

INSTRUMENT

2010-2011
DIVISION I
ATHLETICS
CERTIFICATION
SELF-STUDY
INSTRUMENT

Introduction to Self-Study Report

Introduction to Self-Study Report

Institutional Information

1. Type of Institution: Public
2. Year institution was founded: 1873
3. Special Affiliation? No
4. Coeducational? Yes
5. Total student enrollment (undergraduate and graduate combined) [using a full-time equivalency (FTE) basis]: 8888
6. Number of Faculty [using a full-time equivalency (FTE) basis]: 425
7. Highest level of academic degree offered: Specialist in Education
8. Institution's governing entity: Board of Regents
9. a. Regional accreditation agency: North Central Association of Colleges and Schools
9. b. Date of most recent regional accreditation self-study: 2010
9. c. Current accreditation status: Accredited

Athletics Information

1. Subdivision status of athletics program (Academic Year 2011): I-FCS
2. Conference affiliation(s) or independent status (Academic Year 2011):

Baseball	Ohio Valley Conference
Football	Ohio Valley Conference
Men's Basketball	Ohio Valley Conference
Men's Cross Country	Ohio Valley Conference
Men's Track, Indoor	Ohio Valley Conference
Men's Track, Outdoor	Ohio Valley Conference
Softball	Ohio Valley Conference
Women's Basketball	Ohio Valley Conference
Women's Cross Country	Ohio Valley Conference
Women's Gymnastics	Independent
Women's Soccer	Ohio Valley Conference
Women's Tennis	Ohio Valley Conference
Women's Track, Indoor	Ohio Valley Conference
Women's Track, Outdoor	Ohio Valley Conference
Women's Volleyball	Ohio Valley Conference

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

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

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

June 18, 2008 - Major infraction involving the Women's Basketball team.

August 13, 2009 - Major infraction involving the Men's Basketball and Women's Basketball teams.

The aforementioned major infractions have had a moderate effect on the Academic Progress Rates for the Men's Basketball and Women's Basketball programs. Specifically, the infractions resulted in coaching changes in the Men's Basketball and Women's Basketball programs. This, in turn, resulted in a slightly higher number of lost retention points in both programs.

Additionally, the institution self-imposed a one scholarship reduction penalty on the Men's Basketball program, which contributed to a slightly larger proportion of athletics financial aid being awarded to women's sports teams.

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

The institution's logo, mascot, and nickname was changed to Redhawks in 2005.

John Shafer was hired as the institution's new Director of Athletics in 2009.

Previous Certification Self-Study

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

Evaluation Visit - May 6-9, 2002

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

Decision: Issues Identified - January 23, 2003

Decision: Certified - January 23, 2004

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

Not applicable.

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

Jayson Santos was hired as Assistant Athletics Director for Compliance & Eligibility in July 2006. Brady Barke replaced him in that position in November 2008.

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Dr. Edward Leoni was appointed the Faculty Athletics Representative in September 2003. His term expired in August 31, 2009. Dr. James Champine was appointed to replace Dr. Leoni in September 2009.

The Athletics Business Manager position was changed to an Assistant Athletics Director for Business and was filled by Torry Rollins in October 2007.

A newly created Assistant Athletics Director for Internal Operations/Senior Woman Administrator position was established in July 2004. Cindy Gannon was selected to fill that role, and that position was elevated to an Associate Athletics Director position in February 2005.

John Shafer was hired as Director of Athletics in February 2009.

Jeff Honza was hired as Sports Information Director in June 2009.

An Associate Athletics Director for External Affairs position was added in January 2010. The position was filled by Frank Cuervo.

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

- The institution's academic scholarship application deadline was extended for the Department of Athletics and the School of Visual and Performing Arts in 2002.
- The institution discontinued its Men's Golf program in 2005.
- The institution changed its nickname, mascot, and logo in 2004.
- The Department of Athletics' mission statement was drafted and approved in 2009.

Certification Self-Study Information

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

The self-study was developed through a process involving broad-based participation of faculty and administrators from across campus, as well as student-athletes. Four subcommittees were created to evaluate the various areas of the self-study. These subcommittees made findings in each of the identified areas and formulated plans for improvement. These reports were then submitted to the steering committee, a group also comprised of broad-based campus representation. The steering committee reviewed and approved the reports. Additionally, the University's formal approval process included review and approval of the self-study by the Administrative Council, Faculty Senate, University Athletics Council, and the Board of Regents.

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

The institution's written plan has been attached.

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

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Institution's Mission Statement:

Southeast Missouri State University provides professional education grounded in the liberal arts and sciences and in practical experience.

The University, through teaching and scholarship, challenges students to extend their intellectual capacities, interests, and creative abilities; develop their talents; and acquire a lifelong enthusiasm for learning. Students benefit from a relevant, extensive, and thorough general education with a global perspective; professional and liberal arts and sciences curricula; cocurricular opportunities; and real-world experiences. By emphasizing student-centered and experiential learning, the University, in collaboration with other entities as appropriate, prepares individuals to participate responsibly in a diverse and technologically advanced world, and in this and other ways contributes to the development of the social, cultural, and economic life of the region, state, and nation.

Department of Athletics' Mission Statement:

Mission Statement: The Southeast Missouri State University Department of Intercollegiate Athletics is an integral part of the University community and accordingly adheres to Southeast Missouri State University's overall institutional mission, one of providing a quality education and college experience for the students and communities we serve. The mission of the Department of Athletics is to enhance the collegiate experience for all students through the development and operation of a sound intercollegiate athletics program. The Athletics Department is a NCAA Division I program, and therefore is committed to the highest standards of integrity in athletic and academic achievement. The athletic teams of the University are committed to compete at the highest possible level in the Ohio Valley Conference or other conference affiliations. The Department of Athletics is committed to the principles of equitable access, diversity, student welfare, sportsmanship, ethical conduct, rules compliance, and the prudent management of resources in all endeavors.

Governance and Commitment to Rules Compliance

Operating Principle

1.1 Institutional Control, Presidential Authority and Shared Responsibilities.

Self-Study Items

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

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

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

1. Condition

No "Conditions for Certification" imposed.

Action

N/A

Action Date

N/A

Explanation for partial or non-completion

N/A

2. Condition

Edit element to input the condition.

Action

Edit element to input the action.

Action Date

Edit element to input the action date(s).

Explanation for partial or non-completion

Edit element to input the explanation.

3. Condition

Edit element to input the condition.

Action

Edit element to input the action.

Action Date

Edit element to input the action date(s).

Explanation for partial or non-completion

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Edit element to input the explanation.

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

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

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

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

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

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

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

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

1. Original Plan

To develop a revised Athletics Department Mission Statement which will assure equitable opportunities for all students and staff, including women and minorities.

Action

The University Athletics Committee, composed of representatives from each academic college, professional staff, clerical staff, technical staff, students, and administration, developed a revised Athletics Department Mission Statement which assures equitable opportunities for all students and staff, including women and minorities. After the University Athletics Committee revised the Mission Statement, the AD reviewed and forwarded it to the President for final approval by the Board of Regents.

Action Date

Approved by University Athletics Committee in 2009.

Explanation for partial or non-completion

N/A

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

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

No additional plans for improvement/recommendations were developed since the Cycle 2 certification decision was rendered.

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

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

The Director of Athletics reports directly to the President;

The Assistant Athletics Director/Compliance has a dual reporting line to the Athletics Director and the President.

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

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

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

- Institutional Scholarship Deadline Extension (2002) - A recommendation was made by the University Athletics Committee and Director of Athletics. The recommendation was approved by the President. The School of Visual and Performing Arts was also involved in the decision-making process because the extension is applicable to them as well.

- Appointment of the Faculty Athletics Representative (2003) - The President appointed Dr. Edward Leoni as the new Faculty Athletics Representative. The FAR serves a three-year term that, by mutual agreement, may be extended for an additional three years.

- Redhawks Logo, Nickname, & Mascot change (2004) - The institution previously utilized the "Indian" and "Otahtian" nicknames. In 2004, the President appointed an ad-hoc committee to study the issue of changing the institution's mascot and nickname. The Faculty Athletics Representative chaired the committee. The committee's recommendation was submitted to the President for approval.

- Relocation of the Redhawks Success Center for student-athletes (2005) - The Redhawks Success Center is designed to provide support, information, and resources to Southeast student-athletes in order for them to achieve their academic and personal objectives. The Director of Athletics and President were directly involved in the decision.

- Hiring of Head Football Coach (2005) - A search committee was assembled to recommend a candidate for the

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Head Football Coach vacancy. Members of the search committee included the Director of Athletics, Senior Woman Administrator, a University Athletics Committee member, and Booster Club members. The recommendation to hire Tony Samuel as Head Football Coach was made by the search committee, then forwarded for approval by the President.

- Men's Golf Program Discontinued (2005) - The Faculty Senate was directly involved in the decision.
- Hiring of Men's Head Basketball Coach (2006) - The recommendation was made by the Director of Athletics for approval by the President.
- External Review of the Department of Athletics (2008) - The decision was made by the President.
- Revision of Organizational Chart (2008) - The recommendation was made in an external review of the Department by Carr Sports Associates, Inc. The revision was presented by the Director of Athletics for approval by the President.
- Dismissal of Director of Athletics (2008) - The decision was made by the President to place Don Kaverman, Director of Athletics, on administrative leave until his contract expired. Cindy Gannon, Associate Athletics Director/Senior Woman Administrator, was appointed as the interim Director of Athletics until a new athletic director was appointed.
- Dismissal of Men's Head Basketball Coach (2008) - The decision was made by the President to remove Scott Edgar from his position as Men's Head Basketball Coach.
- Creation of Game-Day Locker Room and Athletics Training Room for Football (2009) - The recommendation was made by the Director of Athletics for approval by the President. The locker room and training room area was built in the lower level of New Hall, a new residence hall constructed in 2009.
- Relocation of Women's Gymnastics Training Facility (2009) - The Director of Athletics and Associate Athletics Director/Senior Woman Administrator worked closely with the Women's Head Gymnastics Coach to devise a plan for the relocation of the Women's Gymnastics training facility. The plan was developed and the Director of Athletics forwarded the recommendation to the President for approval.
- Hiring of Director of Athletics (2009) - A national search for the new Director of Athletics was conducted by Carr Sports Associates, Inc. An Athletics Director search committee was also formed to interview the finalists and make a recommendation to the President. The decision was made by the President to hire John Shafer as the new Director of Athletics.
- Hiring of Men's Head Basketball Coach (2009) - The Director of Athletics personally conducted a search for a new Men's Head Basketball Coach. The recommendation to hire Dickey Nutt as the new Men's Head Basketball Coach was made by the Director of Athletics for approval by the President.
- Creation of Associate AD for External Affairs position (2009) - The decision was made by the President to create an Associate AD for External Affairs position. A national search was conducted by Carr Sports Associates, Inc. The recommendation to hire Frank Cuervo as the new Associate AD for External Affairs was made by the Director of Athletics for approval by the President.
- Appointment of the Faculty Athletics Representative (2009) - The President appointed Dr. James Champine as the new Faculty Athletics Representative. The FAR serves a three-year term that, by mutual agreement, may be extended for an additional three years.
- Relocation of Athletics Administration to a centralized location (2010) - The decision was made by the President.
- Relocation of Weight Room to Recreation Center-South (2010) - The recommendation was made by the Director of Athletics for approval by the President.
- Contract Extension for Head Football Coach (2011) - The recommendation to sign Tony Samuel to a five-year contract extension was made by the Director of Athletics for approval by the President.

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

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

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

The institution's Board of Regents approved an Ohio Valley Conference document that gives the President authority to make decisions as they relate to athletics.

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

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

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

All of the decisions listed below were presented to the Board of Regents for final approval.

- Institutional Scholarship Deadline Extension (2002)
- Redhawks Logo & Mascot change (2004)
- Decision to relocate the Academic Success Center for student-athletes (2005)
- Hiring of Head Football Coach (2005)
- Men's Golf Program discontinued (2005)
- Hiring of Men's Head Basketball Coach (2006)
- Decision to have an external review of the Department of Athletics (2008)
- Revision of Organizational Chart (2008)
- Dismissal of Director of Athletics (2008)
- Dismissal of Men's Head Basketball Coach (2008)
- Creation of Associate AD for External Affairs position (2009)
- Creation of Game-Day Locker Room and Athletics Training Room for Football (2009)
- Relocation of Women's Gymnastics Training Facility (2009)
- Hiring of Men's Head Basketball Coach (2009)
- Hiring of Director of Athletics (2009)
- Relocation of Athletics Administration to a centralized location (2010)
- Relocation of Weight Room to Recreation Center-South (2010)
- Contract extension for Head Football Coach (2011)

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

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The institution's Board of Regents approved an Ohio Valley Conference document that gives the President authority to make decisions as they relate to athletics. However, the Board of Regents continues to approve items in a manner consistent with other on-campus units, such as budgets and personnel hires.

9. For each of the following individuals or groups:

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

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

- a. Explain the role and authority of the individual or group as it relates to intercollegiate athletics;

The University Athletics Committee serves to advise the President. The Committee meets several times per semester, recommends policies, and serves as an oversight body on various issues. The Committee is chaired by the Faculty Athletics Representative. Members are appointed by the President in consultation with various University groups. The Director of Athletics, Associate Athletics Director/SWA, and Sports Information Director are ex-officio members of the Committee. The Athletics Director's Senior Administrative Assistant serves as secretary for the Athletics Committee.

- b. Describe how the individual or group has the opportunity (if any) to provide meaningful input into the formulation of the department of athletics policies (e.g., review admissions data, review academic performance data, receive periodic reports from the department of athletics); and

The University Athletics Committee has the ability to recommend policies governing University programs in athletics; to serve as the oversight body for such areas as minority and gender equity issues, student-athlete welfare, and compliance review; to review guidelines established by external organizations as well as federal agencies insofar as they affect University programs in athletics; and to recommend actions needed to assure compliance with such guidelines.

- c. Describe how the individual or group has the opportunity (if any) to periodically review policy implementation related to athletics.

- (1) Athletics board or committee;

The Athletics Committee meets several times per semester. The Committee recommends policies and serves as an oversight body on various issues.

- (2) Faculty senate (or other faculty governing body);

The Faculty Senate does not have a formal role in reviewing policy implementation related to athletics. However, the Faculty Athletics Representative and other faculty members serving on the University Athletics Committee have an opportunity to review athletics policies and procedures.

