

SELF-STUDY INSTRUMENT

ACADEMIC INTEGRITY

Previous Certification Self-Study

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

Original Strategy: Consistent with the objectives outlined by the institution in its May 3, 1996 response, proceed with the establishment of specific goals for increasing student-athlete graduation rates and means by which to achieve those goals.

Corrective Action: The efforts to improve our graduation rate continue to be a high priority. The following is a series of goals that will assist in the improvement of the student-athlete graduation rate at CSULB. It is our intent to work toward attaining these goals as soon as possible and as resources become available. We believe with the implementation of the goals below, and means by which to achieve these goals, our Department will be successful in achieving our ultimate goal of graduating student-athletes.

CSULB GOAL 1: CHANGES IN ADMISSIONS POLICY

(1) Corrective Action:

- A. General admission policy for CSULB:
 1. Enforce existing CSU admission standards.
 2. Substantially lower number of special admits.
 3. Require all final transcripts as a condition of enrollment.
 4. Require 30-unit breadth pattern for all upper division transfer students who are not fully eligible as first-time freshmen.
- B. The Special Admission Policy for the Department of Sports, Athletics and Recreation remains the same, with this added requirement: All student-athlete special admissions will now also be reviewed by the Assistant Vice President for Enrollment Services. Additionally, all special admits will be required to pass 27 units annually with a 2.25 grade point average (GPA) or better to continue to compete.

(1) Current Status: Completed and ongoing.

- A. A general admission policy for CSULB has been established and is in place at the University-wide level.
- B. The Special Admission Policy for the Department of Sports, Athletics and Recreation (SAR) was established, and later revised April 2002. Exceptions to the policy (27 units/2.25 GPA) are accepted only with approval from the SAR Academic Committee.

CSULB GOAL 2: INCREASE STAFFING AND TRAINING

(2) Corrective Action: In the Fall of 1995, the staff of the Center for Student-Athlete Services (CSAS) consisted of one director, one half-time clerical position and three peer advisors at 20 to 30 hours per week. In order to more effectively work with our student-athletes, we need to increase the staff to one director, two 40-hour per week Student Services Professionals, one _ time Student Services Professional and two 20-hour per week peer advisors. As the number of teams increase, a corresponding increase in professional staff services will be made.

A need exists to develop a comprehensive student-athlete orientation program because the information required to be presented to student-athletes is very complex and lengthy. Components of the training program should include (1) CSULB academic rules, regulations, requirements and policies; (2) general education requirements; (3) testing requirements; (4) academic majors and minors; (5) elective courses and their uses; (6) academic probation and disqualification procedures; (7) graduation requirements; (8) freshman issues; (9) transfer issues; (10) NCAA policies, rules and regulations such as the 25%/50%/75%, 25%/50%, the requirement of declaration of major before the fifth semester etc.

Additionally, a weekly staff meeting will be held to disseminate new information concerning academic and NCAA compliance issues; faculty and staff professionals will be invited to speak; and the Assistant Athletic Director of Compliance and/or the Enrollment Services Athletic Evaluator will join the meetings as needed.

(2) Current Status: Completed and ongoing. All areas have been completed; additional measures completed will be noted in this report. Further, the University has developed a comprehensive student-athlete orientation program (refer to Appendix A1.1).

CSULB GOAL 3: IMPROVE STUDENT-ATHLETE ADVISING

(3) Corrective Action: *It is the responsibility of all CSAS advisors to correctly evaluate the academic work successfully completed by the student-athlete, review the courses enrolled in for the current semester, and project the courses necessary for the following semester, and beyond, so that he/she is able to meet NCAA rules and graduate in a timely manner.*

A. Develop specific CSULB and NCAA checklists in order to ensure the accuracy of the academic advising.

B. Complete documentation of all academic information relayed to the student-athletes or received from coaches, student-athletes, the Sports, Athletics and Recreation Department and University faculty and staff will be placed into the specific student-athlete folder. This will aid in communication of all parties involved.

C. Develop an advising contract so that all appropriate recommended courses for the following semester are noted. Copies of the contract will be distributed to the coach, Director of Compliance, the student-athlete, and the Student-Athlete Folder housed in CSAS.

D. Require mandatory one-hour advising for every student-athlete, which will cover all pertinent academic information and requirements as well as the recommended courses for the following semester, in order to be allowed to register for that semester.

E. Development of the Student-Athlete Information System (SAIS), which will comprise a series of eight computer screens, to be used to track and monitor student-athlete academic progress and athletic eligibility. (Screen 1- Student Data; Screen 2- Transfer Work; Screen 3- General Education and Requirements; Screen 4- Major Requirements; Screen 5- Academic Planner; Screen 6- Eligibility; Screen 7- Student Advising; Screen 8- Eligibility and Graduation Timeline).

F. Computer Technology. This system will require an upgrading of existing computer/printer equipment.

(3) Current Status:

A. Completed and ongoing. Refer to the Mandatory Advising Outline as well as the Student-Athlete Folder Review provided in Appendix A1.2.

B. Completed and ongoing. Student-athlete folders are available for inspection by student-athletes, faculty, and staff in the Center for Student-Athlete Services area.

C. Completed and ongoing. Advising contracts are placed in the student-athlete folders and are available for review in the Center for Student-Athlete Services area. (refer to Appendix A1.3 for an example of the advising contract).

D. Completed and ongoing. Refer to the Mandatory Advising sheet (Appendix A1.4) and the Advising Template (Appendix A1.5).

