to meet the needs of individual student-athletes. LBSU is meeting its mission of educating and graduating its student-athletes.

d. Explain how the institution's written, stand-alone plan for gender issues addresses each of the 15 areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.

No issues were identified within the area of Academic Support. The 2011-12 -- 2015-16 gender plan for improvement includes goals that we continue to provide academic support without regard to gender, and continue to provide tutors in an equitable manner.

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

a. Describe how the institution has ensured a complete study of each of the 15 program areas. This study must be conducted as part of the self-study process;

The president at LBSU established a broad-based Steering Committee as well as broad-based subcommittees for each of the areas of the self-study. The subcommittee that conducted an assessment of the issues related to gender, diversity and student-athlete well-being included members of the faculty and
university staff, a coach, a student-athlete, a student representative, community members, and Athletics Department staff. The subcommittee used a variety of documents (e.g., Student-Athlete Handbook, Staff Manual, Athletic Training Manual, EADA report, NCAA Financial audit, annual student-athlete survey, and organizational chart), websites, and interviews with coaches, student-athletes, and other Athletics Department personnel to conduct this self-study.

b. Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 15 areas;

LBSU's commitment to the coaching program area is demonstrated through an analysis of the following data which were collected from the EADA report and the NCAA financial reports. Specifically, we examine the availability of coaches to student athletes, coach compensation and contract details.

Availability of coaches to student athletes for the last three years

See attached supplemental chart 1, 3.1, question 9, Coaches, item b, Availability of coaches to student athletes for the last three years

Percent of monies dedicated to coaching salaries that are allocated to men and women by year

2006-07
Male Coaches - 48%
Women Coaches - 52%

2007-08
Male Coaches - 49%
Female Coaches - 51%

2008-09
Male Coaches - 51%
Female Coaches - 49%

Total compensation, average per position and average per FTE for head and assistant coaches by gender and by year

See attached supplemental chart 2, 3.1, question 9, Coaches, item b, Total Compensation, avg per position etc

c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the under-represented gender within the athletics program (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis) [Note: the institution must include all male and female NCAA intercollegiate sports programs offered at the institution in its program area analysis]; and

A comprehensive review of the availability of coaches, their compensation and the hiring and contract details for coaches suggests equitable treatment for men and women's teams.

Availability of Coaches:
For 2006-07 academic year, there were 9.75 FTE coaches and 109 male athletes on 5 non-combined teams. This yields a ratio of one coach for every 11.18 male athletes. For women, there were 13.75 FTE coaches and 127 female athletes on 7 non-combined teams. This yields a ratio of one coach for every 9.24 female athletes.

For 2007-08 academic year, there were 9.75 FTE coaches and 105 male athletes on 5 non-combined teams. This yields a ratio of one coach for every 10.77 male athletes. For women, there were 14.25 FTE coaches and 126 female athletes on 7 non-combined teams. This yields a ratio of one coach for every 8.84 female athletes.

For 2008-09 academic year, there were 8.88 FTE coaches and 77 male athletes on 4 non-combined teams. This yields a ratio of one coach for every 8.67 male athletes. For women, there were 13.62 FTE coaches and 96 female athletes on 6 non-combined teams. This yields a ratio of one coach for every 7.05
female athletes.

The data suggest that female athletes enjoy a lower FTE coach-to-athlete ratio than do their male counterparts. Additionally, the ratio for both genders has decreased over time from 2006-07.

Compensation:
Long Beach State is committed to hiring and retaining outstanding coaches for both their men's and women's programs. When a coaching position becomes available, a national search is conducted to locate the most qualified individual for the position. In the Athletics Department's effort to attract and retain quality head coaches, multi-year agreements with incentives may be offered by the AD. Currently, multi-year agreements for head coaches have been offered in four of eight men's sports (50%) and five of 10 (50%) women's sports. Incentives are offered in all multi-year contracts and one additional women's head coach has incentives in his year-to-year agreement.

While no inequities were identified in the area of coaching salaries, the data would appear to suggest that differences exist. There are a number of factors, however, that can explain these differences. First, the data include benefits which are funded without regard to gender but impact the data per position. Second, the data include incentives which vary year-to-year based on the parameters included in the appointment and the success of the team that year. Lastly, salaries are based on such factors as market demand in a specific sport, length of time at LBSU, experience and success of the individual coach, and comparable conference salaries within that sport. Coaching salaries are reviewed and compared with other coaches' salaries in the conference and across the nation. It is the goal of the Athletics Department for our coaches' salaries to rank in the top three of all Big West Conference schools.

d. Explain how the institution's written, stand-alone plan for gender issues addresses each of the 15 areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.

No inequities were identified in the area of coaching. The 2011-12 -- 2015-16 gender plan for improvement specifies that Long Beach State will continue to keep coaches salaries in the top three salaries within the Big West Conference each year.

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

a. Describe how the institution has ensured a complete study of each of the 15 program areas. This study must be conducted as part of the self-study process;

The president at LBSU established a broad-based Steering Committee as well as broad-based subcommittees for each of the areas of the self-study. The subcommittee that conducted an assessment of the issues related to gender, diversity and student-athlete well-being included members of the faculty and university staff, a coach, a student-athlete, a student representative, community members, and Athletics Department staff. The subcommittee used a variety of documents (e.g., Student-Athlete Handbook, Staff Manual, Athletic Training Manual, EADA report, NCAA Financial audit, annual student-athlete survey, and organizational chart), websites, and interviews with coaches, student-athletes, and other Athletics Department personnel to conduct this self-study.

In particular to evaluate the state of the locker rooms and the practice and competitive facilities, the committee reviewed documentation pertaining to facility/locker room organization and practice schedules, annual student-athlete survey data, and the Walter Pyramid operation manual. The committee also interviewed student-athletes and consulted the associate athletics director for facilities/general manager Walter Pyramid. Committee members also toured the locker rooms and the practice and competitive facilities.

b. Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 15 areas;
Gender/Diversity Issues and Student-Athlete Well-Being

Locker Rooms: Locker rooms are equipped with lockers, showers, and other amenities, and also contain lounge areas for student-athletes. Teams can modify and/or decorate their lounge area to suit their needs and preferences. For instance, the Women's Soccer team decorated their locker room with personalized mosaics and a "senior wall," where seniors sign their names. Teams may also bring in other amenities as desired, such as couches, fridges, and microwaves. The lounge areas within the locker rooms are used frequently by student-athletes for eating, resting, "hanging out" which fosters team camaraderie. Locker rooms have key pad entrances for security purposes. In the student-athlete survey, locker rooms were ranked as adequate to excellent.

Men's and Women's Basketball and Men's and Women's Volleyball each have their own locker rooms in the Walter Pyramid. These locker rooms are identical, so that men's and women's teams have the same amenities and space. Softball has a separate team locker room, and Baseball has a team locker room at Blair Field. Men's Track, Men's Golf, and Men's Water Polo share a large locker room. This locker room also has a small lounge area where student-athletes "hang out." The Women's Tennis, Women's Track, Women's Golf, and Women's Water Polo teams currently do not have separate locker rooms; they have assigned lockers within a general physical education locker room. According to the student-athlete survey and interviews for the self-study, these teams rate their locker facilities as poor, as they are shared with other students, and several student-athletes expressed concern that they were "outdated" and were not cleaned with enough frequency. Several student-athletes from these teams expressed strong discontent that they do not have their own team locker rooms, and they specifically stated that the location of their assigned lockers in the general locker room is inconvenient, so they are rarely used. Instead, they carry their belongings with them to the field (track) or change poolside (women's water polo). While Women's Tennis is included in this general locker room, they also use the office building at the tennis courts as a lounge area.

Practice and Competitive Facilities: The baseball, softball, tennis, and women's soccer teams practice and play in venues not shared with other intercollegiate teams:

a) Baseball has the use of Blair Field for both practice and competition. Student-athletes interviewed rated the facilities as good, stating that it is well maintained, and they were "very pleased" with Blair Field.

b) Softball has the use of an on-campus field that is equipped with batting cages and a new hitting net. The field is maintained before and after each practice/game to maintain the best surface possible. The stands and surrounding sidewalks are swept multiple times per week and power-washed before games. Interviewed student-athletes rate the practice/competition facilities as good, specifically stating that it is well maintained, safe, and the field itself is "in good shape," though the fences may need repair. The field also has new permanent restrooms which are open to the student-athletes during practice.

c) Women's Soccer has a practice field and a competition field on campus. The fields are striped once per week and before a competition, or more as needed.

d) Women's Tennis has use of a facility for practice and competition on campus, though the student body and the community can also use the facility. There are 12 new courts, six of which have lighting and are used for competition. There are bleachers for spectators, and there is an electronic card-swipe at the entrance for security purposes.

Other sports share practice and competitive facilities with other teams or other entities:

a) Men's and Women's Basketball and Men's and Women's Volleyball share the Walter Pyramid for practice and competition. Priority is given to the team "in season," with teams alternating using the west gym. Interviews with student-athletes indicate that they are pleased with the practice and competition facilities at the Walter Pyramid, although, when they practice at the west gym there is no place to store their gear.

b) Men's and Women's Golf utilize multiple local practice and competitive facilities, including Virginia Country Club (practice and competition), Old Ranch Country Club (practice and competition), Pelican Hill Golf Club (men's golf competition), and El Dorado Park (practice). Interviews with student-athletes indicate satisfaction with the local facilities, as "we are in a very good area for golf, and there are lots of courses close by where the team can play."

c) Men's and Women's Water Polo utilize the two on-campus pools for both practice and competition. The pools allow for three or four separate water activities to occur simultaneously. Bleachers are set up along the perimeter for spectators. Priority is given to the team in its competing season. Interviewed student-athletes assert that the pool is "good sized" and it is maintained "as one of the best in southern California" in terms of water quality.

d) Men's and Women's track share an on-campus track/field for practice and compete at Cerritos College. Interviewed student-athletes in cross country rated the track as adequate for practice, though inadequate for competition, stating that they did not feel that the practice facilities hindered their capabilities. Student-athlete survey data, however, revealed that several student-athletes felt that the track was inadequate even
as a practice facility rated it as "poor."

c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the under-represented gender within the athletics program (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis) [Note: the institution must include all male and female NCAA intercollegiate sports programs offered at the institution in its program area analysis]; and

If money were available, some student-athletes interviewed stated that some improvements could be made in some of the practice and outdoor competitive facilities, and some teams could have locker rooms more conveniently located to practice and competitive facilities. However, all student-athletes interviewed felt that the locker room facilities and practice facilities met their needs. They also felt that they did not lack anything from a practice area or locker room that kept them from realizing their athletic potential as an individual or as a team. Most importantly, no student-athlete expressed that the corresponding team of a different gender in the same sport had better practice facilities, more locker room space, or more equipment in their locker room.

While the track was rated poorly by student-athletes, both men's and women's track utilize the same facilities, so no discrepancy exists based on gender. The committee and the university are aware of the need to repair/upgrade the track. Due to the expense of track repair and upkeep, the university recognizes that it would be financially advantageous to replace the track as part of the plan for future renovations rather than to repair the existing track.

While some student-athletes expressed discontent that locker rooms were inconveniently located in relation to the practice facilities (e.g., men's and women's track, men's and women's water polo), the locker rooms are approximately the same distance for both men's and women's teams, again indicating that no discrepancy exists based on gender.

Finally, there is a dedicated liaison between the Athletics Department/Walter Pyramid and facilities management to address issues of maintenance and needed repair. There is also a recently formalized maintenance checklist which is completed on a weekly basis to ensure that the facilities are clean, safe, secure, and in overall good condition. This checklist is completed for both men's and women's facilities.

d. Explain how the institution's written, stand-alone plan for gender issues addresses each of the 15 areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.

Long Beach State is committed to providing equitable locker rooms, practice and competitive facilities. The 2011-12 – 2015-16 gender plan for improvement will address identifying space for women's locker rooms, ensure that any future improvements be made in an equitable manner, and continue to schedule competitive and practice facilities in an equitable manner.

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

a. Describe how the institution has ensured a complete study of each of the 15 program areas. This study must be conducted as part of the self-study process;

The president at LBSU established a broad-based Steering Committee as well as broad-based subcommittees for each of the areas of the self-study. The subcommittee that conducted an assessment of the issues related to gender, diversity and student-athlete well-being included members of the faculty and university staff, a coach, a student-athlete, a student representative, community members and Athletics Department staff. The subcommittee used a variety of documents (e.g., Student-Athlete Handbook, Staff Manual, Athletic Training Manual, EADA report, NCAA Financial audit, student-athlete survey, and
organizational chart), websites, and interviews with coaches, student-athletes, and other Athletics Department personnel to conduct this self study.

b. Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 15 areas;

The sports medicine staff consists of a director of sports medicine/team physician, multiple physicians of varying specialties, and six athletic trainers (three full-time, three part-time). There are both male and female athletic trainers and physicians on staff to meet student-athletes' needs.

Athletic Training Medical Coverage
A chart is provided as an attachment of medical coverage by athletic trainers and physicians throughout the year which demonstrates equitable coverage provided to our sports teams.

See attached supplemental chart - 3.1, question 9, item b, Athletic Training and Medical Coverage

Strength and Conditioning:
The strength and conditioning staff consists of two full-time staff members with a number of interns during the year (specific number varies by year).

(a). Annual student-athlete survey responses regarding strength and conditioning:

Male and female athletes are treated equally:
2009-10: 77.2 percent (224 of 293) Strongly Agree and Agree, 13.4 percent (39) Neither Agree nor Disagree, 5.2 percent (15) Disagree, .7 percent (2) Strongly Disagree, and 3.4 percent (10) responded with Not applicable. 2008-09: 78.9 percent (206 of 261) Strongly Agree and Agree, 11.9 percent (31) Neither Agree or Disagree, 3.8 percent (10) Disagree, .8 percent (2) Strongly Disagree, and 4.6 percent (12) responded with Not applicable. For the 2007-08 year, the following categories are used: 95.7 percent (262 of 277) of respondents indicated Excellent, Above Expectations, and Meets Expectations, 4.0 percent (11) Below Expectations, .4 percent (1) Unsatisfactory, and 0 percent (0) responded with Not applicable.

(b). The survey responses regarding athletic training room:

Male and female athletes are treated equally in the Athletic Training Room.
2009-10: 85.9 percent (249 of 293) Strongly Agree and Agree, 7.9 percent (23) Neither Agree or Disagree, 3.4 percent (23) Disagree, 2.4 percent (7) Strongly Disagree, and .3 percent (one) responded with Not applicable. 2008-09: 82.7 percent (216 of 264) Strongly Agree and Agree, 9.6 percent (25) Neither Agree nor Disagree, 1.5 percent (four) Disagree, 1.1 percent (3) Strongly Disagree and five percent (13) responded with Not applicable. For the 2007-08 year, the following categories are used: 94.3 percent (261 of 277) of respondents indicated Excellent, Above Expectations, and Meets Expectations, 2.9 percent (8) Below Expectations, 1.1 percent (three) Unsatisfactory, and 1.8 percent (5) responded with Not applicable.

c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the under-represented gender within the athletics program (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis) [Note: the institution must include all male and female NCAA intercollegiate sports programs offered at the institution in its program area analysis]; and

At LBSU, all policies and procedures related to health and safety have been developed by the athletic training staff, team physicians, and Athletics Department administrators based on the current NCAA guidelines as published in the sports medicine handbook. These policies are contained in the athletic training policies and procedures manual. Policies are reviewed with student-athletes, Athletics Department coaches, and staff members and are available for viewing online as part of the "Student-Athlete Handbook" and "Staff Manual." The following areas are administered without prejudice to all student-athletes.

(1). Equitable Medical Care, Planning/Supervision
LBSU athletic training staff focus on injury prevention and provide equitable care and rehabilitation of athletic injuries to student-athletes. All student-athletes have equal access to the athletic training room's
services and team physician(s). Care is given without regard to race, creed, color, national origin, sexual orientation, gender, sport, or status on the team. The medical treatment that is provided by athletic trainers and team physicians is in accordance with medical codes of ethics that govern each profession.

Long Beach State Athletics employs six certified athletic trainers, three full-time and three part-time, who make up the athletic training staff. All six staff members are certified by the NATA board of certification and are in good standing. The three full-time staff members all have a minimum of a master's degree. The athletic training staff is overseen by the director of sports medicine who is a physician of internal medicine with training in sports medicine. Each athletic trainer provides coverage (practice/event coverage, travel, treatment, and rehab program development) of assigned sports and assists with all student-athletes' care as needed. The full-time staff provides coverage to their primary sports and supervises the part-time athletic trainers with their assigned sports.

The assignment of sports and level of coverage is based on risk level, injury rates, and discussion between athletic medicine staff, team physicians, and Athletics Department staff. All student-athletes are eligible to see the team physicians regardless of the student-athlete's chosen sport. Appointments can be made in the doctor's office or during scheduled clinics in the athletic training room. These policies are discussed with athletes during team meetings and are available for reference on-line in the "Student-Athlete Handbook" under athletic training policies and procedures manual.

The athletic training staff is responsible for providing several CPR/AED and first aid certification classes each year for coaches to obtain their required certifications. If a coach does not take advantage of the sessions offered, he/she must take the class off campus and submit proof of certification. All coaches are required to be First Aid and CPR/AED certified during their employment.

(2). Health Insurance
The university provides a policy to all student-athletes that covers injury or illness related to participation in athletic-related activities through the California State University Risk Management Authority Athletic Injury Management Expense Program (CSURMA - AIME). This program requires that athletes who have personal (primary) insurance be billed first for all services and expenses incurred prior to payment by the Athletics Department. The AIME program will cover all expenses on an excess basis above and beyond benefits provided by the primary policy. Information regarding these policies is provided to athletes as part of the information available during physicals and in the athletic training policies and procedures manual.

(3). Physicals and Preseason Participation
All new student-athletes are required to complete a comprehensive physical exam and physical forms which include medical health history form, informed consent and assumption of risks form, medical release of information form, and insurance information form. The physical exam includes an internal exam, orthopedic exam, lab work, and baseline concussion testing. The internal exam must be completed by a medical doctor and may be performed by our team physician(s) or a physician of the athlete's choice. All exams will be reviewed by the athletic training staff prior to a student-athlete receiving clearance to participate. Exams will be placed in the student-athletes' file and recorded using injury tracking software. All files are stored in a locked cabinet in the athletic training room and injury tracking software is stored on a secure network; access to the software is password-protected according to university regulations detailed in the athletic training policies and procedures manual.

The athletic training staff works with coaches to ensure that student-athletes are performing athletic activities at the appropriate level. This level is determined by the pre-participation physical exam, coach's assessment of ability and the student-athletes previous performance level. Athletic training staff and coaches are required to understand and be able to implement an appropriate acclimatization program during the preseason, based on sport, to help minimize the risk of injury.

(4). Acceptance of Risk
Informed consent and assumption of risk forms are reviewed and signed by the each student-athlete as part of their comprehensive physical exam as a new athlete and is required each year of participation.

(5). Facilities, Equipment, Planning and Supervision
The athletic training staff, in conjunction with LBSU facilities management, coaches, and Athletics Department staff, take the responsibility to inspect the athletic training facilities, playing/practice/workout areas, and all equipment utilized during these activities before and during each session to identify any potential hazard and to minimize the risk of injury. Modification are made based on these hazards which include environmental conditions (e.g., weather and air quality). Policies related to specific type of environmental conditions are contained in the athletic training policies and procedures manual and are reviewed by all the above-mentioned personnel.
(6). Emergency Care
Emergency situations may arise at any time during athletic events and action must be taken in order to provide the best possible care to individuals involved. The development and implementation of an emergency plan helps ensure that the best care will be provided. The Athletics staff works to ensure that proper preparation for emergencies is in place. This preparation involves formulation of an emergency plan, proper coverage of events, maintenance of appropriate emergency equipment and supplies, utilization of appropriate emergency medical personnel, and providing continuing education in the area of emergency medicine and planning. Through careful pre-participation physical screenings, adequate medical coverage, safe practice and training techniques, and other safety measures, some potential emergencies may be averted. However, since accidents and injuries are inherent with sports participation, emergency action plans have been established for each venue and are reviewed by our staff with coaches, student-athletes, and appropriate Athletics Department personnel. These plans are available on-line for review as part of the athletic training policies and procedures manual. All coaches and athletic medicine staff are required to maintain current certification in CPR, AED, and first aid.

(7). Minimizing Potential Legal Liability
The university and the Athletics Department have established policies and regulations to minimize exposure to potential legal liability. These policies and procedures cover such areas as medical liability, risk of injury, drug and alcohol use, student-athlete conduct, gender equity, sexual harassment, hazing, and abuse. Athletic administrators discuss legal liability with coaches and student-athletes and provide information in conjunction with on-campus resources such as student health services and counseling and psychological services.

(8). Blood-borne Pathogens
Blood-borne pathogens are disease-causing microorganisms that can be potentially transmitted through blood contact. The blood-borne pathogens of concern include the hepatitis B virus (HBV) and the human immunodeficiency virus (HIV). Infections from these diseases have increased over the years. In rare instances, these pathogens have been transmitted through unrecognized-wound or mucous-membrane exposure. All athletic training staff members are educated about blood-borne pathogens developed by the Occupational Safety and Health Administration (OSHA) and a copy of the current policy from CSULB’s environmental health and safety department is available for review in the athletic training room. Athletics trainers are required to attend an annual presentation by the LBSU environmental health and safety department on the proper management of blood exposure. Brochures and pamphlets as well as a study guide are provided to the participants at that time.

(9). Resource Allocation
The funding allocation for LBSU’s sports medicine program is not gender-based, but general in nature, and covers operational needs of the training room specifically to attend to the health, safety, and well-being of all student-athletes.

(10). Strength and Conditioning
The strength complex is available to all LBSU student-athletes and is currently staffed by 2 full-time staff members and with varying number of interns. All scheduling in the strength and conditioning complex is overseen by the head strength and conditioning coach and is finalized with the cooperation of all head and assistant coaches, athletic training staff, and athletic administration. When scheduling sport teams, priority is given to all in-season teams in an effort to help schedule around competitions and other associated demands of being in season. All sport teams are given an opportunity to schedule days and times in the strength complex that will help compliment the schedules of their student-athletes. Once a schedule is finalized, the hours of operation for the strength and conditioning complex will start each day with the first scheduled sport team and conclude with the last scheduled sport team unless other arrangements have been made.

d. Explain how the institution's written, stand-alone plan for gender issues addresses each of the 15 areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.

No issues were identified within the area of medical and training facilities and services. The 2011-12 -- 2015-16 gender plan for improvement includes goals that continue to ensure athletics trainers' assignments and medical services are provided in an equitable manner (including travel with teams). We also will ensure that the strength and conditioning times are assigned in an equitable manner. We will continue to survey student-athletes on their perception of equitable treatment in the athletic training room and strength and conditioning complex, and we will continue to employ a director of sports medicine.
10. Housing and Dining Facilities and Services. Housing provided; special services as part of housing; dining arrangements.

a. Describe how the institution has ensured a complete study of each of the 15 program areas. This study must be conducted as part of the self-study process;

The president at LBSU established a broad based Steering Committee as well as broad-based subcommittees for each of the areas of the self-study. The subcommittee that conducted an assessment of the issues related to gender, diversity and student-athlete well-being included members of the faculty and university staff, a coach, a student-athlete, a student representative, community members and Athletics Department staff. The subcommittee used a variety of documents (e.g., Student-Athlete Handbook, Staff Manual, Athletic Training Manual, EADA report, NCAA Financial audit, annual student-athlete survey, and organizational chart), websites, and interviews with coaches, student-athletes, and other Athletics Department personnel to conduct this self study.

b. Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 15 areas;

The LBSU Athletics Department is committed to providing gender-equitable access to housing, dining facilities and services, as described below.

a) Housing
The Athletics Department works with the office of housing and residential life (HRL) to accommodate student-athletes in the residence halls. The residence halls accommodate more than 2,400 students (102 of which were student-athletes in 2010-11) in five different complexes. All students, including student-athletes, must follow the same application process for the dorms. Housing contracts are binding for one academic year, and each March student-athletes may sign a new contract if they wish to remain in the residence halls for the next academic year. Beginning in fall 2010, all freshmen are required to live on-campus unless they live at home with a parent or legal guardian.

Pre-season, winter session (for student-athletes required to be on campus for practice and/or competition) and summer session housing (if attending summer school and paid by the Athletics Department) are also available for student-athletes. It is the responsibility of the coaches to make these accommodations for special sessions with the housing office.

It is also the responsibility of the coaches to determine which students will receive full or partial housing/dining scholarships and to determine how to allocate their budget resources. In 2010, 102 student-athletes resided in the residence halls, 46 of whom were men and 56 of whom were women. Of these student-athletes, the Athletics Department paid housing/dining costs in full for 28 student-athletes, five of whom were men, and 23 of whom were women. Partial housing/dining costs were paid for 18 students, 11 of whom were men, and seven of whom were women. In 2009, 69 student-athletes resided in the residence halls, 28 of whom were men, and 41 of whom were women. Of these student-athletes, the Athletics Department paid housing/dining costs in full for 33 students, nine of whom were men, and 24 of whom were women. Partial housing/dining costs were paid for five students, four of whom were men, and one of whom was a woman. In 2008, 100 student-athletes resided in the residence halls, 45 of whom were men, and 55 of whom were women. Of these student-athletes, the Athletics Department paid housing/dining costs in full for 47 student-athletes, 14 of whom were men, and 33 of whom were women. Partial housing/dining costs were paid for 10 student-athletes, nine of whom were men, and one of whom was a woman.

b) Dining
LBSU offers several dining plans to accommodate the various needs of students. The Athletics Department also provides meals for student-athletes required to be on campus for practice and/or competition (or reimbursement for meals) when the dining halls are closed, such as during holidays.

Pre-game meals or post-game snacks may be provided for teams, in accordance with NCAA guidelines. Teams are reimbursed for these meals on an equitable basis. Spending on these meals is at the discretion of the coach. Reimbursements must be signed off on by the associate athletics director/business manager and sport supervisor, so, if they were to occur, inappropriate or disproportionate spending trends would be recognized immediately and rectified.
c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the under-represented gender within the athletics program (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis) [Note: the institution must include all male and female NCAA intercollegiate sports programs offered at the institution in its program area analysis]; and

Housing and dining plans are provided for by the university on an equitable basis. Student-athletes do not receive special treatment, nor are there any discrepancies between teams based on gender, ethnicity, or other factors. In fact, each year, as outlined above, female student-athletes receive more in housing/dining funds than their male counterparts. This discrepancy is not indicative of a gender bias, as LBSU has more female teams than male teams.

d. Explain how the institution’s written, stand-alone plan for gender issues addresses each of the 15 areas, including any deficiencies identified in the institution’s narrative response as listed in (c) above.

No issues were identified within the area of Housing and Dining. The 2011-12 -- 2015-16 Gender Plan for Improvement includes goals that continue to ensure housing and dining services are secured in an equitable manner.

11. Publicity and Awards. Availability and quality of sports information personnel; access to other publicity resources; quantity and quality of publications and other promotional devices; availability and quality of institutional awards; opportunity for application and/or nomination for other outside awards (e.g., NCAA, national or conference awards).

a. Describe how the institution has ensured a complete study of each of the 15 program areas. This study must be conducted as part of the self-study process;

The president at LBSU established a broad-based Steering Committee as well as broad-based subcommittees for each of the areas of the self-study. The subcommittee that conducted an assessment of the issues related to gender, diversity and student-athlete well-being included members of the faculty and university staff, a coach, a student-athlete, a student representative, community members and Athletics Department staff. The subcommittee used a variety of documents (e.g., Student-Athlete Handbook, Staff Manual, athletic training manual, EADA report, NCAA Financial audit, annual student-athlete survey, and organizational chart), websites, and interviews with coaches, student-athletes, and other Athletics Department personnel to conduct this self study. In particular, the committee reviewed Athletics Department documentation pertaining to available awards, sports information staffing, and consulted the associate athletic director/business manager, assistant athletics director/media relations and broadcast services, director of marketing and corporate partnerships, and the CHAMPS/Life Skills coordinator/SAAC advisor.

b. Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 15 areas;

Publicity for the Athletics Department is the responsibility of the media relations and marketing units. Media relations is dedicated to ensuring that information regarding the Athletics Department reaches the appropriate levels of local, regional, and/or national media. According to the assistant athletic director for media relations and broadcast services, and as outlined in the staff manual, there are three full-time employees and one part-time staff member in media relations. Media relations maintains the Athletics Department’s website, sends out press releases, works with media, staffs stats crews and announcers, hires and schedules the photographer, and produces the media guides. The intercollegiate sports teams are divided among the staff members in an equitable manner, ensuring that each team receives maximum coverage. Each full-time staff member is assigned a sport during each season (e.g., fall, winter, or spring). Also, media relations determines which sports staff travels based on the amount of coverage needed. Staff
currently travels full time with two women's teams and two men's teams: Women's Volleyball, Baseball, and Men's and Women's Basketball. Media relations also utilizes the students in the sports management master's program to provide extra help as needed.

Furthermore, marketing is dedicated to bringing campus, community, and regional visibility and excitement to Long Beach State's 18 Division I sports programs. Promotional materials such as posters, schedule cards, and magnets are provided for the following distribution:

**Women's Basketball:** bookmark schedule card, schedule magnets, team poster, media guide, website updates, press releases, and game programs.

**Women's Soccer:** bookmark schedule card, schedule magnets, team poster, media guide, website updates, press releases, and game programs.

**Women's Golf:** bookmark schedule card, media guide updates, press releases, and website updates.

**Softball:** bookmark schedule card, schedule magnets, team poster, media guide, website updates, press releases, game programs and click effects at home games.

**Women's Tennis:** bookmark schedule card, schedule magnets, media guide, website updates, and press releases.

**Women's Volleyball:** bookmark schedule card, schedule magnets, team poster, media guide, website updates, press releases, click effects at home games, and game programs.

**Women's Water Polo:** bookmark schedule cards, media guide, website updates, press releases.

**Baseball:** bookmark schedule card, schedule magnets, team poster, media guide, website updates, press releases, click effects at home games, and game programs.

**Men's Basketball:** bookmark schedule card, schedule magnets, team poster, media guide, website updates, press releases, click effects at home games, and game programs.

**Men's Golf:** bookmark schedule card, media guide, website updates, and press releases.

**Men's Volleyball:** bookmark schedule card, schedule magnets, team poster, media guide, website updates, press releases, click effects at home games, and game programs.

**Men's Water Polo:** bookmark schedule card, media guide, website updates, and press releases.

**Men's and Women's Cross Country:** bookmark schedule card, media guide, website updates, and press releases.

**Men's and Women's Track and Field:** bookmark schedule card, media guide, website updates, and press releases.

Further, newspaper advertising was provided for Men's and Women's Volleyball, Men's and Women's Basketball, Women's Softball, Baseball, and Women's Soccer. Advertising through social media occurs via Facebook, Twitter, and The Hallway Blogspot for all sports, with additional Twitter pages for Men's and Women's Basketball. Other advertising includes Beach sports radio, dining hall banners (updated weekly), campus a-frames (three locations; updated weekly), dorm newsletter (updated monthly), Yellowbook (coupon for free admission in hard copy and online), and Pacmail e-blasts.

In-game promotions (e.g., video-player cards, introduction videos, and 49-second videos) are used on the video board prior to and during starting line-ups and during stoppages in play (timeouts and halftime) at venues with video capability. These occur for Men's and Women's Volleyball, Men's and Women's Basketball, and Baseball.

Further, LBSU has a specific marketing plan for promoting all sports to students at LBSU:

1. **Spirit Pack:** Contains information about all LBSU sports including schedules and promotional calendars. The Spirit Pack is distributed to all 2,000 dorm residents at move-in.

2. **Student Orientation, Advising, and Registration resource fairs (SOAR):** SOAR is a comprehensive orientation workshop to help newly admitted students transition - both academically and socially. Athletic marketing representatives attend the fairs to promote all Long Beach State sports.

3. **A-Frame/Sandwich Boards:** Located on different areas of campus, A-frames are updated weekly with athletic information including schedules of all sports and upcoming promotions.

4. **This Week at the Beach dining hall banners:** Located in each of the dormitory dining halls, banners are updated weekly with athletic information including schedules of all sports.

5. **BeachBum dorm newsletter:** Distributed to dorm students monthly, the newsletter highlights all LBSU sports.

6. **University student union televisions:** The televisions in the union are used to promote all upcoming LBSU sporting events.