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(3) Faculty athletics representative;

The Faculty Athletics Representative chairs the Athletics Committee.

(4) Student-athlete advisory committee; and/or

The Student-Athlete Advisory Committee meets monthly to discuss issues related to athletics and often is presented with policy items to review (e.g., Department of Athletics Alcohol Policy).

(5) Other individual(s) or campus group(s).

The Compliance Committee is chaired by the Assistant Athletics Director for Compliance & Eligibility. Members include representatives from Financial Aid Services, Athletics/Academic Services, Faculty Athletics Representative, Student Receivables & Collections, Registrar's Office, Admissions Office, and the Athletics Business Manager. The purpose of the Compliance Committee is to create open lines of communication between University departments that facilitate NCAA compliance with regard to student-athletes and to discuss NCAA rules in order to gain a better understanding of them.

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

The Southeast Missouri Booster Club is the primary fund-raising organization for the Department of Athletics at Southeast Missouri State University and is part of the Southeast Missouri University Foundation. The Director of Athletics, Associate Athletics Director for External Affairs, and the Director of Athletic Development all serve as ex-officio members on the Booster Club's Executive Committee. NCAA rules compliance materials are provided to all Booster Club members annually.

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

- Dr. Jim Champine, Chair (Professor, Biology)
- Dr. Beth Easter (Assistant Professor, Sport Management)
- Mary Harriet Talbut (Instructor, Education)
- Dustin Davis (Student-Athlete; SAAC President)
- Leshay Mathis (Student Representative)
- Danielle Huebner (Student Representative)
- Danielle Alspaugh (Professional Staff Council; Associate Director of Admissions)
- Joyce Penny (Clerical-Technical-Service Staff Council; Ticket Manager)
- Troy Vaughn (Recreational Sports Director)
- John Shafer, ex officio (Director of Athletics)
- Cindy Gannon, ex officio (Associate Athletics Director for Internal Operations/SWA)
- Jeff Honza, ex officio (Sports Information Director)

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

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

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

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

- a. Budget, including all sources of funding;

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Departmental budgets are submitted to the Budget Review Committee annually. The charge of the committee is to annually conduct budget hearings, receive divisional and institutional budget development requests, and recommend funding for budget proposals, plans, and priorities. The Budget Review Committee consists of the following: the Faculty Senate Executive Committee; Faculty Senate Compensation Committee; Vice President for Finance and Administration; Vice President for Administration and Enrollment Management; Provost; Budget Director; one administrator from each division; one representative each from the Council of Deans and Chairpersons Forum; two representatives each from Professional Staff Council and CTS Employee Council; and three students nominated by the President of Student Government and appointed by the President. Once reviewed, the Budget Review Committee forwards its recommendation to the President, who then forwards it to the Board of Regents for final approval. The Assistant Director of Athletics for Business is responsible for direct oversight of the Athletics budget throughout the fiscal year. The Budget Director and the Vice President for Finance and Administration are responsible for oversight of all departmental budgets, including Athletics, throughout the fiscal year. The President requires all departments, including Athletics, to account for overspending.

b. Accounting;

The President does not have direct involvement in the area of Accounting. The Controller is directly responsible for maintaining oversight of all Accounting activity. The Controller reports to the Vice President for Finance and Administration, who in turn reports to the President.

c. Purchasing; and

The Assistant Director of Athletics for Business is directly responsible for coordinating purchasing activity related to Athletics. The Purchasing Department provides for the procurement of all commodities and services required for official University business and conforms to all applicable statutes and regulations. The same purchasing policies exist for Athletics as other departments on campus. The Purchasing Manager is responsible for day-to-day purchasing activities and reports to the Director of Business Operations, who is directly responsible for maintaining oversight of all Purchasing activity. The Director of Business Operations reports to the Vice President for Finance & Administration, who in turn reports to the President.

d. Debt management.

The Budget Director and the Vice President for Finance and Administration are responsible for oversight of budgets throughout the fiscal year. The President requires all departments, including Athletics, to account for overspending.

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

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

Departmental budgets are submitted to the Budget Review Committee annually. The Budget Review Committee consists of the following:

- Faculty Senate Executive Committee
- Faculty Senate Compensation Committee
- Vice President for Finance and Administration
- Vice President for Administration & Enrollment Management
- Provost
- Budget Director
- one administrator from each division
- one representative from Council of Deans
- one representative from Chairpersons Forum
- two representatives from Professional Staff Council
- two representatives from Clerical-Technical-Service Employee Council
- three students nominated by the President of Student Government and appointed by the President.

Once the budget is reviewed, the Budget Review Committee forwards its recommendation to the President, who then forwards it to the Board of Regents for final approval. The Budget Director and the Vice President for Finance and Administration are responsible for oversight of budgets throughout the fiscal year. The President requires all

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departments, including Athletics, to account for overspending.

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

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

The President reviews the NCAA comparative data with the Director of Athletics on an annual basis.

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

No plans for improvement were developed during the self-study process.

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Operating Principle

1.2 Rules Compliance.

Self-Study Items

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

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

1. Condition

No "Conditions for Certification" imposed.

Action

No "Conditions for Certification" imposed.

Action Date

N/A

Explanation for partial or non-completion

Edit element to input the explanation.

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

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

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

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

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

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

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

1. Original Plan

To provide for a procedure that allows for the review of most secondary violations before submission to the NCAA.

Action

A procedure was established by the Athletics Department that provides for review by the Faculty Athletics Representative and the Athletics Director prior to submission of the secondary violation to the NCAA staff (if possible). In the event that the violation must be submitted immediately, subsequent review by the Faculty Athletics Representative and the Athletics Director occurs. The Assistant Athletics Director for Compliance forwards the proposed policy and procedure changes to the Athletics Director for his approval and subsequent approval by the University President.

Action Date

2002.

Explanation for partial or non-completion

Edit element to input the explanation.

2. Original Plan

To ensure that the University is in compliance with mandatory NCAA compliance review legislation.

Action

Once every three years, an authority outside of the Athletics Department evaluates the University's rules compliance. The University requests the Ohio Valley Conference office to provide an evaluation every three years. Should the conference office be unable to provide this service within the three-year time frame, the University Athletics Committee will evaluate the program. The Assistant Athletics Director for Compliance will request the evaluation from the Conference office at least one year prior to the evaluation deadline. Should scheduling conflicts arise, the Assistant Athletics Director for Compliance will contact the FAR, who chairs the University Athletics Committee, to schedule the evaluation by that Committee.

Action Date

Compliance reviews were conducted by The Compliance Group on April 25-26, 2007, and the Ohio Valley Conference on May 5-6, 2010.

Governance and Commitment to Rules Compliance

Explanation for partial or non-completion

Edit element to input the explanation.

3. Describe any additional plans for improvement/recommendations developed by the institution since the Cycle 2 certification decision was rendered by the committee for Operating Principle 1.2 (Rules Compliance). For each additional plan, provide:
- The additional goal(s);
 - The step(s) taken by the institution to achieve the goal(s); and
 - The date(s) the step(s) was completed.

No additional plans for improvement/recommendations were developed since the Cycle 2 certification decision was rendered.

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

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

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

1.

a. Rules Compliance Language in Contracts/Letters of Appointment

The institution places a statement regarding rules compliance in all contracts/letters of appointment for coaches and individuals with compliance responsibilities. However, a statement regarding the importance of rules compliance is not currently placed in all contracts/letters of appointment for other individuals within the Athletics Department.

b. Rules Compliance Language in Job Descriptions

The institution ensures that a statement regarding the importance of having a working knowledge of institutional, conference, and NCAA rules is in all job descriptions for coaches and individuals within the Athletics Department.

c. Rules Compliance Language in Performance Evaluations

Governance and Commitment to Rules Compliance

The institution addresses individuals' adherence to NCAA rules in performance evaluations for coaches and individuals with compliance responsibilities. However, rules compliance is not directly addressed in performance evaluations for other individuals within the Athletics Department.

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

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

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

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

1.

a. Rules Compliance Language in Contracts/Letters of Appointment

Contracts/letters of appointment do not currently contain language emphasizing the importance of NCAA rules compliance.

b. Rules Compliance Language in Job Descriptions

The institution has placed rules compliance language in some of the job descriptions for individuals outside of athletics who have compliance-related responsibilities. Many of the job descriptions outline NCAA-related functions, but do not specifically emphasize the importance of rules compliance.

c. Rules Compliance Language in Performance Evaluations

While any issues related to NCAA rules compliance would be addressed in conjunction with a performance evaluation, performance evaluations do not currently contain language emphasizing the importance of NCAA rules compliance.

The President does conduct an annual meeting with all athletics staff members, as well as those individuals outside of athletics with compliance responsibilities. At this meeting, the President emphasizes the importance of adhering to all NCAA rules and regulations. Additionally, the Certification of Compliance document is discussed and signed at this meeting.

Governance and Commitment to Rules Compliance

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

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

The institutional staff member outside of athletics who has the ultimate responsibility in determining student-athlete's admission into the institution is Dr. Debbie Below, Assistant Vice President for Enrollment Management/ Director of Admissions.

The institutional staff member outside of athletics who has the ultimate responsibility for certification of academic standing and conferment of academic degrees is Sandy Hinkle, Registrar.

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

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

John Shafer, Director of Athletics

Governance and Commitment to Rules Compliance

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

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

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

- a. Faculty athletics representative;

Dr. James Champine, Faculty Athletics Representative: certification of eligibility, oversight of compliance activities, administration of Coaches Certification Exam, Chair of Athletics Committee. Reports directly to the President.

- b. Director of athletics;

John Shafer, Director of Athletics: Oversight of department-wide compliance activities. Reports directly to the President.

- c. Compliance officer/director;

Brady Barke, Assistant Athletics Director for Compliance and Eligibility: initial eligibility, continuing eligibility, investigating and reporting violations, rules education, financial-aid limitations, Chair of Compliance Committee, Summer and post-eligibility aid awards, recruiting activity verification and approval, playing and practice limitations, National Letter of Intent, waiver applications, camps and clinics, Student Assistance Fund, squad list updates, occasional meals, interpretations, Academic Progress Rate (APR) reporting, Graduation Success Rate (GSR). Dual reporting line to the Director of Athletics and the President.

- d. Coaches; and

All coaches are responsible for adhering to institutional, conference, and NCAA rules. They are responsible for submitting compliance paperwork on a regular basis. Additionally, all coaches are required to attend monthly compliance education sessions and successfully complete the annual Coaches Certification Exam.

- e. Other key individuals (e.g., admissions director, financial aid personnel, registrar) who are responsible for documenting and monitoring compliance with NCAA rules, including but not limited to:

- 1) Eligibility certification;
- 2) Investigation and self-reporting of violations;

Governance and Commitment to Rules Compliance

- 3) Monitoring of financial aid; and
- 4) NCAA Division I Academic Performance Program (APP).

Sandy Hinkle, Registrar: certification of eligibility, transfer assessments, Chair of Appeals Committee (Permission to Contact). Reports to Assistant Vice President for Enrollment Management.

Laura Knoepfel, Coordinator for Student Financial Services: athletic-aid awards, monitoring outside aid and financial-aid limitations, Chair of Appeals Committee (Financial Aid Cancellations/Reductions/Non-Renewals). Reports to Director of Financial Aid.

Gwen Duncan, Coordinator for Administrative Operations, Residence Life: housing arrangements. Reports to Director of Residence Life.

Torry Rollins, Assistant Athletics Director for Business: recruiting expenditures, travel expenditures, student host money, occasional meals. Reports to Director of Athletics.

Joyce Penny, Ticket Manager: complimentary admissions. Reports to Assistant Athletics Director for Business.

Rachel Blunt and Molly Davis, Graduate Assistants: squad list updates, initial eligibility evaluations, National Letter of Intent, Student Assistance Fund, rules education, other duties as assigned by Assistant Athletics Director for Compliance and Eligibility. Report to Assistant Athletics Director for Compliance and Eligibility.

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

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

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

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

Governance and Commitment to Rules Compliance

	Yes	No	N/A
Initial eligibility.	X		
Continuing-eligibility certification.	X		
Transfer-eligibility certification.	X		
APP.		X	
Financial aid administration.	X		
Recruiting.	X		
Camps and clinics.	X		
Investigations and self-reporting of rules violations.	X		
Rules education.	X		
Extra benefits.	X		
Playing and practice seasons.	X		
Student-athlete employment.	X		
Amateurism.	X		

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

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

The Guide to NCAA Compliance Procedures is distributed to all coaches on an annual basis. Also, a copy of the Departmental Handbook is provided to all new staff members, and addenda are distributed as needed. Beginning in August 2011, these policies and procedures will be distributed electronically along with a memorandum explaining the policies and procedures.

