

NCAA SELF-STUDY SUPPLEMENT

Operating Principle 1.3 – Self-Study Item 2. “Identify, using an organizational or flow chart, how the institution has organized itself to maintain compliance with NCAA rules. Specify the individual (other than the institution’s compliance officer/coordinator) who the CEO designated as being responsible for the institution’s rules compliance. Also, include a description of the reporting lines for and responsibilities assigned to the faculty athletics representative, director of athletics, compliance coordinator (if any), coaches, and other key individuals inside and outside athletics (e.g., administrator monitoring permissible recruiting activities, registrar, financial aid officer, admissions director, internal auditor) who are responsible for documenting and monitoring compliance with NCAA rules.”

Organizational charts are included with this document as Attachments 1 – 3. Compliance related job descriptions for key personnel are listed below.

Role of Director of Athletics

1. Emphasize the Department’s commitment to institutional control.
2. Implement and support a strong and vigilant compliance program.

Role of Head Coach

1. Maintain a comprehensive system of records.
2. Monitor the activities of assistant coaches and players.
3. Stay informed of NCAA, Big West and SAR rules and regulations.

Role of Assistant Coach

1. Maintain a comprehensive system of records.
2. Stay informed of NCAA, Big West and SAR rules and regulations.

Role of the Faculty Athletics Representative

1. Certify the eligibility of all student-athletes for the NCAA and the conference.
2. Make inquiry of the NCAA staff regarding an interpretation of association rules.
3. Assist student-athletes on hardship petitions on the conference level.
4. Serve as a liaison between the University faculty, administration and Athletic Department on issues of rules interpretation and compliance.
5. Represent the University on compliance issues before appropriate conference committees.
6. Serve on an Athletic 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 of the “Student-Athlete Survival Guide.”
8. Convene the SAR Academic Committee for academics and admission issues.

Role of Associate Athletic Director for Compliance and Student Services

1. Interact with the Athletic Department staff and the Faculty Athletics Representative to clarify interpretations and to report any activity which might be construed as a violation of rules and regulations; assist with related investigations as required.
2. Educate student-athletes, coaches, staff members and boosters on Big West Conference and NCAA rules and regulations. Provide rule interpretations for the Department.
3. Approve requests for National Letters of Intent. Determine the NCAA qualifier status of prospective student-athletes prior to any offer of athletically related financial aid, including potential admissibility to the University and explanation for denial of a National Letter of Intent.

4. Monitor the eligibility status of all student-athletes. Monitor all eligibility functions and staff work revolving around eligibility. Prepare a petition for restoration of eligibility, as merited, providing required notice to the Faculty Athletics Representative, Director of Athletics, the Office of the President, and the NCAA.
5. Investigate transfer and possible transfer student-athletes through contacts with other institutions. Oversee the requesting and granting of releases from other institutions.
6. Determine the student-athlete's eligibility for financial aid.
7. Correspond with outside interests regarding compliance matters.
8. Approve campus visitations for prospective student-athletes.
9. Serve as the departmental liaison with the Admissions Office in monitoring admission status of new and continuing student-athletes. Also serves as the departmental liaison with Housing & Residential Life and the Center for Student-Athlete Services.
10. Communicate effectively with the designated representatives of the men's and women's varsity sports and programs under her direction. Serve as a resource on such matters as travel, liability, budgets, equipment, and scheduling.
11. Assist in the preparation of the line-item budget for each area of responsibility and implements upon approval. Monitors and maintains records of all fiscal activities of the programs. Provides signatory authorization on all expenditures from the sports accounts.
12. Recruit, hire, supervise, evaluate and terminate both volunteer and paid coaching staff. Hold regular staff meetings with coaches and staff.
13. Perform additional duties and special projects in a number of areas, such as student services, campus and/or conference committees, Big West Conference/NCAA reporting, etc.

Role of Compliance Assistant

1. Input and maintain student-athlete records into NCAA Compliance Software Program.
2. Receive, review and maintain recruiting records of all coaches on a monthly basis.
3. Receive, verify and maintain student-athlete employment records.
4. Review, verify and maintain various compliance forms for coaches and Athletic Department staff members.
5. Assist and respond to any compliance inquiries.
6. Serve as advisor to the Student-Athlete Advisory Council.
7. Coordinate activities associated with the Champs-Life Skills Program.