7. **Dorm move-in:** Each sport must have student-athletes and staff representatives helping with move-in day, to create a connection with the incoming students.

8. **Smorgasport and week of welcome:** Smorgasport is a free evening event for all LBSU students that includes interactive games, free pizza, music, student organization information tables, appearances by
radio stations, giveaways and sports tournaments for LBSU students. Week of welcome takes place twice a year and is a way for students to get involved with the university. During the week's activities, campus organizations provide information for students. Marketing has representatives at these events to promote all LBSU sports.

Awards: The university and LBSU Athletics Department grant several awards and honors to student-athletes. These awards are listed in the Student-Athlete Handbook. The CHAMPS/Life Skills coordinator also distributes information regarding awards to all student-athletes (primarily via email) to promote awareness of available awards opportunities. All student-athletes are encouraged to apply for awards for which they may be eligible. Awards include:

1. University Awards:
   a. Dean's list: To recognize student-athletes with a GPA within the range of 3.5 to 3.74. Student-athletes receive a certificate for each term in which this honor is achieved and a note is made on the student's transcript.
   b. President's list: To recognize student-athletes with a GPA within the range of 3.75 to 4.0. Student-athletes receive a certificate for each term in which this honor is achieved and a note is made on the student-athlete's transcript. Winners are also recognized at the academic honors luncheon.

2. Department Awards:
   a. Athletics Department academic all-star: To recognize student-athletes who have earned a 3.0 GPA or higher, a reception is held prior to a game and the academic all-stars are introduced at halftime of the game. They are also honored at the spring academic honors luncheon.
   b. Team GPA award: This award is given by the Athletics Department each semester to the team with the highest GPA. The winner is announced at the academic honors luncheon.
   c. Degree completion program: The Athletics Department has established this program to provide student-athletes an opportunity to apply for financial assistance after completing their eligibility. This award was created because the Athletics Department is committed to assisting student-athletes in achieving a bachelor's degree.

3. Big West Conference Awards:
   a. Male and female Big West scholar-athlete: Each year, an Athletics Department committee selects one male and one female student-athlete to be honored at a breakfast during the Big West basketball tournament.
   b. Academic all-conference award: Student-athletes are named to the academic all-conference team in their respective sport if they meet the criteria (competed for one academic year and earned a 3.2 GPA or higher).
   c. Sportsmanship award: This award is given by sport. Each school submits their votes from that sport to the Big West Conference who compiles the votes from all schools' votes to determine the winner.

4. NCAA Awards
   a. NCAA Division I degree completion award program
   b. NCAA sportsmanship award
   c. NCAA post graduate scholarship
   d. Walter Byers post-graduate scholarship
   e. The Freedom Forum NCAA sports journalism scholarship
   f. Today's top VIII awards
   g. NCAA woman of the year

c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the under-represented gender within the athletics program (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis) [Note: the institution must include all male and female NCAA intercollegiate sports programs offered at the institution in its program area analysis]; and

Advertising and marketing budgeting costs and sports team coverage are determined on an equitable basis. According to the director of marketing and corporate partnerships, the division and allocation of promotional assets is determined first and foremost by ensuring equity to each of the sports (e.g., Men's Basketball and Women's Basketball, Women's Volleyball and Men's Volleyball). Secondly, Marketing
examines the benefits that accrue to each specific sport based on factors such as scheduling and televised events since marketing success rates are much higher if extra emphasis is placed on games with larger attendance, greater potential ticket sales, and media exposure. However, no discrepancy exists between male and female sports. This is evident in the breakdown of promotional materials produced and distributed (e.g., men's and women's sport teams receive the same number of promotional materials to distribute, as outlined above). Each year sports marketing must submit its proposed plans for approval by the director of marketing, senior associate athletic director for external relations, and senior staff. Further, media relations re-evaluates their process at the end of each year to ensure that each sport is receiving maximum coverage by the most qualified person. The assistant athletics director for media relations and broadcast services also submits a coverage plan to maintain the best possible coverage each summer to senior staff members. The plan details who is responsible for which sport, including plans for media guides.

In terms of awards, the CHAMPS/Life Skills coordinator solicits names from various constituencies of qualified individuals to nominate for awards. These constituencies include the FAR, the senior associate athletics director/SWA, representatives from the sports information office and the Bickerstaff Academic Center (BAC), coaches, student-athletes, and sometimes the associate athletics director for compliance. No inequities were found in the process used for award nominations and selection. The most qualified recipients are selected based on merit.

d. Explain how the institution's written, stand-alone plan for gender issues addresses each of the 15 areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.

No issues were identified within the area of publicity and awards. The 2011-12 -- 2015-16 gender plan for improvement includes goals that continue to provide equitable marketing and promotions for men's and women's sports, continue to provide equitable treatment by sports information, and continue to provide equitable electronic media for men's and women's sports.


a. Describe how the institution has ensured a complete study of each of the 15 program areas. This study must be conducted as part of the self-study process;

The president at LBSU established a broad-based Steering Committee as well as broad-based subcommittees for each of the areas of the self-study. The subcommittee that conducted an assessment of the issues related to gender, diversity and student-athlete well-being included members of the faculty and university staff, a coach, a student-athlete, a student representative, community members and Athletics Department staff. The subcommittee used a variety of documents (e.g., Student-Athlete Handbook, Staff Manual, athletic training manual, EADA report, NCAA financial audit, annual student-athlete survey, and organizational chart), websites, and interviews with coaches, student-athletes, and other Athletics Department personnel to conduct this self study.

b. Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 15 areas;

Long Beach State University is committed to gender equity with regard to allocation of support services across men's and women's sports programs.

1. Administration
A. The director of athletics reports directly to the university president and is part of the president's cabinet. Also, the associate athletics director for compliance has a co-report between the Athletics Department and the Office of the President.

Direct reports to the Athletics Director include:
a. Senior associate athletics director/SWA
b. Senior associate athletics director for external relations
c. Men's Basketball
Direct Reports to the senior associate athletics director/SWA include:

a. Associate athletics director for compliance  
b. Medical director  
c. Head athletics trainer  
d. Associate athletics director for facilities/general manager Walter Pyramid  
e. Men's Volleyball and Women's Soccer  
f. Associate athletics director/business manager  
g. Men's Golf  
h. Director of administrative operations  
i. Head strength and conditioning coach  
j. Women's Basketball, Softball, Tennis, Men's and Women's Water Polo, Women's Golf, Men's and Women's Track/Cross Country, and Women's Volleyball.

Direct reports to the senior associate athletics director for external relations include:

a. Director of marketing & corporate partnerships  
b. Assistant athletics director for media relations & broadcast services  
c. Associate athletics director for external relations  
d. Assistant athletics director for ticket marketing & operations  
e. Baseball  

In addition, there are directors of operations for both Men's and Women's Basketball. The director of basketball operations handles day-to-day operations, film exchange, and basketball camps and clinics. Further, the following areas provide support services for the entire department: athletic business office, compliance, equipment manager, event management, sports information, athletic training, marketing, and strength and conditioning. The director of the BAC reports to associate vice president for undergraduate education. The BAC provides academic support exclusively for student-athletes, ensuring that student-athletes receive the necessary advising and academic support to succeed academically.

2. Secretarial/Clerical

There is a receptionist in the Pyramid Annex, and the athletics director has an administrative assistant. All coaches do their own clerical work or utilize student assistants. Coaches are provided with supplies they need to perform their administrative/clerical tasks such as computers and printers.

3. Office Space

Eight women's sports have private offices for head coaches: Basketball, Cross Country/Track and Field (same coach for men and women), Golf, Soccer, Softball, Tennis, Volleyball, and Water Polo (same coach for men and women).

Six men's sports have private offices for head coaches: Baseball, Basketball, Cross Country/Track and Field (same coach for men and women), Golf, Volleyball, and Water Polo (same coach for men and women).

Assistant coaches for each team also have their own offices, with the exception of the following: two of the four Cross Country/Track and Field assistant coaches share an office; one of the two assistant coaches for softball and Men's and Women's Water Polo have cubicles rather than offices; and the two assistant coaches for Women's Volleyball share one large office.

Support Services are provided in an equitable manner as provided above. No issues were identified within the area of support services.

c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the under-represented gender within the athletics program (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis) [Note: the institution must include all male and female NCAA intercollegiate sports programs offered at the institution in its program area analysis]; and

An analysis and explanation of how LBSU provides support services follows.

1. Administration

Associate athletics directors have responsibilities that affect both men's and women's teams.
2. Secretarial/Clerical:
Since teams do their own clerical and administrative work, secretarial/clerical duties are distributed equitably among men's and women's teams.

3. Office Space:
Coaches and assistant coaches are all provided with appropriate office spaces in an equitable manner without regard to gender as indicated in B.2.

d. Explain how the institution's written, stand-alone plan for gender issues addresses each of the 15 areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.

No issues were identified within the area of support services. The 2011-12 -- 2015-16 gender plan for improvement includes goals that continue to provide equitable support services and administrative support in an equitable manner, and provide equitable office space for coaches and administrators.

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

a. Describe how the institution has ensured a complete study of each of the 15 program areas. This study must be conducted as part of the self-study process;

The president at LBSU established a broad-based Steering Committee as well as broad-based subcommittees for each of the areas of the self-study. The subcommittee that conducted an assessment of the issues related to gender, diversity and student-athlete well-being included members of the faculty and university staff, a coach, a student-athlete, a student representative, community members and Athletics Department staff. The subcommittee used a variety of documents (e.g., Student-Athlete Handbook, Staff Manual, athletic training manual, EADA report, NCAA financial audit, annual student-athlete survey, and organizational chart), websites, and interviews with coaches, student-athletes, and other Athletics Department personnel to conduct this self study.

Further, in order to analyze the recruitment of student-athletes, EADA reports for the past three academic years were reviewed to determine the equitable availability of financial resources for recruiting. Also, head coaches were asked specific questions related to recruiting in order to determine that each team has been given equal opportunities to recruit and that prospective student-athletes receive similar benefits and treatment while they are being recruited.

b. Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 15 areas;

The Athletics Department is committed to gender equity in the area of recruitment of student-athletes. The following presentation of data shows the status of recruitment at LBSU.

Based on a review of actual expenditures over the past three academic years (EADA reports for 2006-07, 2007-08, 2008-09), LBSU spent the following on recruiting: $168,162 in 2006-07, $185,848 in 2007-08, $200,381 in 2008-09.

Of these total expenditures, women's sports recruiting totaled $75,560, $74,291, and $84,320, respectively. These women's sports recruiting expenditures equate to 44.9 percent, 40.0 percent, and 42.1 percent of the total for each respective year.

Over these three academic years, the majority of annual recruiting expenditures (about 52 percent) are consistently spent by two sports; Men's and Women's Basketball. This is primarily due to a focused attempt to improve the performance, visibility, and stature of the basketball programs at LBSU. This focus is further evidenced by the hiring of new head coaches for Men's and Women's Basketball in this time frame.

If Men's and Women's basketball related recruiting expenditures are excluded from the totals, the proportion of women's sports recruiting expenditures is much more equitable (51.4 percent, 63.2 percent,
and 56.2 percent), and corresponds closely to participation rates of women student-athletes. This review of actual expenditures for recruiting student-athletes confirms that not only is LBSU committed to recruitment, as evidenced by a steady increase in total expenditures, but we do so in an equitable manner.

A new men's basketball coach was hired in April 2007, which caused an increase to recruiting by $20,000 from the previous year and also since 9 members of the team were seniors. The same occurred with a coaching change on the women's basketball team in April 2009. This created a $12,000 increase, but there were only 3 seniors leaving.

A new men's golf coach was hired in July 2008 and there were recruiting expenses incurred ($6,700) where the previous coach had recruiting expenses of $1,000 annually.

Head coaches were asked three questions regarding recruitment of student-athletes:
1) Do you feel each team has been given equal opportunities to recruit potential student-athletes?
2) Are sufficient financial and other resources available to you to effectively recruit potential student-athletes?
3) Do all prospective student-athletes receive similar benefits and treatment while they are being recruited?

The responses to these questions were very consistent. The head coaches feel that each team has been given equal opportunities to recruit and feel that prospective student-athletes do receive similar benefits and treatment while they are being recruited. However, several head coaches indicated that financial limitations inhibit their ability to recruit outside the state or even outside the region.

c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the under-represented gender within the athletics program (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis) [Note: the institution must include all male and female NCAA intercollegiate sports programs offered at the institution in its program area analysis]; and

Each head coach at LBSU is responsible for creating and implementing an annual recruiting plan for their sport based on his or her needs for that year. Their needs will determine how much of their overall budget is allocated to recruiting. In addition to an operating budget provided by the department, the coaches have the ability to enhance their recruiting budget through fund raising. All sports have access to trade-out (room and food) for official visits to help mitigate recruiting costs. When prospective student-athletes are visiting LBSU, they are treated in an equitable manner.

d. Explain how the institution's written, stand-alone plan for gender issues addresses each of the 15 areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.

The issues identified in this section are addressed in the 2011-12 -- 2015-16 gender equity plan for improvement, which includes goals to ensure we continue to allocate recruitment monies equitably.

14. Retention. Programs and services to address retention of staff, coaches and student-athletes from the under-represented gender within the athletics program; review of retention and promotion of staff and coaches from the under-represented gender within the athletics program, including professional development opportunities (e.g., mentoring programs), rate of compensation, duration of contracts, conditions relating to contract renewal; programs and services to address retention of student-athletes who are members of the under-represented gender within the athletics program.

a. Describe how the institution has ensured a complete study of each of the 15 program areas. This study must be conducted as part of the self-study process;
Gender/Diversity Issues and Student-Athlete Well-Being

The president at LBSU established a broad-based Steering Committee as well as broad-based subcommittees for each of the areas of the self-study. The subcommittee that conducted an assessment of the issues related to gender, diversity and student-athlete well-being included members of the faculty and university staff, a coach, a student-athlete, a student representative, community members and Athletics Department staff. The subcommittee used a variety of documents (e.g., Student-Athlete Handbook, Staff Manual, athletic training manual, EADA report, NCAA financial audit, annual student-athlete survey, and organizational chart), websites, and interviews with coaches, student-athletes, and other Athletics Department personnel to conduct this self study.

b. Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 15 areas;

The Long Beach State Department of Athletics provides a comprehensive set of programs that seek to ensure gender equity among coaches, staff, and student-athletes. The university's federally required affirmative action report confirms the Athletics Department's commitment to hire and retain the strongest and most highly qualified female coaches and staff. In fact, LBSU was named an NCAA 2007-08 Diversity in Athletics Award winner in overall excellence in diversity, and recognized in the categories of gender diversity, racial diversity, and value and attitudinal diversity.

It is important to note that many female student-athletes, staff, and coaches choose to remain with the LBSU Athletics Department for many years. Some notable examples include female student-athletes who remained or returned to become coaches, such as the head Softball coach, the former head Women's Golf coach (she has remained on the coaching staff as assistant Golf coach), the first assistant Women's Volleyball coach (second season), the assistant Men's and Women's Water Polo coach, and the assistant Women's Tennis coach. Moreover, other female coaches who are not LBSU alumni remain for a very long time as well including the head Tennis coach has occupied the position for 14 years, while an assistant Women's Volleyball coach has been employed for 23 years. The same trend exists among the Athletics Department staff. For example, the former associate athletics director for compliance remained for 16 years, the current senior associate athletics director/SWA has developed professionally within the program since enrolling as a student-athlete in 1981, and the CHAMPS/Life Skills coordinator also is a former LBSU student-athlete. There are many more examples that confirm the extent to which women feel embraced and supported in the LBSU Athletics program; their cumulative longevity suggests that their student-athlete and work experience has been, without question, highly favorable.

The sense of community that exists in LBSU Athletes is enhanced by other indicators of strong retention such as competitive salaries. Data pertaining to salaries reveals that coaches generally receive salaries near the top of the range among member schools in the Big West Conference. Moreover, incentives for increases are available to those coaches who reach post-season play, win the conference tournament, or receive exceptional recognition such as conference Coach of the Year, among other accolades. Salaries--though varied by legitimate measurements such as length of employment, winning record, and experience upon hire--are awarded and periodically adjusted irrespective of gender.

In addition, staff are supported within the larger institutional framework as it pertains to professional development and both lateral and promotional opportunities. Staff attend conferences in areas as marketing, CHAMPS lifeskills, development, business and facilities. For the last several years, several female staff members of the Athletics Department attended the annual Women's Conference held in Long Beach and sponsored by Maria Shriver, former First Lady of California. Staff and coaches also attend the Athletics Department annual barbecue at the beginning of the academic year to build esprit de corps within the department.

One of the various diversity trainings we provide is the NCAA training for staff, coaches, and student-athletes. This training was a requirement for all staff and coaches. There are also two separate sessions exclusively for student-athletes. For these sessions, a minimum of two student-athletes per team participated. Several aspects of diversity are addressed, including ethnicity, gender, sexual orientation, and organizational change. There are also other diversity trainings conducted throughout the year by the CHAMPS/Life Skills program for student athletes. Ultimately, the Athletics Department offers a variety of training opportunities for staff, coaches, and student-athletes which favorably impact the campus climate for this segment of the university community.

In fact, the vast majority of student-athletes agree, based on the 2009-10 student-athlete survey, that they feel supported in all critical areas. Of the 290 respondents, female athletes comprised 52.4 percent of the total. The students either strongly agree or agree with the following efforts: the level of academic support
provided by the Athletics Department; the concern manifested by their coaching staff; and the conditioning
and sports medicine available to them. Negligible numbers of students either disagree or strongly disagree
with questions in these areas.

Our student-athletes’ perception that they receive strong academic support is also confirmed by the
Academic Progress Rate (APR). There are exceptionally strong academic support programs, administered
by the BAC, which have been integral to achieving a stellar APR. In fact, Long Beach State has
successfully achieved a multi-year rate above a 925 for the last four cycles. The institution is among a
small number of universities in California that have accomplished this distinction. LBSU offers student-
athletes academic support through the Bickerstaff Center for Student-Athlete Academic Services (BAC).
This academic support includes advising “to ensure that each student-athlete is enrolled in appropriate
courses so that they may earn their degree while maintaining their athletic eligibility.” BAC employs full and
part-time professional academic advisors, an academic specialist and peer academic mentors and tutors
who work towards helping the student-athletes achieve success in the classroom. BAC is complemented
by the CHAMPS/Life Skills program which helps student-athletes make the transition from college to
professional life and, while doing so, make meaningful contributions to their communities. Designed by fellow
student-athletes, the program encourages the development of character, integrity, and leadership skills. As
it pertains to the central issue of gender equity, the program also seeks to promote a respect for diversity
and inclusion among student-athletes. Based on LBSU’s impressive APR multi-year rate, it is clear that
these support programs have an extraordinary impact upon the decision-making process that our student-
athletes routinely engage in.

These accomplishments firmly demonstrate LBSU’s ongoing commitment to retain coaches of the highest
caliber and to educate student-athletes who will continue to excel beyond the playing field.

c. Using the data provided in (b) above, analyze and explain how the institution is
meeting the needs of the under-represented gender within the athletics program (any
differences should be clearly explained in the institution’s narrative response, including
any deficiencies the institution identifies in its analysis) [Note: the institution must
include all male and female NCAA intercollegiate sports programs offered at the
institution in its program area analysis]; and

An analysis of the data indicates that the Athletics Department does an outstanding job of retaining high
caliber female student-athletes, staff and coaches. Certainly the sense of community at LBSU contributes
to retention.

d. Explain how the institution's written, stand-alone plan for gender issues addresses
each of the 15 areas, including any deficiencies identified in the institution's narrative
response as listed in (c) above.

No issues were identified within the area of retention. The 2011-12 -- 2015-16 gender plan for
improvement includes goals that ensure we provide competitive employment and offer incentives in
employment appointments, as appropriate, and in an equitable manner.

15. Participation in Governance and Decision Making. Involvement of athletics
department staff, coaches and student-athletes from the under-represented gender within the
athletics program in the governance and decision-making processes of the athletics
department; provision of leadership opportunities for all student-athletes (e.g., participation
on student-athlete advisory committee) and athletics department staff and coaches (e.g.,
participation at the conference and/or national level).

a. Describe how the institution has ensured a complete study of each of the 15 program
areas. This study must be conducted as part of the self-study process;

The president at LBSU established a broad-based Steering Committee as well as broad-based
subcommittees for each of the areas of the self-study. The subcommittee that conducted an assessment of
the issues related to gender, diversity and student-athlete well-being included members of the faculty and university staff, a coach, a student-athlete, a student representative, community members and Athletics Department staff. The subcommittee used a variety of documents (e.g., Student-Athlete Handbook, Staff Manual, athletic training manual, EADA report, NCAA financial audit, annual student-athlete survey, and organizational chart), websites, and interviews with coaches, student-athletes, and other Athletics Department personnel to conduct this self study.

In particular, to analyze the participation in the areas of governance and decision-making, the Athletics Department organization was reviewed to ensure that the under-represented gender is adequately involved in these areas. Also, the senior associate athletics director/SWA was interviewed to determine which specific programs and activities that staff, coaches and student-athletes are involved in to illustrate the department's commitment to equitable governance and leadership opportunities. Finally, the annual student-athlete survey was analyzed to get the student-athletes' perspective on the department's commitment to foster leadership opportunities for student-athletes.

b. Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 15 areas;

The LBSU Athletics Department is proud of the high level of involvement of student-athletes and staff in the governance and decision-making processes of the department. Women hold several leadership roles in the Athletics Department, including the senior associate athletics director/SWA, the associate athletics director for compliance, the FAR, and the CHAMPS/Life Skills coordinator. The athletics director conducts administrative management meetings twice a month where operational and policy issues are discussed. This group consists of six females and seven males. For student-athletes, females are also well represented on the Student-Athlete Advisory Committee (SAAC), where 20 of the 31 members in the current year are female and 18 of the 33 members in 2009-10 were female. Furthermore, both LBSU student-athlete representatives to the Big West Conference in the current year are females. The Athletics Department typically selects the SAAC co-chairs to attend; however, if unavailable to attend, the CHAMPS/Life Skills coordinator selects two representatives from SAAC who are available to attend.

The LBSU Athletics Department takes its commitment seriously to provide student-athletes with leadership opportunities and personal development beyond athletics. The SAAC is comprised of two student-athletes from each sport; this allows for broad-based input and allows the department to hear the issues and concerns of a variety of student-athletes. SAAC plays a key role in providing input to the department's administration on issues that may arise within the student-athlete population, including issues of gender discrimination.

Other leadership development opportunities include the Athletics Department sending student-athletes to the regional NCAA leadership conference. In the past, the department also selected individuals to attend the national NCAA leadership conference. As of fall 2010, the department will send selected student-athletes to the NCAA career and sports symposium, which has now replaced the NCAA leadership conference. Also, two student-athletes serve on the Big West SAAC Board, and serve on the Athletics Department committee to choose Long Beach State's Big West Conference Male and Female Scholar Student-Athlete of the Year. Further, the Athletics Department encourages student-athletes to be involved in campus committees and programs including the freshman mentoring program, the leadership academy, and the alcohol, tobacco, and other drugs program. And, relevant to this self-study, the university president appointed two student-athletes to the Steering Committee and one student-athlete to each of the three subcommittees.

To ensure that the Athletics Department is doing all that it can to foster student-athlete leadership qualities, the annual student-athlete survey contains a section dedicated to student-athlete leadership.

Below is a sample of some key questions in this section:

One example states, "I have the opportunity to express my thoughts or concerns to athletic personnel." In the 2008-09 and 2009-10 surveys, 78 percent responded that they Strongly Agree or Agree with this statement.

A second example states, "SAAC is an avenue that can be used by student-athletes to suggest, propose, or effect change." In 2008-09, 64 percent responded that they Strongly Agree or Agree with this statement. In 2009-10, that percentage rose to 81 percent.
A third example states, "My SAAC sport representative informs the team of pertinent information following the SAAC meetings." In 2008-09, 73 percent responded that they Strongly Agree or Agree with this statement. In 2009-10, that percentage rose to 82 percent.

One final example states, "The mandatory programs offered through CHAMPS were informative and worthwhile." In 2008-09, 60 percent responded that they Strongly Agree or Agree with this statement. In 2009-10, that percentage rose to 84 percent. The survey results confirm that the Athletics Department is committed to fostering student-athlete leadership qualities.

Coaches and staff have opportunities to get involved in a variety of ways. Coaches may be involved both at the conference and national levels. At the conference level, there are several committees where the input of coaches is required, and many of these coaches represent the conference as a liaison with their specific national coaches group. In the past, LBSU had an individual appointed to the legislative cabinet of the NCAA and to NCAA sports championships and rules committees. Coaches and staff have opportunities to provide input, ideas, and suggestions through their supervisors and are encouraged to be involved with University committees. For example, several staff served on the NCAA Steering Committee and subcommittees and at least one coach served on each of the three subcommittees.

c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the under-represented gender within the athletics program (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis) [Note: the institution must include all male and female NCAA intercollegiate sports programs offered at the institution in its program area analysis]; and

An analysis of the data indicates that the Athletics Department does a remarkable job of providing opportunities for participation in governance and decision-making for female (and male) student-athletes, staff and coaches. The leadership development opportunities provided to student-athletes has a positive impact upon the decision-making process in which student-athletes routinely engage.

d. Explain how the institution's written, stand-alone plan for gender issues addresses each of the 15 areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.

No issues were identified in the area of Participation in Governance and Decision-making. The 2011-12 -- 2015-16 gender plan for improvement includes goals that ensure we continue to provide participation in governance and decision-making opportunities in an equitable manner.
10. Using the plan for improvement section, provide an institutional gender-issues plan that addresses all 15 aforementioned program areas for the department of athletics. The plan must include all required elements of a plan as noted by the committee. If a deficiency does not exist in a program area(s), the institution must include an evaluation mechanism to maintain the institution's status in that program area(s) and action steps the institution will take if the program area(s) becomes inequitable in the future. Finally, the institution must describe how it will review its plan on an annual basis and include this information in the institution's gender-issues plan.

Within gender-issues and diversity-issues written plans, specific numerical targets may place an institution at legal risk and are not expected in an institution's written plan, particularly as it relates to hiring practices. In the program area of hiring practices, institutions may submit plans that have broad, flexible non-numeric hiring goals. As it relates to other program areas, including but not limited to participation rates and budget increases, specific numerical targets may be appropriate.

The institution must develop a five-year written, stand-alone plan addressing gender issues that maintains an institution's conformity or moves an institution into conformity with the operating principle.

The institution's plan must be active at all times and include a mechanism to ensure the plan is reviewed on an annual basis, including a comparison with its EADA report and NCAA financial report, to determine if the course of action is still appropriate and this information must be included in the institution's gender-issues plan.

11. Describe how the institution will annually compare its gender-issues plan with its EADA reports and NCAA financial reports to determine if the course of action is still appropriate. Further, please provide the names and titles of the individuals who will be responsible for this review.

The institution's plan must be active at all times and include a mechanism to ensure the plan is reviewed on an annual basis, including a comparison with its EADA report and NCAA financial report, to determine if the course of action is still appropriate and this information must be included in the institution's gender-issues plan.

The senior associate athletics director/SWA is responsible for reviewing and monitoring the gender equity plan each year with senior administrative staff. As part of the review process, the senior staff determines if adjustments need to be made to the plan.

Whenever applicable, the EADA and financial report data will be used in the review of the plan along with the actual steps taken in each of the areas during the year. The plan and actions taken will also be reviewed with the COA.
12. Describe the institution’s efforts to ensure the gender-issues plan for improvement was developed through a process involving broad-based campus participation and has received formal institutional approval. Further, please identify the length (e.g., five years) of this plan, including the specific years this plan will be active.

If a plan concludes before the commencement of the institution's next self-study, the institution is expected to create a new five-year plan for improvement, even if each of the actions in the institution's original plan were ongoing in nature. The institution must develop a new five-year plan that will maintain conformity with the operating principle. Please note that all institutional plans must contain all of the committee’s required elements.

The institution's gender-issues plan must include the following requirements:

   a. Include identification of issues or problems confronting the institution.
   b. Include measurable goals the institution intends to achieve to address issues or problems.
   c. Include specific steps the institution will take to achieve its goals.
   d. Include a specific timetable(s) for completing the work.
   e. Identify the individuals and/or offices responsible for carrying out the actions identified by the institution.

Further, the institution's gender-issues plan must meet the following requirements:

   a. Be committed to paper and be a stand-alone document.
   b. Be developed with opportunities for significant input from appropriate constituent groups inside and outside athletics.
   c. Must be adopted formally by the institution's final authority in such matters (i.e., chancellor/president or board of trustees) to ensure that it carries the commitment and support of the entire institution.

The subcommittee responsible for generating the gender and diversity plans for improvement was comprised of a diverse group of individuals that included faculty, staff, a coach, a student-athlete, a student government representative, members of the community, and Athletics Department staff.

The gender, diversity and student-athlete well-being subcommittee approved and submitted its report and plans for improvement to the Steering Committee. In addition, the gender and diversity plans for improvement were submitted to the university's Committee on Athletics. The Steering Committee, after broad-based campus and community input, approved the report and plans for improvement and forwarded them to the president for his review and approval.
### Plan Date Range: 2011-12 thru 2015-16

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<th>Measurable Goals</th>
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<tr>
<td>Accommodation of Interests and Abilities.</td>
<td>No issues were identified within the program area. A maintenance plan is included.</td>
<td>Meet accommodation of interest in proportion to student population</td>
<td>Continue to use roster management to meet participation percentages</td>
<td>Athletics Director, Senior Staff, Associate Athletics Director for Compliance, Sr. Associate Athletics Director/ SWA</td>
<td>Annually by Sept 1</td>
</tr>
<tr>
<td>Athletics Scholarships.</td>
<td>No issues were identified within the program area. A maintenance plan is included.</td>
<td>Budget scholarships to enhance participation on women's teams</td>
<td>Continue with current practices for scholarship allocation and also fund 2 additional Women's Soccer to meet NCAA scholarship maximum</td>
<td>Athletics Director and Senior Staff</td>
<td>Phase in starting 2012, 2013 then continue thereafter</td>
</tr>
<tr>
<td>Equipment and Supplies.</td>
<td>Men's overall equipment, apparel and uniform allocation exceeds women's sports equipment, apparel and uniform allocation.</td>
<td>Provide equipment, apparel and uniforms in an equitable manner</td>
<td>Establish equipment, apparel and uniform policy for team allocations and replacement to be done in an equitable manner</td>
<td>Athletics Director and Senior Staff</td>
<td>Phase in starting Fall 2012</td>
</tr>
</tbody>
</table>
### Program Area: Gender/Diversity Issues and Student-Athlete Well-Being

<table>
<thead>
<tr>
<th>Elements</th>
<th>Goals</th>
<th>Steps</th>
<th>Specific Timetable for Completing the Work</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Scheduling of Games and Practice Time.</strong></td>
<td>No issues were identified within the program area. A maintenance plan is included.</td>
<td>Provide equitable treatment with regard to scheduling competition and practice times and facilities</td>
<td>Continue to follow the established scheduling policy for practice and competition for all facilities in an equitable manner. Evaluate practice schedules for sports sharing a facility to ensure both genders are treated equally. Analyze request for schedule approval forms from all sports to determine if equitable treatment is being provided.</td>
</tr>
<tr>
<td><strong>Travel Allowance.</strong></td>
<td>No issues were identified within the program area. A maintenance plan is included.</td>
<td>Provide equitable travel opportunities for all sports</td>
<td>Continue to review travel policies with regard to equity for modes of transportations, hotel accommodations, per diem/meals and modify as necessary.</td>
</tr>
<tr>
<td><strong>Academic Support Services.</strong></td>
<td>No issues were identified within the program area. A maintenance plan is included.</td>
<td>Provide academic support without regard to gender</td>
<td>The Athletics Department and BAC will continue to review student-athlete surveys and other surveys administered by the BAC for student-athlete perceptions of academic support. On a semester basis, a review will be conducted of at-risk student-athletes to ensure equitable allocations of tutoring resources.</td>
</tr>
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</table>

Date Printed May 12, 2011
# Gender/Diversity Issues and Student-Athlete Well-Being

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<tbody>
<tr>
<td>Coaches.</td>
<td>No issues were identified within the program area. A maintenance plan is included.</td>
<td>Ensure that women's coaches are in the Top 3 salary ranks within their sports in the Big West Conference</td>
<td>Continue to use the Big West Salary Survey to monitor coach's salary rankings within the conference</td>
<td>Athletics Director</td>
<td>Annually</td>
</tr>
<tr>
<td>Locker Rooms, Practice and Competitive Facilities.</td>
<td>Provide equitable locker rooms/practice and completion facilities</td>
<td>Identify space available for women's locker rooms</td>
<td>Analyze feasibility of providing sport-specific locker rooms space when possible</td>
<td>Athletics Director, Senior Staff and the Associate Athletics Director for Facilities/General Manager of the Pyramid</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Medical and Training Facilities and Services.</td>
<td>No issues were identified within the program area. A maintenance plan is included.</td>
<td>Provide equitable access to athletic training facilities and services for all student-athletes</td>
<td>The Head Athletic Trainer will submit a plan for trainer and medical coverage for all sports. The plan will be approved annually to ensure equitable treatment. Review data from student-athlete surveys for perceptions and trends related to use of medical facilities and services</td>
<td>Athletics Director and Senior Staff</td>
<td>Annually and ongoing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Provide equitable access to strength and conditioning facilities and staffing for all student-athletes</td>
<td>The Head Strength and Conditioning Coach will submit staffing assignments and workout schedules for all sports each semester. These plans will be submitted and approved to ensure equitable access.</td>
<td>Athletics Director and Senior Staff</td>
<td>Annually</td>
</tr>
<tr>
<td>Program Area</td>
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</tr>
<tr>
<td>Housing and Dining Facilities and Services</td>
<td>No issues were identified within the program area. A maintenance plan is included.</td>
<td>Provide equitable housing and dining opportunities for all student-athletes</td>
<td>Meet with representatives from Housing and Residential Life to review issues and concerns from the previous year regarding the equitable treatment of all student-athletes. Develop processes to provide housing in an equitable manner to include preseason, intersession and the academic year.</td>
<td>Associate Athletics Director for Compliance and Compliance Assistant; Director of Housing and Residential Life</td>
<td>Annually</td>
</tr>
<tr>
<td>Publicity and Awards.</td>
<td>No issues were identified within the program area. A maintenance plan is included.</td>
<td>Provide equitable marketing and promotional materials for all sports</td>
<td>Continue to develop marketing and promotional plans annually for all sports. These plans will be submitted and approved to ensure equitable treatment.</td>
<td>Athletics Director and Senior Staff</td>
<td>Annually</td>
</tr>
</tbody>
</table>

Survey student-athletes regarding their perception of equitable treatment in the Athletic Training Room and Strength and Conditioning Complex. Analyze data from student-athlete surveys to determine perceptions regarding equity in access and treatment in the areas of Athletic Training and Strength and Conditioning. Employ a Director of Sports Medicine. Renew Director of Sports Medicine’s contract annually.