11. Describe the institution's rules-education efforts for all individuals associated with the department of athletics, including the frequency and topics reviewed with each of the following groups:

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

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

- a. Boosters;

Governance and Commitment to Rules Compliance

- The Athletic Department's website has a section dedicated to providing Boosters and alumni with information regarding occasional meals and extra benefits, in addition to information regarding permissible contact with both prospective student-athletes and current student-athletes.
- The Compliance Office posts copies of the monthly compliance newsletter on the Athletic Department website.
- The Compliance Office provides Boosters with a informational pamphlet outlining NCAA legislation as it relates to involvement with current and prospective student-athletes.

b. Student-athletes;

- The Compliance Office meets with all student-athletes prior to the start of the academic year to review applicable NCAA rules pertaining to amateurism, outside competition, eligibility, financial aid (including post-eligibility aid), awards and extra benefits, and playing and practice seasons. Additionally, the Director of Athletics and Associate Athletic Director/SWA meet with the students to emphasize the importance of adhering to all applicable legislation.
- The Compliance Office provides all student-athletes with information regarding summer housing, outside competition, summer financial aid, fifth-year financial aid, summer employment, and off-season workouts prior to the conclusion of every academic year.
- The Compliance Office posts copies of the monthly compliance newsletter in the Success Center, so it is readily accessible to student-athletes.
- The Compliance Office discusses playing and practice season regulations with members of the Student-Athlete Advisory Committee (SAAC) on a monthly basis. SAAC meetings occur on the first Wednesday of every month. SAAC members sign a verification form affirming that their respective sports have complied with NCAA playing and practice season weekly hour limitations.

c. Department of athletics staff;

- The Director of Athletics and Associate Athletic Director/SWA attend the monthly coaches' education sessions, as well as the bimonthly meetings for institutional staff members with specific athletics responsibilities.
- The Compliance Office provides the Athletics Business Office with education and a "quick reference guide" of permissible expenses that may be paid for prospective student-athletes and current student-athletes.
- The Compliance Office provides rules education specific to staff responsibilities to the Athletics Training staff, Strength and Conditioning staff, Athletics Ticket Office, Sports Information Department, External Affairs, Athletics Academic Services, and general Administrative staff members.
- The Compliance Office distributes a monthly compliance newsletter that highlights key interpretations and discusses various education topics.

d. Coaches;

- All coaches are required to attend monthly education sessions conducted by the Assistant Athletics Director for Compliance and Eligibility. Sessions cover various topics, including an overview of compliance policies and procedures, playing and practice season limitations and countable athletics-related activities, official and unofficial visits, National Letter of Intent, complimentary pass list requests, out-of-season activities during final examination periods, recruiting materials, recently adopted legislation, transfer legislation, duties of non-coaching staff members with sport specific responsibilities, and APR.
- The Compliance Office provides coaches with a copy of the institution's Guide to NCAA Compliance Procedures.
- The Compliance Office provides coaches with an annual review session and practice examination in preparation for the coaches' recruiting certification examination.
- The Compliance Office provides coaches with access to recruiting calendars online, as well as a recruiting calendar viewable on Microsoft Outlook. Additionally, recruiting "quick reference guides" are available via the Compliance portion of the Athletics Department website.
- In an effort to provide additional compliance education, the majority of the compliance forms contain the relevant legislation applicable to that particular area of compliance (i.e., relevant official-visit legislation contained on the official-visit request forms).
- The Compliance Office provides coaches with relevant interpretations as they are received from the Conference office or posted to LSDBi. Also, the Compliance Office discusses relevant interpretations at monthly compliance education sessions.
- The institution purchased a comprehensive recruiting and compliance software program that monitors telephone calls and text messages. The system also tracks contacts and evaluations, as well as official visits. The software also provides warning messages prior to the coach's exceeding telephone call limitations.
- The Compliance Office distributes a monthly compliance newsletter that highlights key interpretations and discusses various education topics.

e. Faculty; and

Governance and Commitment to Rules Compliance

- The Faculty Athletics Representative is invited to all monthly coaches' education sessions. Additionally, the Faculty Athletics Representative attends regular compliance meetings with institutional staff outside the Athletics Department. Several faculty members are present on the University Athletics Committee and receive compliance education on various topics. No formal education currently exists for all faculty members as a whole.

f. Institutional staff outside the department of athletics.

- The Compliance Office conducts meetings with institutional staff members responsible for certification of student-athletes for admission, retention, and competition. Staff members responsible for administering financial aid are present, as well as staff members from Residence Life who are responsible for certifying compliance with the NCAA room and board policies. These meetings provide an opportunity to discuss institutional policies and potential NCAA compliance issues, as well as to inform staff members of key rules changes.

- All institutional staff with specific athletics responsibilities receive a copy of the monthly compliance newsletter from the Compliance Office.

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

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

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

a. Provide the name(s) and affiliation(s) of the individual(s) responsible for conducting the institution's rules compliance evaluation;

Matthew Banker, Assistant Commissioner for Institutional Services (Ohio Valley Conference)

b. Describe the process used in selecting this authority outside the department of athletics to ensure the individual (s) does not have day-to-day compliance responsibilities for the institution's department of athletics and is knowledgeable of NCAA legislation and rules compliance practices; and

The Ohio Valley Conference performs a compliance review every four years. The review is performed by the Conference-office staff member responsible for overseeing the Conference's NCAA rules compliance.

c. Provide the date of the institution's most recent rules compliance evaluation.

The review was performed on May 5-6, 2010. Upcoming reviews by the Ohio Valley Conference are scheduled for 2014 and 2018.

Governance and Commitment to Rules Compliance

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

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

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

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

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

Governance and Commitment to Rules Compliance

	Yes	No	N/A
Governance and organization.	X		
Initial-eligibility certification.	X		
Continuing-eligibility certification.	X		
Transfer-eligibility certification.	X		
APP.	X		
Financial aid administration, including individual and team limits.	X		
Recruiting (e.g., contacts and evaluations, official and unofficial visits).	X		
Camps and clinics.	X		
Investigations and self-reporting of rules violations.	X		
Rules education.	X		
Extra benefits.	X		
Playing and practice seasons.	X		
Student-athlete employment.	X		
Amateurism.	X		
Commitment of personnel to rules-compliance activities.	X		

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

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

Following receipt of the report, the President, Faculty Athletics Representative, Athletics Director, Associate Athletics Director/Senior Woman Administrator, and Assistant Athletics Director for Compliance and Eligibility met to discuss the compliance review. The institution is preparing a response to the review and will be providing the Ohio Valley Conference with a copy of that response. Additionally, members of the subcommittee reviewed the most recent compliance review and noted any recommendations made by the Ohio Valley Conference. The Assistant Athletics Director for Compliance and Eligibility was present during the subcommittee's review of the report and noted any items the subcommittee felt should be addressed. The Assistant Athletics Director then developed any necessary corrective action plans and submitted them to the subcommittee for review.

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

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

a. The plan(s) or action(s) implemented; and

- 1) The institution will work to incorporate statements emphasizing and evaluating rules-compliance responsibilities into job descriptions and performance evaluations for all staff members with athletics responsibilities.
- 2) The Student Financial Services Coordinator will meet with teams as part of the beginning of the year meetings to provide information about athletics and institutional financial aid.
- 3) The Compliance Office will conduct "year-end" meetings for returning student-athletes to discuss legislation related to summer employment, extra benefits, housing regulations, etc.

Governance and Commitment to Rules Compliance

- 4) The Compliance Office will provide annual in-person rules education to the Booster Club.
- 5) The Faculty Athletics Representative will attend the new-student orientation session held at the beginning of each academic year.
- 6) The Compliance Office will begin providing an orientation session for new coaches and staff members, and will provide a copy of the "Guide to NCAA Compliance Procedures" to all staff members with compliance responsibilities.

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

- 1) The institution hopes to have statements incorporated into job descriptions and performance evaluations by Spring 2012.
- 2) The Student Financial Services Coordinator will attend beginning of the year meetings starting in Fall 2011.
- 3) The Compliance Office will conduct "year-end" meetings beginning in Spring 2011.
- 4) The Compliance Office will provide in-person rules education to the Booster Club beginning in the 2011-12 academic year.
- 5) The Faculty Athletics Representative will attend beginning of the year meetings starting in Fall 2011.
- 6) The Compliance Office will conduct new staff-member orientations and provide the "Guide to NCAA Compliance Procedures" beginning in the 2011-12 academic year.

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

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

Attached is the report from the most recent compliance evaluation conducted by the Ohio Valley Conference.

List of attachments

1. OVC Compliance Review Report - SEMO - 082310 - DRAFT.doc

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

The plans for improvement were developed through a process involving broad-based participation of faculty and administrators from across campus, as well as student-athletes. A subcommittee was created to evaluate the Governance and Commitment to Rules Compliance portion of the self-study. This subcommittee made findings and formulated plans for improvement. The subcommittee's report was then submitted to the steering committee, a group also comprised of broad-based campus representation. The steering committee reviewed and approved the report. Additionally, the University's formal approval process included review and approval of the self-study by the Administrative Council, Faculty Senate, University Athletics Council, and the Board of Regents.

Governance and Commitment to Rules Compliance

Elements	Goals	Steps		
Issues in the Self-Study	Measurable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
The institution does not have written procedures in place for the NCAA Division I Academic Performance Program (APP).	Create written procedures for the Academic Performance Program. Specifically, develop step-by-step procedures for data collection, penalty implementation, disseminating "real-time" APR data, and providing rules education.	The Compliance office will work to create written procedures for all identified areas of the Academic Performance Program. The procedures will be included in the institution's "Guide to NCAA Compliance Procedures" that is disseminated to coaches and staff annually.	The Assistant AD/Compliance will be responsible for creating the written procedures.	Procedures will be drafted and incorporated into the "Guide to NCAA Compliance Procedures" by Fall 2011.
The institution does not currently have statements regarding the importance of NCAA rules compliance in job descriptions and performance evaluations for all individuals within the athletics department and those outside of the department who have compliance responsibilities.	Create statements regarding the importance of rules compliance and place them in job descriptions and performance evaluations for all staff members within athletics, as well as those outside of athletics who have compliance responsibilities.	The Department of Athletics will work with Human Resources to create statements emphasizing the importance of rules compliance. These statements will be placed in job descriptions for all those within the Department of Athletics, as well as those outside of athletics who have compliance responsibilities.	Assistant Athletic Director/Compliance; Associate Athletic Director/SWA; Director of Human Resources	Institution plans to begin incorporating statements into job descriptions beginning Fall 2011.
		Once statements regarding the importance of rules compliance have been placed in job descriptions, the Department of Athletics will work with Human Resources to create statements that will be included in annual performance evaluations.	Assistant Athletic Director/Compliance; Associate Athletic Director/SWA; Director of Human Resources	Institution will begin placing statements in performance evaluations in Fall 2011. Formal evaluation will occur once statements have been incorporated into job descriptions.

Academic Integrity

Operating Principle

2.1 Academic Standards.

Self-Study Items

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

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

1. Condition

No conditions were imposed.

Action

NA

Action Date

NA

Explanation for partial or non-completion

NA

2. List all actions the institution has completed or progress it has made regarding all plans for improvement/recommendations developed by the institution during its Cycle 2 certification process as they relate to Operating Principle 2.1 (Academic Standards). For each issue identified, provide:
 - a. The original goal(s);
 - b. The step(s) taken by the institution to achieve the goal(s);
 - c. The date(s) the step(s) was completed; and
 - d. An explanation for any partial or noncompletion of the original goal(s) and/or step(s) to achieve the goal.

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

Academic Integrity

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

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

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

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

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

1. Original Plan

Operating Principle 2.1-a-(2) requires that 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. The peer-review team noted that the self-study on page 38 showed a disparity relating to African-American graduation rates but did not explain or address the issue. Therefore, Southeast Missouri State should more closely analyze the graduation-rate data in terms of subgroups, and explain and address the noted and any additionally identified disparities.

Action

The Redhawks Success Center (RSC) was organized as a study and advising center for student-athletes. The Students Owning Academic Responsibility program (SOAR) was also instituted. All student-athletes are initially considered at-risk, and they are required to participate in SOAR and to participate in study hours at the RSC. In addition, coaches have been directed to adjust recruiting efforts to reduce the number of new student-athletes with low ACTs and GPAs. These efforts have helped to improve academic success by all student-athletes.

Action Date

The RSC was expanded and moved to a dedicated facility in 2005. The SOAR program was begun in Spring 2008.

Explanation for partial or non-completion

NA

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

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

None.

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

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

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

All prospective students follow these steps to apply for admission:

1. Submit the Application for Admission.
2. Pay the \$30 non-refundable application fee.
3. Submit transcripts (high school and/or college).
4. Submit test scores (ACT or SAT).

Application Processing:

1. Admission Specialist staff review documents and make admission decisions based on University admission guidelines.
 - a. If student meets University admission guidelines, a decision of "accepted" is made, and acceptance materials are mailed.
 - b. If student does not meet University admission guidelines, a decision of "pending" is made, and a letter is mailed to inform the student of deficiencies. If the student does not meet University admission guidelines and the Admission Specialist determines there will not be an opportunity for the student to make up deficiencies, a decision of "denied" is made, and a letter is mailed to inform the student.
 - c. If the student is pending or denied and submits a letter of appeal, an initial review of the appeal is completed by the Admissions Appeal Committee (comprised of the Director of Admissions, Associate Director of Admissions, and Associate Director of Admissions for Operations) and a determination is made to send the appeal to the university's Student Affairs Appeals Committee for consideration.
2. After February ACT scores are received, an acceptance letter is sent to Missouri students who reside within a 50-mile radius of the Cape Girardeau campus. The letter indicates that admission is restricted to a regional campus in Kennett, Malden, or Sikeston.
3. Applicants have the option to apply for admission to the Cape Girardeau Partnership for Higher Education (CGPHE), regardless of where they live. The CGPHE is an open-admission college center with coursework offered by Southeast, Mineral Area College and Three Rivers College.
4. Student-athletes must provide the same documentation for admission and complete the same "steps to apply" as noted above. Like other applicants, student-athletes who do not meet the admission guidelines, receive a "pending letter" (1b) or an offer of admission to a regional campus (2) or an offer of admission to the CGPHE (3). Appeals for admission to the university are considered on an individual basis.

University Admission Guidelines:

A traditional beginning freshman applicant is evaluated on a combination of ACT/SAT score, high school cumulative grade point average (GPA), class rank and high school core curriculum courses. Students who may not be ready for Southeast's academic challenge are given several options to consider, including possible transfer to Southeast in the future.

Required 17 Units of High School Core Curriculum:

- English -- 4 units (two emphasizing composition or writing skills; one may be speech or debate)
- Mathematics -- 3 units (Algebra I, Algebra II/Intermediate Algebra, Geometry, Trigonometry and Calculus)
- Social Studies -- 3 units (one unit of American history and one semester of government required)

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Science -- 3 units (not including general science; selected from biology, chemistry, physics, botany, zoology or anatomy & physiology; one must be a laboratory course)
 Visual/Performing Arts -- 1 unit (art, dance, music, or theatre)

Admissions Options:

Option 1 (Regular Admission):

Composite ACT 21 or SAT combined score (Critical Reading and Math) of 970 or higher; and High school cumulative GPA of 2.0 or higher; and required 17 units of high school core curriculum

Option 2 (Regular Admission):

Composite ACT 18 or SAT combined score (Critical Reading and Math) of 840 or higher; and High school cumulative GPA of 2.5 or higher; and required 17 units of high school core curriculum

Option 3 (Regular Admission) (CBHE Moderately Selective Scale Admission):

Required 17 units of high school core curriculum and

Composite ACT 17 or SAT combined score (Critical Reading and Math) of 800 or higher; and Class Rank Percentile of 74

OR

Composite ACT 16 or SAT combined score (Critical Reading and Math) of 750 or higher; and Class Rank Percentile of 81

Option 4 (Conditional Admission)

Southeast will conditionally admit a limited number of students on a space available basis who do not meet regular admission criteria. Preference is given to Missouri students who reside within a 50-mile radius of the Cape Girardeau campus. Conditional admission requires a minimum 2.0 cumulative high school GPA, a minimum ACT composite of 18 (SAT combined score of 840) and completion of core curriculum. To be considered for conditional admission, the student must submit a letter of appeal with the admission application. The final decision on conditional admission is made by the Director of Admissions.