Role of the Assistant Vice President for Enrollment Services (The Assistant Vice President for Enrollment Services serves in the role of Registrar for the University.)

1. Monitor and ensure compliance with NCAA, Big West, and SAR regulations with regard to admission and eligibility of student-athletes.
2. Has final decision on special admission of prospective student-athletes recommended by the Director of Athletics and SAR Academic Committee.

Role of the Director of Financial Aid

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.

Role of the Lead Evaluator

1. Monitor the activities of the Athletic Evaluation Technician with regard to eligibility certification and admission of prospective student-athletes.
2. Serve as a backup for the Athletic Evaluation Technician when that individual is absent.

Role of the Athletic Evaluation Technician (position located in Enrollment Services)

1. Meet on a regular basis with the SAR Academic Committee regarding special admission requests of athletes who do not meet regular admission standards.
2. Provide Athletic Academic Services with admitted student-athletes transfer information to be used for correct enrollment their first semester.
3. Prepare official Summary of Transfer Credit and degree audits of all transfer student-athletes.
4. Determine initial eligibility for all transfer students.
5. Determine continuing eligibility for all student-athletes.
6. Prepare all documentation to be sent to the Big West Conference office. (Signatures of the Evaluation Technician and the Faculty Athletic Representative are required).
7. Advise SAR of eligibility unit deficiencies at the end of academic year (after spring grades) for the next academic year. This must be completed for required notification of non-scholarship renewal by July 1. Non-scholarship student-athletes and their coaches are also notified of the need to attend summer school.
8. Approve all course work to be taken at another institution whenever it will be needed for eligibility. (Concurrent enrollment).
9. Maintain files for required period of time for all student-athletes.
10. Assist SAR with various NCAA surveys or reports.
11. Complete supplements of additional transfer work on a regular basis.
12. Monitor academic standing (probation, disqualification) as it applies to NCAA regulations.
13. Provide daily report of students whose course load is less than full-time enrollment needed for practice and competition.
14. Answer questions regarding University and Enrollment Services policies and deadlines.
15. Advise SAR of any contact made to Enrollment Services from a four-year transfer student. (Proper paperwork must be on file in SAR before coaching staff can provide transfer information to student-athlete).
16. Work with former student-athletes who wish to complete the additional courses needed to graduate.
17. Assist SAR with athletes who wish to transfer.
18. Attend NCAA Compliance Workshops on a regular basis. Reports compliance information to SAR staff when necessary.
19. Attend Big West compliance meetings.
20. Notify SAR of all athletes who are disqualified. Provide information on reinstatement possibility.

Role of the Financial Aid Counselor

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 Athletic Director for Compliance for approval/disapproval of eligibility for over-award condition, recommending award adjustments as necessary.

Operating Principle 2.1 – Self-Study Item 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.

The official NCAA graduation-rates reports for 2000, 2001 and 2002 are included in this document as Attachments 4 - 6.

Operating Principle 4.2 – Self-Study Item 5. Using the program area checklist for minority issues, provided as Attachment No. 3, please: (a) describe how the institution has ensured a complete study of each of these areas, (b) provide data demonstrating the institution’s commitment across

each of the areas, and (c) explain how the institution's future plan for minority issues addresses each of the areas.

Program areas to be reviewed for minority issues (Attachment No. 3):

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

a. Self-Study Description. California and the region served by California State University, Long Beach (CSULB) is acknowledged to be the most diverse in the nation. In 2002, USA Today described the City of Long Beach as “the most diverse city in America” based on their analysis of the year 2000 Census data. As a Regional Comprehensive I institution, the student body at the university reflects the rich diversity that is apparent in the local and regional population. For example, in the fall semester of 2002, the ethnic distribution represented in the student body population revealed that no group, as identified by ethnicity was a majority. Caucasian students, represented 34.3 % of the student body, constituting the largest ethnic group followed by Hispanic students (15.6%), Asian students (14.9%). African American students (5.9%) represent the fourth largest group followed closely by Filipino students (5%).