Assistant Athletics Director for Media Relations will monitor website content for all sports and immediately address inequities with the appropriate staff. Associate Athletics Director for External Relations.

Assistant Athletics Director for Media Relations will monitor website content for all sports and immediately address inequities with the appropriate staff. Associate Athletics Director for External Relations.
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<tr>
<td></td>
<td>Provide equitable electronic media for all sports</td>
<td>Provide Gametracker, video streaming and internet broadcasts in an equitable manner</td>
<td>Within the Sports Information plan, determine which sports and games will be broadcast and on which media. These plans will be submitted and approved to ensure equitable treatment.</td>
<td>Athletics Director and Senior Staff</td>
<td>Annually</td>
</tr>
<tr>
<td>Support Services</td>
<td>No issues were identified within the program area. A maintenance plan is included.</td>
<td>Provide equitable administrative and support services</td>
<td>Continue to monitor administrative and support services to ensure equitable treatment of all sports</td>
<td>Athletics Director and Senior Staff</td>
<td>Annually</td>
</tr>
<tr>
<td></td>
<td>Provide equitable office space for coaches and administrators</td>
<td>Review office space allocations for all sports annually</td>
<td></td>
<td>Associate Athletics Director for Facilities/General Manager of the Walter Pyramid</td>
<td>Annually</td>
</tr>
<tr>
<td>Recruitment of Student-Athletes</td>
<td>Men's recruiting expenses exceed women's recruiting expenses</td>
<td>Ensure women sports have equitable financial resources to recruit quality student athletes</td>
<td>Continue to monitor EADA reports to ensure equity in the recruitment of student-athletes</td>
<td>Athletics Director and Senior Staff</td>
<td>Annually and ongoing</td>
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<tr>
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<td></td>
<td>Identify additional resources to allocate toward the recruitment of women student-athletes</td>
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<td></td>
<td>Continue to monitor PSA's experience on official visits; ensure treatment of PSA's on official visits is done in an equitable manner while taking coaches individual preferences into account</td>
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</tr>
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</tr>
<tr>
<td>Retention.</td>
<td>No issues were identified within the program area. A maintenance plan is included.</td>
<td>Provide competitive employment and developmental opportunities for coaches and staff.</td>
<td>Support coaches and staff in their pursuit of professional development opportunities through attendance at conferences and workshops When appropriate, offer multi-year contracts to retain quality coaches</td>
<td>Athletics Director, Sport Supervisor</td>
<td>As opportunities arise on an annual basis As coaching contracts are renewed</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Offer incentives in employment appointments as appropriate and in an equitable manner.</td>
<td>Review chart of incentives prior to negotiating coaching appointment letters</td>
<td>Athletics Director</td>
<td>As contracts are renewed or when new coaches are hired</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Maintain the overall retention of student-athletes in all sports</td>
<td>Formalize the exit interview results and actions to identify trends Continue to conduct student-athlete surveys and exit interviews to gain feedback on the quantity and quality of academic support services provided at LBSU; implement changes as needed Review APR annually to better determine reasons why non-retained student-athletes leave</td>
<td>Athletics Director, Sport Supervisors and Faculty Athletics Representative</td>
<td>Annually</td>
</tr>
</tbody>
</table>
## Gender/Diversity Issues and Student-Athlete Well-Being

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<tr>
<td>Participation in Governance and Decision Making.</td>
<td>No issues were identified within the program area. A maintenance plan is included.</td>
<td>Provide leadership opportunities for all student-athletes</td>
<td>Monitor committee appointments for student-athletes to ensure equity in leadership opportunities and make adjustments as needed. Recruit qualified student-athletes to serve on committees as appropriate (SAAC, Student-Athlete Well-Being Committee, Big West Scholar Athlete Selection committee, etc.) to ensure gender equity</td>
<td>CHAMPS/Life Skills Coordinator</td>
<td>Annually</td>
</tr>
<tr>
<td>Gender, Diversity, Student-Athlete Well-Being Committee</td>
<td>Provide a vehicle for the athletic department to receive advice from the campus community on issues affecting gender, diversity and student-athlete well-being</td>
<td>Establish a Gender, Diversity and Student-Athlete Well-being Committee with representation from various areas on campus and the community to advise the Athletics Department with issues related to gender, diversity and student-athlete well-being</td>
<td>Senior Associate Athletics Director/SWA in consultation with the Athletics Director</td>
<td>Phased in beginning 2012</td>
<td></td>
</tr>
</tbody>
</table>
Operating Principle

3.2 Diversity issues.

Self-Study Items

1. List all "conditions for certification" imposed by the committee in its Cycle 2 certification decision (if any) as they relate to Operating Principle 3.2 (Minority Issues). For each condition, provide:

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

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

1. Condition

   Long Beach State was certified without conditions.

   Action

   Action Date

   Explanation for partial or non-completion

2. Report on the implementation of the plan for improvement to address minority issues developed by the institution during its Cycle 2 certification process. For each issue identified, provide:

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

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

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

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

- The institution has implemented a different plan(s) to achieve the same goal outlined in its Cycle 2 minority-issues plan.
The institution must demonstrate that it has implemented its Cycle 2 minority-issues plan or provide an explanation for partial completion of the plan.

a. The committee will not accept the following explanations for partial completion or noncompletion:
   1. The institution did not possess sufficient funds to implement the plan.
   2. The institution has had personnel changes since the original development of the plan.
   3. The institution does not have documentation of actions taken to implement the plan.

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

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

Within gender-issues and diversity-issues written plans, specific numerical targets may place an institution at legal risk and are not expected in an institution's written plan, particularly as it relates to hiring practices. Institutions may develop plans that have broad, flexible non-numeric hiring goals. As it relates to the program areas, including but not limited to participation rates and budget increases, specific numerical targets may be appropriate.

1. Original Plan

   Comply with all university guidelines on the development of recruitment and advertising plans, search protocols, and screening and selection procedures of coaching staff, in consultation with the office of equity and diversity and staff/academic personnel services.

   Steps to achieve goal: Comply with all university guidelines on the development of recruitment and advertising plans, search protocols, and screening and selection procedures of coaching staff, in consultation with the Office of Equity and Diversity and Staff/Academic Personnel Services

   **Action**

   The Athletics Department follows the university guidelines for hiring. Once the director of athletics determines the need to hire a position, a search committee is formed and the director of administrative operations (in conjunction with the search committee chair) develops the search protocols, recruitment and advertising plans, the screening and selection process and develops interview questions. The search protocols and screening and selection process are submitted to academic personnel for approval and the recruitment and advertising plan is submitted to the Office of Equity and Diversity for approval. Once approved, the office of equity and diversity issues a recruitment number, at which time the position can officially be announced.

   **Action Date**

   Ongoing Fall 2003- Spring 2011

   **Explanation for partial or non-completion**

   Completed

2. Original Plan
Comply with all university guidelines on the development of recruitment and advertising plans, search protocols, and screening and selection procedures of coaching staff, in consultation with the office of equity and diversity and staff/academic personnel services.

Steps to achieve goal: Conduct recruitment and advertising across a broad demographic base, including sport-specific resources.

**Action**

The approved open position is announced on various websites. For a coaching position, the announcement would be placed on the NCAA news website along with other sport-specific websites. For most staff positions, the position would also be placed on the NCAA news website along with other pertinent affiliate websites (e.g., CoSIDA when seeking applicants for a sports information position). All position announcements are emailed to historically African-American and Hispanic-American institutions and women's colleges. Most advertising for Athletics Department positions are done at the national search level.

**Action Date**

Ongoing Fall 2003- Spring 2011

**Explanation for partial or non-completion**

Completed

3. **Original Plan**

Comply with all university guidelines on the development of recruitment and advertising plans, search protocols, and screening and selection procedures of coaching staff, in consultation with the office of equity and diversity and staff/academic personnel services.

Steps to achieve goal: Provide orientation and training to all staff involved in recruitment and selection regarding equal employment opportunity and affirmative action guidelines followed by the University

**Action**

For coaching recruitments, the director of administrative operations meets with the chair of the search committee to develop and discuss the search protocols, recruitment and advertising plan and the screening and selection process that the chair will review with the search committee. The names and email addresses of each applicant is submitted to the office of equity and diversity, who asks each applicant to complete a confidential data sheet, which requests information on the applicants ethnicity and gender. Following the close of the position advertisement period, the office of equity and diversity generates a report that shows the gender/ethnic makeup of the applicant pool. The search committee then meets to review the applications received and determines whom to interview.

For staff recruitments, the director of administrative operations meets with the hiring authority (or chair of the search committee if one is used) to develop and discuss the search protocols, recruitment and advertising plan, and the screening and selection process. The applications are collected by staff HR, who work directly with the office of equity and diversity in generating a report that shows the gender/ethnic makeup of the applicant pool, which is supplied to the hiring authority or search committee. Following the close of the position advertisement period, staff HR routes the applications received to the hiring authority or search committee who determines whom to interview for the open position.

**Action Date**

Ongoing Fall 2003- Spring 2011

**Explanation for partial or non-completion**

Completed
4. Original Plan

Assure sensitivity to ethnic minorities within the Athletics Department.

Steps to achieve goal: Survey student-athletes regarding their perception of inclusion/exclusion of minorities in athletics.

Action

Each year a student-athlete survey is conducted with questions for each of the areas: overall, strength and conditioning, sports medicine, academic services, coaching, and administration. The following questions were used in the initial survey related to inclusion/exclusion of minorities in athletics:

1. Male and female student-athletes are treated equally at Long Beach State.
2. Athletes of varying ethnic backgrounds are treated equally at Long Beach State or level of sensitivity the x (e.g., BAC or training room) has towards cultural and ethnic differences among student-athletes.

The student-athlete surveys from 08-09 and beyond were revised to include the following questions to expand beyond just ethnic backgrounds and gender. Areas included in the new questions address BAC, strength and conditioning, CHAMPS/Life Skills, training room, and overall perceptions. The following questions were added:

1. Male and female athletes are treated equally by:
2. Athletes of varying backgrounds (ethnic, cultural, religious beliefs) are treated equally by:
3. Athletes in the Lesbian, Gay, Bisexual, Transgender/Transsexual community are treated equally by:
4. Athletes with learning disabilities are treated equally by:
5. A safe inclusive environment for all student-athletes is provided by:

Action Date

Ongoing Fall 2003- Spring 2011

Explanation for partial or non-completion

Completed

5. Original Plan

Assure sensitivity to ethnic minorities within the Athletics Department.

Steps to achieve goal: Conduct focus groups with student-athletes to obtain their perception of inclusion/exclusion of minorities in athletics.

Action

In 2004, the Athletics Department formed a focus group to explore student-athletes' thoughts and feelings about diversity and related issues, including gender equity and sensitivity towards our diverse populations within the Athletics Department and at the university as a whole. The focus group was made of 24 student-athletes with all 18 sports being represented. Once the input of the focus group was reviewed, it appeared that a sample of the male student-athletes felt that there was some gender inequity where the women's sports teams were favored in their treatment in the use of the training room facilities. This area of concern was addressed with the appropriate staff in the affected locations and was resolved.
With the hiring of a full-time CHAMPS/Life Skills coordinator who has a counseling and sports management background as well as being a former student-athlete, a level of professional expertise is available to help the department keep their pulse on the perceptions of our student-athletes. The CHAMPS/Life Skills coordinator is the SAAC advisor and uses each of her meetings with SAAC executive board and the full SAAC board as focus groups to understand any issues, concerns or perceptions they may have. She is then responsible for bringing any concerns to her direct supervisor, the senior associate athletic director/SWA, for concerns to be handled as deemed necessary.

The CHAMPS/Life skills coordinator attends the mandatory educational programs and listens to the interaction with the speakers and student-athletes. After the program, she speaks randomly with the student-athletes in attendance about their perception of the program and about any issues that it might have brought to light. She follows up with a voluntary survey to gain their perception and thoughts on the educational program to ascertain learning outcomes.

**Action Date**

Ongoing Fall 2003- Spring 2011

**Explanation for partial or non-completion**

Completed

6. **Original Plan**

Assure sensitivity to ethnic minorities within the Athletics Department.

Steps to achieve goal: Review all existing departmental policies regarding issues of equity and diversity.

**Action**

The Senior Staff review policies and procedures on a regular basis for equity and diversity issues.

**Action Date**

Ongoing Fall 2003 - Spring 2011

**Explanation for partial or non-completion**

Completed

7. **Original Plan**

Assure equitable access for all employees to staff development.

Steps to achieve goal: Proactively notify all staff of training and development opportunities.

**Action**
The athletics department is proactive in notifying all staff of training and development opportunities. Some of the way this has been accomplished is the following:

a. NCAA Diversity training was offered in January 2009. The training was mandatory for all Athletics Department staff and two sessions were offered to student-athletes from varying teams.

b. Coaches and supervisory staff are required to participate in a two-hour online sexual harassment training course that addresses issues of diverse populations (e.g., sexual orientation, religion, and ethnicity). This training takes place every two years.

c. Social Networking session was conducted separately with student-athletes and staff by an expert in the field. For student-athletes, the emphasis was on issues such as how potential employers examine social networking sites of applicants, and for coaches she stressed liability issues in using social networking. Both sessions discussed the use of social networking for hazing and other negative uses.

d. Staff are notified of other training opportunities through the university on a regular basis.

e. Coaches are encouraged to attend their sport specific conventions for networking and education.

The female coaches were notified of a NACWAA coach’s seminar if they were interested in attendance.

f. Staff may attend their professional conferences as budgets permit.

**Action Date**

Ongoing Fall 2003- Spring 2011

**Explanation for partial or non-completion**

Completed and ongoing.

8. Original Plan

Identify scholarship eligible minority student-athletes.

**Steps to achieve goal:** Identify minorities that are eligible for the NCAA post-graduate scholarships.

**Action**

Each year the CHAMPS/Life Skills coordinator emails all student athletes the information pertaining to the post graduate scholarships to inform them of the opportunity to apply for the scholarship if they met the criteria. Each year the CHAMPS/Life Skills coordinator, FAR, and the BAC academic advisors, and the associate athletic director/SWA work to identify individuals who meet the requirements to apply for the NCAA post-graduate scholarship.

**Action Date**

Ongoing Fall 2003- Spring 2011

**Explanation for partial or non-completion**

Completed

3. Describe any additional plans for improvement/recommendations developed by the institution since the Cycle 2 certification decision was rendered by the committee for Operating Principle 3.2 (Minority Issues). For each additional plan, provide:

a. The additional goal(s);

b. The step(s) taken by the institution to achieve the goal(s); and

c. The date(s) the step(s) was completed.

No additional plans for improvement were developed.
4. Explain how the institution is organized to further its efforts related to the diversity-issues operating principle for both department of athletics staff, coaches and student-athletes.

As one of the most ethnically diverse campuses in the United States, Long Beach State embraces diversity and has a campus culture that respects and values diversity amongst students, staff, and faculty. Long Beach State University fully complies with state and federal law regarding nondiscrimination policies and does not discriminate on the basis of race, religion, age, color, creed, gender, handicap, sexual orientation, or nation or ethnic origin in its educational policies, admission policies, employment policies, or any other programs administered by the university. The Department of Athletics is dedicated to upholding the university's commitment to diversity by strictly adhering to this policy of non-discrimination and, in fact, strives to create a community "in which a diverse population can live and work together in an atmosphere of tolerance, civility, and respect of the rights and sensibilities of others, without regard to economic status, ethnic background, political views, sexual orientation, or other personal characteristics and beliefs." As an outgrowth of our efforts to meet the needs of diverse students, during the 2009-2010 academic year, CSULB graduated the largest, most diverse, and most successful graduating class in its history with more than 8,600 students receiving more than 9,100 degrees. We were recognized by "Diverse Issues in Higher Education", as sixth in the nation for conferring bachelor's degrees to students of color (July 2010). We are understandably proud of the campus climate and organization of the university that addresses issues of diversity in such a positive way.

Likewise, the Athletics Department is organized to maintain an environment that values diversity among its student-athletes and department staff and follows the university's policy of non-discrimination and equal opportunity. We are honored to have been recognized for our efforts by being awarded the 2007-08 Diversity in Athletics Award in Overall Excellence in Diversity in the categories of racial diversity, value and attitudinal diversity, and gender diversity from the Texas A&M Laboratory for Diversity in Sport.

As organized by the athletics director, who reports directly to the president of the university, the senior staff is involved in the overall direction of the department. The commitment to diversity by the AD ensures that the senior staff is engaged in active discussions and has a focus on diversity in the Athletics Department.

The senior associate athletics director/SWA plays an active part in ensuring that the department is organized to further our efforts. Some, but not all, of the external groups she has participated in to advance our diversity programs includes: Presidents Commission on the Status of Women (chair and member), NCAA Title IX seminars, NACWAA executive institute, sports management institute, NCAA Life Balance subcommittee, and the California Governor's Women's Conference.

Student-athlete diversity issues are routinely evaluated by the athletics department's senior staff and the FAR. Several of the ways data are collected to evaluate programs include: 1) student-athlete surveys which are conducted each year to gain input on various perceptions. These surveys are conducted online and are anonymous; 2) In-person exit interviews that are conducted with student-athletes who have exhausted their eligibility or others who will not be returning to the team for various reasons. In-person interviews are divided between sport supervisors, the athletic director, and the FAR; 3) Senior staff who has oversight of all sports consistently evaluate the treatment of all student-athletes and staff members within the department; and 4) SAAC meetings are scheduled each month and provide an opportunity for student-athletes to share any concerns regarding various issues including treatment of student-athletes with the CHAMPS/Life Skills coordinator. The CHAMPS/Life Skills coordinator reports directly to the senior associate athletics director/SWA which provides student-athletes a direct voice to senior administration. Our current fulltime CHAMPS/Life Skills coordinator, who has a counseling and sports management background and is a former student-athlete, provides a level of professional expertise that is available to help the department maintain focus on perceptions student-athletes have of the department. Per our current diversity plan, the CHAMPS/Life Skills coordinator serves as the SAAC advisor and uses meetings with the SAAC executive board and the full SAAC Board as focus groups to better understand issues, concerns, or perceptions student-athletes may have. She is then responsible for bringing concerns to the senior associate athletics director/SWA to be addressed.

Diversity issues for Athletics Department staff and coaches are routinely reviewed by the athletics director, the senior staff and the FAR. In addition, the director of athletics is a member of the president's cabinet, and as such is engaged in active dialogue with the president and the campus community and any diversity issues that may arise are immediately addressed.

Expectations regarding respect for diversity are established during the hiring process and reinforced in the everyday work environment. During the hiring process, searches are conducted to recruit the most qualified individuals regardless of gender, ethnicity, sexual orientation, or disability status. The Athletics Department's director of administrative operations conducts extensive meetings with each hiring manager before a position is posted. Once
a coach is extended an employment opportunity or a renewal is extended, the following information is now included in the position descriptions and letters of appointment: "Advance the efforts of the Department of Athletics and the University toward diversity and gender equity. Fully support and abide by the CSU and Long Beach State commitment to gender equity in education, including athletics, and its full compliance with Title IX of the Education Amendments to the Civil Rights Act of 1964. Employee will fully support and abide by CSU and Long Beach State's commitment to maintain a working and learning environment where every student, employee and community member is treated with dignity and respect. Employee will support and comply with the Long Beach State commitment to maintain a safe and healthy living and learning environment for everyone".

The department's hiring process is continually reviewed by the director of administrative operations and the senior associate athletics director/SWA to ensure our commitment to diversity.

In the department's "Staff Manual," the mission statement is highlighted so new and existing staff can see our focus. "The Department of Athletics enhances and complements the academic mission of the University, by providing students with the opportunity to compete athletically in a balanced, competitive athletic program for both men and women. A fundamental goal of the Department is to prepare students to function effectively in a culturally diverse society, by developing an understanding of our multicultural heritage, including the essential contributions of women and ethnic minorities". Each staff member must acknowledge, in writing, that they have received and reviewed this information.

The department's organizational structure provides a road map so that diversity issues for staff, coaches, and student-athletes are identified, reviewed, and evaluated to ensure that our processes are strictly adhered to.

The senior associate athletics director/SWA provides an annual presentation to the COA regarding the ethnic makeup of student-athletes for the previous year. During this presentation, the committee has the opportunity to ask questions regarding the Athletic Department's commitment to diversity.

5. Describe the institution's written statements (e.g., vision statements, mission statements, diversity statements, policies, plans) that address issues of diversity, including where the statements are published. Describe how the institution's written statements are communicated directly to department of athletics staff, coaches and student-athletes.

The institution must demonstrate how the institution's and department of athletics' written commitment and expectations related to diversity are communicated directly to department of athletics staff, coaches and student-athletes.

LBSU has one of the most diverse student bodies in the nation and as such our commitment to our students and diversity as an educational and societal issue is paramount. The university's mission statement on diversity and our goal to prepare our students for services to a global community is enumerated below:

"California State University Long Beach is a diverse, student-centered, globally-engaged public University committed to providing highly-valued undergraduate and graduate educational opportunities through superior teaching, research, creative activity and service for the people of California and the world." (Found on page seven of the "2010-11 CSULB Catalog" as well as on the university website.

The university vision statement emphasizes leadership preparation for the global community. The statement indicates that, "California State University Long Beach envisions changing lives by expanding educational opportunities, championing creativity, and preparing leaders for a changing world." The vision statement includes the values of educational opportunity, excellence, diversity, integrity, and service, as stated on page seven of the "2010-11 CSULB Catalog" and the university website.

In addition to the catalog, students, faculty, and staff have access to the annual campus REGS, or regulations for campus activities, student organizations, and the university community published by the Division of Student Services. The REGS contain the official university policy for the welfare of the campus. Several statements demonstrate our commitment to diversity. For example, on pages three and four, "the Principles of Shared Community affirms that all members of the campus have the right to live, work, and learn free from discrimination" and on page five, readers of the REGS are reminded of laws prohibiting discrimination. Copies of the entire document are available in the office of student life and development and on the university website. Portions of the REGS are also discussed with students and parents at orientation, in the residence halls, and with campus student
organizations.

The Athletics Department "Staff Handbook", in sections, 1.01 through 1.04, contains a discussion of the university mission, Athletics Department mission, commitment to diversity, and commitment to gender equity. In 1.01, the mission statement notes that our goal is to prepare students for a culturally diverse society, to understand our diverse heritage, and the contributions of women and various ethnicities to our society. In section 1.02, the Athletics Department's mission reinforces the university mission by committing the department to preparing student-athletes to perform effectively in a culturally diverse society and enhance student understanding of multicultural heritage. Section 1.03, commitment to diversity, reminds employees of state and federal laws which prohibit discrimination, and notes that while complying with the law, the university will continue to promote an atmosphere where our students can receive an education in a climate that respects members of the campus communities' diverse backgrounds. Section 1.04 on gender equity notes that we comply with the NCAA's principles of cultural diversity and gender equity in our athletic program for staff and student-athletes.

Coaches and assistant coach's appointment letters and position descriptions include statements codifying that they must abide by all NCAA regulations and comply with NCAA standards and programs. Both the appointment letter and position descriptions signed by the coaches have the following statement included: "Advance the efforts of the Department of Athletics and the University toward diversity and gender equity. Fully support and abide by the CSU and Long Beach State commitment to gender equity in education, including athletics, and its full compliance with Title IX of the Education Amendments to the Civil Rights Act of 1964. Employee will fully support and abide by CSU and Long Beach State's commitment to maintain a working and learning environment where every student, employee and community member is treated with dignity and respect. Employee will support and comply with the Long Beach State commitment to maintain a safe and healthy living and learning environment for everyone." In addition, the Athletics Department search protocols include a requirement that applicants be able to demonstrate the ability to communicate with an ethnically and culturally diverse campus community.

The university's nondiscrimination statement can be found in many documents and webpages. Examples include page five of the campus REGS, page 1 of the 2010 athletics media guide, www.csulb.edu, and many other locations.

The campus strategic priorities and goals can be found on the university website. The first goal is student success and LBSU commits itself to raise graduation rates and close the achievement gap of low income and underrepresented students. We will raise our overall freshmen six-year graduation rate to 58%. Through our "Highly Valued Degree" effort, several steps are being taken to assist students of all backgrounds to succeed while providing concentrated advising, tutoring, and mentoring services to those who have the greatest challenges to academic success. Special emphasis is being given to Hispanic students through such programs as the federal Title V Hispanic Serving Institutions Grant, and to all students who need additional attention in writing and mathematics.

The mission, vision and goals of the university are communicated to all students, including student-athletes, in writing, through multiple sources. These sources include the university website, admissions materials, student orientation, advising, and registration materials. Coaches and Athletics Department staff are an important part of the university and are committed to high standards of professionalism including an emphasis on excellence in the classroom and on the playing fields.

In section I of the "Student-athlete Handbook," the following may be found: the university's vision statement, the department's mission statement, commitment to equity statement, and commitment to diversity statement. These sections outline the department's commitment to all student-athletes, staff, and coaches. The handbook is available on the Athletics Department website at www.longbeachstate.com. During 2010-11, the CHAMPS/Life Skills coordinator highlighted and discussed with student-athletes a section of the handbook at each SAAC meeting. This task was completed to, 1) make sure student-athletes are aware of the handbook and its contents and to ensure that the representatives share the information with their teammates and peers; 2) gain input from student-athletes on additional information that should be added to the handbook; and 3) use as a discussion topic to gain student-athlete perceptions.

6. Describe how matters concerning diversity issues for department of athletics staff, coaches, and student-athletes are monitored, evaluated and addressed on a continuing basis.

The university conducts extensive, ongoing studies and research on diversity issues on an annual basis.

The senior associate athletics director/SWA and the other senior staff members discuss diversity issues that are related to staff, coaches, and student-athletes on an ongoing basis.
Further, student-athlete diversity issues are routinely evaluated by the Athletics Department's senior staff and the 
FAR. Several ways that data are collected to evaluate diversity issues include:

Student-athlete surveys, which are conducted each year to gain input on various perceptions including equity, 
diversity, inclusion, and student-athlete well-being. The results of these surveys are discussed by the athletics 
director, senior associate athletics director/SWA, FAR, and specific support areas (strength and conditioning, 
CHAMPS Life Skills, athletic training and BAC).

With regard to diversity, student-athletes are asked for feedback on the cultural and ethnic sensitivity of, trainers, 
and academic support personnel, and the equality of treatment by gender. The results have been consistently 
positive with Excellent, Above Expectation or Meet Expectations being marked on the research question by 94% to 
97% of the student-athlete respondents. The survey also asked if students felt LGBTQ (lesbian, gay, bisexual, 
transgender, and queer) students and those with learning disabilities were well treated, and received the same very 
positive results.

In-person exit interviews are conducted with student-athletes who have exhausted their eligibility or others who will 
not be returning to the team for other reasons. These interviews are divided between sports supervisors, the 
athletics director, and the FAR open ended questions are asked to allow student athletes to express their 
perceptions of their experience as a student athlete which can include and issues with diversity, gender or 
discrimination.

The open door policy that senior staff provides for student-athletes, coaches, and staff allows them to come in and 
discuss any concerns they might have regarding diversity issues or other issues.

Student-Athlete Advisory Committee (SAAC) meetings are scheduled each month and provide an opportunity for 
student-athletes to share any concerns regarding various issues, including treatment of student-athletes, with the 
CHAMPS/Life Skills coordinator. Since she reports directly to the senior associate athletics director/SWA, the 
process provides student-athletes a direct voice to senior administration about any situation that doesn’t support our 
commitment to respect for diversity.

The Athletics Department goes to great lengths to ensure that students, coaches, and support staff receive 
consistent education on and reinforcement of the high standards Long Beach State University, the Athletics 
Department and the NCAA expect for an excellent environment for all diverse populations.

The annual survey on student-athlete opinions regarding the atmosphere within the university and the Athletics 
Department is utilized to make improvement as needed. Student-athlete growth and development on gender and 
diversity issues are enhanced through the CHAMPS/Life Skills program and by being encouraged to participate fully 
in the rich extracurricular learning opportunities offered at Long Beach State.

New Athletics Department staff members go through the same new employee orientation program as all Long 
Beach State employees. It includes an emphasis on our commitment to civility and non-violence. The university 
policy statement 00-06 affirms our diverse environment and the tolerance we expect of all, including a non-
discrimination policy and procedures. The office of equity and diversity and ombuds office are available to assist 
students or staff who believe they have suffered discrimination or unfair treatment.

Student-athlete education is very important to the department. Various educational programs on diversity are 
provided for student athletes. The SAAC is utilized to cover various educational issues concerning gender and 
diversity. In addition personnel from units across campus such as Disabled Student Services, Associated Students, 
Inc., Chief of University Police, and Counseling and Psychological Services are invited to provide education, 
feedback, and advice to our department.

Student-athletes are included on department governance committees and are also encouraged to participate on 
University governance groups. When input requiring attention based on student feedback occurs, the athletics 
department assigns an administrator, coach or appropriate services staff member to work with the situation. When 
needed, student-athletes are referred to University professionals to assist with diversity issues and reach an 
equitable solution.

Through student monitoring, constant research, and rapid, professional actions, problems of insensitivity related to 
diversity are mitigated. Interviews with a variety of coaches and student-athletes for this self-study support the claim 
that the Athletics Department upholds the high standards Long Beach State University expects. All participants in 
the interviews reflected on the athletics department's and Long Beach State's handling of the department and 
campus climate for diverse groups and were very complimentary of the milieu.
7. Describe the programs and activities the institution has in place for coaches, department of athletics staff and student-athletes that address diversity issues, including programs and activities designed to address the needs of the underrepresented groups or individuals of diverse backgrounds.

The institution must demonstrate that it provides programs and activities for coaches, department of athletics staff and student-athletes that address diversity issues, including programs and activities designed to address the needs of under-represented groups or individuals of diverse backgrounds.