Conditionally admitted students are required to participate in the Academic Enhancement Program (AEP). The Academic Enhancement Program (AEP) is a conditional admission program that provides additional academic support. Students admitted through this program may enroll as degree-seeking, full-time students, but will be limited to 12 credit hours in the first semester. This program connects first-year students to the University's academic support services offered by Learning Assistance Programs. Students in the program work with an academic coach to identify academic challenges and develop a plan for academic success.

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

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

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

Students who do not meet admission requirements may appeal to the Director of Admissions. The Director of Admissions makes the final decision regarding admission appeals.

Athletics Special Admission Policy:

Student-athletes may be admitted under the same appeals policy as above, with the following restrictions:

1. Southeast Athletics is awarded a maximum of 12 admissions exceptions annually.
2. Student-athletes admitted as "special admits" must meet the following criteria:
 - a. A minimum ACT of 15

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- b. A minimum GPA of 2.0
- c. Applicants missing one core unit of high school credit will be considered. Applicants missing more than one core unit are highly discouraged and will be evaluated on an individual basis.
- d. Student must meet the NCAA requirements for eligibility to compete.

Student-athletes meeting the standards for Conditional Admission to the Academic Enhancement Program (17 core units, 18 ACT, 2.0 high school GPA) are not counted against the 12 exceptions limit above.

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

Special Admissions chart.

Special Admissions by sport group chart.

The proportion of student-athletes who were admitted under the special-admit process was approximately ten times the proportion of all first-year students admitted under that process. This is an artifact, created by the fact that student-athletes must attend the main Southeast campus. Non-athletes with similar admissions profiles are normally directed to one of our regional campuses or to the Cape Girardeau Partnership for Higher Education, all of which have open admissions policies.

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

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

Test scores by gender chart.

Test scores by racial and ethnic group chart.

Test scores and grade-point average by sport chart.

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

Gender:

Female student-athletes' entering scores are comparable to those of all female students. Admissions profiles of male student-athletes show generally lower entering ACT scores than all male students. However, for all years except AY2009, the ACT scores of student-athletes are comparable to those of all students in the same IPEDS category. Among all first-year students, African-American students' ACT scores were lower than those of other IPEDS groups throughout the period reported. The percentage of male African-American student-athletes was substantially greater than the percentage of male African-American students in the general student body in all years except AY2009. The AY2009 scores appear to be a temporary anomaly involving a rather small number of students. (Only 35 male student-athletes entered with that class, compared to an average of 45 over all four years reported.)

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Racial/Ethnic Group:

As mentioned above, the African-American student-athletes' ACT scores were about 2 points lower than those of the comparable group among all students in AY2009; this was a group of 6 student-athletes and constitutes a temporary anomaly. White student-athlete ACT scores were also somewhat lower that year (about 1 point). In other years and for all other ethnic/racial groups, student-athletes' ACT scores were similar to those of comparable groups in the overall student population. African-American SAs ACT scores in years other than AY2009 were comparable to those of all African-American students at Southeast. African-Americans at Southeast have generally lower average ACT scores than other groups. This may be due to deficiencies in the quality of secondary education available to Black/African American students recruited by our institution, many of whom come from inner-city St. Louis or from low-income areas in the southern counties of our service area.

Sport:

For male student-athletes, all the sports except baseball show somewhat low admissions profiles (considering both ACT and GPA), compared to those of all male students. This appears again to correlate with the larger proportion of African-American student-athletes, as noted above. Among females, women's basketball and track/CC student-athletes tend to have lower scores than female student-athletes in other sports or female students overall. Over the four-year period reported, 55% of incoming women's basketball players and 23% of women's track/CC athletes were African-American, compared to 8-9% of the overall student population.

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

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

Student-athletes who are determined to be at risk by the Academic Support Coordinator (initially, all students who do not qualify for the honors program) are required to participate in the SOAR (Students Owning Academic Responsibility) program, in which they learn time-management and study skills.

The SOAR program provides additional support for student-athletes whose GPA or general academic progress places them at risk for maintaining eligibility. The program involves the student-athlete, athletic coaches, academic advisors, tutors, and others to build academic skills for success. Coaches or members of the Athletic Academic Support staff may recommend additional participation at any time. Each participant must comply with individual academic requirements established by the Director of Athletic Academic Support Services. Participants are required to set academic goals that will allow them to graduate with their desired degrees and to remain eligible to participate in their sports. Each SOAR participant is assigned an Academic Coach with whom the participant must meet on a regular basis, either weekly or bi-weekly as determined by the director. Records are kept of the meetings as well as the student's participation and preparedness. Information is shared with coaches on a regular basis.

Students are assigned specific times for meetings. If a meeting is missed without prior arrangements, athletic coaches, the Director of Athletic Support Services, and the Associate Athletics Director will be notified. Students must call in advance to postpone or cancel a meeting.

Coaches may assign weekly study hours to students who are at risk; most student-athletes are assigned 4-6 study hours per week. These hours are generally achieved at the Redhawk Success Center, although tutoring at other appropriate facilities may be counted as well.

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

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

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

During the last four years, a total of 28 student-athletes were special admits.

Nine were admitted in AY 2007, of whom five are still enrolled in good standing. Of the other four, one had a GPA of 0.923 at the end of AY 2007, and did not return to the institution. One had a GPA of 1.865 at the end of AY 2008 and did not return. The other two had GPAs at Southeast above 2.0, but did not complete degrees here.

In AY 2008, ten were admitted, of whom six are still in good standing. One of the four who left had a GPA of 1.625 at the end of AY 2008 and did not return. The other three had GPAs above 2.0 but did not continue here.

In AY 2009, five were admitted, of whom two are in good standing. One of the other three had a GPA of 1.285 at the end of AY 2009 and did not return; the others left with GPAs of 3.0 or higher.

In AY 2010, four were admitted, of whom three are still in good standing. One had a GPA of 1.375 at the end of AY 2010, but registered for the following semester.

Overall, 16 of 28, or 57%, of the specially admitted student-athletes are now still enrolled and in good standing at the institution. Four students left with GPAs below 2.0, seven left with GPAs above 2.0 and presumably transferred elsewhere, and one continued at the institution despite a GPA below 2.0 in the most recent semester.

The number of special admits has declined since 2008 because of a concerted effort to minimize the use of this procedure.

Only three student-athletes have registered with Disability Support Services over the past four years. All of them are still students in good standing at Southeast and are showing appropriate academic progress.

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

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

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- a. Obtain list of prospective students: Coaching staff members provide the Compliance Office with a copy of the prospective student-athlete's transcript.
- b. Evaluation of academic transcript: The Compliance Office prepares an eligibility calculator for the prospective student-athlete, determining whether the individual is on track to meet NCAA initial eligibility requirements.
- c. Notify prospective student-athlete of initial eligibility status: The Compliance Office provides a copy of the calculator to the coach for him/her to discuss with the prospective student-athlete.
- d. Request and evaluation of academic credentials: The Admissions Office receives the completed application materials from the prospective student-athlete. The validity of the academic credentials is confirmed at this time.
- e. Confirm official admissions status: The Admissions Office notifies the prospective student of the official admissions decision. The Athletics Academic Coordinator periodically reviews the roster of prospective students and checks the student database for updates in admission status of the prospective student-athletes. As prospective student-athletes are admitted, the Athletics Academic Coordinator forwards the information to the Assistant AD/Compliance.
- f. Add prospective student-athlete to IRL: The Assistant AD/Compliance is responsible for adding the prospective student-athletes to the institutional request list (IRL).
- g. Add student to eligibility list: Once the prospect receives a final academic and amateurism certification, the Assistant AD/Compliance adds him/her to the eligibility list. At the conclusion of the Summer semester, the Compliance Office sends the list to the Registrar and the Faculty Athletics Representative for their review and signature. Once all signatures have been obtained, the Assistant AD/Compliance forwards the completed eligibility list to the Conference office.

Individuals involved in certification of initial eligibility:

- Sandy Hinkle, Registrar
- Brady Barke, Assistant Athletics Director for Compliance & Eligibility
- Sharon Burgard, Athletics Academic Services Coordinator
- Natalie Williams, Athletics Academic Services & Compliance Assistant
- Dr. Jim Champine, Faculty Athletics Representative: Final authority for certification of initial eligibility
- Lenell Hahn, Associate Director of Admissions

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

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

The following procedures have been developed to provide a consistent policy when verifying transfer eligibility.

- a. Obtain listing of prospective transfers: The coaches submit names of prospective transfers along with information on current or previous institutions or both. The Assistant AD/Compliance determines transfer status and forwards a list to the Athletics Academic Services Coordinator.
- b. Determine transfer status: The Assistant AD/Compliance determines transfer status according to Bylaws 14.6.2 and 14.6.3. The Assistant AD/Compliance identifies transfer status as: (1) two-year college transfer, Bylaw 14.6.4; (2) four-year college transfer, Bylaw 14.6.5; and (3) "4-2-4" college transfer, Bylaw 14.6.6.
- c. Obtain permission to recruit prospective transfer student-athletes: The Assistant AD/Compliance determines the need for permission to contact four-year transfers (Bylaws 13.1.1.3 and 13.1.1.3.1). The Assistant AD/Compliance submits a written request to the current/previous institution for permission to contact the student. The current/previous institution's Athletic Director responds in writing, and the Assistant AD/Compliance notifies the coach. The coach provides a roster of prospective transfers to the Athletics Academic Services Coordinator.
- d. Request and evaluation of academic credentials: The Admissions Office receives the completed application materials from the prospective student-athlete. The validity of the academic credentials is confirmed at this time.
- e. Confirm official admissions status: The Admissions Office notifies the prospective transfer of the official admissions decision. The Athletics Academic Services Coordinator periodically reviews the roster of prospective transfers and checks the student database for updates in admission status of the transfer student-athletes. As transfer student-athletes are admitted, the Athletics Academic Coordinator forwards the information to the Assistant AD/Compliance.
- f. Verify acceptable transfer degree credits and grade point average: The Assistant AD/Compliance sends a copy of

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the prospective student-athlete's transcript and a transfer assessment form to the Registrar for an initial academic assessment. The Registrar indicates the number of transferable degree-applicable hours completed, number of hours in progress, full-time semesters, and transfer grade point average. Upon completion of the prospective student-athlete's final semester at his/her previous institution, the Assistant AD/Compliance sends the transfer assessment form back to the Registrar for a final academic assessment.

g. Determine residency requirement status: The Assistant AD/Compliance determines the residency requirement based on Bylaw 14.6. If applicable, the Assistant AD/Compliance initiates a one-time transfer exception.

h. Determine academic eligibility: The Assistant AD/Compliance reviews the academic eligibility requirements applicable to transfer students. The Athletics Academic Services Coordinator and the Registrar verify academic eligibility.

i. Verify degree declaration (if applicable): The Athletics Academic Services Coordinator identifies transfer student-athletes subject to degree declaration requirements (Bylaw 14.5.2.2). The Registrar verifies designation of a baccalaureate degree program.

j. Add student to Eligibility List: The prospective student-athletes are added to the eligibility list at this time. At the conclusion of the Summer semester, the Compliance Office updates the eligibility list with the Summer course information and sends it to the Registrar and the Faculty Athletics Representative for their review and signature. Once all signatures have been obtained, the Assistant AD/Compliance forwards the completed eligibility list to the Conference office.

Individuals involved in certification of transfer eligibility:

- Sandy Hinkle, Registrar
- Sharon Burgard, Athletics Academic Services Coordinator
- Brady Barke, Assistant Athletics Director for Compliance & Eligibility
- Natalie Williams, Athletics Academic Services & Compliance Assistant
- Dr. Jim Champine, Faculty Athletics Representative: Final authority for certifying eligibility
- Donna Tucker, Assistant Director of Admissions for Transfer Student Recruitment

For mid-year transfers, the following procedures are used to determine eligibility:

a. Obtain list of mid-year certification students: The Compliance Office compiles a list of students based upon the number of full-time semesters the students have been enrolled.

b. Determine academic eligibility: The Registrar reviews each student's transcript and determines the number of degree-applicable credit hours and cumulative grade point average. The Assistant AD/Compliance verifies whether the student has satisfied the requisite NCAA progress-toward-degree requirements.

c. Add student to Eligibility List: The Compliance Office creates a supplemental eligibility list for each sport at this time. The list indicates whether the student meets the requisite NCAA eligibility requirements and notes the seasons of competition remaining.

d. Eligibility List Approval: At the conclusion of the Fall semester, the Compliance Office updates the eligibility list with the Fall course information and verifies that any noted eligibility issues have been remedied. The list is then sent to the Registrar and the Faculty Athletics Representative for their review and signature. Once all signatures have been obtained, the Assistant AD/Compliance forwards the completed supplemental eligibility list to the Conference Office.

Individuals involved in certification of continuing eligibility:

- Sandy Hinkle, Registrar
- Sharon Burgard, Athletics Academic Services Coordinator
- Brady Barke, Assistant Athletics Director for Compliance & Eligibility
- Natalie Williams, Athletics Academic Services & Compliance Assistant
- Dr. Jim Champine, Faculty Athletics Representative; Final authority for certifying eligibility

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

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

- a. Obtain list of returning students: At the conclusion of each academic year, coaches provide the Assistant AD/Compliance with a list of returning students.
- b. Determine academic eligibility: The Eligibility Committee, consisting of the Assistant AD/Compliance, Athletics Academic Coordinator, and the Registrar, meets to review continuing student-athletes' academic progress. The Registrar reviews each student's transcript and determines the number of degree-applicable credit hours and cumulative grade point average. The Assistant AD/Compliance verifies whether the student has satisfied the requisite NCAA progress-toward-degree requirements.
- c. Verify degree declaration and credit-hour deficiencies: The Athletics Academic Services staff reviews the information and notes any issues to be addressed, such as credit-hour deficiencies, degree declarations, etc. Coaches and student-athletes are notified of any deficiencies.
- d. Add student to Eligibility List: The Compliance Office creates the eligibility lists for each sport at this time. The list indicates whether the student meets the requisite NCAA eligibility requirements and notes the seasons of competition remaining.
- e. Update information with Summer courses: At the conclusion of the Summer semester, the eligibility list is updated and the Assistant AD/Compliance verifies that the noted eligibility issues have been remedied.
- f. Eligibility List Approval: At the conclusion of the Summer semester, the Compliance Office updates the eligibility list with the Summer course information and verifies that any noted eligibility issues have been remedied. The list is then sent to the Registrar and the Faculty Athletics Representative for their review and signature. Once all signatures have been obtained, the Assistant AD/Compliance forwards the completed eligibility list to the Conference Office.