One significant piece of legislation affecting the university's ability to establish numerical enrollment targets based upon ethnicity was passed in November 1996. Proposition 209 prohibits the university from using race and/or gender in the recruitment and admission process for entering students. The proposition however, does not prohibit the institution from placing value statements regarding the desirability of having a diverse student population reflective of the demographics of the region in its mission statement. Through its enrollment management practices the university embraces a philosophy that assigns a high priority to “access and equity” which extends to every department and program, including its NCAA Athletics program. References to the university's mission can be found on page 10 of the California State University, Long Beach 2002-2003 Undergraduate and Graduate Catalog.

Because the university receives support from the federal government, it is required to maintain an Affirmative Action Plan. Each major division in the university must, on an annual basis update the plan, which includes employment targets, or goals established for underrepresented groups as identified by ethnicity. The targets or goals are by no means mandates, but rather reflect desirable participation rates for staff based upon the demographics of the available workforce and the local area. The university's athletics program has such a plan in place, and the plan is updated on a regular basis.

b. Supportive Data. CSULB has numerous programs in place to further its commitment to diversity. Each university department is required to review its programs on an annual basis, which demonstrates the university's commitment in this area.

For example, there are many campus documents, including Athletic Department documents, which address the university's commitment to diversity. These include:

- CSULB Mission Statement (Found in the 2002/03 CSULB Catalog, page 10; will be available for review during the review team site-visit.)
- Multicultural Centers Mission (CSULB Catalog, page 25; will be available for review during the review team site-visit.)
- CSULB regulations on Discrimination (CSULB Catalog, page 92-93; will be available for review during the review team site-visit.)
- The University's Employment Affirmative Action Plan (Will be available for review during the review team site-visit.)

- The Athletic Department's Employment Affirmative Action Plan (See Attachment 7.)
- Campus Climate Committee (See Attachment 8.)
- Commitment to Diversity (Policies and Procedures Manual 1.03; will be available for review during the review team site-visit.)
- Media Guide Citations, which state:

“The CSU is committed to providing equal opportunities to men and women in all campus programs including intercollegiate athletics. CSULB, in compliance with the Civil Rights Act of 1964 (Title VI and Title VII), Title IX of the Education Amendments of 1972, the Rehabilitation Act of 1973, the Age Discrimination Act of 1975 and the Americans with Disabilities Act of 1990, does not discriminate on the basis of race, color, national origin, ethnicity, religion, sex, handicap or age in any of its policies, procedures or practices; nor does CSULB discriminate on the basis of marital status or sexual orientation. This nondiscrimination policy covers all CSULB programs and activities, including employment. In addition to meeting fully its obligations of nondiscrimination under federal and state law, CSULB is committed to creating a community in which a diverse population can live and work, in an atmosphere of tolerance, civility, and respect for the rights and sensibilities of each individual, without regard to economic status, ethnic background, political views, sexual orientation, or other personal characteristics or beliefs.”

- Minority Plan for 2002-07 (Contained in Attachment 7.)

In addition, there are a number of campus departments, clubs, organizations and groups that focus on minority issues for all students, including student-athletes:

- Office of Equity and Diversity
- Educational Equity Services (College Assistance Migrant Program, Educational Opportunity Program, Upward Bound, Student Support Services Program, McNair Scholars Program, and Summer Bridge Program)
- Cultural Clubs (CSULB Catalog, page 29; will be available for review during the review team site-visit.)
- Special Interest Clubs (CSULB Catalog, page 29; will be available for review during the review team site-visit.)
- Student Resource Centers – American Indian Student Study Center, Black Student Cultural Center, Asian Pacific Student Resource Center, Raza Resource Center, and the Lesbian, Gay, Bisexual and Transgender Resources Center
- MESA Center – Provides academic advisement and counseling services to the “historically” underrepresented minority students in all of the Engineering discipline.

c. Future Plans. The Athletic Department will continue to provide information regarding opportunities for student-athletes to become involved in the programs and services previously listed during the University's Student Orientation, Advising and Registration Program as well as from the Center for Student-Athlete Services, coaches, and the Student-Athlete Advisory Council.