At Long Beach State, we are fortunate to have one of the most diverse student bodies in the United States. For example, we have been designated a Hispanic Serving Institution by the federal government, and the number of Asian American/Pacific Islander freshmen grew to the second largest ethnic group among new freshmen. We are honored to have been recognized for our efforts by being awarded the 2007-08 Diversity in Athletics Awards for Racial Diversity/Value and Attitudinal Diversity/Gender Diversity from the Texas A&M laboratory for diversity in sport. We celebrate our diversity and the opportunities it creates for learning, growth, and development of students, staff, and everyone in our community.

Students and student-athletes have multiple opportunities to participate in programs and activities emphasizing diversity and cultural understanding, and in institutional programs to assist first-generation and underrepresented groups succeed academically. In the Athletics Department the CHAMPS/Life Skills mandatory education program addresses contemporary issues in ethnic/cultural acceptance, health issues including drugs and alcohol, sexual health, mental health, disabilities and sexual orientation. The CHAMPS/Life Skills coordinator partnered with the NCAA to bring their diversity education workshop to campus, which was mandatory for all department staff and a minimum of 2 representative from all 18 sports programs.

The CHAMPS/Life Skills coordinator also partners with other units on campus, such as the women's resource center, USU program council, housing and residential life, Greek Life, career center, and the LGBTQ resource center to offer various educational programs focusing on diversity. The Athletics Department stresses ethnic/cultural, sexual orientation, disabilities, multi-cultural acceptance with staff and coaches, and reinforces its message on its webpage and in all written documents. The SAAC provides student-athletes with an opportunity to give feedback to the department and gives student-athletes the ability to participate in shared governance.

Students and student-athletes also enjoy the richness of educational programming provided by the many offices in the Division of Student Services. The office of student life and development supervises and advises over 350 student organizations on campus. Many clubs, fraternities and sororities have a cultural basis. They inform other students about their particular culture, while providing a reference group for their members. Student life and development, women's resource center, counseling and psychological services, dean of students, ASI and many other units on campus sponsor programs, speakers, and service opportunities throughout the year which focus on gender, cultural, ethnic, and religious diversity and promote understanding and multiculturalism.

When students feel they have experienced uncivil behavior, they can seek advising, counseling, or redress in several venues. Student-athletes have the open door policy for administrators and CHAMPS/Life Skills coordinator to discuss any concerns. Students may talk with the office of equity and diversity if they feel a staff or faculty member has been insensitive. Students who feel other students have not displayed positive cultural/ethnic understanding can speak with the Ombudsperson, counseling, dean of students, or if they feel the Student Code of Conduct has been violated they may go directly to Judicial Affairs.

We are also concerned about student-athletes in the classroom. Our ultimate goal is student success as displayed by graduation. Over the last decade, we have made a unified effort to do all we can to increase graduation rates. We start by informing all new students at SOAR that "Graduation Begins Today." Because first-generation and underrepresented students have historically lower graduation rates, we have established more services for them. This includes greater demand for developmental writing and math courses which are tied to placement testing before the student's first semester.

The Hispanic Serving Institutions grant allows an enriched peer-advising program to assist first-generation Hispanic/Latino students. Partners for success provides faculty mentoring for freshmen and undergraduates. Two large departments which have federal and state support, educational equity and the equal opportunity program (EOP), provide advising, tutoring, and summer programs for first-generation students, many of whom are from ethnically diverse backgrounds.

Coaches and Department of Athletics staff have all the services of the university available to them. This includes all of the programming and special speaker events which student-athletes can attend. The HR department and
academic personnel department also produces programming for all employees, and everyone is made aware of the programs through university email. All staff and coaches with supervisory responsibility are required to complete an online sexual harassment training. This training covers various areas of harassment such as ethnic/cultural, gender, sexual orientation and religious beliefs. The Athletics Department periodically informs coaches and athletics staff of important updates, information and issues of concern about diversity. All employees may access the office of equity and diversity, ombudsperson, staff counseling, and HR if they feel there are personal issues or macro issues concerning diversity that need to be addressed.

Additional academic support includes the following:

A. University 100. Each fall and spring semester, the Bickerstaff Academic Center staff taught a one-unit course for freshmen student-athletes. Using the University 100 required text and syllabus, these sessions were tailored to address specific freshman transition issues for NCAA, Division I student-athletes such as transitioning into and balancing their academic and athletic roles, understanding university policies and regulations, as well as understanding their possible career alternatives including professional athletics, graduate school, or professional positions.

Furthermore, the goal of BAC's University 100 course was to prepare and familiarize our student-athletes with classroom civility, diversity, test-taking strategies, and library research. The University 100 course for student-athletes included these components:

a. Five study skills workshops
b. Career development center visit and career exploration assignment
c. Annotated bibliography assignment
d. Diversity Issues-Multicultural center visit and presentation, including a reading on diversity by James Saucedo, the director of the multicultural center.
e. Discussion of MySpace and Facebook issues
f. Campus resource hunt
g. University library visit where they learned about plagiarism and how to conduct library research

The University 100 course served an important transition function for all entering freshmen including freshman student-athletes. Unfortunately, due to the California budget crisis, University 100 was discontinued as of fall 2009. Thus the 2009 entering freshmen will not be held to the University 100 graduation requirement. However, the critical study skills component of the course is currently covered by the BAC's academic specialist in 10 one-hour weekly sessions to meet the continuing needs of the academically underprepared student-athlete freshmen. It is in the university's plans to reinstate the campus-wide University 100 course once funding becomes available.

B. Scholar Baller Program

In the 2007-08 academic year the BAC piloted the nationally-known Scholar Baller program in an effort to increase the graduation rates of African-American male and at-risk student-athletes. The program was developed to assist at-risk intercollegiate student-athletes understand the importance of earning a baccalaureate degree by transferring athletic skills and knowledge into the academic arena. However, after a one-year trial program, a joint decision between the BAC and the Athletic Department was made to discontinue this program as it was felt to be more directed toward football student-athletes. In its place, a new program, SOAAR, created by John Hamilton and Stephen Brown was implemented in fall 2008.

C. Disabled Students Services (DSS)

The office of DSS is a student support program within the Division of Student Services. Their mission is to assist students with disabilities as they secure their university degree at LBSU. Programs provided are Deaf and Hearing Impaired Support Services, Disabled Student Services, High Tech Center, Stephen Benson Learning Disability Program and Workability IV Program. The BAC predominantly collaborates with the Stephen Benson Program, Disabled Student Services and the High Tech Center to support student-athletes with varied disabilities.

The Stephen Benson Program for Students with Learning Disabilities serves the needs of students who have a diagnosed learning disability. Some student-athletes enter LBSU with a diagnosed learning disability while others, with the assistance of a BAC advisor, are recommended for DSS intake because of a suspected undiagnosed
learning disability. In both cases, DSS successfully provides academic support to supplement that provided by BAC. These coordinated services are intended to provide student-athletes diagnosed with a learning disability every opportunity to succeed academically, compete, and graduate for LBSU.

The Disabled Student Services provides accommodations for students with disabilities. Students who need accommodations must provide adequate medical verification of their disability and contact the office to receive services. The services provided include: academic advising, tutoring, disability parking, campus and agency liaison, test taking services and accommodations, note taking, reader services, early registration, registration assistance, scholarship applications, admission advising, research assistants, financial aid advising, and disability management.

The High Tech Center provides computer support services for students with disabilities and maintains a consultant relationship with faculty and staff. The center also provides one-on-one training and small group demonstration sessions for students, faculty and staff members to develop their knowledge about and skills in the use of adaptive technology and access devices. Services provided by the High Tech Center include: assistance in the use of production software applications, test accommodations for the Writing Proficiency Exam (WPE), Entry-Level Math (ELM), English Placement Test (EPT), Chemistry, TEAS, ACT and SAT examinations, as well as conversion of print media to an alternative E-text, KES, Large Print and/or Literary Braille format.

The BAC, coaches, and CHAMPS/Life Skills coordinator collaborate with DSS to provide assistance to student-athletes who qualify for its services.

Finally, accountability regarding diversity and our programs is provided by the Committee on Athletics (COA). Each year, the senior associate athletic director/SWA makes a presentation that addresses how the department is meeting its goals with regards to gender equity and also provides a breakdown of the ethnicity of our student-athletes. Any disparities or causes for concern are addressed through that body.

Athletics Department research has demonstrated that there is strong student satisfaction regarding diversity and fairness within the department. In a confidential student-athlete survey, only 2.1% (six of 290) of student-athletes did not feel males and females were treated equally; almost all felt student-athletes of varying backgrounds were treated equally; only 0.7% felt LGBTQ student-athletes were not treated equally, and none felt the learning disabled were not treated equally. Overall, 95% student-athletes felt the Athletics Department provides a safe and inclusive environment, while 4.1% neither agreed nor disagreed and only 0.3% (1) said it did not.

In student satisfaction research for the university as a whole, 91.5% of Latino students said they would enroll if they had the decision to make over again, while 85.9% of African-American and 85.3% of Asian American students said they would enroll again at LBSU if they had the choice to make over again. Students reported that getting support for social concerns at the university and adjusting socially were their least difficult challenges at Long Beach State. When students were asked to rate the quality of the campus environment, race/ethnicity issues received the most “Good” and “Excellent” ratings totaling 70.9% of any social category.

We are proud to report that input provided by students and student-athletes indicates, unequivocally, that the campus climate overall and the atmosphere in the Athletics Department is inclusive, respects diversity, and supports individuals without regard to diversity status.

8. Describe how the institution actively recruits department of athletics staff, coaches and student-athletes from underrepresented groups or diverse backgrounds including a description of actions and strategies taken to increase diversity.

The institution must demonstrate through actions and strategies how it actively recruits department of athletics staff, coaches, and student-athletes from underrepresented groups or diverse backgrounds from those currently represented in athletics.

We are extremely proud that LBSU was ranked as the 17th Best Public University in the Nation for Diversity in U.S. News & World Report’s “America’s Best Colleges Guide.” The ranking was based on a racial diversity index score (2011 edition). Our diversity can, in part, be attributed to the active recruitment of staff, coaches and student-athletes from underrepresented groups.

Long Beach State University fully complies with state and federal law regarding nondiscrimination policies and does not discriminate on the basis of race, religion, age, color, creed, gender, handicap, sexual orientation, or nation or
ethnic origin in its educational policies, admission policies, employment policies, or any other programs administered by the university. The Department of Athletics is dedicated to upholding the university's commitment to diversity by strictly adhering to this policy of non-discrimination and, in fact, strives to create a community "in which a diverse population can live and work together in an atmosphere of tolerance, civility, and respect of the rights and sensibilities of others, without regard to economic status, ethnic background, political views, sexual orientation, or other personal characteristics and beliefs" (as outlined in the student-athlete handbook, p. 3). Additionally, as a member of the NCAA, LBSU's Athletics Department is committed to establishing and maintaining an environment that "values cultural diversity and gender equity among its student-athletes and intercollegiate athletics department staff."

This commitment to cultural diversity and gender equity is reflected in the active recruitment of student-athletes, coaches, and staff from underrepresented groups and/or diverse backgrounds. In addition, as outlined in the student-athlete handbook, Long Beach State is committed to the goal of achieving an employee work force that draws upon the diverse population served by the university and to attracting and retaining talented and motivated employees' representative of that population (page 3).

LBSU recruits student-athletes from culturally diverse and underrepresented groups. While the budget for recruiting student-athletes is frequently constrained by the overall financial situation of the university, Southern California is exceptionally diverse, and allows for a diverse pool from which to recruit locally. In fact, LBSU is frequently rated highly in terms of diversity, particularly with regard to increasing graduation rates of students from diverse backgrounds. LBSU was ranked sixth nationally among all institutions conferring bachelor's degrees to students of color by Diverse Issues in Higher Education in 2009. Additionally, LBSU was named a NCAA 2007-08 Diversity in Athletics Award winner in overall excellence in diversity, and recognized in the categories of racial diversity, gender diversity, and value and attitudinal diversity.

This commitment to cultural diversity and gender equity is also reflected in the active recruitment of coaches and staff from underrepresented groups and/or diverse backgrounds. To further this commitment, all advertisements for position openings for coaches, assistant coaches, and athletics department staff must include the following statement: "CSULB is an Equal Opportunity Employer committed to excellence through diversity, and takes pride in its multicultural environment."

An expanded version of this statement exists for use when the publishing costs permit, or when space is not limited. By including this statement in advertisements and position openings, LBSU deliberately attempts to appeal to a culturally diverse audience, thereby increasing the number of applicants from culturally diverse or underrepresented backgrounds. Also, in an effort to recruit such candidates, the department of athletics sends (via mail, fax, and/or email) a cover letter and position announcement specifically to women's colleges and colleges historically serving African-Americans and Hispanic-Americans.

The successful recruitment of Athletics Department coaches and staff is illustrated in the most recent assessment of the university's faculty and staff demographics. According to the institutional research and assessment 2009 report, employees working in the Athletics Department as coaches and staff are comprised of 10.9% African-Americans, 6.3% Latinos/Hispanics, and 6.3% Asians/Pacific Islanders. We are pleased that, according to the university's federally required 2010 affirmative action report, the Department of Athletics exceeds the minimum requirements for the representation of female coaches based on national availability data, as they comprise 43.8% of coaches. Individuals from underrepresented groups make up 25% of the coaches, as compared to the 36.9% that would be needed to eliminate their under-representation. This discrepancy would be rectified by hiring two coaches from an ethnically diverse background. Thus, both recruitment and retention efforts should serve to rectify this problem over time.

In California, state law prohibits targeted hiring on the basis of race and gender. Thus, search committees must continue to follow the university's processes to create the largest and most talented applicant pools possible. As a consequence, there will be a greater likelihood that the coaching staff will reflect greater diversity. Certain recruitment and retention strategies, such as broad-based advertising, networking at athletic conferences, and professional development opportunities, all contribute to greater success when they are applied intentionally and thoughtfully. The university as a whole includes substantial employee diversity that is above the national average. Therefore, instances of under-representation in any one unit must be assessed within the context of the larger employee community. Patterns of under-representation within any one unit, over a long period of time, are scrutinized and addressed.
9. Describe institutional and department of athletics hiring practices to ensure the department of athletics demonstrates a commitment to diversity in hiring procedures for department of athletics staff and coaches. Compare and explain any differences that exist between institutional hiring practices and department of athletics hiring practices. Please provide the date of your most recent assessment and comparison of the institution's and athletics department's hiring practices. Note: this assessment and comparison must occur at least once every five years.

The institution must provide evidence that an assessment and comparison of the institution’s and department of athletics’ hiring practices has occurred at least once every five years.

Institutional Hiring Practices for Management and Staff:
Our hiring process is designed to be consistent and systematic to ensure equal opportunity and to guard against discriminatory and/or preferential treatment. Prior to the opening of recruitment, the hiring department must update the position description to accurately reflect the current duties. If there are significant changes, or if the position is new, the position must be reviewed to determine the classification level. In addition, the hiring department must develop, based on the classification and duties of the position, the selection criteria, a screening matrix of experience, education, and competencies that will be used to determine whom to interview and whom to hire. The interview questions must directly relate to the selection criteria, and if any skill testing will be administered to applicants, the evaluation must directly relate to the duties and requirements of the position. Before openings are posted, HR will determine if the interview questions and any testing materials are job- and performance-specific.

Staff human resources creates the university's website job posting as well as advertisement verbiage for the Chancellor's Office website and additional job posting media. Job postings are left open for a minimum of two weeks and all applications must be submitted to HR. In addition, applicants may not be contacted prior to the application deadline to ensure each applicant receives fair consideration. Each applicant is asked, but not required, to fill out a confidential data sheet regarding ethnicity and gender; and three days prior to the closing of a job posting, the hiring authority is sent an applicant pool review, which is an email aggregate of the gender and ethnicity of the applicants. Working with HR and/or the office of equity and diversity, the hiring authority then decides whether or not the pool of applicants sufficiently meets the objective of having representation of women and minorities in the labor force for a particular classification.

After a job posting closes, HR screens the applications for the minimum qualifications for education and experience set by the standards for the specific classification. The application materials of applicants who meet the minimum qualifications are forwarded to the hiring committee for screening based on the selection criteria and to determine whom to interview. LBSU specifically requires applicants to have the ability to communicate effectively with an ethnically and culturally diverse campus community as a minimum qualification for employment.

When interviewing applicants, hiring committees must use the same questions, interviewers, and routines for each applicant. Once the interviews are completed, each member of the hiring committee must rate each applicant based on the pre-determined selection criteria. The committee will recommend the top candidates and from this list the hiring manager will decide who the best candidate is. References are checked and an offer of employment is made.

Regarding Management Personnel Plan (MPP) vacancies, it is the policy of the university to conduct open recruitment as outlined above for the purpose of attracting and selecting the best-qualified candidates. Under rare circumstances, a division executive may request the president to authorize exceptions to the open recruitment process under the following conditions:
A. The reassignment of a manager who is displaced due to reorganization, or
B. The reassignment of a manager when such reassignment creates a vacancy for which an open recruitment will be conducted, or
C. The temporary reassignment of an employee into or within the Management Personnel Plan to assume management responsibilities while a manager is on an approved leave of absence. The duration of this reassignment should not extend beyond one year.
D. The president judges that the permanent appointment of a current employee uniquely meets the needs of the university, and is in compliance with Affirmative Action/Equal Protection Opportunity Policies of the campus.

Search committees are required for all recruitments of administrator positions at the III and IV levels. Those choosing search committees shall attempt to ensure that the committee's membership represents the university's ethnic and gender diversity.
The Department of Athletics often has unique needs in the hiring of coaches, as equity must often be balanced with expediency in the hiring process. The letter of exemption of MPP recruitment policy recognizes that the "nature of head coaching jobs and their success criteria is considerably different from management, [and] the University does not consider these coaching positions to require the same degree of campus consultation as middle and upper management and administrative line officers covered under the University’s MPP recruitment and appointment policy." In other words, because of the nature of head coaching positions, the Department of Athletics is exempted from the recruitment policies in that MPP head coaching applicants can apply directly to the Department of Athletics, and do not have to go through or be screened by HR. In addition, applicants can be interviewed while the position is still open. The office of HR must still review the search protocol as well as the selection criteria and the evidence to be assessed to ensure parity in the hiring process.

Otherwise, the search protocol for head coaches follows the standard procedures outlined above. The position description is developed by the appropriate authority, and the selection criteria and qualifications are defined, including the weight and evidence to be assigned to each criterion. The director of athletics (in consultation with the university president) determines the need to fill the position. The HR office reviews the position description for appropriate classification and reviews the selection criteria and evidence to be assessed (which may include consultation with the office of equity and diversity). The criteria and evidence to be assessed are then approved by HR. The appropriate appointing authority then develops a search protocol that defines the search process. The position is open, and resumes are accepted by the athletics director and the director of administrative operations. The athletics director and athletics administrators seek interest from and recruit potential qualified applicants for the position. The AD reviews each resume received and, after careful consideration with the search committee, determines the appropriate number of candidates to be interviewed. The interviews take place off campus and all candidates are interviewed using the same format and procedures. The athletics director and/or the search committee rate the candidates and determine whom to bring to campus to meet with the university president. Following consultation between the athletics director and the president, the final candidate will be offered the position contingent upon the successful completion of a live scan.

Faculty affairs, a department within the Division of Academic Affairs, oversees the hiring process for Unit 3 coaches. Once the athletics director has determined a need for a coach, a position announcement, position description, and the screening and selection process are developed and submitted to faculty affairs for approval. A recruitment and advertisement plan will also be developed and submitted to the office of equity and diversity for approval. After approval is granted from both areas to move forward with the recruitment, advertisements are placed on various websites announcing the position. A cover letter and position announcement is specifically sent (via mail, fax and/or email) to women's colleges and colleges historically serving African Americans and Hispanic Americans in an effort to further the university and Department of Athletics' commitment to cultural diversity and gender equity.

The normal advertising period for a coaching position is 30 days, however, exceptions have been made in the past to shorten the advertisement period based on the immediate need to fill a position. Resumes, cover letters, and references are received directly by the athletics director and the director of administrative operations, and each applicant is sent an SC-1 form (an employment application) to complete. As resumes are received, a list of the applicants’ names and email addresses are forwarded to the office of equity and diversity. They send each candidate, via email, a confidential data sheet which each applicant is asked, but not required, to fill out which includes information regarding ethnicity and gender. Prior to the close of recruitment, the athletics director or designee will contact the director of equity and diversity for assessment of the pool. The athletics director appoints a search committee who screens the applications to determine whom to bring to campus for interview. The search committee, in conjunction with the athletics director, will determine the number of candidates to be interviewed on campus. Each candidate is to be interviewed using the format and procedure.

Following the interviews, the search committee will meet with the athletics director to discuss their perceptions of the strengths and weaknesses of the candidates interviewed. The committee submits an unranked list of their recommendations to the athletics director who selects the candidate for the position.

Long Beach State completed the required assessment and comparison of the institutions and department of athletics' hiring practices. This assessment has been added to the diversity plan for improvement.
10. Describe institutional and department of athletics policies related to the use of outside firms (e.g., search firms) and truncated or expedited hiring processes. Describe the actual hiring practices used by your institution since the previous self-study for any positions (e.g., coaches, staff) determined to be high profile at your institution.

The institution must demonstrate a commitment to diversity in all athletics department hiring efforts, including those involving outside firms (e.g., search firms) and truncated or expedited processes.

According to the senior associate athletic director/SWA, the LBSU Athletics Department does not use outside firms, such as search firms, to hire coaches. The one exception was when the president chose to use a firm in the hiring of the most recent athletics director, who reports directly to the president. The use of outside firms is permissible under university guidelines for positions that we believe warrant the expertise of an outside agency. The firm was used to help identify, recruit, and ultimately hire the best possible candidate to meet the university’s position as an open, diverse, and inclusive campus. According to university policy, outside (search) firms who assist the university in identifying and hiring new staff must abide by the policies of the university regarding equal opportunity. The search firm must affirm, in writing, the principles of equal opportunity in employment, and that the organization will not discriminate against qualified candidates for any unlawful reasons, including race, religion, gender, national origin, age, or disability.

The Department of Athletics often has unique needs in the hiring of coaches, as equity must often be balanced with expediency in the hiring process. The letter of exemption of MPP recruitment policy recognizes that the “nature of head coaching jobs and their success criteria is considerably different from management, [and] the University does not consider these coaching positions to require the same degree of campus consultation as middle and upper management and administrative line officers covered under the University’s MPP recruitment and appointment policy.” In other words, because of the nature of head coaching positions, the Department of Athletics is exempted from the recruitment policies in that MPP head coaching applicants can apply directly to the Department of Athletics, and do not have to go through or be screened by HR. In addition, applicants can be interviewed while the position is still open. The office of HR must still review the search protocol as well as the selection criteria and the evidence to be assessed to ensure parity in the hiring process.

Otherwise, the search protocol for head coaches follows the standard procedures of the university. For instance, the recent search protocol for Women’s Basketball head coach reads: The position description is developed by the appropriate authority, and the selection criteria and qualifications are defined, including the weight and evidence to be assigned to each criterion. The athletics director (in consultation with the university president) determines the need to fill the position. The HR office reviews the position description for appropriate classification and reviews the selection criteria and evidence to be assessed (which may include consultation with the office of equity and diversity). The criteria and evidence to be assessed are then approved by the office of HR. The appropriate appointing authority then develops a search protocol that defines the search process. The position is open, and resumes are accepted by the Director of Athletics and the Director of Administrative Operations. The Director of Athletics and athletics administrators seek interest/recruit potential qualified applicants for the position. The Director of Athletics reviews each resume received and, after careful consideration with the search committee, determines the appropriate number of candidates to be interviewed. The interviews take place off campus. All candidates are interviewed in the same way (i.e. the search committees must use the same questions, interviewers, and routines for each applicant). The Director of Athletics and/or the search committee will rate the candidates interviewed and determine whom to bring to campus to meet with the University President. Following the consultation between the Director of Athletics and the University President, the final candidate will be offered the position contingent upon the successful completion of a Live Scan.

11. For the three most recent academic years, analyze and explain the data regarding the racial or ethnic composition for the following:
a. Full-time senior administrative department of athletics staff members (i.e., assistant
director of athletics up through the director of athletics level);
b. Other full- and part-time professional (i.e., nonclerical) department of athletics staff
members (such as directors of operations, athletic trainers, ticket managers, academic
support staff, and facility managers, even if the position is not funded by or does not report
to the department of athletics);
c. Full- and part-time head coaches;
d. Full- and part-time assistant coaches (including graduate assistant and volunteer coaches);
e. Faculty-based athletics board or committee (e.g., faculty senate subcommittee on athletics,
faculty athletics committee) members; and
f. Other advisory or policy-making group (e.g., governing board subcommittee for athletics,
student athlete advisory committee) members (if any).

Long Beach State prides itself on hiring, supporting, and retaining athletic leadership and a coaching staff that
reflects the racial and ethnic diversity of our campus. We are honored to have been recognized for our efforts by
being awarded the 2007-08 Diversity in Athletics Award in Overall Excellence in Diversity in the categories of racial
diversity, value and attitudinal diversity, and gender diversity from the Texas A&M Laboratory for Diversity in Sport.

Outlined below is a breakdown, for the last three years, of the racial and ethnic makeup of our senior staff, other
staff members, head coaches, assistant coaches, the COA, and our SAAC. In the accompanying table, year one
refers to 2009-10, year two is 2008-09 and year three references 2007-08.
a) Full-time senior administrative staff: For the last three years, Long Beach State has employed nine senior staff
members. For years two and three, all were White/Non-Hispanic. For the most recent year, however, we have
diversified by hiring one Hispanic staff member. Consequently, for the most recent year, 11 percent of the senior
staff is Non-White.
b) Other full- and part-time professional staff members: In year three, Long Beach State employed 35 full-time
professional staff. In year two we employed 37 and in the most recent year, we had 35 full-time professional staff.
Over the three years, a significant proportion (between 37 and 40 percent) of these full-time staff members was
individuals of color and we have made noteworthy gains in the hiring of African Americans. Specifically, in year one,
20 percent of our additional professional staff members was African American. This is up from 16 percent in year
two and 14 percent in year three. Among part-time additional professional staff members, in years two and three, 66
percent (four of nine) were Non-White, and in year one, 75 percent (three of four) were Non-White. Consequently,
our diversity among full-time professional staff members remains fairly constant at 37-40 percent but has risen
among part-time professional staff from 66 to 75 percent.
c) Full- and part-time head coaches: We have made a concerted effort to increase the diversity in the ranks of head
coaches and have been successful in increasing our percentages of non-White coaches. In years two and three,
Long Beach State employed 13 full-time head coaches and no part-time head coaches. In year one, however, we
employed 12 full-time and one part-time head coaches. The part-time coach has been an assistant coach for some
time, but currently is filling in while the regular head coach coaches the Olympic team. In years two and three, eight
percent (one of 13) of our head coaches were Non-White. In year one, however, we increased the percentage of
Non-White, full- and part-time, head coaches to 23 percent (3 of 13). In sum, we have increased, over the last three
years, the diversity of our head coaching staff from eight percent to 23 percent.
d) Full- and part-time assistant coaches: In year one, we employed 18 full-time assistant coaches. That number is
down from 19 in year two and 20 in year three. Of the full-time assistant coaches, 45 percent were Non-White in
year three, 48 percent were Non-White in year two and finally 28 percent were Non-White in year one. As for part-
time assistant coaches, in year three we employed eight and in years two and three we employed six. In year three,
62 percent were Non-White, in year two 50 percent were Non-White and in year one, 67 percent were Non-White.
The jump in year one was due to hiring four (of six) part-time coaches who self identified as "other." In sum, over
the last three years, the diversity of our assistant coaches has decreased slightly among full-time employees, yet
has been well over 50 percent over the last three years among part-time employees.
e) Committee on Athletics (COA): Our COA is a standing committee of the Academic Senate and includes faculty,
staff, administrators, students, a representative from the Alumni Association board of directors, and representatives
from the community. Generally there are about 22 people who serve on this committee whose diversity reflects that
of the campus. In year three, due to an oversight, the committee did not have student or community representation
so the total membership was 14 for that year. Nonetheless, the racial/ethnic composition on the COA reflected the
For the three most recent academic years, analyze and explain the data regarding the racial or ethnic composition of student-athletes who received athletics aid and for all students.

Long Beach State University is very proud of its diverse student body. Such diversity contributes immeasurably to the educational welfare and developmental opportunities of all students. To a large extent, our population of student-athletes on athletics aid mirrors that of our overall student body. On average, over the last three years, the racial/ethnic make-up of our student body is 31 percent White, 27 percent Hispanic, 22 percent Asian/Pacific Islanders, nine percent other race/ethnicity, five percent nonresident alien, five percent African American and less than one percent American Indian. Similarly, on average, over the last three years, the racial/ethnic make-up of our student-athletes on athletics aid is 47 percent White, 12 percent Hispanic, seven percent Asian/Pacific Islanders, 10 percent other race/ethnicity, seven percent nonresident alien, 16 percent African American and less than one percent American Indian. The racial/ethnic breakdown or our student-athletes on athletics aid departs significantly from that of the overall student population in four of the seven categories.

African Americans and Whites are over-represented among our student-athletes on athletics aid relative to their numbers in the overall student population. On average, African Americans make up 16 percent of student-athletes on athletic aid and only five percent of the overall student body. Similarly, on average, Whites make up 47 percent of our student-athletes on athletic aid and 31 percent of the overall student body. Over the last three years, however, the percent of White student-athletes on aid has decreased, going from 50 percent in 2007-08, to 46 percent in 2008-09, to 44 percent in 2009-10. This downward trend of White student-athletes on athletic aid over time indicates that our overall percentage of minority students has increased over the same period of time.

Nonetheless, Asian/Pacific Islanders and Hispanics are under-represented among our student-athletes on athletics aid relative to their numbers in the overall student population. On average, Asian/Pacific Islanders make up seven percent of our student-athletes on athletic aid while they comprise 22 percent of the overall student body. Similarly, on average, Hispanics make up 12 percent of our student-athletes on athletic aid and 27 percent of the overall student body. Over the last three years, the percent of Asian/Pacific Islander student-athletes on athletic aid has remained stable at six to seven percent, while the percent of Hispanic student-athletes on athletic aid has moved from 10 percent in 2007-08, to 15 percent in 2008-09, to 12 percent in 2009-10, which is a net gain of three percent since 2007.

For the three most recent academic years, analyze and explain the data regarding the racial or ethnic composition of student-athletes who received athletics aid by the eight sport groups listed in the NCAA Federal Graduation Rates Report.

Long Beach State University is very proud of its diverse student body. Such diversity contributes immeasurably to the educational welfare and developmental opportunities of all students. We have received national recognition for our diversity a number of times including receiving federal designation as a Hispanic Serving Institution and being named by Diverse Issues in Higher Education, as sixth in the nation for conferring bachelor’s degrees to students of color (July 2010).

To a large extent, our population of student-athletes on athletics aid mirrors that of our overall student body. On average, over the last three years, the racial/ethnic make-up of our student-athletes on athletics aid is 47 percent White, 16 percent African American, 12 percent Hispanic, 10 percent other race/ethnicity, seven percent Asian/Pacific Islanders, seven percent nonresident alien and less than one percent American Indian. Over the last three years, however, the percent of White student-athletes on aid has decreased, going from 50 percent in 2007-08, to 46 percent in 2008-09, to 44 percent in 2009-10. This downward trend of White student-athletes on athletic aid over time indicates that our overall percentage of minority students has increased over the same period of time.

Long Beach State only offers seven of the eight sport programs listed in the NCAA Federal Graduation Rates Report. Considering the seven team categories defined by the NCAA, Long Beach State University provides
athletics aid to a larger percentage of non-white students than White students, with two exceptions. On average, over the last three years, 64 percent of the Baseball student-athletes on athletics aid were White. Similarly, on average, over the last three years, 71 percent of the "men's other sports" student-athletes on athletics aid were White. With the exception of these two sport groups, all other sport groups provide a larger percentage of athletic aid to minorities than to Whites. For example, 77 percent of Men's Basketball student-athletes on aid were non-white, 60 percent of Men's Track student-athletes on aid were non-white, 59 percent of Women's Basketball student-athletes on aid were non-white, 65 percent of Women's Track student-athletes on aid were non-white, and finally, 66 percent of "women's other sports" student-athletes on aid were non-white.