Individuals involved in certification of continuing eligibility:

- Sandy Hinkle, Registrar
- Sharon Burgard, Athletics Academic Services Coordinator
- Brady Barke, Assistant Athletics Director for Compliance & Eligibility
- Natalie Williams, Athletics Academic Services & Compliance Assistant
- Dr. Jim Champine, Faculty Athletics Representative: Final authority for certification of continuing eligibility

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

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

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

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The FGR for student-athletes is higher than that of the general student population.

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

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

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

BASEBALL:

American Indian/AN: None

Asian: None

Native Hawaiian/PI: None

Black/African American: None

Hispanic/Latino: None

White/Non-Hispanic: The FGR of 9% is identical to the team FGR, as all team members in the time period were white. The FGR is lower than the FGR of all SAs (55%), all male SAs (43%), all male students (45%), all White/Non-Hispanic male students (46%), and all White/Non-Hispanic students (52%). The baseball FGR reflects a historic problem which has been largely solved by the institution's APR improvement plan. Under that plan, APR was incorporated into performance evaluations for the Head Coach, and an APR tracker was created to provide "real-time" APR data to him. The SOAR (Students Owning Academic Responsibility) program was created to provide enhanced academic support to at-risk student-athletes, and mandatory study hours were implemented for all incoming student-athletes. Because much of the low FGR was attributable to transfer student-athletes, the review process for transfers was revised evaluate transfer student-athlete's ability to succeed at our institution. The success of these measures can be seen in other data at the institution. The admissions profiles of incoming baseball student-athletes are comparable to those of all students and are among the highest for male student-athletes. The projected FGR for the baseball team is now at 45%, equal to the FGR for all students. The measures undertaken in the APR improvement plan continue to be implemented, and we expect continued improvement.

NR Alien: None

Two or more races: None

Team FGR: The team FGR of 9% is lower than the FGR for all SAs (55%), all male SAs (43%), all male students (45%), and all students (51%). The baseball FGR reflects a historic problem which has been largely solved by the institution's APR improvement plan. Under that plan, APR was incorporated into performance evaluations for the Head Coach, and an APR tracker was created to provide "real-time" APR data to him. The SOAR (Students Owning Academic Responsibility) program was created to provide enhanced academic support to at-risk student-athletes, and mandatory study hours were implemented for all incoming student-athletes. Because much of the low FGR was attributable to transfer student-athletes, the review process for transfers was revised evaluate transfer student-athlete's ability to succeed at our institution. The success of these measures can be seen in other data at the institution. The admissions profiles of incoming baseball student-athletes are comparable to those of all students and are among the highest for male student-athletes. The projected FGR for the baseball team is now at 45%, equal to the FGR for all students. The measures undertaken in the APR improvement plan continue to be

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implemented, and we expect continued improvement.

MEN'S BASKETBALL:

American Indian/AN: None

Asian: None

Black/African American: The FGR for this group is 0%. It is lower than the team FGR of 43%, and the FGRs of all SAs (55%), all male SAs (43%), all male students (45%), all male Black/African American students (27%), and all Black/African American students (37%). The low FGR for Black/African American basketball SAs reflects the low FGR for basketball generally. The low team FGR is the result of coaching changes and two major infractions, which necessitated changes in the roster. The departure of several student-athletes adversely affected the team FGR, and many of those who left prematurely were African-American, contributing disproportionately to this specific FGR. Men's basketball is under an APR improvement plan, which will be continued until this discrepancy is resolved. Under the APR improvement plan for basketball the number of special admit student athletes per academic year was reduced, and the review process for transfers was revised evaluate transfer student-athlete's ability to succeed at our institution. APR was incorporated into performance evaluations for the Head Coach, and an APR tracker was created to provide "real-time" APR data to him. The SOAR (Students Owning Academic Responsibility) program was created to provide enhanced academic support to at-risk student-athletes, and mandatory study hours were implemented for all incoming student-athletes. The institution hired a completely new coaching staff that has recruited individuals who are committed to the coaching staff and program, and implemented new policies and procedures regarding transfer releases for current student-athletes that require both Head Coach and Compliance Office approval. These measures continue to be implemented.

Hispanic/Latino: None

White/Non-Hispanic: The FGR for White/Non-Hispanic men's basketball players is 75%. This is higher than the team FGR (43%) and the FGRs for all SAs (55%), all male SAs (43%), all male students (45%), all male White/Non-Hispanic students (46%), and all White/Non-Hispanic students (52%).

NR Alien: None

Two or more races: None

Unknown: None

Team FGR: The Basketball team FGR is 43%. This is lower than the FGRs for all SAs (55%), all male students (45%), and all students (51%). It is identical to the FGR for all male SAs (43%). The low FGR for basketball generally is the result of coaching changes and two major infractions, which necessitated changes in the roster. The departure of several student-athletes adversely affected the team FGR. Men's basketball is under an APR improvement plan, which will be continued until this discrepancy is resolved. Under the APR improvement plan for basketball the number of special admit student athletes per academic year was reduced, and the review process for transfers was revised evaluate transfer student-athlete's ability to succeed at our institution. APR was incorporated into performance evaluations for the Head Coach, and an APR tracker was created to provide "real-time" APR data to him. The SOAR (Students Owning Academic Responsibility) program was created to provide enhanced academic support to at-risk student-athletes, and mandatory study hours were implemented for all incoming student-athletes. The institution hired a completely new coaching staff that has recruited individuals who are committed to the coaching staff and program, and implemented new policies and procedures regarding transfer releases for current student-athletes that require both Head Coach and Compliance Office approval. These measures continue to be implemented.

MEN'S CC TRACK

American Indian/AN: None

Asian: None

Native American/PI: None

Black/African American: The FGR for Black/African American CC track SAs is 50%. This is lower than the team FGR (76%) and the FGR for all SAs (55%). This reflects the generally lower FGRs of Black/African American students at the institution. This may be due to deficiencies in the quality of secondary education available to Black/African American students, many of whom come from inner-city St. Louis or from low-income areas in the southern counties of our service area. The FGR for Black/African American CC track SAs is higher than the FGRs for all male SAs (43%), all male students (45%), all Black/African American male students (27%), and all Black/African American students (37%).

Hispanic/Latino: None

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White/Non-Hispanic: The FGR for White/Non-Hispanic CC Track SAs is 85%. This is higher than the team FGR (76%) and the FGRs for all SAs (55%), all male SAs (43%), all male students (45%), all White/Non-Hispanic male students (46%), and the FGR for all White/Non-Hispanic students (52%).

NR Alien: None

Two or more races: None

Unknown: None

The Men's CC Track team FGR is 76%. This is higher than the FGRs for all SAs (55%), all male SAs (43%), all male students (45%), and all students (51%).

FOOTBALL:

American Indian/AN: None

Asian: The FGR for Asian Football SAs is 100%. This is higher than the team FGR (37%), and the FGRs for all SAs (55%), all male SAs (43%), all male students (45%), all Asian male students (42%), and the FGR for all Asian students (56%).

Native American/PI: None

Black/African American: The FGR for Black/African American Football SAs is 33%. This is lower than the team FGR (37%), and the FGRs for all SAs (55%), all male SAs (43%), all male students (45%), and all Black/African American students (37%). It is higher than the FGR for all Black/African American male students (27%). This reflects the generally lower FGRs of Black/African American students at the institution. This may be due to deficiencies in the quality of secondary education available to Black/African American students, many of whom come from inner-city St. Louis or from low-income areas in the southern counties of our service area. It also reflects the lower FGRs for male compared to female students throughout the institution, which may be rooted in cultural differences in expectations for intellectual achievement for males and females in the service region.

Hispanic/Latino: None

White/Non-Hispanic: The FGR for White/Non-Hispanic Football SAs is 33%. This is lower than the team FGR (37%), and the FGRs for all SAs (55%), all male SAs (43%), all male students (45%), all White/Non-Hispanic male students (46%), and the FGR for all White/Non-Hispanic students (52%). The low FGR for White/Non-Hispanic Football SAs reflects past problems with poor academic success and high transfer rates for football players generally. The current APR improvement plan is designed to alleviate these problems by identifying at-risk freshmen (those with ACT<68, SAT<820, or GPA<2.5), and assigning them mandatory study hours, along with participation in SOAR (Students Owning Academic Responsibility, a program designed to assist student-athletes in developing academic structure. The number of special admit athletes has been reduced, and APR goals have been incorporated into the performance evaluations of the Head Coach. Football surpassed the 925 level for team APR in the 2009-2010 academic year, indicating some success under this ongoing plan. The APR improvement plan continues to be implemented.

NR Alien: None

Two or more races: None

Unknown: The FGR for Unknown Football SAs is 100%. This is higher than the team FGR (37%), and the FGRs for all SAs (55%), all male SAs (43%), all male students (45%), all Unknown male students (63%), and the FGR for all Unknown students (74%).

The team FGR for Football is 37%. This is lower than the FGRs for all SAs (55%), all male SAs (43%), all male students (45%), and all students (51%). The low FGR for the football SAs reflects past problems with poor academic success and high transfer rates for football players generally. The current APR improvement plan is designed to alleviate these problems by identifying at-risk freshmen (those with ACT<68, SAT<820, or GPA<2.5), and assigning them mandatory study hours, along with participation in SOAR (Students Owning Academic Responsibility, a program designed to assist student-athletes in developing academic structure. The number of special admit athletes has been reduced, and APR goals have been incorporated into the performance evaluations of the Head Coach. Football surpassed the 925 level for team APR in the 2009-2010 academic year, indicating some success under this ongoing plan. The APR improvement plan continues to be implemented.

MEN'S OTHER SPORTS:

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American Indian/AN: None
 Asian: None
 Native American/PI: None

Black/African American: The FGR for Black/African American Men's Other Sports SAs was 0%. This is lower than the team FGR (58%), and the FGRs for all SAs (55%), all male SAs (43%), all male students (45%), all White/Non-Hispanic male students (46%), and the FGR for all White/Non-Hispanic students (52%). This was apparently due to one African American SA who transferred. The only sport included in this category was Golf, which has been discontinued at Southeast.

Hispanic/Latino: None

White/Non-Hispanic: The FGR for White/Non-Hispanic Other SAs is 64%. This is higher than the team FGR (58%), and the FGRs for all SAs (55%), all male SAs (43%), all male students (45%), all White/Non-Hispanic male students (46%), and the FGR for all White/Non-Hispanic students (52%).

NR Alien: None
 Two or more races: None
 Unknown: None

The team FGR for Men's Other Sports is 58%. This is higher than the FGRs for all SAs (55%), all male SAs (43%), all male students (45%), and all students (51%).

WOMEN'S BASKETBALL:

American Indian/AN: None
 Asian: None
 Native American/PI: None

Black/African American: The FGR for Black/African American women's basketball SAs is 100%. This is higher than the team FGR (63%), and the FGRs for all SAs (55%), all female SAs (67%), all female students (55%), all Black/African American female students (43%), and all Black/African American students (37%).

Hispanic/Latino: The FGR for Hispanic/Latino women's basketball SAs is 0%. This is lower than the team FGR (63%), and the FGRs for all SAs (55%), all female SAs (67%), all female students (55%), all Hispanic/Latino female students (42%), and all Hispanic/Latino students (45%). This low FGR is probably due to a high transfer rate that this team experienced in the past. The APR improvement plan for women's basketball addressed this problem in several ways. A completely new coaching staff was hired in March, 2007. New policies and procedures were implemented in 2008 requiring Head Coach and Compliance Office approval for transfers, and requiring SAs requesting a release for transfer to meet first with the AD or Associate AD for an exit interview. The SOAR (Students Owning Academic Responsibility) Program was instituted in Fall 2008 to improve SA academic success. APR goals were incorporated into the performance evaluations of the Head Coach. The team APR for Hispanic/Latino SAs was 1000 in 2008-2009, indicating the measures are successful.

White/Non-Hispanic: The FGR for White/Non-Hispanic women's basketball SAs is 75%. This is higher than the team FGR (63%), and the FGRs for all SAs (55%), all female SAs (67%), all female students (55%), all White/Non-Hispanic female students (56%), and all White/Non-Hispanic students (52%).

NR Alien: The FGR for NR Alien women's basketball SAs is 0%. This is lower than the team FGR (63%), and the FGRs for all SAs (55%), all female SAs (67%), all female students (55%), all NR Alien female students (40%), and all NR Alien students (37%). This low FGR is probably due to a high transfer rate that this team experienced in the past. The APR improvement plan for women's basketball addressed this problem in several ways. A completely new coaching staff was hired in March, 2007. New policies and procedures were implemented in 2008 requiring Head Coach and Compliance Office approval for transfers, and requiring SAs requesting a release for transfer to meet first with the AD or Associate AD for an exit interview. The SOAR (Students Owning Academic Responsibility) Program was instituted in Fall 2008 to improve SA academic success. APR goals were incorporated into the performance evaluations of the Head Coach. The team APR for NR Alien SAs was 939 in 2008-2009, indicating the measures are successful.

Two or more races: None
 Unknown: None

The team FGR for Women's Basketball was 63%. This is higher than the FGR for all SAs (55%), all female students (55%), and all students (51%). It is lower than the FGR for all female SAs (67%). The lower FGR for Women's

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Basketball compared to other female SAs may be due to a high transfer rate that this team experienced in the past. The APR improvement plan for women's basketball addressed this problem in several ways. A completely new coaching staff was hired in March, 2007. New policies and procedures were implemented in 2008 requiring Head Coach and Compliance Office approval for transfers, and requiring SAs requesting a release for transfer to meet first with the AD or Associate AD for an exit interview. The SOAR (Students Owning Academic Responsibility) Program was instituted in Fall 2008 to improve SA academic success. APR goals were incorporated into the performance evaluations of the Head Coach. The team APR for women's basketball was 920 in 2008-2009, reflecting some progress.