E. Completed and terminated. After two years of implementation, it was determined that this process was ineffective.

F. Completed. Each station received a new up-to-date computer during the year 2000. Additional support will be forthcoming with the current University-wide upgrade.

CSULB GOAL 4: ALTERATIONS IN STUDENT-ATHLETE REGISTRATION PROCESS

(4) Corrective Action:

A. Priority Registration

Student-Athletes have always been given Special Group Priority status to ensure that they are able to enroll in required classes at a time that allows for the scheduled team practice and competitions. It is important that we continue this priority. Without this they will have a difficult time obtaining classes that will meet the 25%/50%/75% rule.

B. Registration Hold

An athletic registration hold will be placed on all student-athletes and will not be lifted until after the completion of the mandatory advising session. This hold prevents access to the Voice Response Registration (VRR) system. Additionally, if a student-athlete wishes to make a change in the class schedule, he/she must check with a CSAS advisor to ascertain the appropriateness of the class change, before the hold is lifted and the student is allowed to make the change. The hold is then replaced after the change is made. This process attempts to curtail the problem of student-athletes enrolling in courses that may have a detrimental effect on their continuing NCAA eligibility.

(4) Current Status:

A. Completed and ongoing.

B. Completed and ongoing.

CSULB GOAL 5: INCREASE ACADEMIC ASSISTANCE

(5) Corrective Action: *As one component of the effort to assist the student-athletes, CSAS will be developing and delivering a survey to the athletes at the end of the Spring 1997 semester that will ask for their input and suggestions for the academic services offered. Additionally, the CSAS is responsible for a major self-study report due in August 1997 as required by the Academic Senate of CSULB. Components of this self-study will include:*

A. *Work on coordination with the Learning Assistance Center to facilitate the process of connecting student-athletes with tutors and study skills specialists.*

B. *Development of a Supplemental Instruction (SI) course on study skills offered for general student body. All student-athletes who are accepted as "special admits" and freshmen student-athletes who scored below college level English will be required to enroll in the SI course.*

C. *A connection will be made to the Writer's Resource Lab to offer writing, editing, and critiquing of papers and research to the student-athletes.*

D. *A new position will be added to the CSAS as Academic Coordinator for the Men's and Women's Basketball teams. This will be a pilot program and one that hopefully will be expanded to meet the needs of the other NCAA teams. The position description includes coordinating all tutorial and study skills assistance with the staff of the Learning Assistance Center as well as the scheduling and monitoring of study hall.*

1. *A professional career counselor will be placed in the CSAS for two hours per week. It is thought that if student-athletes can understand the purpose/reason for completing a baccalaureate degree, other than the wishes of their parents, coaches and counselors, more student-athletes may increase their internal focus of control and complete the degree.*

2. *Freshmen: Intensive counseling assistance will be provided to assist student-athletes in their decision-making regarding choice of an appropriate major matching their interests and abilities, and time constraints management in their role as a NCAA student-athlete.*

3. *Junior/Seniors: Counseling to begin the graduation process will be provided, including the understanding of the need to have other possible career options besides a career as a professional athlete.*

4. *Career Connections: A joint workshop between the Career Development Center and major corporations will be*

expanded. Plans include one career workshop every semester.

(5) Current Status:

A. Completed and ongoing. A concerted effort has been made to increase the number of referrals at the Learning Assistance Center (LAC), which provides walk-in tutoring, one-on-one tutoring, and study skills assessment and assistance. Since 1995, the usage rates for academic assistance have systemically increased over the last seven years. During the Fall 1995 semester, 23 student-athletes utilized 54 academic assistance sessions; in the Spring 1998 semester, 71 student-athletes participated in 526 sessions in the LAC; and, a current estimate indicates that approximately 70-90 students use the LAC with between 350-600 sessions each semester.

B. A supplemental instruction course emphasizing study skills was offered after the NCAA Certification review in 1996, but proved to be impractical for students. As an alternative to the course, a learning strategist provided assistance to student-athletes in Spring 2002 to help meet the specific needs of these individuals.

C. Completed and ongoing. The Writer's Resource Lab is available to student-athletes under the direction of the English Department and staffed with graduate English majors. The Lab offers the opportunity for any student to receive assistance in organization, structure, and other essential requirements for effective writing skills.

D. An Academic Coordinator for Men's and Women's Basketball was established in 1997, but is currently not available.

CSULB GOAL 6: IMPROVE ORAL AND WRITTEN COMMUNICATIONS

(6) Corrective Action: *The importance of continuing written and oral communications among the staff of CSAS, SAR, coaches, faculty and student-athletes is critical.*

A. *All statistical information concerning student-athlete academic progress will be provided to the CSAS director by the Office of Institutional Research. Information will be provided to the appropriate coach and administrator after each semester and after the summer sessions. This information will include:*

1. *Academic Summary: Teams at-a-glance (Average GPA of each team)*
2. *Academic Summary: Each student on each team*
3. *Student-Athlete Probation Summary (student-athletes under 2.0 GPA)*
4. *Academic All-Star List (those student-athletes who earn 3.0+ with 12 units or more completed)*
5. *Academic Summary: Special Admits*

B. *Additional pertinent student-athlete information*

1. *Testing requirements completed/still remaining*
2. *Registration holds other than athlete advising*
3. *Units/requirements remaining for graduation*
4. *Student/athlete candidates for graduation*
5. *Faculty grade check responses when applicable*

C. *Revise the Student-Athlete Survival Guide. Information presented to be more relevant, readable and usable.*

(6) Current Status:

A. Completed and ongoing.

B. Completed. This information is disseminated to head coaches from their CSAS staff person.

C. Completed. The Student-Athlete Survival Guide is made available in CSAS area.

CSULB GOAL 7: IMPLEMENTATION OF NEW ACADEMIC PRACTICES

(7) Corrective Action:

A. *Freshmen*

1. *All special admits or those student-athletes with low SAT/ACT scores will be placed into a Study Skill Supple-*

mentary Instruction class each Fall semester.