14. Using the program areas for diversity issues:

a. Describe how the institution has ensured a complete study of each of the four program areas. This study must be conducted as part of the self-study process;

b. Provide data demonstrating the institution's status and commitment across each of the four areas;

c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of its student-athletes and staff with diverse racial, ethnic and other backgrounds (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis); and

d. Explain how the institution's written, stand-alone plan for diversity issues addresses each of the four areas, including any deficiencies identified in the institution's narrative response as listed in item (c) above.

The institution must conduct a thorough and written review of each of the four program areas for diversity issues. Please see program area definitions located in the Equity and Student-Athlete Well-Being attachment of the self-study instrument. If the institution identifies any deficiencies during this review, the deficiencies must be incorporated into the institution's diversity issues plan for improvement. If no deficiency exists, the institution must include a maintenance plan for each program area and action steps the institution will take if the program area(s) becomes inequitable in the future.

The review must:

a. Describe how the institution has ensured a complete study of each of the four program areas for diversity issues. This study should be conducted as part of the self-study process;

Please note that for the program area of assessment, the use of student-athlete exit interviews alone does not constitute a complete assessment for purposes of the self-study. An institution may choose to include student-athlete exit interviews as part of a broader assessment conducted, but the institution must ensure that an assessment of the entire department of athletics has been conducted in respect to diversity issues.
b. Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the areas;

c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of its student-athletes, coaches, and department of athletics staff with diverse racial, ethnic and other backgrounds. Please note any deficiencies should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis; and

d. Explain how the institution's written, stand-alone plan for diversity issues addresses each of the four program areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.

The institution must develop a five-year written, stand-alone plan addressing diversity issues that maintains an institution's conformity or moves an institution into conformity with the operating principle.

1. Assessment. Assessment of department of athletics activities to evaluate consistency with objectives set forth in the institution's and department of athletics' written diversity statements; assessment of campus diversity climate through evaluation of various campus constituencies using the five diversity program areas.

a. Describe how the institution has ensured a complete study of each of the four program areas. This study must be conducted as part of the self-study process;

The president at LBSU established a broad-based Steering Committee as well as broad-based subcommittees for each of the areas of the self-study. The subcommittee that conducted an assessment of the issues related to gender, diversity, and student-athlete well-being included members of the faculty and university staff, a coach, a student-athlete, a student representative, community members and Athletics Department staff. The subcommittee used a variety of documents (e.g., "Student-Athlete Handbook," "Staff Manual," "Athletic Training Manual," Certification Cycle 2 Minorities Opportunity Plan, and annual student-athlete survey), websites, and interviews with coaches, student-athletes, and other Athletics Department personnel to conduct this self study.

We assess the environment through student satisfaction surveys of the campus as well as the student-athlete survey.

b. Provide data demonstrating the institution's status and commitment across each of the four areas;

The following documents and presentations are used to assess the Athletics Department's commitment to diversity: university affirmative action plan, which includes athletics; student-athlete survey; student-athlete exit interviews; annual PowerPoint presentation to the Committee on Athletics on the demographics of the student-athlete population taken from information on CAi; and the NCAA Certification Cycle 2 Minorities Opportunity Plan.

c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of its student-athletes and staff with diverse racial, ethnic and other backgrounds (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis); and

Based on their responses to the student-athlete survey, respondents indicated that diversity issues, respect for diversity, and acceptance of diversity are part of the fabric of the campus. They also reported a significant degree of satisfaction regarding issues related to diversity and gender.
The university's affirmative action plan describes the ethnic and racial composition of Long Beach State University's faculty and staff. Coaches are included in the report. This report is disseminated to all division heads within the university, including the athletics director.

The student-athlete survey is conducted each year to gain input on various perceptions including equity, diversity, inclusion, and student-athlete well-being. The results of the surveys are discussed by the director of athletics, senior associate athletics director/SWA, FAR, and specific support areas, including the BAC. On an annual basis, the senior associate athletics director/SWA, FAR, CHAMPS/Life Skills coordinator, and the associate athletics director for compliance meet to review and assess if revisions are required of the survey instrument. After the 2007-08 survey, the group determined that more specific and expanded questions needed to be added to the survey in areas of diversity (e.g., disabilities and sexual orientation). The changes were then incorporated into the following year's survey.

With regard to diversity, student-athletes are asked for feedback related to their perceptions on the equitable treatment of diverse populations as provided by staff in the BAC, strength and conditioning, CHAMPS/Life Skills, training room, and overall. The results have been consistently positive with Excellent, Above Expectation or Meet Expectations being marked on the research question by 94 percent to 97 percent of the student-athlete respondents. The survey also asked if students felt LGBTQ students and those with learning disabilities were well treated, and received the same very positive results.

In-person exit interviews are conducted with student-athletes who have exhausted their eligibility or who will not be returning to the team for other reasons. These interviews are divided between sports supervisors, the athletics director, and the FAR. The purpose of in-person interviews is to give student-athletes the opportunity to discuss a range of issues including the treatment of diverse populations. After these interviews are completed, the athletics director, senior associate athletics director/SWA, other sports supervisors and the FAR meet to discuss themes that emerged during the interviews.

The Student Athlete Advisory Committee (SAAC) plays an important role in providing feedback about their perceptions of the athletics department. Per our current diversity plan, the CHAMPS/Life Skills coordinator serves as the SAAC advisor and uses meetings with the SAAC executive board and the full SAAC board as focus groups to better understand issues, concerns, or perceptions student-athletes may have with regard to diversity, equity, and student athlete well-being and other topics. She is then responsible for bringing concerns to the senior associate athletics director/SWA to be addressed. SAAC also provides valuable input on the mandatory educational programs offered through the CHAMPS/Life Skills program that would be beneficial to the student-athletes. The senior associate athletics director/SWA annually provides a PowerPoint presentation to the Committee on Athletics regarding the demographics of the student-athlete population. The data are provided through CAi and are based on student-athlete self-reported information. During this presentation the committee is given an opportunity to ask questions.

d. Explain how the institution's written, stand-alone plan for diversity issues addresses each of the four areas, including any deficiencies identified in the institution's narrative response as listed in item (c) above.

Per Long Beach State's 2011-12 - 2015-16 diversity plan for improvement, the Athletics Department will continue to use the student-athlete survey and student-athlete in-person exit-interviews, and will continue to present the ethnic demographics on student-athletes to the Committee on Athletics for accountability. In addition, the Athletics Department will be establishing a gender, diversity and student-athlete well-being committee that will also assist with assessments in the future.

2. Retention. Programs and services to address retention and acclimation of diverse staff, coaches and student-athletes; review of retention and promotion of staff and coaches who are members of under represented groups, including professional development opportunities (e.g., mentoring programs), compensation, duration of contracts, conditions relating to contract renewal.

a. Describe how the institution has ensured a complete study of each of the four program areas. This study must be conducted as part of the self-study process;

The president at LBSU established a broad-based Steering Committee as well as broad-based subcommittees for each of the areas of the self-study. The subcommittee that conducted an assessment of
the issues related to gender, diversity, and student-athlete well-being included members of the faculty and university staff, a coach, a student-athlete, a student representative, community members and Athletics Department staff. The subcommittee used a variety of documents (e.g., "Student-Athlete Handbook," "Staff Manual," "Athletic Training Manual," minorities opportunity cycle 2 plan, and annual student-athlete survey), websites, and interviews with coaches, student-athletes, and other Athletics Department personnel to conduct this self study.

b. Provide data demonstrating the institution’s status and commitment across each of the four areas;

Long Beach State University as a whole is committed to retaining diverse students as evidenced by our widespread effort across university division lines to increase student graduation rates. The current effort began in 2000 and expanded during this decade to be a major focus under President Alexander. In 1999 the six-year graduation rate was 45.2 percent. After planning a multi-focused graduation success program, the six-year graduation rate rose to 53.5 percent in 2003. We expect the newest rate to be even higher. During this time the most dramatic increases in graduation rates were for Hispanic students (+14.5 percent), Asian Americans (+12.9 percent) and African American students (+11.9 percent). The average years to graduation was reduced to 5.19 which is better than the national average. As recognition of our outstanding effort, "Diverse Issues in Higher Education" named CSULB sixth in the nation for conferring bachelor's degrees to students of color (July 2010).

Some of the numerous programs which may be credited with our retention of students and that focus on first-generation and diverse students include the following:

Hispanic Serving Institutions grant, Student African American Brotherhood, Partners for Success, Beach Learning Communities, Equal Opportunity Program (EOP), Disabled Students Services, EOP, and the Multicultural Center. In addition, a sample listing of some of the club and organizations that can be found on campus include:

Cultural Organizations: http://www.csulb.edu/divisions/students/sld/student_organizations/cultural/
Career and Professional Organizations:
http://www.csulb.edu/divisions/students/sld/student_organizations/career_professional/
Honor and Recognition Societies:
http://www.csulb.edu/divisions/students/sld/student_organizations/honor_recognition/

Student-athletes benefit from these university programs as well as those in Athletics. We have a number of specific programs and services that support the retention and acclimation of diverse staff, coaches and student-athletes. The following information provides a description of the multiple ways we demonstrate our commitment to diverse populations, and all members of the Department of Athletics family.

A. Student Athletes
Student-athlete surveys - Each year at the end of their sport season, student-athletes complete and submit an online survey regarding their experience in their respective LBSU sports program. The survey includes questions designed to capture student-athletes' perceptions of various areas.

The survey instrument is reviewed each year by the senior associate athletic director/SWA, faculty athletic representative, CHAMPS/Life Skills coordinator, and the associate athletic director for compliance and assess if revisions are required of the survey instrument. After the 2007-08 survey, the group determined that more specific and expanded questions needed to be added to the survey in areas of diversity (e.g., disabilities and sexual orientation). The changes were then incorporated into the following year's survey.

In-person exit Interviews - Student-athletes who have completed their eligibility and/or will not be returning to participate in their sport the following year are invited to a one-on-one, in-person exit interview. During the interview, open-ended questions are asked so that student-athletes have an opportunity to describe their perceptions of their experience while at LBSU. Information provided by the student-athletes helps inform the Athletics Department about ways we can enhance retention and acclimation of student-athletes. The interviews are strategically assigned so that the athletics director and faculty athletics representative each have a student-athlete from varying sports teams and the sport supervisor has individual from their respective sports. The interviews are designed to be both confidential and informal, conducted in an atmosphere and location in which the student-athletes feel comfortable in sharing their opinion on a variety of issues. For those individuals who have not exhausted their eligibility but are not returning, this is an opportunity to determine why the student-athlete chose not to return and use that information to enhance our retention efforts.
Bickerstaff Academic Center (BAC) - LBSU offers student-athletes academic support through the Bickerstaff Academic Center (BAC). The BAC employs full and part-time professional academic counselors and peer advisors who work towards helping the student-athletes achieve success in the classroom. Academic support offered includes tutoring, faculty mentoring, academic advising, class and grade monitoring, a freshman transition program, peer mentoring, study hall, major selection, and other targeted services. BAC Services are offered without regard to gender or ethnicity. A detailed description of BAC's programs and services may be found in 2.1 #8.

Focus Graduation - This academic support program is a night-time, monitored study hall with drop-in math and English tutoring available to assist at-risk student-athletes. All incoming freshmen and transfer special-admit student-athletes and all student-athletes in remedial math and English courses are placed in the focus graduation population. Also in the Focus Graduation population are continuing student-athletes whose GPAs are borderline, making them at-risk for university probation and/or loss of NCAA eligibility. Other student-athletes may be placed into the program based on the recommendation of their academic advisors.

Center for International Education - BAC and the Athletics Department work closely with the CIE to provide academic and cultural support to international students upon their arrival. The collaboration between CIE and BAC facilitates student-athletes' acclimation to a new country and to the expectations of university life in the U.S. Their support contributes to retention of international student-athletes.

Student orientation advisement registration (SOAR) - All incoming students including student-athletes must attend SOAR. The format of the orientation includes presentations by ASI, and the university president or dean of students, a discussion on plagiarism/cheating, a tour of campus, breakout session based on discipline and showing of an ATOD video.

CHAMPS/Life Skills program - Designed to support student-athletes and prepare them for making the transition from college to professional life, this program also provides opportunities to make meaningful contributions to their communities. Designed by fellow student-athletes, the program encourages the development of character, integrity, and leadership skills. As it pertains to the central issue of diversity, the program also seeks to promote a respect for diversity and inclusion among student-athletes.

SAAC - The Student-Athlete Advisory Committee (SAAC) is a student leadership governing body comprised of two student-athlete representatives for each of the 18 men's and women's sports teams. The representatives attend monthly SAAC meetings which serve a number of purposes: to report any issues or concerns on behalf of student-athletes; to provide leadership; and offer student-athlete well-being programming. The CHAMPS/Life skills coordinator at LBSU, creates targeted educational programming on topics that address student-athlete well-being needs, character and leadership development. SAAC also provides leadership and governance opportunities. The CHAMPS/Life Skills coordinator is the SAAC advisor and uses each of her meetings with SAAC executive board and the full SAAC board as focus groups to understand any issues, concerns or perceptions they may have regarding student-athlete well-being and treatment (e.g., equity and diversity). She is then responsible for bringing any concerns to the senior associate athletic director/SWA to be handled as appropriate.

Provision of a safe environment - The university's policy against harassment, hazing, and discrimination covers all LBSU programs and activities and ensures that the institution's diverse populations can function in an atmosphere of tolerance and is free of any form of abusive behavior. We are proud that LBSU was recognized as the third "most secure" university/college in the nation by Security Magazine in its 2010 "Security 500" rankings, released in the publication's November issue. Only 27 universities and colleges from across the country were recognized in the 2010 rankings.

Summer bridge program - Most often Men's and Women's Basketball and Women's Volleyball offer incoming freshman the opportunity to participate in summer school prior to their first semester. This is to help acclimate the student-athlete to the rigors of college academics.

Open door policy - Student-athletes are confident that they can speak with any administrator about any topic of concern to them. The athletics director, senior associate athletics director/SWA, associate athletics directors and sports supervisors attend practices, travel to away games, and attend home games as time permits. In these settings, they get to know the student-athletes, develop relationships with them, and make their open-door policy known to student-athletes.

B. Department Staff and Coaches
Family environment - The department offers a number of activities that promote camaraderie amongst the staff, coaches, and student-athletes such as 1) the annual all-department BBQ where coaches and staff
bring their families to build camaraderie with other staff members, coaches, and student athletes; and 2) Gold Games designed to encourage student-athletes to attend the games of the other LBSU intercollegiate teams. Staff and coaches also participate in this program.

Position descriptions - every position description for staff and coaches includes language that makes clear our commitment to diversity and gender equity.

Diversity Training - One of the various diversity trainings we provide is the NCAA training for staff, coaches, and student-athletes. This training is a requirement for all staff and coaches. There are also two separate sessions exclusively for student-athletes. For these sessions, a minimum of two student-athletes per team participate. Several aspects of diversity are addressed, including ethnicity, gender, sexual orientation, and organizational change. There are also other diversity trainings conducted throughout the year by the CHAMPS/Life Skills program. In sum, the Athletics Department offers a variety of training opportunities for staff, coaches, and student-athletes which favorably impact the campus climate for this segment of the university community.

Professional Development - Within Athletics, coach and staff are encouraged to attend their national association meetings for furthering their professional development. Staff are also supported within the larger institutional framework as it pertains to professional development and both lateral and promotional opportunities.

Compensation - Multi-year contracts for provided for head coaches to attract and retain highly qualified individuals. There are incentive contracts for head coaches as well as competitive salaries. Coaching salaries at LBSU are very comparable to other institutions in the conference and are competitive with national averages. It is a goal for LBSU coaching salaries to rank in the top three of all Big West Conference schools.

Further compensation is in the form of a strong benefits package (health and retirement) which is provided for staff and coaches.

Open Door Policy - a senior administrator is assigned to each sport to oversee and assist coaches with their teams. These sports supervisors practice an open-door policy which encourages coaches and staff to seek support when needed.

University resources - In addition to the resources offered by Athletics, staff and coaches have access to same resources as the rest of the university community such as the Office of Equity and Diversity, the Office of the Ombuds, and professional development workshops and programs offered by the university.

Provision of a safe environment - The university's policy against harassment, hazing, and discrimination covers all LBSU programs and activities and ensures that the institution's diverse populations can function in an atmosphere of tolerance and is free of any form of abusive behavior. We are proud that LBSU was recognized as the third "most secure" university/college in the nation by Security Magazine in its 2010 "Security 500" rankings, released in the publication's November issue. Only 27 universities and colleges from across the country were recognized in that year's rankings.

Staff orientation workshop - All new university staff employees must attend a staff orientation workshop where the university's statement of civility, non-discrimination policy, and discrimination compliance procedures are covered in detail. Furthermore, all coaches hired in the Athletics Department receive an appointment letter emphasizing that they have a responsibility to: "Advance the efforts of the Department of Athletics and the University toward diversity and gender equity. Fully support and abide by the CSU and Long Beach State commitment to gender equity in education, including athletics, and its full compliance with Title IX of the Education Amendments to the Civil Rights Act of 1964. Employee will fully support and abide by CSU and Long Beach State's commitment to maintain a working and learning environment where every student, employee and community member is treated with dignity and respect. Employee will support and comply with the Long Beach State commitment to maintain a safe and healthy living and learning environment for everyone." Coaches and Staff members also have a position description that contains the statement.

c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of its student-athletes and staff with diverse racial, ethnic and other backgrounds (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis); and
As described above, Long Beach State offers a variety of programs and services that meet the needs of its student-athletes and staff with diverse racial, ethnic and other backgrounds. In our highly diverse campus community, the respect shown to all individuals creates an environment in which student-athletes and staff feel comfortable.

To aid in retention and acclamation of student-athletes, the Bickerstaff Academic Center plays a significant role. The BAC provides academic advising, class and grade monitoring, tutoring, study hall, and other targeted services to help all student-athletes succeed. The advising center also provides early registration for student-athletes and connects them with other services like EOP, Disabled Student Services, and Partners for Success. Learning skills workshops and freshmen transition programs are provided.

Student-athletes enjoy a variety of support services that have had positive results. Among them is the Student Athletic Advising Council (SAAC) which provides student-athletes with opportunities to be more involved in Athletics through participation in governance for the Athletics Department. CHAMPS/Life Skills offers mandatory education programs which bring student-athletes together and prepare them for life after sports. Further, academic awards serve as a motivation for students to set and reach goals. The family atmosphere in the Athletics Department created by an open-door policy, various activities and programs, and respect for diversity reported in interviews reflects our commitment to all student-athletes, regardless of their ethnicity, race, religion or sexual orientation.

Coaches are offered competitive salaries and support for their efforts, which contribute to job satisfaction and retention. All coaching salaries are reviewed and compared with other coaches' salaries in the conference and across the nation. Coaching salaries at LBSU are very comparable to other institutions in the conference and are competitive with national averages. It is a goal for LBSU coaching salaries to rank in the top three of all Big West Conference schools.

Also, coaches have admirable autonomy in recruitment of student-athletes and in managing their particular sport. In interviews with these coaches, they all felt there is excellent support for diversity and gender issues and said the Athletics Director is doing a fine job of bringing all coaches, staff, and students together in a "family" environment.

Staff are supported within the larger university and in Athletics as it pertains to professional development and both lateral and promotional opportunities. Staff attend conferences in areas as marketing, development, and facilities. For the last several years, between eight to 10 female Athletics staff members from a variety of ethnic groups attended the annual Women's Conference held in Long Beach and sponsored by Maria Shriver, former First Lady of California.

Most importantly, diversity training is administered by the LBSU Athletics Department for staff, coaches, and student-athletes, which is a requirement for all staff and coaches. Each coach invites three to five student-athletes to participate along with them. Several aspects of diversity are addressed, including ethnicity, gender, sexual orientation, and organizational change. Ultimately, the Athletics Department offers a variety of training opportunities for staff, coaches, and student-athletes which favorably impact the campus climate for this segment of the university community.

To build a sense of family and esprit de corps among student-athletes and staff, the "Take Care of Your Teammate" program was initiated by the athletics director. Components of that program include the all-Athletics Department barbecue and other social events that include student-athletes, coaches, and staff. Another component included in the concept is the "Gold Games" where student-athletes attend the games of the other LBSU intercollegiate teams.

As part of our continuing educational opportunities for student-athletes and staff, the Athletics Department sponsors, among other offerings, diversity training, the CHAMPS/Life Skills program, senior excellence program, and the degree completion program. Every two years, the California State University system requires that all managers, supervisors and coaches take a two-hour online sexual harassment and diversity training course. All of these programs foster retention and acclimation.

These accomplishments firmly demonstrate LBSU's ongoing commitment to retain coaches of the highest caliber and to educate student-athletes who will continue to excel beyond the playing field. Further, based on LBSU's impressive APR multi-year rate and our university's improved graduation rates, it is clear that these support programs have an extraordinary impact upon our ability to retain student-athletes and guide them toward graduation.
d. Explain how the institution’s written, stand-alone plan for diversity issues addresses each of the four areas, including any deficiencies identified in the institution’s narrative response as listed in item (c) above.

Per Long Beach State’s 2011-12 - 2015-16 diversity plan for improvement, the Athletics Department will encourage coaches to attend conferences and workshops, review APR retention rates, identify student-athletes who are eligible and encourage them to apply for NCAA programs, scholarships, and awards, and encourage participation opportunities for diverse staff members to be involved with campus-wide committees and activities. In addition, the Athletics Department will be establishing a gender, diversity and student-athlete well-being committee that will also assist with assessments in the future.

3. Partnerships. Collaboration and integration between athletics department and other institutional units or external organizations to enhance diversity efforts in programs, activities and services.

a. Describe how the institution has ensured a complete study of each of the four program areas. This study must be conducted as part of the self-study process;

The president at LBSU established a broad-based Steering Committee as well as broad-based subcommittees for each of the areas of the self-study. The subcommittee that conducted an assessment of the issues related to gender, diversity, and student-athlete well-being included members of the faculty and university staff, a coach, a student-athlete, a student representative, community members and Athletics Department staff. The subcommittee used a variety of documents (e.g., “Student-Athlete Handbook,” “Staff Manual,” “Athletic Training Manual,” minorities opportunity cycle 2 plan, and annual student-athlete survey), websites, and interviews with coaches, student-athletes, and other Athletics Department personnel to conduct this self study.

b. Provide data demonstrating the institution’s status and commitment across each of the four areas;

The Athletics Department has developed strong partnerships across campus. Student-athletes participate in student leadership, on university committees, and in governance activities. Some specific examples participation in university programs include:
1. The Alcohol, Tobacco, and Other Drugs (ATOD) committee and subcommittee on ATOD education and marketing;
2. Project Safe committee (sexual assault prevention);
3. Residence hall councils, and assisting with residence halls move in at the start of the fall semester.

The Athletics Department has an excellent record of close connection with the Division of Student Affairs, including the dean of student’s office, career development center, student life and development, women’s resource center, DSS, counseling and psychological services, and student health services. Other partnerships include the center for international education (CIE). These partnerships have created a very open working relationship to provide student-athletes with the full range of services and student life options that other students enjoy.

Among the duties of the CHAMPS/Life Skills coordinator is to offer educational program for student-athletes. She has built partnerships with various campus areas (some mentioned above) to offer programs and community services that benefit the diverse population of student-athletes and to build relationships with other students on campus. Some of the areas she has partnered with to develop these programs include housing and residential life; university student union program council; the LBTQ resource center; women’s resources center; DSS; university police; the “Awareness Week;” career development center, the alcohol, tobacco and other drug program; student health services; and the multicultural center.

Five examples of the programs include:

a). Multiculturalism (Fall 2007) “The Hapa Project” - Kip Fulbeck
A forum for Hapas (Slang for a person of mixed ethnic heritage with partial roots in Asian and/or Pacific Islander ancestry) to answer the question “What are you?” in their own words and be pictured in simple head-on portraits. Traveling throughout the country, Fulbeck photographed more than 1,200 people from all...
walks of life - from babies to adults, construction workers to rock stars, gangbangers to pro surfers, schoolteachers to porn stars, engineers to comic book artists. The project now is in the form of a book, traveling photographic exhibition, and online community.

b). Risky Drinking (Spring 2008) "Sex Under the influence" - Joel Goldman
Goldman talked about his experience in Mexico on spring break when he was partying a little too hard and forgot most of his trip. Coming back to reality, he found out he made some bad decisions when he was drunk and contracted AIDS. Moving stories such as his are designed to help student-athletes think about what actions they take in life and the impact it makes on their live. The session also addressed being gay.

c). Motivational and Diversity (Fall 2008) "Gay Rights and Hazing" - Anthony Steven Kalloniatis (Ant) Ant from Celebrity Fit Club came and talked about his life story of overcoming being gay in a small community and making a name for himself despite all the challenges he faced. He was a very powerful speaker who helped the audience consider new ways of thinking about the topic.

d). Diversity training with the NCAA (Spring 2009)
This training included a five-hour seminar for staff and two-hour seminar for student-athletes and a practical workshop addressing a range of diversity issues.

e). Social Networking & Ethics (Fall 2009) - Janet Judge
This session addressed how social networking sites could be used for negative purposes such as hazing and cyber bullying.

Long Beach State Athletics has a very positive working relationship with the Division of Academic Affairs. The Bickerstaff Academic Center (BAC), which is responsible for the academic support to for all student-athletes, reports directly to the associate vice president for undergraduate studies. The BAC does an outstanding job of working with all student-athletes without regard to gender, race, or religion.

All students, as well as student-athletes, may utilize campus resources available to them if they are experiencing problems such as harassment, hazing, abusive behavior, or discrimination. Specifically, they may seek help from the office of the university Ombuds(http://www.csulb.edu/president/ombuds). This office serves to provide a safe, independent and neutral resource for informal problem solving to all members of the campus community.

The BAC and the Athletics Department work with the CIE to provide support to international student-athletes.

The office of equity and diversity (OED) provides opportunities for all LBSU staff to seek assistance and resolution for complaints of discrimination or harassment. This office provides both informal and formal procedures that are posted on their website (http://www.csulb.edu/depts/oed/policies/polst-r6.htm). The Athletics Department works with OED when hiring department employees to ensure compliance with university guidelines. Also, the Athletics Department receives support from OED to purchase assistive devices for staff with disabilities.

Counseling and Psychological Services (CAPS) helps students meet the personal challenges associated with identifying and accomplishing academic, career, and life goals. CAPS services include short-term counseling for individuals, group counseling, career development counseling, referral services, psycho educational workshops, and crisis intervention. In addition, the Athletics Department uses CAPS services when a student-athlete tests positive for drugs as part of the Athletics Department's drug testing program. Student-athletes are also referred to CAPS by various areas within the Athletics Department when a student-athlete requires specialized assistance.

Athletics Department representatives serve on various Alcohol, Tobacco and Other Drug Program (ATOD) committees. These committees develop specialized services for students, including students living in the residence halls, student government leaders, members of the fraternity and sorority system, and student-athletes.

When there is a concern that a student-athlete may have a learning disability, the Athletics Department, the BAC, coaches, and CHAMPS/Life Skills coordinator work with DSS to set-up testing and address any special needs. A sizeable percentage of student-athletes who were diagnosed with learning disabilities have received academic accommodations through the Steven Benson and Adult Learning Disabled programs. Academic services provided by DSS may include (1) extended time for exams, (2) study skills applications for specific types of learning disabilities, and (3) Writing Proficiency Exam proctoring. The academic assistance coordination with DSS adds one more layer of academic support to those student-athletes who meet the state mandated criteria to receive academic accommodations.
c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of its student-athletes and staff with diverse racial, ethnic and other backgrounds (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis); and

Based on the information provided above Long Beach State demonstrates a strong commitment to collaboration and integration between department of athletics and other institutional units to enhance diversity efforts in programs, activities, and services.

d. Explain how the institution’s written, stand-alone plan for diversity issues addresses each of the four areas, including any deficiencies identified in the institution’s narrative response as listed in item (c) above.

Per Long Beach State's 2011-12 - 2015-16 diversity plan for improvement, the Athletics Department will invite staff from the multicultural center, OED, and student life and development to describe the services and programs they offer; we will continue to offer diversity training for student-athletes, staff, and coaches; we will continue to offer student-athlete educational programs in conjunction with other areas on campus such as the career development center, CPS, housing and residential life, and student life and development. In addition, the Athletics Department will be establishing a gender, diversity and student-athlete well-being committee that will also assist with assessments in the future.

4. Participation in governance and decision making. Involvement of department of athletics staff, coaches and student-athletes from under-represented groups or diverse backgrounds in the governance and decision-making processes of the department of athletics; provision of leadership opportunities for all student-athletes (e.g., participation on student-athlete advisory committee) and department of athletics staff and coaches (e.g., participation at the conference and/or national level).

a. Describe how the institution has ensured a complete study of each of the four program areas. This study must be conducted as part of the self-study process;

The president at LBSU established a broad-based Steering Committee as well as broad-based subcommittees for each of the areas of the self-study. The subcommittee that conducted an assessment of the issues related to gender, diversity, and student-athlete well-being included members of the faculty and university staff, a coach, a student-athlete, a student representative, community members and Athletics Department staff. The subcommittee used a variety of documents (e.g., "Student-Athlete Handbook," "Staff Manual," "Athletic Training Manual," minorities opportunity cycle 2 plan, and annual student-athlete survey), websites, and interviews with coaches, student-athletes, and other Athletics Department personnel to conduct this self study.

b. Provide data demonstrating the institution’s status and commitment across each of the four areas;

We are proud of the participation opportunities of coaches and student-athletes from under-represented groups or diverse backgrounds in the governance and decision-making processes of the Department of Athletics. We begin by presenting data on the diversity represented in LBSU Athletics followed by a discussion of governance and decision-making opportunities.

SAAC - In year three there were 31 members of SAAC, in year two there were 30 and in year one there were 33. Of those members, in year three, 29 percent were Non-White, in year two 43 percent were Non-White, and in year one 36 percent were Non-White. SAAC representatives are selected by each team and/or coach and the degree to which race/ethnicity plays a part in that selection is likely to vary across teams.

Other full- and part-time professional staff members - In year three, Long Beach State employed 35 full-time professional staff. In year two we employed 37, and in the most recent year we had 35 full-time professional staff. Over the three years, a significant proportion (between 37 and 40 percent) of these full-
time staff members was individuals of color and we have made noteworthy gains in the hiring of African Americans. Specifically, in year one, 20 percent of our additional professional staff members was African American. This is up from 16 percent in year two and 14 percent in year three. Among part-time additional professional staff members, in years two and three, 66 percent (four of nine) were Non-White, and in year one, 75 percent (three of four) were Non-White. Consequently, our diversity among full-time professional staff members remains fairly constant at 37-40 percent but has risen among part-time professional staff from 66 to 75 percent.

Full- and part-time head coaches - We have made a concerted effort to increase the diversity in the ranks of head coaches and have been successful in increasing our percentages of non-White coaches. In years two and three, Long Beach State employed 13 full-time head coaches and no part-time head coaches. In year one, however, we employed 12 full-time and one part-time head coaches. The part-time coach has been an assistant coach for some time, but currently is filling in while the regular head coach coaches the Olympic team. In years two and three, eight percent (one of 13) of our head coaches were Non-White. In year one, however, we increased the percentage of Non-White, full- and part-time, head coaches to 23 percent (3 of 13). In sum, we have increased, over the last three years, the diversity of our head coaching staff from eight percent to 23 percent.

Full- and part-time assistant coaches - In year one, we employed 18 full-time assistant coaches. That number is down from 19 in year two and 20 in year three. Of the full-time assistant coaches, 45 percent were Non-White in year three, 48 percent were Non-White in year two and finally 28 percent were Non-White in year one. As for part-time assistant coaches, in year three we employed eight and in years two and three we employed six. In year three, 62 percent were Non-White, in year two 50 percent were Non-White and in year one, 67 percent were Non-White. The jump in year one was due to hiring four (of six) part-time coaches who self identified as "other." In sum, over the last three years, the diversity of our assistant coaches has decreased slightly among full-time employees, yet has been well over 50 percent over the last three years among part-time employees.