WOMEN'S CC TRACK:

American Indian/AN: None
Asian: None
Native American/PI: None

Black/African American: The FGR for Black/African American Women's CC Track SAs is 33%. This is lower than the team FGR (75%), and the FGRs for all SAs (55%), all female SAs (67%), all female students (55%), all Black/African American female students (43%), and all Black/African American students (37%). The low FGR for Black/African American Women's CC Track SAs may reflect a lack of support for at-risk SAs and a high transfer rate in the past. In Fall 2008 SOAR (Students Owning Academic Responsibility), a program designed to assist student-athletes in developing academic structure, was instituted and made mandatory for transfer SAs and those at risk (with incoming ACT<68, SAT<820, or GPA<2.5). APR goals were incorporated into all Head Coaches' evaluations, and students requesting transfers are now required to have an exit interview with the AD or Associate AD. The current APR for Black/African American women's indoor and outdoor track SAs is 964, indicating significant success from these programs, which continue to be implemented.

Hispanic/Latino: None

White/Non-Hispanic: The FGR for White/Non-Hispanic Women's CC Track SAs is 86%. This is higher than the team FGR (75%), and the FGRs for all SAs (55%), all female SAs (67%), all female students (55%), all White/Non-Hispanic female students (56%), and all White/Non-Hispanic students (52%).

NR Alien: None
Two or more races: None
Unknown: None

The team FGR for Women's CC Track is 75%. The team FGR for Women's Basketball was 63%. This is higher than the FGR for all SAs (55%), all female students (55%), all female SAs (67%), and all students (51%).

WOMEN'S OTHER SPORTS:

American Indian/AN: None
Asian: None
Native American/PI: None

Black/African American: The FGR for Black/African American Women's Other Sport SAs is 100%. This is higher than the team FGR (65%), and the FGRs for all SAs (55%), all female SAs (67%), all female students (55%), all Black/African American female students (43%), and all Black/African American students (37%).

Hispanic/Latino: None

White/Non-Hispanic: The FGR for White/Non-Hispanic Other Sport SAs is 64%. This is lower than the team FGR (65%) and the FGR for all female SAs (67%). It is higher than the the FGRs for all SAs (55%), all female students (55%), all White/Non-Hispanic female students (56%), and all White/Non-Hispanic students (52%). The slightly lower FGR for White Non-Hispanic Other Sport SAs may reflect a lack of support for at-risk SAs and a high transfer rate in the past. In Fall 2008 SOAR (Students Owning Academic Responsibility), a program designed to assist student-athletes in developing academic structure, was instituted and made mandatory for transfer SAs and those at risk (with incoming ACT<68, SAT<820, or GPA<2.5). APR goals were incorporated into all Head Coaches' evaluations, and students requesting transfers are now required to have an exit interview with the AD or Associate AD. All the Other Women's Sports White/Hispanic SAs have APRs above 970 for 2008-2009, indicating these programs have been successful. They continue to be implemented.

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NR Alien: The FGR for NR Alien Women's Other Sport SAs is 100%. This is higher than the team FGR (65%), and the FGRs for all SAs (55%), all female SAs (67%), all female students (55%), all NR Alien female students (40%), and all NR Alien students (37%).

Two or more races: None

Unknown: The FGR for Unknown Women's Other Sport SAs is 75%. This is higher than the team FGR (65%), and the FGRs for all SAs (55%), all female SAs (67%), all female students (55%), and all Unknown students (74%). It is lower than the FGR for all Unknown female students (85%). This lower FGR represents a very small number of students, and may be statistically insignificant. It could reflect a lack of support for at-risk SAs and a high transfer rate in the past. In Fall 2008 SOAR (Students Owning Academic Responsibility), a program designed to assist student-athletes in developing academic structure, was instituted and made mandatory for transfer SAs and those at risk (with incoming ACT<68, SAT<820, or GPA<2.5). APR goals were incorporated into all Head Coaches' evaluations, and students requesting transfers are now required to have an exit interview with the AD or Associate AD. These programs continue to be implemented.

The team FGR for Women's Other Sports is 65%. This is higher than the FGRs for all SAs (55%), all female students (55%), and all students (51%). It is lower than the FGR for all female SAs (67%). This could reflect a lack of support for at-risk SAs and a high transfer rate in the past. In Fall 2008 SOAR (Students Owning Academic Responsibility), a program designed to assist student-athletes in developing academic structure, was instituted and made mandatory for transfer SAs and those at risk (with incoming ACT<68, SAT<820, or GPA<2.5). APR goals were incorporated into all Head Coaches' evaluations, and students requesting transfers are now required to have an exit interview with the AD or Associate AD. These programs continue to be implemented.

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

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

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

All women's sports have projected FGRs above 45%. Three men's sports have FGRs of 45% and are not therefore a major concern. In particular, the projected APR of 45% for baseball shows that the previous plan for improvement is working and should continue.

The projected FGRs for men's basketball and football are 30% and 35%, respectively.

The low FGR for basketball is the result of coaching changes and two major infractions, which necessitated changes in the roster. The departure of several student-athletes adversely affected the team FGR. Men's basketball is under an APR improvement plan, which will be continued until this discrepancy is resolved. Under the APR improvement plan for basketball the number of special admit student athletes per academic year was reduced, and the review process for transfers was revised evaluate transfer student-athlete's ability to succeed at our institution. APR was incorporated into performance evaluations for the Head Coach, and an APR tracker was created to provide "real-time" APR data to him. The SOAR (Students Owning Academic Responsibility) program was created to provide enhanced academic support to at-risk student-athletes, and mandatory study hours were implemented for all incoming student-athletes. The institution hired a completely new coaching staff that has recruited individuals who are committed to the coaching staff and program, and implemented new policies and procedures regarding transfer releases for current student-athletes that require both Head Coach and Compliance Office approval. These

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measures continue to be implemented.

The low FGR for the football SAs reflects past problems with poor academic success and high transfer rates for football players generally. The current APR improvement plan is designed to alleviate these problems by identifying at-risk freshmen (those with ACT<68, SAT<820, or GPA<2.5), and assigning them mandatory study hours, along with participation in SOAR (Students Owning Academic Responsibility, a program designed to assist student-athletes in developing academic structure. The number of special admit athletes has been reduced, and APR goals have been incorporated into the performance evaluations of the Head Coach. Football surpassed the 925 level for team APR in the 2009-2010 academic year, indicating some success under this ongoing plan. The APR improvement plan continues to be implemented.

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

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

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

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

Baseball, men's basketball, football, golf, and women's basketball all have GSRs significantly lower than the all-student-athlete GSR of 70%.

The baseball GSR reflects a historic problem with excessive recruitment of at-risk students and lack of academic support for them, which has been largely solved by the institution's APR improvement plan. Under that plan, APR was incorporated into performance evaluations for the Head Coach, and an APR tracker was created to provide "real-time" APR data to him. The SOAR (Students Owning Academic Responsibility) program was created to provide enhanced academic support to at-risk student-athletes, and mandatory study hours were implemented for all incoming student-athletes. Because much of the low GSR was attributable to transfer student-athletes, the review process for transfers was revised evaluate transfer student-athlete's ability to succeed at our institution. The success of these measures can be seen in other data at the institution. The admissions profiles of incoming baseball student-athletes are comparable to those of all students and are among the highest for male student-athletes. The projected FGR for the baseball team is now at 45%, equal to the FGR for all students. The measures undertaken in the APR improvement plan continue to be implemented, and we expect continued improvement.

The low GSR for basketball generally is the result of coaching changes and two major infractions, which necessitated changes in the roster. The departure of several student-athletes adversely affected the team GSR. Men's basketball is under an APR improvement plan, which will be continued until this discrepancy is resolved. Under the APR improvement plan for basketball the number of special admit student athletes per academic year was reduced, and the review process for transfers was revised evaluate transfer student-athlete's ability to succeed at our institution. APR was incorporated into performance evaluations for the Head Coach, and an APR tracker was created to provide "real-time" APR data to him. The SOAR (Students Owning Academic Responsibility) program was created to provide enhanced academic support to at-risk student-athletes, and mandatory study hours were implemented for all incoming student-athletes. The institution hired a completely new coaching staff that has recruited individuals who are committed to the coaching staff and program, and implemented new policies and procedures regarding transfer releases for current student-athletes that require both Head Coach and Compliance

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Office approval. These measures continue to be implemented.

The low GSR for the football SAs reflects past problems with poor academic success and high transfer rates for football players generally. The current APR improvement plan is designed to alleviate these problems by identifying at-risk freshmen (those with ACT<68, SAT<820, or GPA<2.5), and assigning them mandatory study hours, along with participation in SOAR (Students Owning Academic Responsibility, a program designed to assist student-athletes in developing academic structure. The number of special admit athletes has been reduced, and APR goals have been incorporated into the performance evaluations of the Head Coach. Football surpassed the 925 level for team APR in the 2009-2010 academic year, indicating some success under this ongoing plan. The APR improvement plan continues to be implemented.

The low GSR for Women's Basketball may be due to a high transfer rate that this team experienced in the past. The APR improvement plan for women's basketball addressed this problem in several ways. A completely new coaching staff was hired in March, 2007. New policies and procedures were implemented in 2008 requiring Head Coach and Compliance Office approval for transfers, and requiring SAs requesting a release for transfer to meet first with the AD or Associate AD for an exit interview. The SOAR (Students Owning Academic Responsibility) Program was instituted in Fall 2008 to improve SA academic success. APR goals were incorporated into the performance evaluations of the Head Coach. The team APR for women's basketball was 920 in 2008-2009, reflecting some progress.

Golf is no longer an institutional sport at Southeast.

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

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

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

The retention rates for most teams and ethnic groups are comparable to the means. Men's basketball is low, with a team rate of 887 compared to 928 for all male student-athletes. This may reflect basketball coaching changes, including a season with an interim coach during the period covered, as well as two major infractions. These factors led to the departure of several student-athletes and adversely affected team retention.

The low rate of 769 for white/non-hispanic students in men's basketball is an anomaly representing a very small number of student-athletes.

Women's basketball and tennis are somewhat low at 920 and 933.

The lower APR for Women's Basketball compared to other female SAs may be due to a high transfer rate that this team experienced in the past. The APR improvement plan for women's basketball addressed this problem in several ways. A completely new coaching staff was hired in March, 2007. New policies and procedures were implemented in 2008 requiring Head Coach and Compliance Office approval for transfers, and requiring SAs requesting a release for transfer to meet first with the AD or Associate AD for an exit interview. The SOAR (Students Owning Academic Responsibility) Program was instituted in Fall 2008 to improve SA academic success. APR goals were incorporated into the performance evaluations of the Head Coach. This plan continues to be implemented.

The lower APR for Tennis may be due to a high transfer rate that this team experienced in the past. New policies and procedures were implemented in 2008 requiring Head Coach and Compliance Office approval for transfers,

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and requiring SAs requesting a release for transfer to meet first with the AD or Associate AD for an exit interview. APR goals were incorporated into the performance evaluations of the Head Coach. These policies continue to be implemented, and are expected to result in improved APRs.

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

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

There was no written policy for minimizing lost class time for student-athletes as of January 2011.

Plan for improvement:

The Academic Integrity subcommittee of the NCAA certification steering committee will draft a policy for minimizing lost class time and examination periods for student-athletes. The draft policy will be conveyed to the University Athletics Committee for discussion and approval.

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

The missed-class policy is published in the Undergraduate Bulletin 2010-2011, pp. 19-20:

"Students are expected to attend all classes and to complete all assignments for courses in which they are enrolled. An absence does not relieve the student of the responsibility to complete all assignments. If an absence is associated with a university-sanctioned activity, the instructor will provide an opportunity for assignment make-up. However, it is the instructor's decision to provide, or not to provide, make-up work related to absences for any other reason."

Since athletic competition is a university-sanctioned activity, student-athletes are provided the opportunity to make up missed work, as would students missing class for any other sanctioned activity.

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

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

Percent Missed-Class Time

Sport: %MWF, %TR, %MTWRF

Spring 2011 (estimated)

Baseball: 11.8, 15.3, 13.3

Gymnastics: 7.3, 9.7, 8.3

Men's Basketball: 8.1, 9.7, 8.8

Women's Basketball: 4.9, 8.9, 6.6

Tennis: 3.3, 4.8, 3.9

Track: 22.0, 4.0, 14.2

Fall 2010

Football: 8.6, 3.1, 6.3

Men's Basketball: 10.9, 10.9, 6.3

Women's Basketball: 3.9, 3.9, 3.1

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Soccer: 14.6, 4.7, 0.8
 Volleyball: 12.1, 7.8, 6.3
 Men's and Women's CC: 7.4, 7.4, 0.0

Spring 2010

Baseball: 11.4, 21.8, 15.9
 Gymnastics: 7.3, 6.5, 6.9
 Men's Basketball: 6.5, 3.2, 5.1
 Women's Basketball: 4.1, 6.5, 5.1
 Softball: 11.4, 8.1, 10.0
 Tennis: 12.2, 9.7, 11.1
 Track: 22.0, 9.7, 16.7

Fall 2009

Football: 5.5, 3.1, 4.5
 Men's Basketball: 3.9, 3.1, 3.6
 Women's Basketball: 6.6, 6.3, 6.5
 Soccer: 10.2, 3.9, 7.5
 Volleyball: 14.8, 9.4, 12.5
 Men's and Women's CC: 8.6, 0.0, 4.9

Analysis:

Percent class time was calculated as the potential number of hours of class time (CT) missed per 100 hours CT. Classes are one hour on MWF and 1.5 hours on TR. The University does not hold classes W from noon to 1:30 PM in observance of a common hour. Class time is counted as missed if any competition would prevent a student-athlete from being in class at any time during the 8AM to 2PM timespan, except for common hour, regardless of whether the student-athlete has class scheduled at the time.

Squads met the goal of a maximum of 15% in 20 of 26 instances for total CT, 22 of 26 instances for MWF classes, and 22 of 26 for TR classes. Soccer was in excess four times, track three times, baseball and volleyball twice, and softball once. GPAs of the teams ranged from 3.1 to 3.4.

Explanation:

Soccer: The soccer team was over for total time and TR classes for both 2009 and 2010. The extra missed-class time is due to practices that are held early TWR mornings, and the first period is missed those days. Soccer student-athletes are allowed to schedule classes after 2 PM. The soccer team needs to share the stadium field with the football team, and one or the other team is forced to practice in the day. Football has more than 85 student-athletes and soccer about 22. The extra theoretically missed time for the soccer team is mitigated somewhat because student-athletes have priority registration, allowing team members the maximum flexibility in choosing sections to accommodate the schedule. The soccer team GPA for 2010 was 3.4.