2. All freshmen must take Math and English, at the appropriate level, beginning in their first semester at CSULB.
3. All undeclared freshmen will take the Major Preference Profile survey to begin major exploration.

B. Student-Athlete Orientation

A new freshmen student-athlete orientation program will be implemented, along with the following components:

1. Group mentoring program for freshmen.
2. Computer workshop: Internet and e-mail.
3. Registration in targeted freshmen courses.

(7) Current Status:

A. Freshmen

1. For a two-year period, a class was made available to student-athletes. As noted earlier, this course was cancelled and substituted with a Specialist in an attempt to better meet the needs of the student-athletes.
2. All freshman student-athletes are placed into appropriate-level Math and English courses.
3. Major Preference Profile surveys are completed as needed whenever student-athletes have difficulty in selecting a major. Most student-athletes do not require assistance in selecting a major. Over the last few years, less than five percent of the student-athletes have changed their major.

B. Student Orientation, Advising and Registration (SOAR)

1. Group mentoring is provided through the HEADS UP program.
2. Student-athletes now enter the University with a vast knowledge of computer skills and do not appear to require education related to basic computer technologies. As such, a workshop in computer skill has not been provided. However, CSAS/SOAR issues e-mail addresses to each student-athlete.
3. Student-athletes are placed in developmentally appropriate classes.

CSULB GOAL 8: MENTORING PROGRAM

(8) Corrective Action: These programs will be utilized to promote connections among our athletes and to help the student-athlete acclimate to university life. The program will include upper classmen facilitating group discussions on topics such as student-athlete roles, dealing with the transition from high school to a university and the challenges of playing at a Division I institution.¹

Current Status: Completed.

Original Strategy: Document in writing policies and procedures specifically designed to minimize conflicts between athletic participation and academic participation and academic schedules.

Corrective Action: Pursuant to NCAA regulations and consistent with Athletic Department academic priorities, the following academic attendance policies shall guide the action of coaches and Department staff. Those coaches responsible for scheduling activities can and should be very influential in enhancing out student-athlete's ability to succeed academically, leading to the goal of improved graduation of CSULB student-athletes.

1. Encourage and assist, wherever possible, all efforts to maximize the academic success of our student-athletes.
2. Season schedules should give academic concerns prime consideration and should minimize class time missed.
3. Conscientiously schedule team travel to minimize missed class time. Formulate the team schedule so as not to exceed 12 days of missed class time per semester, insofar as possible. Missing entire weeks of class time should be

avoided.

4. Practices should not begin prior to 2 p.m. Monday through Friday.

5. The week prior to mid-term and finals week should be a light schedule of home events, rather than away events.

6. Where possible, arrange departures to allow as many classes and meals to be taken on campus.

7. The welfare of student-athletes must be of primary concern and the schedule should not place an undue hardship by playing too many contests in any given time-frame, or too many road trips in a row, etc.

8. The administrator over each sport must approve the team travel schedule prior to confirmation of schedules.

Current Status: Ongoing. The eight guidelines listed above are in place with a few exceptions. For example, some practices are scheduled before 2:00 p.m. when time constraints or scheduling issues arise.

2. List all actions the institution has completed or progress it has made regarding all plans for improvement/recommendations developed by the institution during its first-cycle certification process in the academic integrity area. Also, describe any additional plans for improvement/recommendations developed by the institution since the first-cycle certification decision was rendered by the Committee on Athletics Certification. Specifically include: (a) the original plan; (b) the action(s) taken by the institution; (c) the date(s) of the action(s); (d) actions not taken or not completed; and (e) explanations for partial completion.

A. Academic support.

Recommendation 1. Augmentation of staff and funding for academic support.

Current Status: Completed. The Center for Student-Athlete Services has increased the working staff since 1995 to include four full-time, 40-hour per week employees, three part-time support staff and five part-time student-athlete positions. Funding for the Center has more than doubled in the last five years to almost \$170,000.

B. Student-athlete exit interviews.

Recommendation 1. Analysis of exit interviews to ascertain student-athlete academic concerns.

Current Status: Completed and ongoing. In conjunction with the Office of Testing and Evaluation Services and SAR, exit interviews are conducted with all student-athletes who have completed eligibility. Senior athletics staff reviews the report annually. The report is kept on file in the Compliance Office.

3. List all actions the institution has completed or progress it has made regarding required actions identified by the NCAA Committee on Athletics Certification during the institution's interim-report process (if applicable) as they relate to academic integrity issues. Specifically, include for each: (a) the required action, (b) the action(s) taken by the institution, (c) the date(s) of these action(s), (d) action(s) not taken or completed, and (e) explanation(s) for partial completion.

No interim reports or actions required.