Student-athletes have many opportunities to participate in governance and decision-making both within and outside of the Athletics Department. The Student-Athlete Advisory Committee (SAAC) is a student leadership governing body comprised of two student-athlete representatives for each of the 18 men's and women's sports teams. The representatives attend monthly SAAC meetings which serve a number of purposes: to report any issues or concerns on behalf of student-athletes; to provide leadership; participate in community service and offer student-athlete well-being programming. This makeup allows for broad-based input and allows the department to hear the issues and concerns of a variety of student-athletes. SAAC plays a key role in providing input to the department's administration on issues that may arise within the student-athlete population, including issues of diversity and inclusion. Over the three years analyzed, on average SAAC as been comprised of 36% Non-White student-athletes. SAAC members are also provided an opportunity to take leadership roles within SAAC such as becoming an officer within SAAC (co-president, vice president, secretary or treasurer). Student-athletes are asked to take a leadership role in the execution of the tantalum cup, academic luncheon, the all-department BBQ each year, community services activities, and the Big West Coin Drive challenge. Other leadership development opportunities include the Athletics Department sending student-athletes to the regional NCAA leadership conference. In the past, the department also selected individuals to attend the national NCAA leadership conference. As of fall 2010, the department will send selected student-athletes to the NCAA career and sports symposium which has now replaced the NCAA leadership conference. Also, two student-athletes serve on the Big West SAAC Board, and serve on the Athletics Department committee to choose Long Beach State's Big West Conference Male and Female Scholar Student-Athlete of the Year.

Further, the Athletics Department encourages student-athletes to be involved in campus committees and programs including the freshman mentoring program, the student life and development leadership academy, and the alcohol, tobacco, and other drugs program (ATOD). Further, relevant to this self-study, the university president appointed two student-athletes to the Steering Committee and one student-athlete to each of the three subcommittees.

Finally, student-athletes can share their views through student-athlete exit interviews and confidential in person student-athlete surveys. This process allows each student athlete to provide honest input on their perceptions of their experience as a student-athlete. Some of the areas covered include diversity, leadership, issues of student-athlete well-being, BAC, strength and conditioning, athletic training, and CHAMPS Life Skills. The results are shared with the athletics director, FAR and senior associate athletics director/SWA. Any issues that arise are then discussed among the individuals and action is taken. As it relates to decision-making and governance, the data from student-athletes may provide information about additional opportunities in the future.
Coaches and staff are invited to give input to the administration on ideas and/or concerns regarding a variety of topics including diversity, inclusion both for their teams as well as themselves. This is accomplished through meetings with their sports supervisor and/or in meetings with the athletics director. Coaches and staff are encouraged to become involved in their coaches associations or professional organizations (for example: NACDA, CABMA, NACWAA, Black Coaches Association, BCA, WBCA, NFCA) for professional development as they deem appropriate. As part of the NCAA Certification process, a coach and staff member served on each of the subcommittees.

The athletic departments administrative staff (senior associate athletic director for external relations, senior associate athletic director/SWA, assistant athletic director/ticket manger, associate athletic director for facilities/general manger Walter pyramid, assistant athletic director for marketing, assistant athletic director for media relations, director of operations, administrative assistant to the athletics director, associate athletic director for development, associate athletic director for compliance and the director of the BAC) meets every other week. During these meetings, all participants are encouraged to discuss any issues or concerns they may have and to make suggestions for the Athletics Department.

c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of its student-athletes and staff with diverse racial, ethnic and other backgrounds (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis); and

Based on the information presented above, it is evident that the Athletics Department at LBSU is committed to meeting the needs of its student-athletes and staff with diverse racial, ethnic and other backgrounds. There are extensive opportunities for student-athletes and staff to participate in governance and decision-making, regardless of diversity status. We are proud of our campus culture that encourages such participation.

d. Explain how the institution's written, stand-alone plan for diversity issues addresses each of the four areas, including any deficiencies identified in the institution's narrative response as listed in item (c) above.

Per Long Beach State's 2011-12 - 2015-16 diversity plan for improvement, the Athletics Department will review membership of SAAC to ensure diverse student-athlete representation, and continue to include diversity and diversity-related issues on SAAC agendas. In addition, the Athletics Department will be establishing a gender, diversity and student-athlete well-being committee that will also assist with assessments in the future.

15. Using the "plan for improvement" section, provide an institutional diversity-issues plan that addresses all four aforementioned program areas for the department of athletics. The plan must include all required elements of a plan as noted by the committee. If a deficiency does not exist in a program area(s), the institution must include an evaluation mechanism to maintain the institution's status in that program area (s) and action steps the institution will take if the program area(s) becomes inequitable in the future. Finally, the institution must describe how it will review its plan on an annual basis and include this information in the institution's diversity-issues plan.

Within gender-issues and diversity-issues written plans, specific numerical targets may place an institution at legal risk and are not expected in an institution's written plan, particularly as it relates to hiring practices. In the program area of hiring practices, institutions may submit plans that have broad, flexible non-numeric hiring goals. As it relates to other program areas, including but not limited to participation rates and budget increases, specific numerical targets may be appropriate.

The institution must develop a five-year written, stand-alone plan addressing diversity issues that maintains an institution's conformity or moves an institution into conformity with the operating principle.
16. Describe how the institution will periodically compare its diversity-issues plan with its assessment of the campus diversity climate (see Program Area No. 1) using the four diversity program areas to determine if the course of action is still appropriate. Further, provide the names and titles of the individuals who will be responsible for this review.

*The institution's plan must be active at all times and include a mechanism to ensure the plan is reviewed on an annual basis to determine if the course of action is still appropriate. This information must be included in the institution's diversity-issues plan.*

*The institution must compare its diversity-issues plan with its written assessment of the campus diversity climate (see Program Area No. 1) at least once every four years, to determine if the course of action is still appropriate.*

The senior associate athletics director/SWA is responsible for reviewing and monitoring the diversity improvement plan each year with senior administrative staff. During the review, the senior staff will determine if adjustments to the plan are necessary. The plan and actions taken will also be reviewed by the COA on an annual basis and by the newly-established gender, diversity and student-athlete well-being committee. The associate athletics director for business will be responsible for assessing and recommending adjustments to the personnel portions of the diversity improvement plan.

17. Describe the institution's efforts to ensure the diversity-issues plan for improvement was developed through a process involving broad-based campus participation and has received formal institutional approval. Further, please identify the length (e.g., five years) of this plan, including the specific years this plan will be active.

*If a plan concludes before the commencement of the institution's next self-study, the institution is expected to create a new five-year plan for improvement, even if each of the actions in the institution's original plan was ongoing in nature. The institution must develop a new five-year plan that will maintain conformity with the operating principle.*

*If a plan concludes prior to the commencement of the institution's next self-study, the institution is expected to create a new five-year plan for improvement, even if each of the actions in the institution's original plan was ongoing in nature. The institution must develop a new five-year plan that will maintain conformity with the applicable operating principle. Please note that all institutional plans must contain all of the committee's required elements.*
The institution's diversity-issues plan must include the following requirements:

- Include identification of issues or problems confronting the institution.
- Include the measurable goals the institution intends to achieve to address issues or problems.
- Include the specific steps the institution will take to achieve its goals.
- Include a specific timetable(s) for completing the work.
- Identify the individuals and/or offices responsible for carrying out the actions identified by the institution.

Further, the institution's diversity-issues plan must meet the following requirements:

- Be committed to paper and be a stand-alone document.
- Be developed with opportunities for significant input from appropriate constituent groups inside and outside athletics.
- Must be adopted formally by the institution's final authority in such matters (i.e., chancellor/president or board of trustees) to ensure that it carries the commitment and support of the entire institution.

The president at LBSU established a broad-based Steering Committee as well as broad-based subcommittees for each of the areas of the self-study. The subcommittee that conducted an assessment of the issues related to gender, diversity and student-athlete well-being included members of the faculty and university staff, a coach, a student-athlete, a student representative, community members and Athletics Department staff. The NCAA Certification Steering Committee approved the diversity plan for improvement. The plan was also approved by the university president for final university approval.

The diversity plan developed during this review process will be for the period of 2011-12 -- 2015-16.
### Gender/Diversity Issues and Student-Athlete Well-Being

<table>
<thead>
<tr>
<th>Program Area</th>
<th>Issues in the Self-Study</th>
<th>Measurable Goals</th>
<th>Steps to Achieve Goals</th>
<th>Individuals/Officers Responsible for Implementation</th>
<th>Specific Timetable for Completing the Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment</td>
<td>No issues identified within program area evaluation. Maintenance plan included.</td>
<td>Provide opportunities for student-athletes to share their perceptions regarding the treatment of women and underrepresented groups (cultural, religious, sexual orientation, ethnicity, disability status) within the student-athlete population</td>
<td>Solicit student-athletes’ perceptions through the Student-Athlete survey and exit interviews. The data will be used as an advisory input when implementing programmatic change.</td>
<td>Athletics Director, Senior Staff and FAR</td>
<td>Annually</td>
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<td>Develop a report on the demographic makeup of the student-athlete population</td>
<td>Continue to review the demographic data included in the student-athlete ethnicity report with the Committee on Athletics and the Gender, Diversity and Student-Athlete Well-Being Committee</td>
<td>Senior Associate Athletics Director/SWA</td>
<td>Annually</td>
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<td></td>
<td>Monitor the Athletics Department's commitment to its diversity goals and objectives</td>
<td>Review the Athletics Department's Strategic Plan and goals and objectives related to diversity</td>
<td>Program Review Analyst in Division of Student Services</td>
<td>By Fall 2012</td>
</tr>
<tr>
<td>Retention</td>
<td>No issues identified within program area evaluation. Maintenance plan included.</td>
<td>Monitor retention of underrepresented coaches, staff and student-athletes</td>
<td>Encourage and support coaches and staff to attend their specific organization's workshops and conferences, i.e., Black Coaches Association's convention, coaches conventions, professional organizations (NACDA) and NACWAA programs</td>
<td>Athletics Director, Sport Supervisors and area supervisors</td>
<td>Every 5 years</td>
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<td></td>
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<td>Encourage participation opportunities for diverse staff members to be involved with campus-wide committees and activities</td>
<td>Senior Staff</td>
<td>Annually</td>
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<tr>
<td>Program Area</td>
<td>Issues in the Self-Study</td>
<td>Measurable Goals</td>
<td>Steps to Achieve Goals</td>
<td>Individuals/Officers Responsible for Implementation</td>
<td>Specific Timetable for Completing the Work</td>
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<tr>
<td>Partnerships.</td>
<td>No issues identified within program area evaluation. Maintenance plan included.</td>
<td>Provide outreach to various campus services that can enrich advising and counseling for student-athletes</td>
<td>Identify student-athletes who are eligible, and encourage them to apply, for NCAA programs, scholarships and awards</td>
<td>CHAMPS/Life Skills Coordinator/BAC staff</td>
<td>Annually</td>
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<td>Provide outreach to various campus services that can enrich advising and counseling for student-athletes</td>
<td>Review APR retention data to identify trends affecting student-athletes from underrepresented groups</td>
<td>Associate Athletics Director for Compliance, Senior Associate Athletics Director/SWA</td>
<td>Annually</td>
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<td>Participation in governance and decision making.</td>
<td>Provide opportunities for student athletes to participate in governance and decision making</td>
<td>Edit Goal to alter this text.</td>
<td>Offer diversity training for student-athletes, staff and coaches</td>
<td>Athletics Director, CHAMPS/Life Skills Coordinator and Senior Associate Athletics Director/SWA</td>
<td>Biannually</td>
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<td>Offer student-athlete educational programs in conjunction with other areas on campus, i.e., Career Development Center, Counseling and Psychological Services, Housing and Residential Life, Student Life and Development, etc.</td>
<td>CHAMPS/Life Skills Coordinator</td>
<td>Annually</td>
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<td>Include diversity and diversity related issues on SAAC agendas</td>
<td>CHAMPS/Life Skills Coordinator</td>
<td>Annually</td>
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<tr>
<td>Elements</td>
<td>Goals</td>
<td>Steps</td>
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<td>Steps to Achieve Goals</td>
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<td>Specific Timetable for Completing the Work</td>
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<td>Establish a Gender, Diversity and Student-Athlete Well-being Committee with representation from various areas on campus and the community to advise the Athletics Department with issues related to gender, diversity and student-athlete well-being</td>
<td>Athletics Director, Senior Staff and CHAMPS/Life Skills Coordinator</td>
<td>Begin Fall 2012 then ongoing.</td>
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### Operating Principle

#### 3.3 Student-Athlete Well-Being.

**Self-Study Items**

1. List all "conditions for certification" imposed by the committee in its Cycle 2 certification decision (if any) as they relate to Operating Principle 3.3 (Student-Athlete Well-Being). For each condition, provide:
   a. The original "condition" imposed;
   b. The action(s) taken by the institution;
   c. The date(s) of the action(s); and
   d. An explanation for any partial or noncompletion of such required actions.

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

<table>
<thead>
<tr>
<th>Condition</th>
<th>Action</th>
<th>Action Date</th>
<th>Explanation for partial or non-completion</th>
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</thead>
<tbody>
<tr>
<td>Long Beach State was certified without conditions.</td>
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</table>
2. List all actions the institution has completed or progress it has made regarding all plans for improvement/recommendations developed by the institution during its Cycle 2 certification process as they relate to Operating Principle 3.3 (Student-Athlete Well-Being). For each issue identified, provide:

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

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

If the institution developed a plan for improvement for Operating Principle 3.3 during Cycle 2, the institution must demonstrate that it has implemented its Cycle 2 plan or provide an explanation for partial completion of the plan.

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

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

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

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

1. Original Plan
   
   There were no plans for improvement for Cycle 2.

   Action

   Action Date

   Explanation for partial or non-completion

3. Describe any additional plans for improvement/recommendations developed by the institution since the Cycle 2 certification decision was rendered by the committee for Operating Principle 3.3 (Student-Athlete Well-Being). For each additional plan, provide:

   a. The additional goal(s);
   b. The step(s) taken by the institution to achieve the goal(s); and
   c. The date(s) the step(s) was completed.
No further plans for improvement were developed.

4. Please submit a copy of the student-athlete exit-interview instrument with the submission of your self-study report. [Please use the file upload link contained within this question to submit a copy of your current student-athlete exit interview instrument.]

The institution's instrument used to conduct student-athlete exit interviews must contain questions related to the following: (Note: Institutions should note the list of examples below is not an exhaustive list and institutions are not limited to addressing only those provided.)

- The institution's commitment to the academic success of its student-athletes (e.g., academic support services available, priority registration for classes, coaches’ support).
- The institution's commitment to opportunities for student-athletes to integrate into campus life.
- The institution's efforts to measure the extent of time demands encountered by student-athletes.
- The institution's efforts to measure the effectiveness of the institution's mechanisms to monitor time demands of its student-athletes (e.g., travel commitments, missed class time, final exam schedules, and summer vacation periods).
- The institution's efforts to measure the effectiveness of the institution's SAAC.
- The institution’s commitment to informing student-athletes about the NCAA Special Assistance Fund and NCAA Student-Athlete Opportunity Fund.
- The institution's efforts to measure the effectiveness of its mechanisms (e.g., annual surveys, exit-interview process) to monitor the well-being of its student-athletes.
- The institution's commitment to the physical, psychological and emotional health (e.g., athletic training, nutrition, counseling) of student-athletes.
- The institution's commitment to the safety (e.g., travel policies, emergency medical plans) of student-athletes.
- The institution's commitment to a safe and inclusive environment for all student-athletes.
- The institution's commitment to diversity.
- The value of student-athletes’ athletics experience.
- The opportunity for student-athletes to suggest proposed changes in intercollegiate athletics.
- The opportunity for student-athletes to express concerns related to the administration of the sport(s) in which student-athletes participate.

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

The student-athlete exit interview instruments are uploaded into ACS.

All items listed in Measurable Standard No. 2 of Operating Principle 3.3 are covered in the attached surveys.

List of attachments

1. LBSU Exhausted eligibility in person interview questions.pdf
2. Student Athlete Survey 09-10.pdf
5. Describe the methods used to conduct student-athlete exit interviews. Further, describe the process used to evaluate and implement outcomes.

The institution must demonstrate that it conducts interviews via in-person meetings and/or conference calls in each sport with a sample of student-athletes (as determined by the institution) whose eligibility has expired in accordance with NCAA Constitution 6.3.2. Please note, if an institution develops a plan for improvement in this area, the plan must be implemented prior to the completion of the certification process.

Long Beach State uses two methods to conduct student-athletes exit interviews. The first is the student-athlete survey, a copy of which is provided as part of this response. The survey is administered to every student-athlete at the close of their sports season and to those student-athletes who have exhausted eligibility. Student-athletes complete the survey in a computer lab and it is administered using Survey Monkey. The members of an entire team, for example Men's Basketball, take the survey in the lab at the same time. Special arrangements, however, can be made for individuals who miss the scheduled time due to a class conflict or other legitimate reason. The surveys for all groups are introduced in a standardized manner by the CHAMPS/Life Skills coordinator. The coordinator remains in the lab for the duration of the survey administration to answer any questions and to ensure a complete process. The total confidentiality of the results of the survey is emphasized to the student-athletes and is maintained throughout the process.

All items listed in Measurable Standard No. 2 of Operating Principle 3.3 are covered in the surveys. During the summer, the athletics director, faculty athletic representative, and senior associate athletic director/SWA review the qualitative and quantitative data to determine if there are themes or areas that need to be addressed. At the same time the results are also disaggregated to show all responses from those who are seniors to supplement the information gathered during the in-person exit interviews.

The senior associate athletic director/SWA oversees the process and works closely with supervisors in areas such as academics (BAC), CHAMPS/Life Skills, strength and conditioning, and athletic training to make sure that survey results are used effectively. She shares the compiled responses to the questions within each supervisor's area of responsibility and each supervisor is responsible for reading the survey data and identifying themes that emerge. At a meeting with senior associate athletic director/SWA, these themes are discussed as well as ways that they might be addressed. The data are shared in cumulative form so that no specific individual or team can be singled out. This practice allows individuals the freedom to share their thoughts openly and honestly. Where appropriate, feedback to coaches and their staffs is given.

The survey instrument is reviewed each year by the senior associate athletic director/SWA, faculty athletic representative, CHAMPS/Life Skills coordinator, and the associate athletic director for compliance to determine if changes need to be made to the instrument. For example, after the 2007-08 survey the group determined that more specific questions needed to be added to the survey in areas of diversity (e.g., disabilities and sexual orientation). The changes were then incorporated into the following year’s survey.

In addition to the computerized survey, Long Beach State conducts a confidential in-person oral interview with each student-athlete who has exhausted his or her athletic eligibility. The exit interview is conducted at the end of both fall and spring semesters depending upon the student-athlete’s sports season. The purpose of the exit interview is two- fold. First, it provides the student-athlete an opportunity to share his/her thoughts about experiences as both a student and an athlete. Secondly, it serves as a data source for identifying common themes and issues, if any, that may need to be addressed by the Athletics Department.

The method used to conduct the student-athlete exit interview begins with the director of compliance who provides the names of individuals who have exhausted their eligibility to the senior associate athletic director/SWA. She takes the names and assigns the individuals amongst the sport supervisor of the sport, the athletics director, and the faculty athletic representative. The administrators then set up the interviews with each student-athlete to make sure a sampling of each team is interviewed. The interviews are strategically assigned so that the athletics director and faculty athletics representative each have a student-athlete from varying sports teams. The interviews are designed to be both confidential and informal, conducted in an atmosphere and location in which the student-athletes feel comfortable in sharing their opinion. The exit interview document with questions is included in this report.
After all oral interviews of senior student-athletes have been completed for the academic year, the interviewers have a meeting in the summer to evaluate the individual and collective group of student-athlete responses. The interview committee identifies common themes and topics in both the positive comments as well as the areas of improvement or issues, if any. If there is an emergent theme, the sports supervisor or administrator responsible for the team or area takes action to address the issue and/or give feedback to the appropriate coach or coaches and their staffs to address the issue. Finally, the resolution or outcomes are communicated to the rest of the interviewers.

6. Describe opportunities other than the student-athlete exit-interview process that are available to student-athletes to provide input regarding student-athlete well-being issues (e.g., SAAC, open-door policy of athletics administrators, including the director of athletics, senior woman administrator, and/or faculty athletics representative).

Long Beach State University is committed to student-athlete well-being and has various means through which student-athletes can provide input regarding their well-being issues and concerns. Data collected for the Cycle 3 NCAA Self-Study through in-person interviews of athletics administrators and staff, group interviews of student-athletes, and review of student-athlete survey responses show that student-athletes are aware of and feel comfortable in utilizing a number of resources provided to them. These include 1) the Student-Athlete Advisory Committee (SAAC), 2) CHAMPS/Life Skills coordinator, 3) athletics administrators, staff, and faculty athletic representative, 4) Bickerstaff Academic Center (BAC) advisors, 5) athletic trainers; 6) confidential student-athlete survey, and 7) the conflict resolution process in the Athletics Department.

I. The Student-Athlete Advisory Committee (SAAC) is a student leadership governing body comprised of two student-athlete representatives for each of the 18 men's and women's sports teams. The representatives attend monthly SAAC meetings which serve a number of purposes: to report any issues or concerns on behalf of student-athletes; to provide leadership; community service opportunities; and to offer student-athlete well-being programming. The CHAMPS/Life Skills coordinator creates targeted educational programming on topics that address the needs of student-athletes and their well-being. Programs may vary and might include topics such as stress management techniques, time management tips, healthy eating and nutrition, alcohol and drug use, social networking safety tips, leadership, and diversity which includes sexual orientation, gender and multiculturalism topics. In-person interviews with student members of SAAC indicate that the student-athletes find the topics to be timely and relevant. SAAC is also the voice to the Big West Conference, NCAA and votes on legislation each year.

2. The CHAMPS/Life Skills coordinator has an integral role within the Athletics Department staff as a key liaison between student-athletes and administrators. She has an open-door policy; student-athletes are encouraged to come in and talk with her about a variety of issues and concerns. She has built a strong rapport with these student-athletes, many of whom meet with her on a regular basis. While it is the responsibility of every administrator and staff member to monitor and evaluate the student-athlete well-being, LBSU demonstrated our commitment to student-athlete well-being by hiring a full-time CHAMPS/Life Skills coordinator whose primary focus is student-athlete well-being. Our current CHAMPS/Life Skills coordinator is a former LBSU student-athlete. She is well aware of the multiple demands and responsibilities that face student-athletes and has tremendous credibility in her role as a mentor to student-athletes.

3. In-person, individual interviews conducted for this self-study indicate that the Athletics Department at LBSU is characterized by an open-door policy with the student-athletes. Specifically, the athletics director, senior associate athletic director/SWA, faculty athletic representative, and the sports supervisors each emphasized that he/she is invested in student-athletes’ overall welfare both as students and as athletes. Student-athletes also mentioned that administrators make specific efforts to communicate their accessibility to students. When issues or concerns arise, they are addressed immediately through meetings with coaches, trainers, Athletics staff, and/or LBSU administrators.

Student-athletes are confident that they can speak with any administrator about any topic of concern to them. The athletics director, senior associate athletics director/SWA, associate athletics directors who act as sports supervisors attend practices, travel to away games, and attend home games as time permits. In these settings, they get to know the student-athletes, develop relationships with them, and make their open-door policy known to student-athletes. In addition, the faculty athletics representative focuses on three main areas: student-athlete well-being, institutional control, and academic integrity. As part of her commitment to the welfare of student-athletes, at the beginning of every academic year she meets with each of our 18 teams. At that meeting, she explains her role as an independent source for student-athletes to whom they can come for any reason (e.g., concerns with faculty, conflicts with coaches or administrators, personal issues, and referrals to other resources on campus). She provides all student-athletes with a business card that includes her cell phone number and encourages them to call or e-mail...
if they have any concerns. Generally, she handles about ten issues a year. In addition to working directly with student-athletes on specific concerns, our FAR also serves as the chair of the Student-Athlete Welfare Committee.

4. The Bickerstaff Academic Center (BAC) at LBSU serves as the third venue for the student-athletes to share their feedback on student-athlete well-being issues. The primary purpose of BAC is to provide academic advising and support services to Long Beach State’s student-athlete population. This includes advising to ensure that each student-athlete is enrolled in appropriate courses so that they may earn their degree while maintaining their athletic eligibility. The BAC is geared to maximize student-athletes’ classroom success through a developmental advising approach integrating academic, student and athletic assistance.

Because of the close relationships that develop, the BAC also supports student-athlete well-being. The director of student-athlete services/senior director of advising, Gayle Fenton, associate director of student-athlete services/director of BAC, Sandra Shirley, academic advisors, Michelle Mahoney, Rebecca Groff, Kirsten Sumpter, and Tamika Spivey, graduate assistant Martha Grace, and academic specialist, Chris Jolly see students on a daily basis. Student-athletes can share feedback and experiences with the BAC during one-on-one mandatory advising each semester, drop-in appointments, and during academic support appointments such as tutoring and academic mentoring. In addition to daily contact with the students, the BAC also offers a freshmen transitions student-athlete peer mentoring program (also open to transfer students if they so choose), formerly known as HEADS UP!, and a 10 week learning skills program, “Peak Performance Academic Skills Workshop.” Through these meetings and events, a student-athlete has the opportunity to confidentially discuss any student-athlete well-being issue or concern with his or her advisor. Openness and confidentiality are facilitated by the long term relationship that is established since student-athletes meet with the same advisor from their freshmen year until graduation. Further, the BAC conducts a “Perception Survey” every two years. The student-athletes complete the hard-copy confidential survey after their mandatory advising appointment. The survey is another opportunity for student-athletes to disclose any well-being issues or concerns. The BAC director and associate director read and analyze the survey results and then determine if any actions need to be taken.

5. Athletic trainers spend a significant amount of time interacting with student-athletes and develop relationships with them. Student-athletes mention the trainers as individuals in whom they would confide if they were experiencing a problem or had an issue to resolve.

6. Another opportunity for student-athletes to have a voice, in a confidential manner, is through the annual student-athlete survey. The results of the surveys from 2008-09 and 2009-10 reflect that the LBSU student-athletes are given an opportunity to express their concerns or issues. For example, in the 2008-09 student-athlete survey, only 12 of 264 student-athletes felt that they didn't have the opportunity to express their thoughts or concerns to athletic personnel. In the 2009-10 student-athlete survey, only eight of 290 student-athletes felt they didn't have the opportunity to express their thoughts or concerns to athletic personnel.

Following are quoted responses to the question: “Please use this space to comment on the STRENGTHS of the Long Beach State Athletics Department”:

From the 2008-09 Survey: 1) “There is always someone to talk to if you have a question or concern. They do a great job in taking care of athletes” 2) “Active among student-athletes, are involved and easily accessible to all student-athletes. Supportive of students’ education, not just sporting results.”

From the 2009-10 Survey: 1) “The Long Beach State Athletics Department shows a genuine interest in the individual athletes and their needs. I truly believe that they want us to succeed beyond athletics...Thank you.” 2) “I love all that Long Beach State provides for the student-athletes. I feel comfortable with everyone on campus and I am never scared to ask for help from administration. My experience of being a Division 1 athlete has exceeded my expectations. I am proud of my school and proud to represent on the golf course and out in the community.”

7. Finally, the conflict-resolution process in place was mentioned by student-athletes during in-person group interviews. Results indicated that student-athletes were very sure of their ability to address issues if or when they arise. Generally, the first step student-athletes take is to address the issue among their teammates, which they consistently refer to as “a family.” If more help is needed, student-athletes reported that they would talk with one of their coaches or with the CHAMPS/Life Skills coordinator. There was no hesitancy in their confidence that they were able to do so. To ensure comfort in approaching coaches, at least two of the male head coaches who coach females in their sport indicated that they have a female assistant coach on their staffs in case the female student-athletes have issues that they would prefer to discuss with a female coach. There was no concern expressed on the part of the interviewed student-athletes that this consideration was needed, but we laud the coaches for their proactive thoughtfulness in this area.

Based on both interview data and written data collected for the self-study, Long Beach State student-athletes are aware of and utilize the resources they have available to them. They have equitable access to these various Athletics Department resources including the open-door policy of administrators and staff that enables them to
convey any athletic, academic, personal and/or social problems, concerns or needs that arise.

7. Describe the department of athletics written grievance and/or appeals procedures available to student-athletes in areas mandated by NCAA legislation (i.e., financial aid and transfers). Also, provide the name(s) and title(s) of the individual(s) responsible for overseeing the administration of these grievance and/or appeals procedures. Describe the means by which these grievance and/or appeals procedures are directly communicated in writing to department of athletics staff members, coaches and student-athletes.

The institution must have established written grievance and/or appeals procedures for areas mandated by NCAA legislation (i.e., financial aid [in accordance with Bylaw 15.3.2.4] and transfers [in accordance with Bylaws 13.02.1, 13.1.1.3, 13.1.1.3.1, 14.02.2, 14.5.5.2.10 and 14.5.5.2.10.1]). Please note, if an institution develops a plan for improvement in this area, the plan must be implemented prior to the completion of the certification process.

The institution must demonstrate that all grievance and/or appeals procedures for areas mandated by NCAA legislation (i.e., financial aid [in accordance with NCAA Division I Bylaw 15.3.2.4] and transfers [in accordance with Bylaws 13.02.1, 13.1.1.3, 13.1.1.3.1, 14.02.1, 14.5.5.2.10, and 14.5.5.2.10.1]) are directly communicated in writing (e.g., provide hard copy of document, provide web link via e-mail) to department of athletics staff members, coaches and student-athletes. Please note, if an institution develops a plan for improvement in this area, the plan must be implemented prior to the completion of the certification process.

All members of the Long Beach State Department of Athletics are committed to ensuring the welfare of the student-athletes and resolving all complaints or grievances brought to the department's attention. Generally, attempts are made for the student-athlete to resolve any complaints or grievances through the informal procedures. If a satisfactory resolution of the problem through the informal procedures is not achieved, then the student-athlete may utilize the formal procedures.

Both the financial aid and transfer appeals procedures are documented in the "Student-Athlete Handbook," "Staff Manual" and the "Athletic Compliance Manual." Every member of the Department of Athletics staff has direct online access to a copy of the staff manual and compliance manual. The student-athletes are oriented to the student-athlete handbook as a source for grievance and/or appeals procedures information through both email correspondence and during the compliance meeting held at the beginning of each year. The CHAMPS/Life Skills coordinator sends a message identifying a link to the student-athlete handbook to every student-athlete at the start of the year. In addition, the associate athletic director for compliance makes sure the student-athletes are aware of the handbook when she meets with each team at the start of the academic year.

A. Financial Aid (Athletic Scholarship) Appeal

Athletic financial aid is awarded on a year to year basis. The decision as to whether or not aid is to be renewed, reduced, or cancelled for a particular student-athlete is a decision of the coach, agreed to by the director of athletics and/or sport supervisor. The intent to reduce or cancel aid for a particular student-athlete for the following year is communicated in writing to the associate athletic director for compliance. The associate athletic director for compliance notifies the director of financial aid. The director of financial aid notifies the student-athlete of the reduction, cancellation, or nonrenewal of the student-athlete's athletic financial aid in writing and of his or her right to appeal the decision as well as the policies and procedures for such an appeal. The student-athlete may either accept the decision or request a hearing, as required by NCAA regulations. The student-athlete is to contact the associate athletic director for compliance within three weeks after the date of the written notice to request a hearing.

The director of financial aid will then contact the student-athlete in writing. Once the hearing has been requested, the student-athlete needs to provide a written statement explaining why the financial aid (athletic scholarship) should not be altered as well as any supporting documentation. The student-athlete's written appeal must be submitted to the director of financial aid at least 72 business hours in advance of the scheduled hearing so all members of the financial aid appeals committee have time to adequately prepare for the meeting. Any information...
Gender/Diversity Issues and Student-Athlete Well-Being

to be provided by other parties should be presented as written statements and included as part of the student-
athlete's written appeal. If the student-athlete would like to have anyone else present during the hearing they may
do so as outlined in the policies and procedures document received at the time of notification.

The Athletics Department is asked to prepare a written statement explaining why the financial aid is being reduced,
canceled, or not renewed. The Athletics Department may include supporting documents and written statements
from knowledgeable parties. These data must also be provided to the financial aid appeals committee at least 72
business hours in advance of the scheduled hearing.

The members of the committee are the director of financial aid, a management staff member from financial aid, and
the faculty athletic representative. The student-athlete and a representative from the Athletics Department are
present during all parts of the hearing except during the committee's deliberation. The student-athlete and the
Athletics Department may have a support person present; however, this individual may not participate in the hearing
process. A support person for the student-athlete is an individual who is present solely to provide emotional support
and/or advice to the student-athlete. A support person for the Athletics Department is generally an Athletics
Department administrator. All hearings are closed and all hearing information remains confidential. The financial aid
appeals committee reviews the written appeal and in-person testimony and reaches a decision. The student-athlete
and the Athletics Department are notified of the outcome within 10 business days. The decision of the committee is
final.