2. Evaluation – Periodic review of athletics department activities for constituency with goals and objectives set forth in the institution's and athletics department's written commitments to diversity.

a. Self-Study Description. The Athletic Department's commitment to diversity statement can be found in section 1.03 of the Athletic Department's Policy and Procedure Manual. (Will be available for review during the review team site-visit.)

The statement reflects the Department's commitment to a diverse student-athlete population and fidelity to nondiscrimination practices as required by federal and state law.

To evaluate the commitment the Athletic Department uses the following tools to determine the student-athletes perception of the Athletic Departments commitment to diversity.

- Exit Interviews. The exit interview is given to all student-athletes who have completed their eligibility. Each student-athlete is asked to fill out and return the survey. The question asked of each student-athlete taking the survey is, "Are athletes of varying ethnic backgrounds treated equally at LBS?" The analysis is provided to the Athletic Department senior staff and to the Committee on Athletics for review, comment and action.

- Student-Athlete Survey. A survey was given to student-athletes during the process of certification asking for feedback on several areas of the Department. One of the survey areas concerned the Department's commitment to diversity. More than 92% of all student-athletes surveyed indicated that student-athletes of varying ethnic backgrounds were treated equally within the Long Beach State Athletic Department.

- The Student-Athlete Advisory Council. The Student Athlete Advisory Council is comprised of two student-athletes appointed from each team. These students meet on a monthly basis to discuss issues that arise amongst their peers as well as to plan activities to promote esprit de corps within the group. SAAC plays a key role in providing input to the Athletic Department's administration on issues that may arise within the student-athlete population (including issues of discrimination gender or ethnicity).

- Student-Athlete Interviews. The NCAA Certification Subcommittee on Commitment to Equity, Welfare and Sportsmanship conducted interviews with current student-athletes, coaches and staff. The committee found no problems regarding minority issues. In fact, student-athletes and coaches cited interracial relations as a strength at Long Beach State.

- Committee on Athletics. The CSULB Committee on Athletics is appointed by the Academic Senate and is comprised of members of the faculty, student body, community, alumni and other campus constituencies. The committee's charge is to provide broad oversight of the Athletic Department. The Senior Associate Athletic Director provides quantitative data on the ethnicity of the student-athletes. At this point, questions can be raised by members of the committee, which are then addressed by the Athletic Department's administration.

- Coaching and Staff Recruitments. The Department of Sports, Athletics and Recreation, in its attempts to reach underrepresented groups in our management and coaching recruitments, produce a Recruitment and Advertising Plan for each search. The "Plan" lists the various locations the position announcement will be advertised and disseminated, and also states that a cover letter and position announcement will be widely distributed and will include institutions historically serving African Americans and Hispanic Americans. This "Plan" is reviewed and approved by the Office of Equity and Diversity to ensure exposure among a more diverse group of qualified applicants.

In the Athletic Department's staff recruitments, the Office of Staff Personnel Services disseminates its Employment Opportunities Bulletin to all state universities and various other locations across the state, and always strives to reach underrepresented populations in the search to fill open staff positions.

b. Supportive Data. See above.

c. Future Plans. It is ultimately the responsibility of the Athletic Director to ensure that the Athletic Department continues to maintain its commitment to diversity as well as continue to meet the University's commitment to provide programs, services and benefits, including employment, without regard to race, religion, color, ancestry, ethnicity, gender, marital status, pregnancy, national origin, age, mental or physical disability, sexual orientation, special disabled veteran status, or other veteran status.

The Department will continue to use the above tools to evaluate the student-athletes views of the Athletic Department's commitment to diversity.

3. Organization and Structure – Policies, and/or organization, and/or activities of the athletics program and its activities to help enhance diversity.

a. Self-Study Description. The University's Office of Equity and Diversity, Office of Staff Personnel Services, and Athletic Department discusses and assesses staff employment goals on an annual basis. These same offices have responsibility for monitoring and evaluating the University's commitment to equity and diversity as it relates to the athletic program. For coaches, the Academic Personnel Office provides oversight in the hiring process. Another entity within the University with a special interest in this area includes the Campus Climate Committee, which is appointed by the President.