Operating Principle

2.1 **Academic Standards.** The Association's fundamental principles indicate that an intercollegiate athletics program shall be designed and maintained as a vital component of the institution's educational system, and student-athletes shall be considered an integral part of the student body. Consistent with this philosophy, the institution shall demonstrate that:

- a. The institution admits only student-athletes who have reasonable expectations of obtaining academic degrees.

(1) If the academic profile of entering student-athletes, as a whole or for any student-athlete subgroup, is significantly lower than that of other student-athletes or comparable student body groups,

the contrast shall be analyzed and explained by appropriate institutional authorities.

(2) If the graduation rate of student-athletes, as a whole or for any student-athlete subgroup, is significantly lower than that of other student-athlete or comparable student body groups, this disparity shall be analyzed, explained and addressed (through specific plans for improvement) by appropriate institutional authorities.

b. Academic standards and policies applicable to student-athletes are consistent with those adopted by the institution for the student body in general, or the NCAA's standards, whichever are higher.

c. The responsibility for admission, certification of academic standing and evaluation of academic performance of student-athletes is vested in the same agencies that have authority in these matters for students generally.

Self-Study Items

1. Describe the process by which student-athletes are admitted to your institution, and compare it to the process for admitting students generally. Give careful attention to key decision points (e.g., establishment of admissions criteria, approval of special admissions) in these processes and the individuals or groups involved at each point, including the role, either formal or informal, the Athletics Department plays (if any) in the admissions process for student-athletes.

The admission policy for CSULB is set by the Chancellor's Office. Since the University is officially impacted, its admission requirements differ from those of other CSU institutions. A committee composed of staff from Enrollment Services and Admissions makes decisions for special admissions for non-student-athletes. For student-athletes, a coach submits a letter of request for special admission to the Sports, Athletics and Recreation Academic Committee. This committee renders a recommendation to the Assistant Vice-President of Enrollment Services, who can approve or reject the committee's recommendation. If a request is denied, a coach can appeal the decision through a committee—composed of the Assistant Vice-President of Enrollment Services, the Athletic Director, and the Associate Vice-President/Academic Affairs—wherein a final decision is rendered.

2. Compare the admissions profiles of student-athletes who received athletic grants-in-aid with the profiles of students in general by submitting the following information for the three most recent academic years: average standardized test scores for freshman student-athletes who received athletics aid (by gender, by racial or ethnic group, and according to the eight sport groups listed in the NCAA Division I graduation rates disclosure form) and for all entering freshmen students (by gender and by racial or ethnic group). [Note: Use Attachment No.1 and the graduation-rates disclosure form methodology to compile these data.]

The average SAT score for entering freshmen male student-athletes on aid has increased consistently from 1999 to 2002. Whereas these scores compare unfavorably for SAT scores for all entering male freshmen for 1999 to 2001, the 2001-02 SAT results for entering male student-athletes exceeded that for all entering freshmen. SAT scores for entering female freshmen student-athletes on athletic aid are consistently higher than SAT scores for all female students entering as freshmen for the period 1999 to 2002. (Refer to page 17 for data on standardized test scores by gender).

Except for White student-athletes, the average SAT scores for entering male freshmen student-athletes on aid compare favorably to all entering freshmen from the following racial or ethnic groups: American Indian, Asian/Pacific Islander, Black, Hispanic, and other non-Whites. (Refer to page 18 for standardized test scores, by racial or ethnic group).

SAT scores for entering male freshman student-athletes on aid in specific sport groups have increased from 1999 to 2002, except for men's basketball, where SAT scores for entering freshmen have declined over the past three years. However, it should be noted that the GPA of entering male freshmen basketball student-athletes has increased consistently over those same three years. From 1999 to 2002, the GPA of entering freshmen student-athletes has increased or remained the same in five of the seven sport groups (Refer to page 19 for GPA and test scores by sport group).

3.a. Please describe the process by which students may be admitted if they do not meet the institution's standard or normal entrance requirements. This should include any second-level or subsequent review

processes or appeals procedures which may be utilized when students are not automatically admitted because they do not meet the institution's published entrance requirements.

The process by which students may be admitted, if they do not meet the CSULB entrance requirements, are as follows: the applicant sends a letter of appeal to Enrollment Services and Admissions, and a committee (composed of staff from Enrollment Services and Admissions) decides whether to admit the applicant.

b. Compare and explain any differences between the percentage of freshman student-athletes receiving athletics aid who were admitted through any of the processes described in part (a) above and the percentage of freshman students generally who were so admitted. Provide these comparative data for the three most recent academic years. For the student-athlete data, information should be displayed for each of the sport groups, organized by year, and listed in the NCAA Division I Graduation-Rates supplemental form. [Note: Use Attachment No. 2 to compile these data.]

Refer to page 20 for data on Special Admissions to the University. As shown in the table, the percentage of special admits for freshmen student-athletes from 1999-2002 is significantly higher than the percentage of special admits for all freshmen students. Moreover, the percentage of special admits for freshmen student-athletes from 1999-2002 is significantly higher than the percentage of special admits for freshmen student-athletes for the previous three-year period.

4. List the step-by-step sequence of actions taken by particular individuals on your institution's campus to certify initial eligibility for transfer student-athletes. Identify the individual(s) with final authority for certifying initial eligibility, and their title(s).