Track: Track misses the mark for MWF both years and total CT in 2010. This is almost entirely due to travel on Fridays. However, track is unlike other sports where the squad travels together and competes simultaneously (e.g. football.) Some meets have events split over two days, and therefore athletes travel on different days. The missed class time is in part mitigated. The men's track GPA was 3.1 and the women's track GPA was 3.2.

Volleyball: Volleyball missed for MWF and total CT in 2009. This was due to a Monday afternoon practice and Friday travel. Volleyball was within 15% in 2010 in all categories. Their most recent GPA was 3.4.

Baseball: Baseball was over 15% for TR for both years. Tuesday games, even home games, affect the missed CT. Like softball, baseball is highly dependent on the weather, and therefore schedules as many games as possible to meet the minimum number of games required for post-season competition. Their GPA was 3.2.

Softball: We anticipate softball's being over 15% this 2010 season for MWF and total CT. As with baseball, more games are scheduled than typically played. In the 2009 season, three away and two home contests were canceled and likely account for the team's not exceeding missed class-time targets. Their team GPA was 3.2.

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

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

To all students:

The missed-class policy, as detailed in section 2.1.19, is published in the Undergraduate Bulletin under Academic Policies and Procedures. The Bulletin is provided to all students in hard copy. The Bulletin is also available online.

To student-athletes:

The University "Absence from Class" policy (20.1.19) is included in the Student-Athlete Handbook, which is provided to all student-athletes and reviewed in orientation meetings. The Department of Athletics policy on missed-class time for student-athletes (20.1.18) will be included in the Student-Athlete Handbook beginning with the next edition for Fall 2011.

To Department of Athletics staff members:

Department of Athletics staff and coaches receive written policies in the Department Policies and Procedures Handbook.

To Appropriate Faculty and Administrative Staff:

A letter that is signed by the Director of Athletics and the Faculty Athletics Representative will be distributed at the beginning of the Fall semester to the Faculty Senate, President, and Vice President for Student Affairs, Provost, Deans, and Chairs. It will contain the Department of Athletics policy on missed-class time for student-athletes (20.1.18), explaining the policy for attendance by student-athletes in academic classes and how the institution's missed-class time policy is monitored.

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

Plan for improvement:

The Academic Integrity Subcommittee of the NCAA Certification Steering Committee will draft a policy for minimizing missed-class time and examination periods for student-athletes. The draft policy will be conveyed to the University Athletics Committee for discussion and approval.

Action:

The policy was drafted by the Academic Integrity Subcommittee, which has members from faculty, administration, and the community. It was then approved by the University Athletics Committee, a broadly representative group.

The University Athletics Committee instituted a policy on January 19, 2011, to minimize missed-class time. The policy will appear in the Department of Athletics Policy & Procedure Manual under "04 Athletics Compliance." The guideline for entering time will be in "00 Addendum."

The policy reads as follows:

Missed-class time is to be calculated for each sport team on a semester basis by the University Athletics Committee (UAC). Head coaches for each sport submit their team's practice and competition schedule, including

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meeting times for home contests, game day practice sessions, and travel departure and return times for away events. That information is to be used to calculate a missed-class time percentage for the team. A student-athlete (e.g. captain or SAAC representative) should attest to the accuracy of the report. Coaches are required to schedule events so that missed academic time, 8:00 a.m. to 2:00 p.m., does not exceed 15% for any given class cohort (MWF or TR) or in total for the semester. This includes finals week. Postseason competition is excluded from the calculations due to the difficulty in predicting scheduling for those events. Calculations are completed at the end of the semester. In the case that a team exceeds the guideline of 15% in any class cohort, the head coach will meet with the FAR, Compliance Officer, and a representative of the AD's office to consider plans for alleviating overages in the subsequent season. This policy should be reviewed by the University Athletics Committee at least every three years.

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Elements	Goals	Steps		
Issues in the Self-Study	Measurable Goals	Steps to Achieve Goals	Individuals / Officers Responsible for Implementation	Specific Timetable for Completing the Work
No written policy for minimizing lost class time for student athletes was in existence as of January, 2011.	Create and enact written policy for minimizing lost class time for student-athletes.	Draft policy to minimize lost class time for student-athletes.	Academic Integrity subcommittee of NCAA certification steering committee.	Before UAC meeting January 19, 2011.
		Obtain approval of University Athletic Committee	University Athletic Committee	Policy passed by University Athletic Committee January 19, 2011.

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Operating Principle

2.2 Academic Support.

Self-Study Items

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

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

1. Condition

No conditions were imposed.

Action

NA

Action Date

NA

Explanation for partial or non-completion

NA

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

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

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

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

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

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

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

1. Original Plan

Operating Principle 2.2-d requires that support services are approved and reviewed periodically by academic authorities outside of the department of intercollegiate athletics. The peer-review team found no hard evidence that this approval and oversight was occurring.

Therefore, Southeast Missouri State should revise the appropriate policies and procedures to ensure proper approval and periodic review of athletics academic services by academic authorities outside the Athletics Department.

Action

An independent review chaired by a faculty member from Biology was conducted in Fall 2009 - Spring 2010.

No formal policy mandating periodic review of academic support services was in existence as of January 2011.

Plan for improvement:

The Academic Integrity Subcommittee of the NCAA Certification Steering Committee will draft a policy for periodic review of athletics academic support services and convey it to the University Athletics Committee for discussion and approval.

Action Date

Review completed February 9, 2010. Policy for periodic review approved by UAC February 2, 2011.

Explanation for partial or non-completion

NA

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

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

No additional plans/recommendations were developed.

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

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

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

The Coordinator of Athletics Advising and Academic Support oversees the institution's academic support programs for student-athletes. She reports to the Associate Athletic Director. In addition, the Assistant Athletic Director for Compliance holds meetings several times a semester with a broadly representative compliance group to discuss NCAA compliance issues, including academics. Additional academic support is provided to all students, including athletes, by the office of Learning Assistance Programs and Disability Support Services (LAP&DSS).

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

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

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

Student-athlete academic support services were reviewed in Fall 2009 - Spring 2010 by a committee chaired by Allen Gathman, professor of Biology, and including key institutional personnel both inside and outside the Athletics Department. The committee reported its findings to the Provost, and they are reported in section 2.2.7, with the review document attached.

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

- a. The specific academic support services offered to student-athletes (if any);
- b. Any policies that govern which students can use these services;
- c. The mechanisms by which student-athletes and staff are made aware of these services;

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

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

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

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

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

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

All athletes are advised through the Athletics Advising Office unless they have declared a major. During the first semester, all students take a FOCUS career-interest survey in the required first-year seminar, UI 100. In addition, student-athletes are normally registered in RC 116 Special Topics in Life Skills, during which they receive additional guidance in choosing a major.

A student-athlete who declares a major is assigned an advisor from the appropriate college's professional advising staff or from the faculty of the major department. The Compliance Office certifies that student-athletes are making satisfactory progress toward a degree; Compliance, Advising, and the Registrar's office work together on this. Student-athletes are required to obtain a coach's signature in order to drop or add a class during the semester.

In addition to formal athletics advising, the professional advising staff and faculty of the University advise student-athletes who have declared majors. The Career Linkages program requires all students to complete a four-stage career counseling program as they progress toward graduation.

Every student-athlete is encouraged to declare the Bachelor of General Studies major as a second major in order to provide an opportunity for the student to graduate with a degree in the event a problem arises with the primary major.

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

All student-athletes are eligible for these services.

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

The services are detailed in the Student-Athlete Handbook, provided in hard copy to all student-athletes and athletics staff.

- 2. Tutoring:** Availability; procedures and criteria for obtaining assistance; assignment, qualifications, training, experience, etc.; compensation, rate of pay, pupil loads, qualifications, experience, other terms and conditions of employment.

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

The Athletic Academic Services Office operates the Redhawks Success Center (RSC), a facility that provides study areas and a computer lab, as well as advising and tutoring services. A student-athlete can use a form on the academic support website to request a tutor for a specific course. The student is then provided with names of tutors to contact. Three tutors are on staff at the RSC. If no tutor is available for the course desired, or the student is unable to schedule sessions with the RSC tutors, the student is directed to contact the office of Learning Assistance Programs and Disability Support Services (LAP&DSS).

Introductory mathematics courses (MA 101 and MA 102) make use of a computer-delivered instructional system, ALEKS, which is available at the RSC as well as at the Mathematics Department's computer lab.

LAP&DSS provides tutoring to all students on campus and can provide tutoring services for student-athletes in addition to those of the RSC. The LAP&DSS has approximately 40 tutors available at the Center for Student Involvement (CSI) and in Towers Residential Complex.

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

Services described are available either to all student-athletes or to all students.

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

Services specifically provided to student-athletes are explained in the Student-Athlete Handbook, provided to all student-athletes and athletics staff. Services available to all students are explained in materials distributed in First STEP.

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

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

The Registrar reports midterm and final grades each semester for student-athletes to the Coordinator of Athletics Advising and Academic Support, who distributes the grades to the coaches. Grades are monitored by the Academic Support staff for potential problems.

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

This service is provided to all student-athletes.

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

The policy on academic monitoring is stated in the Student-Athlete Handbook, which is distributed to all student-athletes and appropriate staff.

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

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

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The Academic Support Coordinator meets with all SAs and monitors their academic progress. Student-athletes identified by the Coordinator as possibly having a learning disability are sent to a neuropsychologist at a local hospital for testing. Students with diagnosed disabilities are encouraged to register with LAP&DSS. LAP&DSS provides a variety of accommodations for registered students with learning disabilities, including but not limited to note-taking, taping lectures, providing additional time or a private environment for test-taking, and a variety of assistive technologies.

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

All students diagnosed with disabilities have access to these services.

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

These support services are explained in the Undergraduate Bulletin provided to all students, staff, and faculty.

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

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

Student-athletes who are determined to be at risk by the Academic Support Coordinator (initially, all students who do not qualify for the honors program) are required to participate in the SOAR (Students Owning Academic Responsibility) program, in which they learn time-management and study skills.

Coaches may assign weekly study hours to students who are at risk; most student-athletes are assigned 4-6 study hours per week. These hours are generally achieved at the RSC, although tutoring at the CSI or other appropriate facilities may be counted as well.

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

These services are available to all student-athletes.

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

The services are explained in the Student-Athlete Handbook, provided to all student-athletes and athletics staff.

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

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

The Athletic Academic Services Office operates the Redhawks Success Center (RSC), a facility that provides study areas and a computer lab with 18 PC computers, as well as advising and tutoring services. A student-athlete can use a form on the academic support website to request a tutor for a specific course. The student is then provided with names of tutors to contact. Three tutors are on staff at the RSC. If no tutor is available for the course desired, or the student is unable to schedule sessions with the RSC tutors, the student is directed to contact the office of Learning Assistance Programs and Disability Support Services (LAP&DSS).

Introductory mathematics courses (MA 101 and MA 102) make use of a computer-delivered instructional system, ALEKS, which is available at the RSC as well as at the Mathematics Department's computer lab.

LAP&DSS provides tutoring to all students on campus and can provide tutoring services for student-athletes in addition to those of the RSC. The LAP&DSS has approximately 40 tutors available at the Center for Student Involvement (CSI) and in Towers Residential Complex.

Computer labs are available for general student use at six open computer labs on campus, with a total of 236 PC and 2 Mac computers.

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

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The RSC is available to all student-athletes. As noted, the LAP&DSS provides tutoring for all students. Open computer labs are available to all students.

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

RSC services are explained in the Student-Athlete Handbook, provided to all student-athletes and athletics staff. Tutoring services from the LAP&DSS are explained in the Undergraduate Bulletin, provided to all students and staff.

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

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

Academic evaluation begins prior to any official campus visit by a prospective student-athlete. High school transcripts and test scores are required to make sure the prospect meets NCAA and University admission standards. Prospective student-athletes seeking to transfer are also evaluated by the Registrar's office to determine what credit hours will transfer and to calculate the student's transfer GPA.

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

This evaluation is conducted for all prospective student-athletes.

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

Coaches inform prospective student-athletes of the requirement to submit their transcripts and other materials for review. All coaching staff are informed by the AD of these requirements.

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

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

Many students declare a major on their application form or during First STEP orientation. The RSC advising staff members try to meet with student-athletes at First STEP. Most student-athletes take RC 116 Special Topics in Life Skills in their first semester, a course that includes discussion of choosing an academic major. As noted in the Academic Counseling section, all students at the University participate in the Career Linkages program, which includes counseling on degree choices. All student-athletes are encouraged to declare the Bachelor of General Studies major as a second major, in order to maintain eligibility if problems arise with their primary majors.

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

All students are advised at First STEP and in the Career Linkages program. All incoming student-athletes meet with RSC advising staff during student-athlete orientation and are encouraged to take RC 116.

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

All advising services are explained in the Redhawks Student-Athlete Handbook, provided to all student-athletes and athletics staff.

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

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

Student-athletes are evaluated in the same way as all students.

Writing placement:

Incoming students at Southeast are placed into the English composition sequence through a variety of

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means:

- Students who transfer credit for EN 140 are exempted from the composition sequence.
- Students who transfer credit for EN 100 are placed into EN 140.
- Students who have an ACT English subscore of 22 or above at the time of orientation are placed into EN 100.

All other students must take WP001 during First STEP Orientation.

Students scoring 3.5 (out of 6) or higher on WP001 will be placed in EN 100. Students scoring 3.0 or below will be placed in EN 099.

To ensure correct placement of students, an additional 50-minute writing sample is taken during the first week of classes by instructors in EN 099. Students who appear to be in the wrong class are brought to the attention of the Director of Writing Assessment, who makes a final decision regarding the student's placement. Fewer than 0.5% of incoming students each year are moved to a new class on the basis of this writing sample.

In addition, the following incoming students have the opportunity to earn retroactive credit for EN 100 and to be placed into EN 140:

- Students who have an ACT English subscore of 25 or above at the time of orientation are invited to sit for WP004: The EN 100 Equivalency Examination.
- Students who are awarded a Governor's, Regents', or President's Scholarship may submit a portfolio in place of taking WP004.

Mathematics placement:

- Students with an ACT Math subscore of 21 or greater, who have at least two years of high school algebra, are placed in Logical Systems. Other students are placed in MA 101.
- A student who is placed in MA 101 may opt to take the Algebra Placement Exam during First STEP; students who score 14 or higher on that exam are placed in Logical Systems.