The Athletic Department, the Center for Student-Athlete Services, and the Faculty Athletics Representative work together to promote scholarships offered by the NCAA, the National Association of Collegiate Directors of Athletics, and the Arthur Ashe Foundation's scholarship for minority student-athletes.

Student-athletes are involved in community outreach activities to communities with large numbers of students from ethnically diverse populations. Examples of outreach activities include hospital visits, visits to elementary schools to read and to speak on the importance of staying in school. The Athletic Department participates in National Student-Athlete Day by inviting middle school students to the campus for tours, observing practices, and to promote staying in school and striving to achieve academically. Students also have an opportunity to receive a glimpse of a day in the life of a college student-athlete.

b. Supportive Data. The Athletic Department senior staff meet on an annual basis to review its programs and services and to ensure that its practices and procedures remain within state and federal guidelines. The Office of Equity and Diversity reviews all recruitment protocols for consistency with University policies and procedures.

c. Future Plans. The Athletic Department will continue to update its Affirmative Action Plan on a regular basis consistent with University requirements. The Department will also continue to implement the full range of outreach programs and activities previously mentioned. The Department will also continue to consult with the Office of Staff Personnel Services, the Office of Equity and Diversity, and the Office of Academic Personnel to ensure the consistent and appropriate implementation of policy.

4. Enrollment – Goals of the institution for enrollment of minority students and minority student-athletes.

a. Self-Study Description. Because of California's Civil Rights Initiative, Proposition 209, CSULB does not have specific goals for the enrollment of minority students. However, part of the University's mission is to serve the ethnically diverse population of the state. In assessing progress toward this aspect of the

University's mission, CSULB compares the ethnic profile of its entering freshmen to the distribution of the state's high school graduates who have completed the courses required for admission consideration into the California State University. The University continues to experience an exceptionally high volume of applications for admission to its freshman class. For example, the University received more than 27,000 applications for admission to the freshman class for the Fall 2003 term. The University will only be able to accommodate approximately 3,500 in its freshman class. As a result, the University's Enrollment Management Committee, in developing admissions guidelines, prepares models for consideration that seek to preserve the diversity that the campus community enjoys and has come to expect. A desirable distribution for future classes should compare favorably to the enrollments and ethnic distribution experienced during the Fall 2002 term. In addition, the ethnic distribution represented in the student body population revealed that no group, as identified by ethnicity, was a majority. Caucasian students, representing 34.3% of the student body, constitute the largest ethnic group followed by Hispanic (15.6%) and Asian Americans (14.9%). African Americans (5.9%) represent the fourth largest group followed closely by Filipino students (5%). The Athletic Department expects its population of student-athletes to mirror closely the percentages represented in the general student population. While the Department is prohibited by law from establishing targets, the expectation is that the program will include student-athletes from a range of ethnic groups represented in the campus student body and in the local area.

b. Supportive Data. For the fall 2001 term (the most recent term where statewide high school graduation data is available), this data is as follows:

	2000-2001 High School Graduates completing CSU Course requirements	
Fall 2001 CSULB Freshman Enrollment		
American Indian	0.6%	0.4%
Asian American	18.0%	16.0%
Pacific Islander	0.5%	0.8%
Filipino	4.1%	5.8%
Hispanic/Latino	21.1%	25.6%
African American	5.2%	7.4%
Caucasian	50.3%	33.9%
Other/Non-Response	0.2%	10.1%

*(High school graduation data taken from the State Department of Education.
CSULB data taken from the CSULB Office of Institutional Research)*

c. Future Plans. The Enrollment Management Committee, appointed by the President, will continue to operate in the future. The committee is comprised of the Vice Provost for Academic Affairs, Associate Vice President for Student Services, Assistant Vice President for Enrollment Services, Assistant Vice President for External Relations, Director of Institutional Research, Staff Council chair, Associate Vice President for Academic Affairs, five faculty members, three community members, and the student body president. This committee has primary responsibility for ensuring access for qualified students from various communities as reflected in the local area. This measure should guarantee that the University would continue to reflect an ethnically diverse student population. The Athletic Department will also continue in its efforts to recruit, when possible, from the pool of prospective student-athletes available in the local area.