- (a) The Evaluation Technician in the Office of Enrollment Services, who is assigned to work on the records of student-athletes, receives the names of transfer student-athletes from SAR.
- (b) The Evaluation Technician pulls the admissions folders and sorts the transfer student-athletes into 2-year, 4-year, and 4-2-4 transfer categories.
- (c) The Evaluation Technician checks the transfer student-athletes for their admission status, enrollment, major, and receipt of official transcripts, and other documents.
- (d) The Evaluation Technician checks that all 4-year transfer letters have been received and that the transfer files are complete with only official transcripts and documents.
- (e) The Evaluation Technician checks the eligibility of the transfer student-athletes according to the appropriate transfer rules and charts for 2-year, 4-year, and 4-2-4 transfers.
- (f) The Evaluation Technician checks that 25, 50, or 75 percent of the transfer student-athletes' degree requirements have been completed, as appropriate.
- (g) The Evaluation Technician checks that 90 or 95 percent of the GPA requirement has been satisfied, as appropriate.
- (h) Having completed this initial determination of the transfer student-athletes' eligibility, the Evaluation Technician prepares the appropriate paperwork for the Faculty Athletic Representative's review and signature of approval.
- (i) An historical report, completed by each transfer student-athlete and verified by both the Evaluation Technician and the Faculty Athletic Representative, is sent to the Big West Conference office and the University's Director of Compliance and Student Services.
- (j) The eligibility report on transfer student-athletes, signed by both the Evaluation Technician and the Faculty Athletic Representative, is forwarded to the Big West Conference office, with a copy to the University's Director of Compliance and Student Services.

The signatures of both the Evaluation Technician and the Faculty Athletic Representative are required to certify initial eligibility. The Assistant Vice-President of Enrollment Services has final authority for certifying initial eligibility.

5. List the step-by-step sequence of actions taken by particular individuals on your institution's campus to certify student-athletes' continuing eligibility. Identify by name and title the individual(s) with final authority for certifying continuing eligibility.

- (a) The Evaluation Technician in the Office of Enrollment Services assigned to work on the records of student-athletes receives the names of continuing student-athletes from SAR.
- (b) The Evaluation Technician pulls the student-athletes' folders and accesses CSULB's on-line transcripts.
- (c) The Evaluation Technician pulls an athletic eligibility packet.

- (d) The Evaluation Technician requests a program planner from the major department or requests a degree audit if needed.
- (e) The Evaluation Technician checks the student-athletes' enrollment status, major, and academic standing.
- (f) The Evaluation Technician checks for the completion of 24 units during the previous two semesters and determines whether those 24 units are degree-specific and whether they meet the 75-25 NCAA requirement.
- (g) The Evaluation Technician checks that 25, 50, or 75 percent of each student-athletes' degree requirements have been completed, as appropriate.
- (h) The Evaluation Technician checks that 90 or 95 percent of the GPA requirement has been satisfied, as appropriate.
- (i) After the initial determination of the continuing student-athletes' eligibility, the Evaluation Technician prepares the appropriate paperwork for the Faculty Athletic Representative's review and signature of approval.
- (j) The eligibility report on continuing student-athletes, signed by both the Evaluation Technician and the Faculty Athletic Representative, is forwarded to the Big West Conference office and the University's Director of Compliance and Student Services.

The signatures of both the Evaluation Technician and the Faculty Athletic Representative are required to certify continuing eligibility. The Faculty Athletic Representative has final authority for certifying continuing eligibility.

6. Please attach the institution's official NCAA graduation-rates report (institution's two-page report) for the three most recent academic years for which this information is available.

A copy of the institution's official NCAA graduation rates report is attached (refer to Appendix AI.6).

7. Review the graduation rates for student-athletes who received athletics grants-in-aid, various student-athlete subgroups and for students generally during the last three years, and comment on any trends or significant changes.

Over the past three years, the six-year graduation rates for student-athletes have significantly exceeded six-year graduation rates for all students at CSULB. This data is even more impressive, given that many CSULB student-athlete baseball players sign professional contracts before their senior year and are often dissuaded from graduating.

8. Describe the specific goal(s) that your institution has set for graduation of students generally and for graduation of student-athletes.

As recommended by the Academic Integrity sub-committee, the Athletic Department shall develop a plan for the graduation rates of the student-athlete population to exceed the general University population by 10 percent by the 2005-2006 academic year.

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

Refer to Appendix AI.7.

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

- Graduation-rates survey form (GRS-1) for the three most recent years for which this information is available.
- A copy of the institution's most recent catalog.
- A copy of the institution's standard or regular, published entrance requirements, including the provisions under which students may be admitted by special exception to the institution's standard or normal entrance requirements.
- Information regularly reported to the chief executive officer, faculty senate or director of athletics concern-

ing the academic performances of sports teams (if any).

- All student-athlete eligibility files (including, when appropriate, final high school transcripts, 48-H forms and 48-C forms, verification of standardized test scores, NCAA student-athlete statements, institutional transcripts, transfer documentation).
- Information from exit interviews of student-athletes.
- Policies and procedures for the Department of intercollegiate athletics (if available).

Operating Principle

2.2 Academic Support. Members of the Association have the responsibility to conduct intercollegiate athletics programs in a manner designed to protect and enhance the educational welfare of student-athletes and to assure proper emphasis on educational objectives. Consistent with this responsibility, the institution shall demonstrate that:

- a. Adequate academic support services are available for student-athletes.
- b. Student-athletes are encouraged and assisted in reaching attainable academic goals of their own choosing.
- c. When it is determined that individual student-athletes have special academic needs, these needs are addressed.
- d. The support services are approved and reviewed periodically by academic authorities outside the Department of intercollegiate athletics.