Individual responsible for overseeing the administration of the financial aid appeal procedure: Nick Valdivia, Director
of Financial Aid

B. Transfer Appeals
A student-athlete who is considering transferring to another academic institution may submit an oral or written
request for permission to speak to another institution. A student-athlete may also submit an oral or written request
to transfer to another institution. The request will be responded to in accordance with NCAA regulations.

C. Permission to Speak Denial/One-Time Transfer Appeal
A student-athlete who desires to obtain permission to speak to another institution is advised to discuss this request
with his or her coach. If the coach agrees, the coach notifies the associate athletic director for compliance to grant
permission to speak. A letter may be sent to the specific institution(s) or a generic To Whom It May Concern letter
that can be presented to any institution may be given to the student-athlete. Sometimes, a student-athlete may go
directly to the associate athletic director for compliance. In this case, the associate athletic director listens to the
student-athlete. She then notifies him/her of the requirement to first speak to their coach and have the coach call
her when a decision has been made. If the student-athlete has already talked to the coach, the associate athletic
director for compliance then calls the coach to confirm their agreement on issuing a permission to speak letter.
Once the permission to speak is granted in writing, the student-athlete may talk to staff members at the named
institution. If the student-athlete confirms his/her desire to transfer and the other institution wants the student-
athlete, then the institution the student-athlete will be attending sends a transfer verification form to LBSU. The
transfer verification form requests necessary information used by the institution the student-athlete will be attending
to certify eligibility, including the decision of LBSU for the one-time transfer exception, if applicable. If the head
coach for the sport grants the one-time transfer exception, and the athletic director concurs, the associate athletic
director for compliance will fill out the form and return it to the other institution. A student-athlete may be given
permission to speak but not be given the one-time transfer exception.

A student-athlete who has been informed in writing by the associate athletic director for compliance that he/she has
been denied permission to speak or has been denied a one-time transfer request is entitled to a hearing conducted
by the student-athlete welfare committee. Once a written request for a hearing is received from the student-athlete,
a hearing date will be held and a decision will be rendered within 15 days of the written request. The hearing is
conducted by a committee consisting of the faculty athletic representative who serves as chair, a student-athlete,
and two additional members from the faculty and/or administrative areas of the university.

The hearing process is governed by the following procedures:
Prior to the hearing, both parties (student-athlete and the director of athletics, or his designee, or the head coach of
the respective sport) may provide written information and documentation for the student-athlete welfare committee
for review, which must be received by the chair no later than noon the day prior to the hearing.

Both parties are entitled to present the rationale for their respective positions in person to the committee.
Presentations will be delivered at separate times, and as determined by the committee.
At the hearing, the student-athlete may be accompanied by one advisor, not an attorney. This individual is not
permitted to address the committee directly, but may advise the student-athlete.
The committee has a closed-door meeting after hearing both sides and renders its decision. Once the decision has been rendered, all parties and the Compliance Office are notified in writing by the Chair of the committee’s findings within the timelines allotted by NCAA regulations. The decision of the committee is considered to be final and binding on all parties. Copies of the relevant documents related to the case are kept on file in the compliance office for a period of seven years.

Individual responsible for overseeing the administration of the transfer (Permission to Speak Denial/One-Time Transfer) appeal procedure: Brenda Vogel, FAR Chair, student-athlete welfare committee.

8. Describe the institution’s written grievance and/or appeals procedures available to student-athletes in other areas (e.g., harassment, hazing, abusive behavior, discrimination). Also, provide the name(s) and title(s) of the individual(s) responsible for overseeing the administration of these grievance and/or appeals procedures. Describe the means by which these grievance and/or appeals procedures are directly communicated in writing to department of athletics staff members, coaches and student-athletes.

The institution must have established written grievance and/or appeals procedures for other areas not mandated by NCAA legislation (e.g., harassment, problems with coaches, hazing, abusive behavior). Please note, if an institution develops a plan for improvement in this area, the plan must be implemented prior to the completion of the certification process.

The institution must demonstrate that all grievance and/or appeals procedures for other areas not mandated by NCAA legislation (e.g., harassment, problems with coaches, hazing, abusive behavior) are directly communicated in writing (e.g., provide hard copy of document, provide web link via e-mail) to department of athletics staff members, coaches and student-athletes. Please note, if an institution develops a plan for improvement in this area, the plan must be implemented prior to the completion of the certification process.

Long Beach State is committed to providing a climate that fosters respect for students, staff, and faculty as well as others who participate in programs and activities at the university. We uphold a strict policy against harassment, hazing, discrimination or any form of abusive behavior.

The Department of Athletics has written policies in place to ensure that any grievances or complaints by student-athletes are resolved in a method that is as reasonable as possible for all persons involved. Student-athletes are first encouraged to address the problem via informal procedures. If the issue is not resolved, then the student-athlete may initiate formal grievance procedures. These procedures are outlined in detail in the student-athlete handbook.

Student-athletes are encouraged to work directly with the parties involved to solve any problems that they may have. When the issue involves a sensitive topic such as harassment, hazing etc then we encourage the student-athlete to include a neutral party when dealing with the individuals involved. If unsuccessful, then an informal procedure may be followed.

The student-athlete may have a confidential discussion with a third party with whom they are comfortable in an effort to discover new approaches which might be helpful. Third parties can include coaches, academic counselors, administrators, the CHAMPS/Life Skills coordinator, or any staff member. If a resolution can’t be reached, then the student-athlete may consult with the sport supervisor to facilitate an informal resolution. If the matter is still not handled to the student-athlete’s liking, the director of athletics, or his designee, may schedule a meeting with the grievant and possibly the person that is being complained about. This is the final step in the informal process and if unsuccessful, the student-athlete may use LBSU’s formal grievance procedure.

In the formal proceedings, the student-athlete would first notify the director of athletics in writing, stating all of the details of the complaint. The director of athletics or a designee conducts an interview with the student-athlete. Any other relevant parties, including the person(s) against whom the complaint is made, may also be contacted. The
director of athletics or his designee conducts a formal meeting with all the parties, each of whom may be accompanied by a non-attorney advisor. The director of athletics or his designee will notify the grievant, in writing, of the decision.

If the situation arises where a student-athlete is dissatisfied with the decision of the director of athletics and if "substantial new facts" have been discovered, he or she has five days to initiate an appeal process. The student-athlete must notify the chair of the student-athlete welfare committee (Brenda Vogel, FAR), in writing, that he or she wishes to appeal the decision. All of the new information related to the case must also be presented in the appeal request. The committee holds a formal meeting to hear the appeal within 10 days. Within five days after the formal appeal meeting, the committee notifies the student-athlete, in writing, of the decision. The decision of the student-athlete welfare committee is final.

In addition to the informal and formal processes within the Athletics Department, student-athletes may utilize the other campus resources available to them if they are experiencing problems with harassment, hazing, abusive behavior, or discrimination. Student-athletes may seek help from the office of the University Ombuds (Betsy Decyk, Ombuds), whose written policy is found at http://www.csulb.edu/president/ombuds. This office serves to provide a safe, independent and neutral resource for informal problem solving to all members of the campus community. In cases where there are complaints against other students, assistance towards a resolution can be found by initiating a discussion with a representative of the office of the dean of students (Mike Hostetler, associate vice president for student services/dean of students). If the complaint is not resolved in the informal process, the complaint can proceed to a formal level initiated by the student-athlete submitting a written, dated and signed statement to Thomas Malizia, director of judicial affairs or the office of the associate vice president/dean of students (Mike Hostetler). The complaint will be handled in accordance with student disciplinary procedures for the California State University. (Campus REGS, Regulation 20, Student Conduct and Discipline, Probation, Suspension and Discipline of Students).

The office of equity & diversity at LBSU also provides opportunities for all students to seek assistance and resolution for complaints of discrimination or harassment. This office provides both informal and formal procedures that are posted on their website (http://www.csulb.edu/depts/oeq/policies/polst-r6.htm).

Based upon information gleaned from interviews with the coaches for this self-study, it was clear that LBSU's coaching staff and administration are committed to providing a healthy environment for the overall well-being of student-athletes. The majority of coaches interviewed mentioned having an open-door policy and felt that the majority of their student-athletes were comfortable enough to come to the coaching staff whenever they were experiencing difficulties, whether in their sport, academics, or otherwise. Many felt that student-athletes were comfortable enough with their CHAMPS/Life Skills coordinator that they would seek her assistance as well. None of the coaches believed that hazing, discrimination, or harassment were issues on their teams because of the supportive team environment, intolerance for such behavior, and the family atmosphere of LBSU Athletics overall.

All of the student-athletes who were interviewed agreed that they had never heard of nor experienced any type of hazing, harassment, or discrimination by any teammates, coaches, or administrators. The student-athletes also took pride in the family atmosphere at LBSU. They claimed that they were close-knit and all watched out for their teammates on a variety of levels: academically, physically, emotionally, and socially.

Information for grievances is communicated to student-athletes in a number of ways. First, the Department of Athletics grievance procedures are outlined in detail in the "Student-Athlete Handbook." The handbook is provided online to all LBSU student-athletes and is discussed at the student-athlete compliance meeting and is also referred to at other meetings such as SAAC meetings. In addition, throughout the informal process student-athletes are apprised of the "next steps" they can take if they are not satisfied with the resolution of the situation. Perhaps most importantly, student-athletes seemed to agree that they felt comfortable going to CHAMPS/Life Skills coordinator, to their coaches, to their faculty athletic representative, or to the administrators if ever they were experiencing difficulty.

9. Describe the institution's educational and support programs in the area of sexual orientation. Also, describe the institution's structure and/or policies that ensure the provision of a safe environment for all students, including student-athletes with diverse sexual orientations.

Our university has the distinction of being recognized as the third "most secure" university/college in the nation by Security Magazine in its 2010 "Security 500" rankings, released in the publication's November issue. Only 27 universities and colleges from across the country were recognized in that year's rankings. We are proud of the commitment we have to the safety of all students, including those with diverse sexual orientations. To that end, we offer a number of resources and support programs for student-athletes in the LGBTQ community including the
following:

1. There is the LGBTQ Resource Center which serves the purpose of promoting the full inclusion of lesbian, gay, bisexual, transgender, transsexual, intersex, and queer identified individuals and their allies at LBSU. The center aims to rid the campus of any form sexual orientation or gender discrimination by providing advocacy as well as collecting and distributing information in support of our LGBTQ community at LBSU.

2. Counseling and Psychological Services hosts a LGBTQ group that provides a safe and confidential place for lesbian, gay, bisexual, transgender, transsexual, queer, and questioning students to discuss identity, coming out, family, and relationship issues. Groups of students meet together under the guidance of professionally trained therapists to help themselves, and others within the group.

3. CHAMPS/Life Skills offers mandatory educational programs, including some which address LGBTQ and diversity issues, for LBSU's student and student-athletes. In interviews with student-athletes, one particular example was cited: Ant, of Celebrity Fit Club fame presented "Gay Rights and Hazing." At this presentation he shared with student-athletes his life's story of overcoming the stigma of being gay in a small community. Other educational programs offered for student-athletes include:

   a. Multiculturalism (Fall 2007) "The Hapa Project"-Kip Fulbeck.
      A forum for Hapas (slang for a person of mixed ethnic heritage with partial roots in Asian and/or Pacific Islander ancestry) to answer the question "What are you?" in their own words and be pictured in simple head-on portraits. Traveling throughout the country, Fulbeck photographed more than 1,200 people from all walks of life?from babies to adults, construction workers to rock stars, gangbangers to pro surfers, schoolteachers to porn stars, engineers to comic book artists. The project now is in the form of a book, traveling photographic exhibition, and online community.

   b. Risky Drinking (Spring 2008) "Sex Under the influence"-Joel Goldman
      Goldman talked about his experience in Mexico on spring break when he was partying a little too hard and forgot most of his trip. Coming back to reality, he found out he made some bad decisions when he was drunk and contracted AIDS. Moving stories such as his are designed to help student-athletes think about what actions they take in life and the impact it makes on their live. The session also addressed being gay.

   c. Motivational and Diversity (Fall 2008) "Gay Rights and Hazing"- Anthony Steven Kalloniatis (Ant)
      Ant from Celebrity Fit Club came and talked about his life story of overcoming being gay in a small community and making a name for himself despite all the challenges he faced. He was a very powerful speaker who helped the audience consider new ways of thinking about the topic.

   d. Diversity training with the NCAA (Spring 2009)
      This training included a four-hour seminar for staff and two-hour seminar for student-athletes and a practical workshop addressing a range of diversity issues including issues of sexual orientation.

   e. Social Networking & Ethics (Fall 2009)-Janet Judge
      This session addressed how social networking sites could be used for negative purposes such as hazing and cyber bullying and also addressed how prospective employers check social networking sites as a character reference. It was very encouraging to learn from the 2009-10 student-athlete survey that 97 percent of student-athletes responded that these mandatory programs "were informative and worthwhile."

      With the hiring of a fulltime CHAMPS/Life Skills coordinator, with a counseling/sports management background as well as being a former student-athlete, a level of professional expertise is available to help the department keep their pulse on the perceptions of the student-athletes. The CHAMPS/Life Skills coordinator is the SAAC advisor and uses each of her meetings with SAAC executive board and the full SAAC board as focus groups to understand any issues, concerns or perceptions they may have regarding student-athlete well-being and treatment (e.g., equity and diversity). She is then responsible for bring any concerns to the senior associate athletic director/SWA to be handled as appropriate.

      The CHAMPS/Life Skills coordinator also has been a member of the university's LGBTQ committee for National Coming Out Week.

4. Provision of a Safe Environment
The university's policy against harassment, hazing, and discrimination covers all LBSU programs and activities and ensures that the institution's diverse populations can function in an atmosphere of tolerance and is free of any form of abusive behavior.

All university staff employees must attend a staff orientation workshop where the university's statement of civility, non-discrimination policy, and discrimination compliance procedures are covered in detail. Furthermore, all coaches hired in the Athletics Department receive an appointment letter emphasizing that they have a responsibility to:
"Advance the efforts of the Department of Athletics and the University toward diversity and gender equity. Fully support and abide by the CSU and Long Beach State commitment to gender equity in education, including athletics, and its full compliance with Title IX of the Education Amendments to the Civil Rights Act of 1964. Employee will fully support and abide by CSU and Long Beach State's commitment to maintain a working and learning environment where every student, employee and community member is treated with dignity and respect. Employee will support and comply with the Long Beach State commitment to maintain a safe and healthy living and learning environment for everyone.” Coaches and Staff members also have a position description that contains the statement.

The Athletics staff manual further addresses, policies and procedures related to hazing (sect. 8.09), harassment (sect. 8.11) and student grievance procedures (sect. 8.12).

It is important to LBSU that our student-athletes and visiting student-athletes perform in an environment that is harassment-free and tolerant. At the beginning of all home athletic contests, announcements are made outlining the behavior that is expected and the consequences if these guidelines are not followed. Specifically, use of intimidating actions toward players, coaches, or officials will be not be tolerated; use of profanity, racial or sexual comments toward players, coaches, officials, or other spectators will not be tolerated; and use of a player's name, number, ethnic origin, race, religion, body part, or sexual orientation will not be tolerated.

The LBSU athletics website (http://www.longbeachstate.com/saac/resources.html) lists multiple resources, both on-campus and off-campus, that are available to LGBTQ student-athletes.

10. Describe the policies, organization and structure of the department of athletics and how it enhances student-athlete well-being. Further, describe the commitment of the institution to enhance the overall student-athlete educational experience including how issues are monitored, evaluated and addressed on a continuing basis.

At Long Beach State, the Athletics Department considers the well-being of student-athletes as a high priority and supports students-athletes in a number of ways. One of these ways is through CHAMPS/ Life Skills (http://www.longbeachstate.com/saac/life-skills-home.html). The purpose of the CHAMPS/Life Skills program is to prepare student-athletes for the challenges of life during and after college athletics and guide them toward their graduation day. CHAMPS/Life Skills was developed for student-athletes to enhance the qualities and skills necessary for their high level of achievement in athletics and academics, applying these skills to "life" situations. The life skills program was developed to help student-athletes not only make the transition from college to professional life in the work world, but also to make meaningful contributions to their communities by encouraging the development of character, integrity, and leadership skills. The program fulfills this role by offering a variety of student-athlete well-being programs and opportunities in such areas as:

- Community service
- Personal development
- Social networking
- Mental health
- Diversity/equity training
- Nutrition
- Etiquette workshop
- Fifth year degree completion
- Senior excellence program
- Drug use and risky drinking
- Leadership and teamwork
- Positive social behavior
- Academic success
- Applying for grants/scholarships
- Resume writing and education workshops
- Financial workshops
- TANTALUM Cup
- LGBTQ tolerance

By taking advantage of such programs, student-athletes can acquire skills that ensure they develop personal character and integrate well into the campus community. All student-athletes are required to attend one educational program each semester.

The Athletics Department's full-time CHAMPS/Life Skills coordinator position is held by a former student-athlete who understands the challenges faced by today's student-athletes. The CHAMPS/Life Skills coordinator oversees and facilitates the Student-Athlete Advisory Committee (SAAC), community service programs, educational
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awareness programs, the Senior excellence program, leadership opportunities for student-athletes, and the Making Wise Beach Choices program. The coordinator also applies for grants and scholarships to help offset the cost of these programs and serves as the student-athletes’ liaison with the Athletics Department. The SAAC is comprised of student-athletes from all 18 teams, assembled to enhance the total student-athlete experience by protecting their welfare and fostering a positive student-athlete image. In addition, SAAC provides input on regulations and policies that affect student-athletes on campus and NCAA legislation.

Over the past four years, SAAC members have participated in many personal development and leadership programs. Each year the executive board chooses a theme such as, “Six Pillars of Leadership,” goal setting, personal development, and “Know Yourself.” By being involved in such programs, the SAAC representatives gain confidence and knowledge about being an effective leader which helps them meet the goals and mission of the SAAC. Interview data from the CHAMPS/Life Skills coordinator reveals that input from the SAAC plays a significant role in determining what types of educational programming will be offered throughout the year. Informal discussions with participants and formal surveys are conducted after each session to evaluate the effectiveness of the programs offered.

To succeed in their commitment to the enhancement of the overall educational experience, staff in the Athletics Department, Bickerstaff Academic Center (BAC), the CHAMPS/Life Skills coordinator, athletics administrators, and the FAR are continually creating new programs on a variety of topics to meet the changing needs of our student-athletes. The CHAMPS/Life Skills coordinator has collaborated with Student Life and Development and participated in their leadership academy. Also, she works closely with other campus resources such as the program council, student health center, residence halls, LGBTQ, women’s resources center, athletic trainers, Greek life, associated students, STAR/ SOARS, counseling and psychological services, disabled student services, and the career center. She also collaborated with the ATOD (Alcohol, Tobacco, and Other Drugs) program and health educators on campus to devise methods of educating student-athletes on the responsible use of alcohol and STD/sexual health education.

Student-athletes also participate in programs offered by the Bickerstaff Academic Center. BAC is in place to assist with the retention and graduation of LBSU student-athletes. The BAC is geared to maximize student-athletes’ classroom success through a developmental advising approach with one-on-one mandatory advising each semester. In addition, the BAC provides the student-athletes peer and faculty mentor programs. For freshmen we offer the freshmen transitions student-athletes peer mentoring program. In the fall term, this program brings in distinguished faculty to speak with our freshmen to discuss the transition to the college classroom and how to properly communicate with their professors. In the spring term, this program brings in major faculty advisors and the career development center to discuss LBSU’s majors and how to select a major that fits their needs. For sophomores, juniors, and seniors we provide the faculty/athlete connections program, formerly known as the faculty mentor program. This program offers the student-athletes the opportunity to be formally mentored by a distinguished university faculty member. Interaction with faculty members has a positive influence on academic performance, intellectual and personal development. Finally, we offer all our student-athletes the student-athlete success program. In this program our student-athletes receive peer academic mentoring and tutoring support services to be successful in the classroom.

Further, the CHAMPS/Life Skills coordinator meets frequently with Greek life, program council, coaches, associated students, trainers, and SAAC board members as a way of monitoring and ultimately addressing any issues that may be circulating in the campus community. Student-athletes complete an online survey and the data are used as a tool to evaluate and address issues on a continuing basis. The CHAMPS/Life Skills coordinator has built and established a rapport with the student-athletes so if issues arise that need to be addressed they feel comfortable coming to her to discuss the issues (e.g., personal, student-athlete well-being issues, discrimination, and harassment). The Athletics Department can then address the issues, as necessary.

Another program, the Wise Beach Choices Program, was initiated as a way of breaking the bond, or perceived bond, between college sports and alcohol use, (http://www.csulb.edu/divisions/students/beachchoices/about/index.htm). The program aims to provide alternative social resources for students and addresses the myths associated with alcohol and its misuse, particularly in relation to sport. The program also provides suggestions and methods to cope with the social pressures associated with alcohol.

An evaluation of the program indicated that students tend to overestimate the alcohol consumption of their peers (46 percent of students believe that the average student uses alcohol approximately 12 times a month), but studies actually show that LBSU students consume alcohol approximately five times monthly, so we decided to focus more on social norm education in the second year.

Another example of monitoring student-athlete well-being was when LBSU Athletics collaborated with ATOD, residential life, and Greek life to complete an alcohol use and risk behavior survey which was conducted during
October and November 2008. The data showed that by a significant margin, freshman had the highest rate of alcohol use. The Department of Athletics set out to lower the rate of alcohol use in student-athletes by implementing mandatory participation for freshmen in myPlaybook beginning in fall 2009. myPlaybook is an online drug education program created specifically for college student-athletes designed to prevent alcohol and other drug-related harm to them. The information presented in the lessons is based on research that pertains specifically to student-athletes.

Finally, to enhance the overall educational experience of our student-athletes, we have received several grants. Some of the grants we have received are:
- NCAA speakers grant
- Big West Conference alcohol grant
- Forty-Niner Shops grant
- Campus alumni and the NCAA CHOICES grant (Making Wise Beach Choices)

All student-athletes are asked to participate in an online student-athlete’s survey that covers a variety of issues to help the Athletics Department understand the student athlete’s perceptions of their experience at LBSU. The results from the survey are reviewed by the athletic director, senior associate athletic director/SWA and the faculty athletic representative each year. Also the data are shared with the respective areas (e.g., strength and conditioning, BAC, athletic training, and CHAMPS/Life Skills) to evaluate their effectiveness in light of student-athletes’ perceptions. In addition, student athletes who have exhausted their eligibility or are not returning to the team for some reason have the ability to participate in an in-person exit interview with the athletics director, FAR, or the sport supervisor to share their student-athlete experience. During the summer a meeting is held between the sport supervisors, athletics director, and faculty athletics representative to discuss themes or specific issues that arose during the in-person interviews.

Overall we are proud of the results of our efforts to create an environment that promotes the well-being of our student-athletes and are gratified that our student-athletes recognize the benefits of our efforts.

11. Describe how student-athletes are involved in the governance and decision-making processes of the department of athletics, including the role of the SAAC.

The institution must demonstrate that it has an active SAAC pursuant to Constitution 6.1.4. Please note, if an institution develops a plan for improvement in this area, the plan must be implemented prior to the completion of the certification process.

LBSU Athletics maintains a Student-Athlete Advisory Committee (SAAC) that is made up of student-athletes from all 18 athletic teams. SAAC serves the campus community, as well as other communities in the area. SAAC provides LBSU student-athletes an opportunity to voice their opinions within the LBSU Athletics Department, the Big West Conference, within the NCAA structure, and by voting on legislation.

Two representatives are appointed from each team to represent their diverse team population at each SAAC meeting. The SAAC representatives determine each year what is the best time and day of the week to meet. For the last few years, SAAC has held their meetings on the second Sunday of each month at 5:00 pm in the Ukleja Room in the Walter Pyramid. Although anyone is welcome to attend these meetings, only SAAC representatives have voting authority. Meetings days and times for 2010-11 are currently posted on the SAAC website. The SAAC members elect a new Executive Board each year that consists of co-presidents (to share the work), vice president, treasurer, secretary, and community service representative. The elected executive board appoints one to two administrative assistants to help with various tasks during the year. This position is usually given to a past executive board member to help with history and provide guidance. The executive board meets prior to the full SAAC meetings to establish the agenda, disseminate work assignments for presentation at the upcoming meeting, discuss new business, and review past programming. The SAAC executive board meets with the athletics director yearly to give input on the previous year, as well as suggestions for the coming year.

SAAC exists to enhance the total student-athlete experience by promoting leadership opportunities, protecting student-athlete welfare, and fostering a positive student-athlete image. SAAC also provides LBSU athletics administration with information about student-athletes through online surveys or in-person interviews each year. The athletics administration seeks SAAC input on topics and events concerning student-athletes. Student-athletes can find information on SAAC in the “Student-Athlete Handbook” (sec 5) and on BeachBoard, and LBSU Athletics website (under CHAMPS/Life Skills).
In terms of decision making, SAAC is asked for input into a variety of issues such as voting on legislation, and how events are run such as the academic luncheon, gold games, academic receptions, all-department barbeque, mandatory educational programs’ content and topics, review of the student-athlete handbook, weekly newsletters, informational PowerPoint slides, and department or conference policies. They are also a voice when they believe something is unfair or unjust. The CHAMPS/Life Skills coordinator works closely with SAAC to ensure that issues are brought to the administration when needed.

SAAC gives student-athletes hands-on experience in creating agendas, with input from the SAAC Advisor, and following the agenda during each meeting. SAAC representatives play a vital role in providing follow-up feedback and evaluation for each of the educational programs by CHAMPS/Life Skills. SAAC student-athletes play a pivotal role in the decision-making process on whether to continue to offer certain educational programs, whether to alter the days or times that they are offered, and so forth.

Student-athletes also serve on the following committees:
1) Alcohol, Tobacco, and Other Drugs (ATOD) committee
2) Athlete off-campus conduct committee
3) Transfer appeal committee
4) Big West scholar athlete selection committee
5) Big West SAAC as the Long Beach State representative
6) NCAA National SAAC as the Big West representative
7) NCAA certification committee (one on each of the three subcommittees, and two on the steering committee)

Student-athletes are also responsible for the following events:
1) Academic luncheon
2) Academic all star and half-time recognition salute
3) All-department barbeque
4) End of the year SAAC barbeque
5) Administration of the CHAMPS/Life Skills Tantalum Cup

SAAC is very committed to community outreach. They are driven to give back to the community that supports them and to others less fortunate than they are. Some of the programs SAAC is involved with include mentoring elementary children in various subject areas, reading to reluctant readers in elementary school to help motivate them to read, speaking to various origins about being a student-athlete and staying in school (e.g., boys and girls club and YMCA), feeding the homeless, participating in community events such as the Belmont Shore parade, Make a Difference Day and Beach Cleanup, and visiting kids with severe illness.

SAAC developed a program in 2005-06 that brings a culminating experience to the ideals of what SAAC represents. A joint effort with the student-athletes and the CHAMPS/Life Skills coordinator brought the NCAA CHAMPS “CUP” program to our campus and branded it the Tantalum Cup. The Tantalum Cup is an event to promote life skill development. Student-athletes on all 18 varsity sports teams compete for points in various life skills categories such as leadership, teamwork, and individual development. Points are earned for participation in activities that develop personal qualities such as participation in community outreach, personal enrichment, leadership, teamwork, athletes supporting other athletes, and academic achievement. In addition, the program is a catalyst for appreciating diversity by allowing athletes to interact with others who are different from themselves and creating a better understanding of different perspectives. The Tantalum Cup is a way for the competitive nature of LBSU athletes to be channeled toward something other than athletic participation and more in developing their life skills. The student-athletes are completely in charge of the decision-making and self-governance of this program.

The CHAMPS/Life Skills coordinator serves as the SAAC advisor and provides a conduit between SAAC and the Athletics Department administration. The CHAMPS/Life Skills coordinator has built rapport with the student-athletes through her open-door policy where student-athletes know they can come to her with any issue both professionally and personally. Each year, the CHAMPS/Life Skills coordinator consults with coaches for recommendations about the topics of programs that they believe would be useful to their student-athletes.

Interviews with LBSU coaching staff revealed that the coaches seem satisfied with SAAC for several reasons:
1) The SAAC advisor provides a bridge between the student-athletes and the administration;
2) SAAC provides and promotes leadership opportunities for student-athletes;
3) Student-athletes have an outlet to ask questions and obtain answers to important questions (e.g., how to increase team bonding without promoting alcohol usage, what hazing is/is not);
4) Helps create a family atmosphere within Athletics at LBSU.

Based upon the 2009-10 student-athlete survey, 77.9 percent of student-athletes agreed that they have the opportunity to express their thoughts or concerns to athletic personnel. In addition, 81.4 percent of student-athletes agreed that SAAC is an avenue that can be used by student-athletes to suggest, propose, or effect change. Almost
82 percent (81.8%) of student-athletes surveyed agreed that their SAAC sport representative informs the team of pertinent information following the SAAC meetings. Overwhelmingly, student-athletes felt that their coaching staff is supportive of SAAC (less than two percent of student-athletes surveyed disagreed).

The results of the 2008-09 student-athlete surveys showed that only five student-athletes out of 264 disagreed or strongly disagreed that SAAC was an avenue that can be used by student-athletes to suggest, propose, or effect change. Results show that the vast majority believe that SAAC was an effective way to have input or effect change. Twelve out of 264 respondents disagreed or strongly disagreed that they had the opportunity to express their thoughts or concerns to athletics personnel.

12. List the department of athletics and/or other institutional programs in place that address the needs and issues affecting student-athletes (e.g., CHAMPS/Life Skills program and/or programming involving career counseling, personal counseling, nutrition, diversity, gambling, alcohol and drug guidelines, sexual orientation, personal development, leadership). Further, describe the policies and procedures in place to encourage and ensure student-athletes’ access to these programs.

The institution must demonstrate that it has an active CHAMPS/Life Skills program (or an equivalent program) pursuant to NCAA legislation with programming to address nonacademic areas (e.g., career counseling, personal counseling, nutrition, diversity, gambling, alcohol and drug guidelines, sexual orientation, personal development, leadership). Please note, if an institution develops a plan for improvement in this area, the plan must be implemented prior to the completion of the certification process.

LBSU offers a number of programs to address the needs and issues affecting student-athletes and all student-athletes are encouraged to participate in these programs. The programs offered by the Athletics Department are listed first, followed by those programs that are available to all students. Programs include the following:

1) The CHAMPS/Life Skills program is a vital component offered to LBSU student-athletes. The purpose of this program is to prepare student-athletes for the challenges of life during and after college athletics, to guide them toward graduation, to make the transition from college to professional life in the work world, and to make meaningful contributions to their communities by encouraging the development of character, integrity, and leadership skills.

LBSU has one full-time staff employee who oversees the implementation and execution of the CHAMPS/Life Skills programs for the student-athletes. The goals of the CHAMPS/Life Skills program are to:

a) Promote student-athletes’ ownership of their academic, athletic, career, personal and community responsibilities;
b) Meet the changing needs of student-athletes;
c) Promote respect for diversity and inclusion among student-athletes;
d) Assist student-athletes in identifying and applying transferable skills;
e) Enhance partnerships between the NCAA, member institutions and their communities for the purpose of education; and
f) Foster an environment that encourages student-athletes to effectively access campus resources.

Student-athletes are required to attend two CHAMPS/Life Skills educational programs each year, one in the fall and one in the spring. Freshman student-athletes are required to participate in the myPlaybook online course as their fall program selection. The myPlaybook course involves alcohol, tobacco, steroids, marijuana, and pharmaceutical education. This program was developed through the NCAA Drug-Free Sport program. Based upon interview feedback from coaches and student-athletes, the educational programming offered by the LBSU Athletics Department helps promote a professional and inclusive work and educational environment for all student-athletes, coaches, staff, and administration.

Student-athletes choose one program of the three or four programs offered each semester. Topics covered in these programs in the past include: career and personal counseling, nutrition, resume writing, drug and alcohol counseling, self defense training, diversity training, hazing, mental health, motivational topics, LGBTQ community awareness, social networking, social boundaries, STDs, domestic violence, ethics and leadership.