5. Comparison of Populations – Examination of the student population and comparison of the percentage of minority student-athletes in all sports, by sport, to the institution’s minority student population.

a. Self-Study Description. As reported in 4.2.5.1a on page 5 of this document, the University is among the most diverse institutions of higher education in the nation. The comparison of all ethnic groups within the overall student population for the fall semester 2002 revealed that no group, as identified by ethnicity, was a majority at the campus. The participation rates in the athletic program, based upon their presence in the overall student population, indicate an acceptable distribution of each underrepresented group in the student-athlete population.

b. Supportive Data. A chart indicating the university’s student population and comparison of the percentage of minority student-athletes in all sports, by sport, to the institution’s minority student population is included as Attachment 9.

c. Future Plans. It is anticipated that the student-athlete demographic profile currently enjoyed by the University will not vary significantly in the future. The philosophy that under girds the university’s enrollment management strategies and practices places a significant priority on the maintenance of a student population that is reflective of the diverse ethnic profile of the local and regional population. All departments within the university, including the Athletic Department, embrace this same philosophy. Head coaches will be encouraged to recruit, when possible, from the local area, which boasts of having one of the most diverse populations in the nation.

6. Graduation Rates – Establishment of desired graduation rates for minority student-athletes and steps taken to facilitate achievement of those rates.

a. Self-Study Description. Several years ago, the citizens of the State of California passed a ballot measure, Proposition 209, which states: “The State shall not discriminate against, or grant preferential treatment to, any individual or group on the basis of race, sex, color, ethnicity or national origin in the operation of public employment, public education, or public contracting.” As a result, the University was prohibited from undertaking many of the pro-active measures designed to specifically target minority populations. In this new environment, the University has begun developing a new approach to these issues that focuses on socio-economic status, rather than race and gender, and enhances outreach to provide information about programs, opportunities, and the University’s policies and procedures designed to ensure non-discrimination.

In keeping with the spirit of Proposition 209, the Athletic Department established an aggressive plan to increase graduation rates among ALL student-athletes (of which minority student-athletes comprised 47 percent of all student-athletes receiving aid).

The plan, instituted in 1996 following the University’s first NCAA Certification cycle, called for an annual increase in graduation rates of five percent over five years in order to reach the desired 50 percent mark by 2001. As indicated by the attached chart (Attachment 10), graduation rates rose from 24 percent in 1996 to 50 percent in 2001, virtually doubling the Department’s success rate. The 50 percent graduation rate also compares favorably with the overall University rate of 31 percent using the same criteria. Unfortunately, the NCAA graduation rate slipped to 38 percent in 2002. It is not unusual to have some fluctuations in graduation rates, depending on many variables including the number of student-athletes in the freshmen scholarship cohort.

Fortified by an Athletic Department administration and coaching staff that emphasizes academic responsibility and success, the Center for Student-Athlete Academic Services (CSAS) instituted a comprehensive series of programs and services that now provides student-athletes with a comprehensive, pro-active support system that helps to insure academic success. These programs and services include:

•**HEADS UP** – Incoming freshmen student-athletes receive mentoring from upper division peers, helping them to adjust to the demands of both university academics and intercollegiate athletics.

•**ACADEMIC COUNSELING** – All student-athletes are required to attend an advising session each semester with their assigned academic counselor. The CSAS assists each student-athlete with their choice of major, academic planning for the next semester, NCAA eligibility issues and career preparation.

•**SOAR** – (Student Orientation, Advising and Registration) in which all entering student-athletes are required to participate.

•**NCAA ELIGIBILITY ADVISING** – The staff of CSAS works closely with the Director of Compliance and the Enrollment Services NCAA Evaluator to assist the student-athlete in ascertaining graduation and NCAA eligibility requirements.

•**COORDINATION OF TUTORING/STUDY SKILLS ASSISTANCE** – Student-Athletes are provided with walk-in tutoring, group tutoring, or one-on-one tutoring services through the University’s Learning Assistance Center. The Center also provides Survival Skills, workshops in such areas as time management, note-taking methods, and study strategies for exams. With these types of assistance programs, tutoring is readily available and utilized greatly by the student-athletes.