Self-Study Items

1. Identify, using an organizational or flow chart, how the institution is organized to provide academic support and advising services to student-athletes (i.e., reporting lines and identification of who does what.)

The Center for Student-Athlete Services (CSAS) provides academic support services for student-athletes and seeks to ensure student-athletes' satisfactory academic progress in courses attempted each semester. The Center has a full-time Director, Assistant Director, a Director of Retention Programs, three academic counselors and a complement of student assistants who serve as peer advisors or proctors.

See Appendix AI.8 for an organizational flowchart of academic support services to student-athletes. The Director of CSAS has the following responsibilities:

- (a) Independently oversee all academic services for the NCAA, Division I student-athletes at CSULB. The Director evaluates, redefines, and develops new academic services/programs for the CSAS as the student-athlete population and their needs continue to alter and expand; coordinates and delivers presentations to approximately 300 prospective student-athletes each year; plans and organizes priority registration and mandatory advisement for every student-athlete; coordinates academic information and services with the faculty, coaches and Director of Compliance and Student Services in SAR; and, monitors academic progress of the student-athlete population. The director serves on the Academic Advising Council.
- (b) Coordinates academic assistance services with the Director of Campus-Wide Academic Service Units for the NCAA, Division I student-athlete population at CSULB.
- (c) Provides all information and interpretation of student-athletes' academic status, including persistence toward graduation, probation, course recommendations, and necessary academic interventions to the coaching staffs, SAR administration, and the University as a whole, as appropriate. The Director serves as a member of the SAR Special Action Committee and the First Year Experience Committee.
- (d) Hires, trains, supervises and evaluates CSAS's staff consisting of professional academic counselors, peer advisors and student employees.

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

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

In the Fall of 1995, a new Director of Student-Athlete Services was appointed to make significant changes in the academic support services provided to the NCAA student-athlete population at CSULB. The directive given to the Director was to ensure that the student-athletes were on track for graduation while at the same time eligible to compete at a NCAA, Division I level. Additionally, there was an expectation to increase the graduation rates of the NCAA student-athlete population. The changes in the Center for Student-Athlete Services' (CSAS) academic counseling services and retention programs have been developed, implemented and evaluated over the last six years. Services available to student-athletes through CSAS include:

- (a) Mandatory advising sessions with every student-athlete every semester. These sessions consist of a one-hour appointment with a specific academic counselor.
- (b) Career development programs coordinated with the Career Development Center. This includes a professional career counselor in CSAS for available for approximately 4 hours each week as well as for one-on-one career counseling sessions to discuss choices of majors and career directions. Additionally, a joint Annual Career Workshop is presented each Spring semester with the collaboration of CSAS (Academic Affairs), Career Development Center (Student Services), and the Athletics Department.
- (c) Academic Support Referrals through the Learning Assistance Center (LAC). A concerted effort to increase the number of referrals for academic assistance has been extremely successful. The LAC provides walk-in tutoring, one-on-one tutoring, and study skills assessment and assistance. In addition, the Writer's Resource Lab, staffed with graduate English majors and under the supervision of the English Department, offers the opportunity for any student to receive assistance in the writing of any type of papers.
- (d) HEADS UP! This mentoring program for freshman student-athletes was developed in 1998 and utilizes the services of upper division student-athletes volunteers, who are trained in small group facilitation, to provide assistance with the transition issues of first-time freshmen student-athletes. Fall semester workshops consist of various transition topics, including drugs, alcohol abuse, and final exam preparation. Spring semester workshops focus on a career development session, which leads into the Annual Student-Athlete Career Workshop and preparation for final exams.
- (e) University 100: one (1) unit course required of all first-time freshmen at CSULB. In 1999, the CSAS was given permission to teach the sections specifically designed for entering student-athletes. Following the established curriculum, CSAS staff developed components designed to aid the transition of freshman student-athletes. Writing assignments were designed to facilitate the understanding of the balance between academics and athletics but also to demonstrate the student's writing proficiency or possible problems.
- (f) Development of an Advising Contract. To facilitate academic information dissemination between CSAS, SAR Administration, and coaching staffs, a four-page NCR form lists all of the suggested courses for the following semester. With this document, there is a clear presentation of the courses suggested to meet baccalaureate and NCAA requirements each semester.
- (g) The Student-Athlete Survival Guide produced by CSAS. This guide illustrates academic requirements and highlights campus-wide academic assistance provided to the student-athlete population.
- (h) Faculty Resource Committee for the Center for Student-Athlete Services. Starting in Fall 1998, the Director of Student-Athlete Services formed this Committee, which consists of major faculty members from each college, to assist with academic difficulties that may arise, policy formation, as well as discussions about the academic needs of the student-athlete population. At this time, the faculty along with one of the CSAS staff members are developing a Faculty Mentoring Program for the student-athlete population.
- (i) Learning Strategist for the student-athletes. In Spring 2001, a pilot program was started to assist the at-risk freshmen student-athletes. A professional study skills specialist was hired position and worked in the Learning Assistance Center. The Learning Strategist focuses on those freshmen student-athletes who are under prepared for the rigors of university-level academic requirements. Appointments are made for an initial meeting and testing session to determine the level of reading and comprehension of each at-risk student-athlete. The primary emphasis is placed on student-athletes who have failed remedial English, fallen onto academic probation after the first

semester, or entered through special admission.