Comments during interviews with LBSU coaches indicated that they were overwhelmingly supportive of the CHAMPS/Life Skills programs for student-athletes. While some coaches expressed an initial lack of enthusiasm...
toward these educational programs, they all agreed that the programs help create the family atmosphere that is present at LBSU and that their student-athletes found the sessions to be interesting, educational, and thought-provoking. One coach suggested that they were extremely beneficial to student-athletes and helped break up the monotony of going to practice, going to classes, going to study hall, and then doing it all over again the next day. This coach felt these programs helped student-athletes prepare for life after college. Furthermore, the CHAMPS/Life Skills coordinator works hard to design programming that is relevant to student-athletes’ lives (e.g., sessions on relationships, communication, social networking, and nutrition).

2) In 2005, the CHAMPS/Life Skills program began the Tantalum Cup, an event to promote life skill development. Student-athletes compete for points in various life skills categories such as leadership, teamwork, and individual development.

Data gleaned from the 2009-10 student-athlete survey indicated that 84.1 percent of student-athletes found the mandatory educational programs offered through CHAMPS/Life Skills to be informative and worthwhile. Less than two percent of the student-athlete population disagreed. In addition, 79.7 percent of student-athletes agreed that their coaching staff was committed to their personal development beyond athletics. Seventy-eight percent believed that their coaching staff was supportive of the CHAMPS/Life Skills programs.

3) In addition to the CHAMPS/Life Skills volunteer service programs, student-athletes participate in community service events each year as a team enrichment activity. Teams have participated in beach clean ups, youth events, and more. More information about community service events can be found in Question 3.3.11.

4) In 2008, LBSU Athletics began a pilot program for senior student-athletes called the senior excellence program. This transition program targeted graduating seniors or seniors who were about to exhaust their eligibility and aimed to educate these student-athletes on issues related to transition to life after sports. One goal was to provide exposure to information and resources on topics such as writing resumes, the job search process, how to communicate effectively in the work setting, business etiquette, budgeting, job benefits, consumer credit, housing, the benefits of online communities, and networking.

Along with addressing transition issues, another goal of this program was to strengthen our degree completion program by a) creating a support network for all current degree completion student-athletes; b) developing and strengthening the cohort environment; and c) assisting degree completion student-athletes in fulfilling their internship/services hours.

The incentives for participation included breakfast and credit toward their mandatory educational program requirement. At the completion of the pilot series, student-athletes provided feedback for future development of the program. This feedback led to improvements to the program’s outreach and recruitment efforts implemented in fall 2009 and fall 2010.

5) The Making Wise Beach Choices program is an NCAA three-year grant that is a collaborative program between LBSU Athletics and other campus organizations involved in alcohol education and social norm awareness initiatives. This program involved training the SAAC executive board and SAAC representatives to serve as mentors and leaders for their teams by educating them on how to make wiser choices in terms of alcohol usage and positive, healthy living.

6) Also addressing the needs of student-athletes is the open-door policy that is pervasive at LBSU. In conducting interviews with both student-athletes and coaches, it appears that the LBSU athletics director and his staff, the university president, the coaching staff, as well as the faculty athletics representative and CHAMPS/Life Skills coordinator all provide an open-door policy. Student-athletes expressed confidence that they could approach any administrator or staff to discuss an issue or concern.

7) SAAC has also been instrumental in providing opportunities for student-athletes to develop leadership skills and networking opportunities. They learn shared governance, meeting and agenda planning, program implementation, and other leadership skills. SAAC provides student-athletes with community outreach and support to those less fortunate than themselves. For more information on SAAC, see Question 3.3.11.

8) Some CHAMPS/Life Skills mandatory educational programs address LGBTQ and diversity issues. For example: Ant, of Celebrity Fit Club fame, presented on the topic, “Gay Rights and Hazing.” He shared his life’s story of overcoming the stigma of being gay in a small community.

9) The required student-athlete peer mentoring freshmen transition program, formally known as HEADS UP!, is directed toward freshman student-athletes (also open to transfer students if choose) with two programs offered during the academic year. The fall program is, “Student-Athletes Talk with Faculty.” The program focuses on empowering student-athletes to communicate and build positive relationships with faculty. The second program, “February Fever: Find a Major Fit for You!” is offered in the spring. This program is designed to encourage freshman
student-athletes to begin to research on CSULB's majors prior to their mandatory advising appointment. This was particularly important because many majors are impacted. The presentations from the majors are extremely beneficial for the freshmen to understand the expectations and job possibilities with the major they select. The program also emphasizes the importance of being successful and earning good grades, especially for meeting the GPA requirements of impacted majors.

Student-athlete survey data results from 2009-10 showed that ninety-six percent of the freshmen respondents felt the fall program provided helpful information about constructive ways to relate with faculty. In October, the freshmen were asked to write one change or action that they initiated after the program to help them better relate with their professors. The freshmen's responses fit into four categories: communicating and building relationships with their professors, meeting with their professors, increased class attendance and participation, and asking their professors to go over their academics or for help. In fact, 26 freshmen wrote they attended their professor's office hours after the program as a new action. Two also wrote that they stopped texting during class.

Ninety-seven percent of the freshman respondents reported that the spring program offered helpful information about the importance of choosing a major in which they can be successful. Additionally, ninety-four percent reported that the career counselor presented helpful resources for them to access. Ninety-one percent reported that it helped them to see the listing of LBSU majors and minors. Finally, ninety percent marked that hearing from the department representatives was helpful.

10) The Student-Athlete Success Program (SASP) provides LBSU student-athletes with academic resources and tools necessary to succeed in the collegiate environment with the ultimate goal of graduation. SASP currently provides a comprehensive core of services including college readiness assessment, weekly academic mentoring, Peak Performance Academic Workshop, individual and group tutorials, supervised study halls, individual academic strategist assistance, support service referrals, computer access, and academic support for travel and competition. Student-athletes have the opportunity to utilize a variety of tutoring services. Through the LAC, student-athletes can take part in drop-in, group, or one-on-one tutoring.

The SASP is designed to facilitate development of student-athletes into independent, self-reliant, and dynamic college students. The program places its highest value on students' academic potential and achievement, academic integrity, and personal responsibility while facilitating growth toward becoming vested members of the college community.

11) Faculty/Athlete Connections, formerly known as the Faculty Mentoring Program, is offered by the Bickerstaff Academic Center for student-athletes to assist with the retention and graduation of LBSU student-athletes. This program provides second, third and fourth-year student-athletes with the opportunity of being formally mentored by a distinguished university faculty member. Faculty mentors help student-athletes in a variety of areas including academic assistance, major advisement and career networking.

12) The Bickerstaff Academic Center offers additional services specifically provided to LBSU student-athletes. In addition to the academic support program described above, the BAC provides academic advising and registration services to Long Beach State's student-athlete population. This includes advising and registration monitoring to ensure that each student-athlete is enrolled in appropriate courses so that they may earn their degree while maintaining their athletic eligibility. The BAC advising is geared to maximize student-athletes' classroom success through a developmental advising approach integrating academic, student, and athletic assistance.

During their one-on-one advising appointment, academic advisors assist the student-athlete in selecting a schedule of classes that keeps them on track to graduate, as well as eligible to practice and compete according to NCAA guidelines.

In summary, the BAC utilizes unique academic assistance programs geared to foster personal empowerment and enhance classroom success. Both freshmen and new transfer student-athletes participate in support programs designed to capitalize on the student-athletes' athletic skills, while helping them to learn to transfer those skills to classroom success. The BAC staff closely coordinates with essential academic support services throughout the university, as described previously.

All programs are available to student-athletes. They are advertised through websites, announced at meetings, are included in orientations, and are discussed at SAAC meetings. Student-athletes are encouraged through the following means to participate in the programs:

a) Athletics Department website
b) Student-athlete handbook
c) Athletic training rooms-includes nutritional information, pregnancy policy, and training room policies and procedures
In addition to those offered by the Athletics Department, LBSU provides a number of other free support services campus-wide:

a) The Alcohol, Tobacco and Other Drugs (ATOD) Program at LBSU offers educational sessions to students about the potential negative consequences of drug and alcohol use and/or abuse. The program is offered by the student health center, but is open to student-athletes experiencing an alcohol or drug issue. Two representatives from Athletics serve on the ATOD advisory council. The ATOD program strives to create a campus climate that, "reduces harm to students, encourages dialogue regarding students' behavior, facilitates skill-building and academic success, and demonstrates the diversity and unique qualities to provide valuable university opportunities."

b) Career Development Center (CDC) provides innovative career decision-making and job search services that enhance student success. CDC offers a number of workshops on resume writing and interviewing techniques, and provides opportunities to participate in job fairs and other networking experiences.

c) Counseling and Psychological Services (CAPS) helps students meet the personal challenges associated with identifying and accomplishing academic, career, and life goals. CAPS services include short-term counseling for individuals, group counseling, career development counseling, referral services, psychoeducational workshops, and crisis intervention. CAPS hosts a LGBTQ group which makes available a safe and confidential place for lesbian, gay, bisexual, transgender, transsexual, queer, and questioning students to discuss identity, coming out, family, and relationship issues. Groups of students meet together under the guidance of professionally trained therapists to help themselves and others within the group.

d) Student Life and Development (SLD) connects students to an out of the classroom education through the various experiences, resources and services LBSU has to offer. SLD promotes opportunities for campus and community involvement through student organizations, leadership training and experiences, and community service. Students are able to make social connections and find a sense of community.

e) Disabled Student Services (DSS) assists students with disabilities as they secure their university degrees. DSS provides support services for academics and classroom activities, career development resources, use of and training on adaptive computer equipment and access devices, disability related counseling, and academic advisement.

f) LBSU offers an office of equity and diversity to provide leadership and direction to achieve a positive, continuing, and vigorous campus nondiscrimination and equal opportunity program. Our program goes well beyond the fulfillment of basic regulatory and procedural requirements to one with emphasis on providing positive attention to serving the needs of the campus.

g) Student resource center provide students facilities and programming to meet their cultural, social, and academic development needs. The student resource center also serve as an educational resource for students and staff who wish to learn more about African American, Asian Pacific, Chicano/a, Latino/a, Native American, and Lesbian, Gay, Bisexual, Transgender and Queer (LGBTQ) issues.

h) The University Ombuds is an independent, neutral resource for informal problem-solving. The office serves all members of the campus community including students, alumni, faculty, staff, administrators, faculty emeriti and retirees. People from the larger community may also bring campus-related problems to the attention of the Ombuds for discussion and resolution.

i) The Multicultural Center (MCC) contributes to the creation of a campus environment that is truly inclusive. The MCC is a uniquely welcoming place, where one is invited to communicate across lines of culture, ethnicity, religion, gender, disability, veteran status, and sexual orientation. The center's moral and intellectual justification is rooted in the university's commitment to persons of different backgrounds, experiences, and origins.
13. Describe how the department of athletics monitors student-athlete time demands, including travel commitments, missed class time, final exam schedules, summer vacation periods and intercession periods. Further, describe methods used to educate coaches and student-athletes about time demands and opportunities to integrate into campus life.

Student-athletes have numerous demands on their time as they participate in athletic competition, strength and conditioning training, practice, community service, travel, tutoring, study hall, and attend mandatory educational programs. LBSU is committed to supporting student-athletes in meeting their academic and athletic endeavors and monitors student-athlete time demands very closely.

To help monitor time demands and comply with NCAA rules, each coach must complete a weekly practice log that tracks the amount of time a student-athlete spends in athletically related activities while classes are in session. According to NCAA rules, student-athletes are limited to twenty hours per week (no more than 4 hours a day) of athletically-related activities and must have a day off each week when they are in their declared playing season. When student-athletes are outside their declared playing season they are limited to eight hours per week, no more than two of which can be skill-related instruction, and must have at least two days off each week. The compliance office is diligent in making sure these regulations are followed.

In addition to this tracking, each student-athlete is required to meet with his or her BAC advisor to determine an academic class schedule that keeps the student-athlete on track for graduation and takes into account when he or she is in-season and out-of-season. Student-athletes are also given early registration which assists student-athletes in balancing academic and athletic commitments. Early registration is intended to help student-athletes schedule classes around practices and minimize class absences due to excused team travel. The challenge is to ensure that student-athletes enroll in at least 15 units, allowing them to make progress toward their degrees, while maintaining NCAA competitive eligibility. At the same time, with 18 competitive teams and 22 different practice times dictated by the availability of campus facilities, which are also used for Kinesiology courses, early registration helps to work around these time constraints.

Long Beach State has written scheduling practice and competition guidelines. LBSU policy requires schedules to be submitted and approved by sports supervisors, associate athletic director for compliance, and the scheduling office. A review of missed class time is part of this process. The guidelines may be found in the staff manual.

LBSU also monitors student-athletes’ travel commitment carefully. LBSU has established policies regarding how coaches and student-athletes monitor and integrate their athletic and academic schedules. The Athletic Department's travel policy, found in the staff manual, outlines the appropriate mode of transportation and dictates when teams can leave and return from competition.

Long Beach State makes a concerted effort to minimize missed class time, however, a certain amount of missed class time due to athletic travel and competition is unavoidable. Included in the university class attendance policy is a provision that defines, "university sanctioned or approved activities (examples include artistic performances, forensics presentations, participation in research conferences, intercollegiate athletic activities, student government, required class field trips, etc.)” as excused absences. Consequently, a student-athlete who misses class must be allowed to make up missed work, assignments, quizzes, exams, and presentations. Student-athletes who will miss class during a given semester provide their professors with a travel letter that outlines the attendance policy and provides a list of dates that the student-athlete will miss. It is the student-athlete's responsibility to inform the professor absences, arrange for make-up assignments or schedule changes, and to remind the faculty one week in advance of every missed class.

If a student-athlete feels their professor is not abiding by the university policy, the student-athlete can contact the FAR and request assistance. The FAR meets with the student-athlete and, if warranted, contacts the faculty member. Generally, the FAR explains the policy to the faculty member and offers assistance in reaching a solution that is in compliance with the policy and creates the least amount of additional work for the faculty member.

The LBSU policy regarding missed class time also applies to missed examinations, quizzes, and final exams. If student-athletes miss any test or examination for excused absences, they cannot be penalized and must be offered the opportunity to make up missed exams and classroom assignments. In addition, student-athletes cannot be penalized if a tournament or playoff is not anticipated and they cannot provide advance notice. In addition, LBSU has a process for student-athletes to contact the academic department office, which then notifies the student's
instructor about the nature and duration of this type of absence. Student-athletes are responsible for arranging any
make-up work that they missed.

Long Beach State adheres to NCAA policies that address a student-athlete's activities during off-season,
intersession, and vacation periods. LBSU does not set hourly and/or weekly limitations for student-athletes who
work out on their own at any facility during any nontraditional term (e.g., winter session) or any vacation period
(e.g., summer).

Discussion takes place among the senior athletic department staff on a regular basis regarding the time demands
made on student-athletes and what LBSU requires of them. LBSU policies are conveniently available for review and
reference on-line. Coaches and athletic staff may reference the staff manual, and student-athletes have online
access to our student-athlete handbook. Coaches notify student-athletes of this information during the first team
meeting each fall.

LBSU has developed several programs to provide student-athletes with opportunities to integrate into campus life
while learning to manage time. These programs include:
a. Freshman transition student-athlete peer mentors program
b. GradesFirst program which assists with time management.

A. Student-Athlete Freshmen Transitions Program (formerly HEADS UP!)

This program is offered each semester to support freshmen student-athletes in their adjustment to the demands of
both university academics and intercollegiate athletics (transfer students have the option of participating as well).
Student-athlete peer mentors are selected junior and senior student-athletes who have successfully "survived" their
first years, and they talk with freshmen about the transition to the university. The mentors also help the freshmen
student-athletes understand and cope with the academic, social, athletic, and personal challenges related to the
transition from high school to university. This helps freshmen student-athletes feel that they are safe to express
themselves, that their well-being is important, and that they belong to the student-athlete community. A team
concept is used to foster connections among student-athletes across team, gender, and ethnic lines. The program
brings together first-year student-athletes and student-athlete peer mentors each semester to discuss how to
balance the roles of student and athlete and to provide basic, overall strategies for how to be successful and survive
the first year.

Student-athlete peer mentors meet together for training to prepare for facilitating group discussions with the
freshmen student-athletes. Student-athlete peer mentors also feel as though they matter and are enriched through
their contributions and teamwork. The student-athlete peer mentors commit to one semester and earn one unit of
credit for their leadership development and university service. The stated goals of the program are to:
a) Support and assist freshmen student-athletes with developing awareness, relationships, and strategies as well as
how to access resources needed for successful balancing of the roles of student and athlete in the academic,
social, athletic and personal transitions to becoming a NCAA Division I student-athlete;
b) Provide freshmen student-athletes with a support group of student-athlete peers;
c) Validate both freshmen student-athletes and student-athlete peer mentors so that each feels that he or she
matters and belongs as an integral part of the student-athlete community;
d) Foster connections with student-athletes across team, gender, and ethnic lines to foster unity within the Long
Beach State student-athlete community.

GradesFirst

This web-based student management system enables student-athlete services and Department of Athletics staff to
monitor the academic progress of student-athletes and to target interventions to promote the academic success of
student-athletes, including time management. The system allows monitoring of student-athletes' academic mentor
and tutorial appointments, assignments, progress reports, class attendance, and study hall time. The system is
state-of-the-art, secure, and accepts PeopleSoft data imports that keep information current. Using GradesFirst,
student-athlete services has improved its early alert process for identifying and intervening with academically at-risk
student-athletes while reducing the administrative overhead. Key aspects of the system's capabilities include:
a. Providing extensive reporting functions, including electronic faculty progress reports, as well as academic mentor
reports, tutorial session reports and summary reports.
b. Creating consolidated, comprehensive student schedules. Class schedules, advising appointments, and tutorial
appointments can all be entered into a student-athlete's calendar/schedule by the appropriate staff (e.g., advisors
and tutorial services) and immediately shared across campus with everyone who has access to that student's
information.
c. Tracking tutorial sessions, appointments made/missed, and study hall hours. The system can track due dates for
assignments for each class a student-athlete is enrolled in.
Student-Athlete Services promotes student-athlete success by monitoring and identifying at-risk student-athletes and coordinating appropriate interventions with the student-athlete's support system that includes academic advisor, academic support staff (such as monitors and tutors), and the coaching staff. GradesFirst enhances early identification of at-risk students by sending easy-to-respond-to faculty progress report requests. If a faculty member reports that a student-athlete is expected to receive a non-passing grade, that report is immediately re-flagged by the system as "at-risk" and an instant notification (via e-mail) is sent to appropriate personnel. In addition, GradesFirst consolidates all student information - appointments, tutorial sessions, progress reports, class assignments, and schedule on one easy-to-read screen that can be viewed from any computer with Internet access by all personnel to whom a student-athlete is assigned. This information management and sharing feature allows for efficient coordination of student support.

14. Please submit a copy of the department of athletics and/or institution's written travel policies to ensure the safety and well-being of student-athletes with the submission of your self-study report (e.g., road travel; air travel, including charter policies; driver selection; training; privately owned vehicles). [Please use the file upload link contained within this question on the ACS to submit a copy of the athletics department and/or institution's written travel policies].

The Athletics Department's travel policy has been added to the ACS.

List of attachments

1. Travel Policies.pdf

15. Describe the annual evaluation of the department of athletics and/or institution's travel policies to ensure these policies are effective. Further, describe how the travel policies are directly communicated in writing to department of athletics staff members and student-athletes and list the name and title of the administrator(s) responsible for oversight in this area.

The institution must have written travel policies that are annually evaluated for their effectiveness in protecting the health and providing a safe environment for student-athletes. Further, the administrator(s) responsible for annually evaluating travel policies must be identified and travel policies must be directly communicated in writing (e.g., provide hard copy of document, provide web link via e-mail) to department of athletics staff members, including coaches, and student-athletes.

Annual Summative Evaluation of Travel Policies

Throughout the year, there are multiple methods for LBSU sports supervisors to collect, assess, and triangulate data regarding the effectiveness of LBSU's Athletics Department travel policies.

1. Student-Athlete Annual Survey

   Each year at the end of their sport season, student-athletes complete and submit an online survey regarding their experience in their respective LBSU sports program. The survey includes questions designed to capture student-athletes' perceptions of their team travel experience related to areas such as equity, transportation, housing, meals, and safety. Sample questions include the following that require student-athletes to respond using a Likert scale rating.

   Question 9 (2009-10): While traveling with the team the hotels we stayed in were clean and safe.
   Question 10 (2009-10): The ground transportation used for team travel was safe and adequate.

   The following questions require student-athletes to select the best answer.

   Question 10 (2008-09): When you receive per diem, how much do you receive (in general)?
   Question 11 (2008-09): When you eat as a team, do you generally eat at fast food or sit down places?
   Question 12 (2008-09): In general, how many people are assigned to a room on road trips?
Following review by the director of athletics, the senior associate athletic director/SWA, and the faculty athletic representative, survey results are discussed and reviewed with senior athletics staff. Any concerns or issues revealed in survey results are immediately addressed.

2. Student-Athlete In Person Exit Interview
Student-athletes who have completed their eligibility and/or will not be returning to participate in their sport the following year are invited to a one-on-one in-person exit interview. During the interview, the following open-ended question is asked related to student-athlete travel: “Please tell us about your travel experiences at LBSU including method of travel, food and trips, and hotel stays.” The athletics director, faculty athletic representative, and sport supervisor are assigned specific student-athletes to interview by sport. The athletics director and faculty athletic representative meet with an individual from each team. Each summer the sport supervisors, faculty athletic representative and athletics director discuss findings from the exit interviews to address any travel-related issues or concerns that were raised in the interviews.

3. Formative Evaluation of Travel Policies
There are numerous opportunities throughout the year for senior Athletics staff and administration to judge the effectiveness of and compliance with travel policies as they work closely with student-athletes and their coaches, outlined below. Senior athletics staff include, Vic Cegles, director of athletics, Cindy Masner, senior associate athletic director/senior women administrator, and Brenda Vogel, faculty athletic representative, Mark Edrington, associate athletic director for facilities/general manager of the Walter Pyramid, Bill Brady, senior associate athletic director for external relations, Randy Langejans, associate athletic director/business, and Lisa Mabry, associate athletic director for compliance.

4. Sports Supervisors
Sports supervisors play an integral role in the development, dissemination, implementation, monitoring, and assessment of travel policies. Each sports supervisor works with his/her respective head coach(es) and athletic team(s) to address questions and to clarify policies related to team travel. Sports supervisors meet with their assigned coaches as necessary for team travel plans and itineraries before travel. Following travel, sports supervisors sign off on state travel expense claim forms before they are submitted to the athletics business office and the university for approval.

As their schedule permits, sports supervisors travel with their assigned team(s) to observe, experience, and assess student-athlete travel firsthand. They are accessible to student-athletes, coaches, and staff to clarify travel policy and to address any questions that may be raised. In a similar manner, the athletics director travels with different teams throughout the year and is accessible to address travel-related questions raised by student-athletes or staff as well as to evaluate travel conditions. The sports supervisor assists the head coach in determining the number of the travel party for post-season tournaments and obtains approval of the travel party from the director of athletics. Teams participating in local post-season tournaments must obtain permission from the sports supervisor if they wish to stay in local designated hotels.

5. Written Communication Related to Travel Policy
Travel policies for student-athletes and athletic staff members are clearly delineated and easily accessible for reference in department documents online. The CHAMPS/Life Skills coordinator provides a web link via e-mail for handbooks for student-athletes.

Student-athlete travel information is located in the “Student-Athlete Handbook,” Section 4: athletics department support services, and miscellaneous services. Information in the policy includes student-athlete roles and responsibilities while traveling regionally or nationally; general travel guidelines pertaining to hotels, modes of transportation, and per diem; and policy regarding foreign travel. Information in this section is aligned with similar topics presented in the staff manual.

Travel information for Athletics Department staff is located in the “Staff Manual,” Section 7.0: travel. This resource provides clear and comprehensive information aligned with university and NCAA guidelines pertaining to the following: travel authorization and advance, travel reconciliation, reimbursement/receipts, meal allowance/per diem, air travel, team travel, and foreign travel. Active links are embedded within this section so that staff may easily access appropriate forms, logs, and portals as needed. Also, phone numbers for designated/approved travel vendors are listed.

The following individuals serve as sports supervisors for LBSU athletic teams:
Mark Edrington, associate athletics director/general manager, The Walter Pyramid: Women's Soccer, Men's Volleyball
Randy Langejans, associate athletic director/business manager: Men's Golf
Bill Brady, senior associate athletic director, external affairs: Baseball
Vic Cegles, director of athletics: Men's Basketball
Cindy Masner, senior associate athletic director/senior women's administrator: Women's Golf, Women's Tennis,
16. Please submit a copy of the department of athletics written emergency medical plan for practices, contests, strength training and skills sessions with the submission of your self-study report. [Please use the file upload link contained within this question on the ACS to submit a copy of the athletics department's written emergency medical plan for practices, contests, strength training and skills sessions].

The departments written emergency medical plans are uploaded.

**List of attachments**

2. Emergency Action Plan Campus Pool.pdf
17. Describe the annual evaluation of the department of athletics written emergency medical plan for practices, contests, strength training and skills sessions to ensure its effectiveness. Further, describe how the department of athletics written emergency medical plan for practices, contests, strength training and skills sessions is directly communicated in writing to department of athletics staff members and student-athletes and list the name and title of the administrator(s) responsible for oversight in this area.

The institution must have a written emergency medical plan for practices, contests, strength training and skills sessions. Further, the administrator(s) responsible for annually evaluating this emergency medical plan must be identified and the emergency medical plan must be directly communicated in writing (e.g., provide hard copy of document, provide web link via e-mail) to athletics department staff members, including coaches, and student-athletes.

At Long Beach State, we have detailed written plans to ensure the safety of our student-athletes for practices, contests, strength training and other sessions. A certified athletic trainer is always present at all home games. Our team physicians have convenient office hours in which our student-athletes can receive treatment and/or referrals. Our medical team physician(s) are available 24 hours per day for medical needs. Our coaches are required to participate in first aid and CPR/AED training. Athletic trainers are required to receive training in blood-borne pathogens, first aid, and CPR/AED. These training sessions are held several times per year and renewal is required on a yearly basis.

We have extensive emergency action plans (EAPs) for all venues used by student-athletes. Our plans define what might be considered life-threatening emergency situations and explain the roles of the emergency team. For each venue, we have outlined information on the location of phones, how to make the emergency call, and what information to provide to the campus police and EMS. In addition, we include detailed directions to each venue. Our EAP contains different scenarios to explain the roles and actions of the emergency team.

Our EAPs are reviewed annually by the athletic training staff in consultation with the team physicians, university police and Athletics department. EAPs are always reviewed following any incident where the plan was initiated. Our athletic training staff review the applicable plans with coaches and appropriate department staff based on the sport and venue. We make our EAPs conveniently available for review and reference on-line, in the staff manual and to all student-athletes in our student-athlete handbook. Our coaches notify our student-athletes of this information during the first team meeting each fall.

At Long Beach State University, oversight is provided by Larry Drum, M.D. our sports medicine director, and Mark Pocinich, our head athletic trainer.

18. Please submit a copy of the department of athletics written emergency medical plan for out-of-season workouts with the submission of your self-study report. [Please use the file upload link contained within this question on the ACS to submit a copy of the athletics department's written emergency medical plan for out-of-season workouts].

Athletics written emergency plans are uploaded.

List of attachments

1. Athletics written emergency medical plan for out-of-season workouts.pdf

19. Describe the annual evaluation of the department of athletics written emergency medical plan for out-of-season workouts to ensure its effectiveness. Further, describe how the department of athletics written emergency medical plan for out-of-season workouts is directly communicated in writing to department of athletics staff members and student-athletes and list the name and title of the administrator(s) responsible for oversight in this area.

The institution must have a written emergency medical plan for out-of-season workouts. Further, the administrator(s) responsible for annually evaluating this emergency medical plan must be identified and the emergency medical plan must be directly communicated in writing (e.g., provide hard copy of document, provide web link via e-mail) to athletics department staff members, including coaches, and student-athletes.

At Long Beach State the Emergency Action Plan (EAP) covers all activities that occur related to athletics including venue/site-specific plans which account for all levels of personnel that may be present. The EAP applies to all in-season and out-of-season workouts. In addition to this plan, coaches are given our document, guidelines for care of injuries during unsupervised workouts, outside athletic training room hours, and off campus or traveling, that deals with injuries as well as emergency situations that may occur during any out-of-season workouts.

Our EAP is reviewed annually each summer by the athletic training staff and director of sport medicine in consultation with the team physicians, university police and Athletic Department personnel. The head athletic trainer and director of sports medicine sign the reviewed plan each year after this meeting. In addition, EAPs are always reviewed following any incident where the plan is initiated. This allows us to update any changes that need to be made to any of the components of the plan. Examples include change the location of emergency phones, university police policy changes in handling on-campus emergencies, or communication procedures.

Once the EAP has been reviewed or updated, our athletic training staff reviews the applicable plans with coaches and appropriate department staff based on the sport and venue. This occurs during the first team meeting in the fall. We also make our EAP and venue-specific plans available for all staff, coaches and student-athletes to review and reference on-line, in the staff manual, in our student-athlete handbook.

20. Please submit a copy of the athletics department's athletic training and sports medicine policies and procedures with the submission of your self-study report. [Please use the file upload link contained within this question on the ACS to submit a copy of the athletics department's athletic training and sports medicine policies and procedures].

The Athletics Department's athletic training/sports medicine manual has been uploaded.

List of attachments

21. Describe the annual evaluation of the department of athletics written athletic training and sports medicine policies and procedures. Further, describe how the department of athletics athletic training and sports medicine policies and procedures is directly communicated in writing to department of athletics staff members and student-athletes and list the name and title of the administrator(s) responsible for oversight in these areas.

The institution must have written athletic training and sports medicine policies that are reviewed annually.

Further, the administrator(s) responsible for annually evaluating athletic training and sports medicine policies must be identified and the athletic training and sports medicine policies must be directly communicated in writing (e.g., provide hard copy of document, provide web link via e-mail) to athletics department staff members, including coaches, and student-athletes.

The Long Beach State athletic training policy and procedures are reviewed annually by the athletic training staff in consultation with team physicians, university police, Athletics Department staff, and other sources (e.g., NCAA, NATA, and ACSM). This review includes all aspects of the document, and involves the addition, revision, and deletion of its contents. The document is available for review and reference on-line by all Athletic Department staff in the staff manual and to all student-athletes in the student-athlete handbook. Staff and student-athletes are notified of this information during the first team meeting each fall. The individual responsible for the annual evaluation of the Athletic training and sports medicine policies and procedures is Mark Pocinich, head athletic trainer.

22. If the institution has developed a plan(s) for improvement during the current self-study process for Operating Principle 3.3, describe the institution's efforts to ensure the plan(s) for improvement was developed through a process involving broad-based campus participation and has received formal institutional approval.

There are no plans for improvement for Operating Principle 3.3.
### Gender/Diversity Issues and Student-Athlete Well-Being

There were no plans for improvement in Cycle 2.

<table>
<thead>
<tr>
<th>Elements</th>
<th>Goals</th>
<th>Steps</th>
<th>Specific Timetable for Completing the Work</th>
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<td>Issues in the Self-Study</td>
<td>Measurable Goals</td>
<td>Steps to Achieve Goals</td>
<td>Individuals/Officers Responsible for Implementation</td>
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### Racial or Ethnic Composition of Personnel - Old Race/Ethnicity Categories Chart (IPEDS)

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<tr>
<th>Racial or Ethnic Group</th>
<th>Am. Ind./AN (N)</th>
<th>Asian/PI (N)</th>
<th>Black (N)</th>
<th>Hispanic (N)</th>
<th>White (N)</th>
<th>NR Alien (N)</th>
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Name of person completing this chart: **Katie Young**  
Title: **Administrative Assistant, NCAA Certification**
### Racial or Ethnic Composition of all Students - Old Race/Ethnicity Categories Chart (IPEDS)

**STUDENTS GENERALLY AND STUDENT-ATHLETES ON ATHLETICS AID**

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Name of person completing this chart:  Stacie Bauerle  
Title:  Supervisor, Analytic Studies
### Racial or Ethnic Composition of Student-Athletes by Sport Group - Old Race/Ethnicity Categories Chart (IPEDS)

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Name of person completing this chart: **Stacie Bauerle**
Title: **Supervisor, Analytic Studies**