It should also be noted that a recently added Study Skills Specialist spends at least half of her time working with minority student-athletes on the men’s basketball team

•**DEGREE COMPLETION PROGRAM** – Student-Athletes who are within 30 units of their degree upon the exhaustion of their eligibility may receive tuition for up to two additional semesters in order to complete their degree work. To qualify for the program, the student-athlete must have a cumulative GPA of 2.0 or above. In the program’s seven years, nearly 80 percent of the participants earned this degree including a significant number of minority students (15 of 47).

b. Supportive Data. The attached chart, “Proposal: Increase Graduation Rates of NCAA Student-Athlete Population and Graduation Rate Considerations” (Attachment 10) reflects the data that demonstrates the institutions commitment to increase graduation rates of its student-athletes.

c. Future Plans. The institution is pleased with the progress of increasing the graduation rates of its student-athletes and will continue to implement the above programs and support services in order to ensure success.

7. Participation in Governance and Decision-Making – Involvement of minority student-athletes in the governance and decision-making processes of the athletics department.

a. Self-Study Description. The Student-Athlete Advisory Council (SAAC) is comprised of two student-athletes appointed from each team (usually one freshman/sophomore and one junior/senior.) SAAC plays a key role in providing input to the Athletic Department’s administration on issues that may arise

within the student-athlete population (including issues of discrimination gender or ethnicity). The composition of SAAC membership aids the Athletic Department in the monitoring and evaluating the Department's commitment to diversity.

Exit interviews are given to all student-athletes who have completed their eligibility. Each student-athlete is asked to fill out and return the survey. The information is tabulated and then shared with the senior staff to determine any areas of concern. The question asked of each student-athlete taking the survey is, "Are athletes of varying ethnic backgrounds treated equally at LBS?" The analysis is provided to the Athletic Department senior staff and to the Committee on Athletics for review, comment, and action.

Surveys were given to student-athletes during the process of certification asking for feedback on several areas of the Department. One of the survey areas concerned the Department's commitment to diversity. More than 92% of all student-athletes surveyed indicated that student-athletes of varying ethnic backgrounds were treated equally within the Long Beach State Athletic Department. Survey results were shared with the Athletic Department senior staff for review, comment, and action.

b. Supportive Data. Currently, SAAC is comprised of 36 members. Members include one Asian/Pacific Islander, three African Americans, one Hispanic, three international students, six unavailable/other, and 22 Caucasian student-athletes.

c. Future Plans. The Athletic Department will continue to use all of the processes referenced above to ensure the effective monitoring and evaluation related to the student-athlete's role in governance processes.

8. Employment Opportunities – Establishment of goals for minority employment opportunities in the athletics department and the encouragement of promotion and hiring of minority coaches and administrators.

a. Self-Study Description. Because of California's Civil Rights Initiative, Proposition 209, CSULB is prohibited from establishing specific employment goals for minorities within the Department of Sports, Athletics and Recreation. However, in its attempts to alert underrepresented groups of vacancies in management, staff and coaching positions, the Department produces a Recruitment and Advertising Plan for each search. The "Plan" lists the various locations the position announcement will be advertised and disseminated, and also states that a cover letter and position announcement will be widely distributed and will include institutions historically serving African Americans and Hispanic Americans. This "Plan" is reviewed and approved by the Office of Equity and Diversity to ensure exposure among a more diverse group of qualified applicants.

In the Athletic Department's staff recruitments, the Office of Staff Personnel Services disseminates its Employment Opportunities Bulletin to all state universities and various other locations across the state, and always strives to reach underrepresented populations in the search to fill open positions.

b. Supportive Data. In keeping with federal mandates regarding affirmative action, all major university divisions are required to maintain an updated "Affirmative Action Plan". The text of the most recent plan follows:

In addition, the following statement appears on all announcements for vacant positions within the Department: "In addition to meeting fully its obligations of nondiscrimination under federal and state law, CSULB is committed to creating a community in which a diverse population can learn, live and work in

an atmosphere of tolerance, civility and respect for the rights and sensibilities of each individual, without regard to economic status, ethnic background, political views or other personal characteristics or beliefs. CSULB is an EO Employer.”

c. Future Plans. The Athletic Department fully intends to maintain its commitment to this federal mandate. It is ultimately the responsibility of the Athletic Director to ensure that the Athletic Department continues to maintain its commitment to diversity as well as continue to meet the University’s commitment to provide programs, services and benefits, including employment, without regard to race, religion, color, ancestry, ethnicity, gender, marital status, pregnancy, national origin, age, mental or physical disability, sexual orientation, special disabled veteran status, or other veteran status.