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

Student-athletes eligible for academic support services are identified on official team rosters as approved by the SAR Department. In addition, student-athletes who have worked with academic support services for two years as a member of a team are eligible to receive academic support services even if he/she is no longer a member of the team after the two-year period.

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

Student-athletes are first made aware of CSAS academic support services by coaches on recruit visits. Once admitted to the University, student-athletes are informed of academic support services in annual orientation sessions. Finally, student-athletes are informed of academic support services in team meetings.

d. The mechanism for periodic review and approval by academic authorities outside athletics of these services.

- Academic Advising: Course selection, class scheduling, degree program assistance, priority registration.
- Tutoring: Availability, procedures and criteria for obtaining assistance; assignment, qualifications, training, experience, compensation, rate of pay, pupil loads, qualifications, experience, other terms and conditions of employment.
- Success Skills: Study skills, note and test taking, writing and grammar skills time management skills.
- Study Hall: Availability, facilities, policy for mandatory attendance.
- Freshman/Transfer Orientation: Availability, attendance requirements.
- Academic Progress Monitoring and Reporting: Individual's responsibility, frequency, procedures for periodic grade and attendance checks.
- Assistance for Special Academic Needs: Provisions for diagnosis and treatment of learning disabilities.
- Learning Assessments: Provisions for testing and evaluation (e.g., placement testing).
- Mentoring: Availability of mentors, identification and assignment methods, and frequency of interaction.
- Assistance For At-Risk Students: Availability including institution-wide assistance.
- Post-Eligibility Programs: Availability of scholarships, assistantships and academic support.

The Dean of Undergraduate Studies is responsible for the periodic review and approval of CSAS.

Operating Principle

2.3 Scheduling. It is the principle of the Association to ensure that, in the conduct of intercollegiate athletics, student-athletes have sufficient time for their academic programs. In accordance with this principle, the institution shall demonstrate that written policies are established in all sports to minimize student-athletes' conflicts with class time and/or final examination periods due to participation in intercollegiate athletics, consistent with the provisions of Constitution 3.2.4.12.

Self-Study Items

1. Attach the institution's written policies related to the scheduling of intercollegiate athletics competitions and practices and describe how they minimize interference with class time and examination periods.

The Sports, Athletics, and Recreation Department published a [Policies and Procedures Manual](#) in Fall 2002. The specific policies relating to scheduling are found in Appendix AI.9.

There are several policies in place regarding attendance that help to minimize interference of intercollegiate athletics competitions and practices with class time and examination periods. Currently, CSULB has a policy that entitles student-athletes to priority registration. This privilege is provided for the student-athletes so that their practice and game schedules conflict only minimally with their class schedules. Most athletes are advised to take their classes in the mornings so that their afternoons and evenings are free for practices and games. This policy resolves most potential conflicts between academic obligations and athletic commitments. Occasionally, conflicts emerge as a due to limited facilities, and lead to practices in the mornings. Student-athletes are usually notified of such potential schedule conflicts ahead of time in order to schedule their classes appropriately.

In accordance with the Academic Senate Policy 01-01, effective January 30, 2001, the University Catalog, and the "General Information" guidelines provided for all student-athletes in each semester's Schedule of Classes, student-athletes at CSULB are expected to attend their classes regularly except for valid reasons, such as illness, accident, religious reasons or participation in "University sanctioned or approved activities." If the instructor is not aware of the University policy, the student-athlete is counseled to meet with the instructor at the beginning of the semester to review any actual and/or potential schedule conflicts and arrange alternative activities. Currently, most professors are flexible and willing to set a schedule to benefit all concerned parties. In addition, the Athletics Department has developed the following policy:

In his/her season of competition, no student-athlete may miss more than 12 days of classes during one semester as the result of a conflict between athletic participation and academic schedules. Exceptions to this policy may occur when a team achieves post-season play in an NCAA sanctioned championship.

If an instructor elects to penalize a student-athlete for a late assignment or missed class time when the student-athlete is participating in "officially approved University activities," the student-athlete is counseled to meet with the professor to remind him/her of the University policy and the fact that athletic events demanding the student's time are scheduled in advance without the student-athlete's involvement. If the instructor will not adjust the decision, the coach and if necessary the Faculty Athletic Representative, may be asked to contact the instructor on behalf of the student-athlete.

Instances of conflict in this process have been rare. If matters remain unsettled and the student-athlete believes that the final course grade reflects the instructor's discriminatory practice, the University has a grade appeal policy open to all students, including the student-athlete.

There is no policy in regard to scheduling athletic competitions during final examination periods. However, an unwritten practice exists not to schedule competitions at such exam times. Ironically, in recent years the success of certain teams (Women's Volleyball, Softball, and Men's Baseball) has meant that some conflict has been unavoidable because the NCAA has scheduled national championships that have coincided with final exam obligations.

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

There is no SAR policy on this matter. Each coach determines a team policy on the monitoring of class attendance. The Center for Student-Athlete Services provides a form that many teams use in which student-athletes have their course instructors complete and return to SAR. Refer to Appendix A1.10 for a sample of the form. These progress reports include attendance. In addition, some coaches and assistant coaches personally monitor the attendance of their student-athletes on an unannounced, "drop-in" basis. Some coaches implement competitive exercises among their student-athletes to encourage and enforce class attendance.

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

The SAR administrative staff has not received any complaints regarding excessive missed class time. Because of the policies and procedures of the SAR Department, teams and student-athletes manage to minimize the interference of intercollegiate athletic events and class time.

Evaluation and Plan for Improvement

Given the responses to the self-study items on the previous page, complete the responses below to: (1) indicate (with a yes or no) whether each part of the operating principle exists in the athletics program, and (2) evaluate whether the activities of the athletics program are in substantial conformity with the operation principle as a whole. [Note: In completing this assessment, make sure that all relevant information from the other three certification areas is considered, given that some overlap does exist.]

Where the institution concludes in its evaluation that it does not conform to the operating principle as a whole or to any particular element(s) of the operating principle [as indicated by a "Currently No" response to the element(s)] or that problems or deficiencies exist in this area, outline the institution's specific plans for improvement, which include/meet the following required elements: (a) in writing, (b) developed through broad-based campus participation, (c) issues/problems identified in the self-study, (d) measurable goals the institution intends to attain to address the issues/problems, (e) step(s) to achieve the goals, (f) the specific timetable for completing the work, (g) individuals/offices responsible for carrying out the actions, (h) institutional approval, and (i) means for funding.

[Note: Please see Appendix A, Page 51 for an example format outlining all required elements of a plan.]

2.1 Academic Standards.

	Currently Yes	Found On Pages(s)	Currently No	If Currently No or If Deficiencies Exist, Indicate Plan For Improvement Number
Does the institution demonstrate that:				
a. The institution admits only student-athletes who have reasonable expectation of obtaining academic degrees?				
(1) If the academic profile of entering student-athletes, as a whole or for any student-athlete subgroup, is significantly lower than that of other student-athlete or comparable student-body groups, the contrast is analyzed and explained by appropriate institutional authorities?				
	X	8 _____		_____

	Currently Yes	Found On Pages(s)	Currently No	If Currently No or If Deficiencies Exist, Indicate Plan For Improvement Number
(2) If the graduation rate of student-athletes, as a whole or for any student-athlete subgroup, is significantly lower than that of other student-athlete or comparable student-body groups, this disparity is analyzed, explained and addressed (through specific plans for improvement) by appropriate institutional authorities?				
	X	11 _____		_____
b. Academic standards and policies applicable to student-athletes are consistent with those adopted by the institution for the student body in general or the NCAA's standards, whichever are higher?				
	X	11 _____		_____
c. The responsibility for admission, certification of academic standing and evaluation of				

academic performance of student-athletes is vested in the same agencies that have authority in these matters for students generally?

X 11 _____

Yes No

On the basis of the yes/no answers above, is the institution in substantial conformity with Operating Principle 2.1 (Academic Standards)?

X _____

[Note: The institution should not indicate "yes" regarding conformity with the operating principle as a whole unless it has indicated "Currently Yes" for each element of the operating principle or has below a plan to address any "Currently No" response to any element(s) of the operating principle.]

2.2 Academic Support.

	Currently Yes	Found On Pages(s)	Currently No	If Currently No or If Deficiencies Exist, Indicate Plan For Improvement Number
Does the institution demonstrate:				
a. Adequate academic support services are available for student-athletes?	X	12-14	_____	_____
b. Student-athletes are encouraged and assisted in reaching attainable academic goals of their own choosing?	X	14 _____	_____	_____
c. When it is determined that student-athletes have special academic needs, these needs are addressed?	X	12-15 _____	_____	_____
d. The support services are approved and reviewed periodically by academic authorities outside the Department of intercollegiate athletics?	X	15 _____	_____	_____
	Yes	No		

On the basis of the yes/no answers above, is the institution in substantial conformity with Operating Principle 2.2 (Academic Support)?

X _____

[Note: The institution should not indicate "yes" regarding conformity with the operating principle as a whole unless it has indicated "Currently Yes" for each element of the operating principle or has below a plan to address any "Currently No" response to any element(s) of the operating principle.]

2.3 Scheduling.

	Currently Yes	Found On Pages(s)	Currently No	If Currently No or If Deficiencies Exist, Indicate Plan For Improvement Number
Does the institution demonstrate that written policies are established in all sports to minimize student-athletes' conflicts with class time and/or final examination periods due to participation in intercollegiate athletics, consistent with the provisions of Constitution 3.2.4.12?	X	15	_____	_____

On the basis of the yes/no answers above, is the institution in substantial conformity with Operating Principle 2.3 (Scheduling)?

Yes No

X _____

[Note: The institution should not indicate “yes” regarding conformity with the operating principle as a whole unless it has indicated “Currently Yes” for each element of the operating principle or has below a plan to address any “Currently No” response to any element(s) of the operating principle.]ACADEMIC INTEGRITY

ACADEMIC INTEGRITY RECOMMENDATIONS FOR IMPROVEMENT			
OBJECTIVE	ACTION	RESPONSIBLE PARTY	TIMETABLE
Develop a policy to monitor student-athlete class attendance	The Athletic Director, Associate Athletic Director for Compliance and Student-Services, and Director of CSAS should develop a plan to monitor student-athlete class attendance; Head Coaches, Student-Athlete Advisory Committee and Committee on Athletics should review the plan	The Athletic Director and Head Coaches	December 2003
By 2005, increase student-athlete graduation rates and exceed the general university population rate by 10 percent	The Athletic Department should develop a plan to achieve increased graduation rates	The Athletic Director, Director of CSAS, Director of University Programs, and Head Coaches	June 2005
Expand and improve facilities for study hall and student-athlete academic advising	Request that the Provost review and procure adequate facilities for CSAS academic advising and study hall space	Office of the Provost	Spring 2006