9. Programs and Activities – Establishment of programs that address the needs and issues affecting minority student-athletes.

a. Self-Study Description. As previously stated, the student population at California State University, Long Beach remains one of the most diverse in the nation. (See 4.2.5.1a on page 5 of this document). The participation rates in the athletic program, based upon their presence in the overall student population, indicate an acceptable distribution of each underrepresented group in the student-athlete population. (Refer to chart on page 10 of this document.) As a result, each support program offered through the Athletic Department and the university is available to support all students, including students from underrepresented groups.

b. Supportive Data. Since the previous cycle of NCAA certification was completed, the Athletic Department has established or improved the following support programs for its student-athletes:

•**STUDENT-ATHLETE ADVISORY COUNCIL** – The Student-Athlete Advisory Council is comprised of two student-athletes appointed from each team. These students meet on a monthly basis to discuss issues that arise amongst their peers as well as to plan activities to promote esprit de corps within the group. SAAC plays a key role in providing input to the Athletic Department’s administration on issues that may arise within the student-athlete population (including issues of discrimination gender or ethnicity).

•**FACULTY MENTORING PROGRAM** – Selected campus faculty are assigned personal mentoring roles on a volunteer basis to various student-athletes who express the need/desire for additional assistance.

•**CAREER GUIDANCE NIGHT** – In conjunction with the Career Development Center and CSAS, the Athletic Department annually sponsors an event featuring various popular career options for graduating student-athletes.

•**BEACH BUDDIES** – “Beach Buddies” engages student-athletes and coaches to teach the value of volunteerism and contributing to others in the local community, and provides SAR with a venue to expand its community outreach program to minority youths.

•**HEADS UP** – Incoming freshmen student-athletes receive mentoring from upper division peers, helping them to adjust to the demands of both university academics and intercollegiate athletics.

•**ACADEMIC COUNSELING** – All student-athletes are required to attend an advising session each semester with their assigned academic counselor. The CSAS assists each student-athlete with their choice of major, academic planning for the next semester, NCAA eligibility issues and career preparation.

•**SOAR** – (Student Orientation, Advising and Registration) in which all entering student-athletes are required to participate.

•**NCAA ELIGIBILITY ADVISING** – The staff of CSAS works closely with the Director of Compliance and the Enrollment Services NCAA Evaluator to assist the student-athlete in ascertaining graduation and NCAA eligibility requirements.

•**COORDINATION OF TUTORING/STUDY SKILLS ASSISTANCE** – Student-athletes are provided with walk-in tutoring, group tutoring, or one-on-one tutoring services through the University's Learning Assistance Center. The Center also provides Survival Skills, workshops in such areas as time management, note-taking methods, and study strategies for exams. With these types of assistance programs, tutoring is readily available and utilized greatly by the student-athletes.

It should also be noted that a recently added Study Skills Specialist spends at least half of her time working with minority student-athletes on the men's basketball team

•**DEGREE COMPLETION PROGRAM** – Student-Athletes who are within 30 units of their degree upon the exhaustion of their eligibility may receive tuition for up to two additional semesters in order to complete their degree work. To qualify for the program, the student-athlete must have a cumulative GPA of 2.0 or above. In the program's seven years, nearly 80 percent of the participants earned this degree including a significant number of minority students (15 of 47).

c. **Future Plans.** The programs listed above serve to indicate the Department's commitment to its student-athletes. The Athletic Department fully intends to maintain its commitment to the programs developed to address the needs and issues facing all students including minority athletes. The Department will annually review each of the programs in an effort to remain current in addressing these needs and issues, as well as to discover or uncover any unmet needs that may exist.

As of 3/11/03