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

All students are placed in the same way.

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

Placement information is mailed to new students in advance of First STEP by the Office of New Student Programs and is provided in the materials given to students during First STEP.

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

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

Student-athletes are encouraged to take RC 116 Special Topics in Life Skills during their first semester at Southeast. This course includes instruction and practice in study skills, note and test taking, writing skills, and time-management skills.

All entering freshmen take UI 100 First Year Seminar. Beginning Fall 2012, all sections of this course will include instruction in "college survival skills," including study, note and test taking, and time-management skills. The course already includes written communication as a core objective.

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

All students take UI 100. RC 116 is available to any student.

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

The requirement of UI 100 is explained in the Undergraduate Bulletin and in First STEP materials provided to all students. Athletics advising staff strongly encourage student-athletes to take RC 116.

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

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

The Athletic Academic Services Office operates the Redhawks Success Center (RSC), a facility that provides study areas and a computer lab as well as advising and tutoring services. Coaches may assign weekly study hours to students who are at risk; most student-athletes are assigned 4-6 study hours per week. These hours are generally achieved at the RSC, although tutoring at the CSI or other appropriate facilities may be counted as well.

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

These services are available to all student-athletes.

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

The RSC and study-hall requirements are explained in the Redhawk Student-Athlete Handbook provided to all student-athletes.

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

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

All entering students, including first-time college attendees and transfer students, attend a one-day orientation (First STEP) at which they receive information about the institution, its policies, and campus life. Each student meets with an advisor during First STEP and registers for the first semester of classes. Student-athletes attend Student-Athlete Orientation at the beginning of their first semester.

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

All entering students attend First STEP. All student-athletes attend Student-Athlete Orientation.

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

The Office of New Student Programs sends information about First STEP to entering students. Student-athletes are notified about Student-Athlete Orientation by the coaches and in the Student-Athlete Handbook, which is distributed to all student-athletes.

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

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

Student-athletes are mentored by Academic Support staff through the Students Owning Academic Responsibility (SOAR) program. Each SOAR participant is assigned an Academic Coach, with whom the participant meets on a regular basis. Records are kept of meetings and participation.

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

All entering freshman student-athletes participate in the SOAR program, along with transfer students who have GPAs below 2.75 or who are otherwise determined to be at risk.

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

The SOAR program is explained in the Student-Athlete Handbook, which is distributed to all student-athletes and appropriate staff.

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

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

The Post-Eligibility Scholarship Program is designed to provide financial assistance to those student-athletes who have exhausted their athletics eligibility but have not satisfied their degree requirements for graduation. The Program is not designed to allow a student-athlete to pursue an additional minor, second degree, or to attend graduate school.

Post-eligibility athletic aid is not an entitlement and is awarded at the discretion of the Athletic Department. All post-eligibility athletic aid is awarded on a semester-by-semester basis. Student-athletes receiving post-eligibility athletic aid must maintain a minimum 2.25 GPA in order for aid to be renewed the following semester.

Factors that are considered in determining whether to approve a student's request for post-eligibility athletic aid include availability of funds, satisfactory completion of degree-completion requirements, completion of the exit-interview process, recommendations received from Athletic Academic Services and the head coach, as well as previous receipt of summer athletic aid.

Student athletes must have completed their final two (2) years of eligibility at Southeast and must have received athletics financial aid.

Applications for post-eligibility athletic aid are not considered unless the student-athlete has completed the Athletic Department's exit-interview process.

In order to be eligible for post-eligibility athletic aid, student-athletes must be within thirty (30) semester hours of satisfying degree-completion requirements. Therefore, post-eligibility athletic aid is limited to a maximum of thirty (30) semester hours of in-state tuition/fees and may not be used for repeat courses.

Student-athletes are held financially responsible for any course(s) dropped without prior approval from the Athletics Department, as well as any course(s) in which a passing grade is not earned.

Student-athletes receiving post-eligibility athletic aid are required to volunteer a minimum of seven (7) hours per week in areas which are assigned. At the beginning of each semester, student-athletes must meet with the Associate Athletics Director/Senior Women's Administrator to identify work assignments. Failure to do so may result in the loss of post-eligibility athletic aid. Those student-athletes who must complete their degree requirements at an off-campus location (student teaching, internship, etc.) may be granted an exception to the volunteer requirement.

If a student-athlete's request for post-eligibility athletic aid is denied, the student-athlete may submit a written appeal to the Assistant Athletics Director for Compliance/Eligibility. Appeals must be submitted within one week from the date of denial. The appeal is reviewed and a final determination is made by the Director of Athletics.

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

See above for policies.

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

The post-eligibility aid policy is published in the Student-Athlete Handbook, which is provided to all student-athletes and appropriate staff.

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

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

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

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

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

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

Academic Integrity

See attached.

List of attachments

1. Academic Support Services Review.doc

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

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

The Academic Support Services Review is conducted under the authority of the Office of the Provost. The most recent review was completed February 9, 2010. Individuals involved in the review:

Athletic Department Administration:

- Cindy Gannon, Associate Athletic Director for Internal Operations/Senior Woman Administrator

Academic Support Staff:

- *Melanie Thompson, Director, Learning Assistance Programs & Disability Support Services

- Sharon Burgard, Athletics Advising/Academic Support-Coordinator

- Sonya Bain, Academic Services and Compliance Assistant

Coaches:

- Tom Farden, Gymnastics (to October 9, 2009)

- Heather Nelson, Soccer (October 2009 ? February 2010)

Student-Athlete:

- Greg Dambach

Faculty Athletics Representative:

- *Jim Champine, Chair, University Athletics Committee

Office of the Provost:

- *Allen Gathman, Director, Center for Writing Excellence

University Athletics Committee:

- *Beth Easter, faculty member

Compliance Staff:

- Brady Barke, Assistant Athletic Director for Compliance

Professional Advising Staff:

- *Linda Little, Advising Coordinator, College of Health and Human Services

*Personnel outside intercollegiate athletics

Academic Integrity

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

The review was conducted exclusively by University personnel.

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

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

The personnel who conducted the review also proposed corrective actions during the review process. They represent a broad spectrum of on-campus personnel representing numerous entities, as follows:

Athletic Department Administration:

- Cindy Gannon, Associate Athletic Director for Internal Operations/Senior Woman Administrator

Academic Support Staff:

- *Melanie Thompson, Director, Learning Assistance Programs & Disability Support Services
- Sharon Burgard, Athletics Advising/Academic Support-Coordinator
- Sonya Bain, Academic Services and Compliance Assistant

Coaches:

- Tom Farden, Gymnastics (to October 9, 2009)
- Heather Nelson, Soccer (October 2009 ? February 2010)

Student-Athlete:

- Greg Dambach

Faculty Athletics Representative:

- *Jim Champine, Chair, University Athletics Committee

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- *Allen Gathman, Director, Center for Writing Excellence

University Athletics Committee:

- *Beth Easter, faculty member

Compliance Staff:

- Brady Barke, Assistant Athletic Director for Compliance

Professional Advising Staff:

- *Linda Little, Advising Coordinator, College of Health and Human Services

*Personnel outside intercollegiate athletics

Academic Integrity

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

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

1a. Require the Coordinator of Athletics Advising and Academic Support to report externally to the Provost as well as to the Associate Athletic Director for Internal Operations.

1b. This has not been implemented.

Plan for improvement:

The NCAA Certification Steering Committee should recommend to the Provost and Athletics Director that the Coordinator of Athletics Advising and Academic Support should report dually to the Provost and to the Associate Athletic Director for Internal Operations.

2a. Complete an annual written review of the academic support services program.

2b. The University Athletics Committee was asked to consider this recommendation, and the committee decided to mandate a review every four years. The UAC approved this policy at a regular meeting on February 2, 2011.

3a. One area of concern identified is the transition between the athletics advisors and advisors in the colleges and departments. To improve the transition and maintain communication between academic advisors and Athletic Academic Services, we recommend workshops for faculty and professional advisors to provide education about the advising needs of student-athletes.

3b. Athletic Academic Services staff meet at least each semester with members of the Professional Advising Team to discuss the advising needs of student-athletes. An information sheet about advising student-athletes is also included in the Advisor's Toolkit, which is distributed to all new faculty at the Teaching Enhancement Workshop and is available on the University web site.

4a. Over 50 student-athletes are frequently present in the RSC at a time; there is a need for additional space and resources to supervise and tutor student-athletes.

4b. The new Athletics Administration Building opened in Spring 2010, allowing some Athletics staff formerly housed in the building with the RSC to move to new offices. The space freed by these moves has been opened as additional quiet study space for the RSC.

5a. Wireless internet access is available at the RSC, so student-athletes may bring their own laptops, but there is still a shortage of computers for student use.

5b. The Coordinator of Athletics Advising and Academic Support Services has applied for Information Technology Committee funding for additional computers as of February 2011.

6a. Encourage faculty to offer accommodations as authorized by LAP&DSS through workshops and mailings.

6b. All incoming faculty are informed of accommodations procedures during the new faculty workshop, and the LAP&DSS communicates with faculty via email about specific students' needs.

7a. Streamline reporting of study hours achieved outside the RSC.

7b. Academic Support Services staff have begun discussions with a PC applications specialist in Information Technology to implement this change.

8a. Investigate the possibility of using the Banner computerized records system to provide an automated early warning for at-risk students.

8b. Eight-week grades are reported to Athletics Academic Support Services. Attendance reporting is no longer mandated since Fall 2010, so Banner data are not available to track attendance.

9a. Institute a system for monitoring missed-class time for all student-athletes by RSC staff. The Athletics Committee should also be involved in this process.

9b. University Athletics Committee passed a policy mandating such monitoring in January 2011. See section 2.1.18.

Academic Integrity

10a. Provide a uniform way of communicating anticipated missed-class time and makeup requests to faculty. A standard letter including the travel itinerary should be prepared by the RSC advising staff and be made available to the coaches for distribution.

10b. The Athletics Academic Support Services Office instituted this procedure in Spring 2011. They prepare a standard letter and distribute it to coaches, who fill in a table with dates from the team's itinerary. The letter is then distributed to faculty who have student-athletes in their classes.

11a. Work with Registrar's Office to find a solution to the university-wide problem with delays in getting transcripts from previous institutions.

11b. The Registrar's Office is unable to expedite the delivery of transcripts from other institutions.

12a. Plan for potential changes in admission standards resulting from the expected establishment of a local community college.

12b. No changes in admission standards are currently contemplated.

13a. Educate coaches to counsel prospective student-athletes on major choice, recommending that they put "undeclared" on the admissions application, and then following up prior to First STEP to help students choose an initial major.

13b. Athletics Academic Support Services staff communicate with coaches each semester and advise them to recommend that student-athletes delay declaring a major until First STEP. The RC 116 class, taken by most first-year student-athletes, provides counseling on degree choice.

14a. Arrange to have athletics advisors at First STEP in the morning, when student-athletes have the opportunity to change majors.

14b. Athletics advisors attend First STEP and have prepared a handout for student-athletes.

15a. OVC FARs are currently discussing the establishment of best practices to improve the uniformity of exit interviews. The university should continue its participation in this process.

15b. The University continues to participate in this process.

16a. University Athletics Committee should periodically review and update the student-athlete experience survey.

16b. The Student-Athlete Experience Survey was reviewed in February 2010.

17a. University Athletics Committee should periodically review the results of the student-athlete experience surveys.

17b. The UAC last reviewed the results of Student-Athlete Experience Surveys in 2008.

18a. Continue to monitor academic progress of students admitted as exceptions.

18b. The Coordinator of Athletics Advising and Academic Support Services monitors the progress of all student-athlete special admits.

19a. Continue process of revising APR Tracker software in order to meet the needs of the coaching staffs to appropriately predict their team's real-time APR numbers.

19b. APR tracker software was revised in Spring 2010.

20a. Devise a means of tracking those student-athletes who eventually return to the institution and/or graduate.

20b. The Registrar is currently working with IT staff to institute a process that will detect former student-athletes who appear on the graduation list or re-enroll at the institution and will report the list to the Assistant Athletic Director for Compliance. This process will be implemented beginning Fall 2011.

21a. Educate new student-athletes about the APP and APR through RC116, Special Topics in Life Skills. This topic will also be discussed at the year-end Academic Services/Compliance meeting to ensure all student-athletes are informed of APP and APR.

21b. The Assistant Athletic Director for Compliance has agreed to visit RC 116 classes monthly to discuss APP and APR issues beginning Fall 2011.

22a. Encourage the use of the NCAA's Degree Completion Program for those student-athletes who are ineligible for Post-Eligibility Athletics Aid.

Academic Integrity

22b. The Coordinator of Athletics Advising and Academic Support Services meets with student-athletes who have exhausted their eligibility and counsels them on options, including the NCAA Degree Completion Program. During exit interviews conducted by the UAC, student-athletes are also encouraged to apply for Degree Completion Program support.

23a. Conduct an annual formal evaluation of progress under APR improvement plan and report to the University Athletics Committee.

23b. Formal evaluations of progress under the APR improvement plan are made each year by the Assistant Athletics Director for Compliance. The UAC has scheduled an evaluation of this year's report for their April 6 meeting.

24a. Update APR improvement plan periodically.

24b. Updated recommendations are included in the annual review of the APR improvement report each spring semester.

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

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

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

1. Original Plan

Baseball

Original Goal: Reduce the number of transfer student-athletes not meeting eligibility requirements.

Action

Steps Taken to Achieve Goal:

1. Revised the review process utilized to evaluate transfer student-athlete's ability to succeed at our institution.
2. Evaluated the incoming profiles of transfer student-athletes.
3. Required transfer student-athletes to participate in SOAR (Students Owning Academic Responsibility), a program designed to assist student-athletes in developing academic success.

Action Date

Date of Completion: Revised evaluation/review process - Spring 2009. Required transfer student-athletes to participate in SOAR - Fall 2009.

Explanation for partial or non-completion

NA

2. Original Plan

Academic Integrity

Baseball

Original Goal: Reduce the number of freshman student-athletes losing both "R" and "E" points. Increase monitoring of student-athletes who have withdrawn from the program.

Action

Steps Taken to Achieve Goal:

1. Required mandatory study-hall hours for all incoming student-athletes to facilitate academic success.
2. Evaluated current academic support programs and implemented a SOAR (Students Owning Academic Responsibility) program.
3. Encouraged student-athletes to utilize the academic support services currently available through the institution and Athletics Department.

Action Date

Date of Completion: Fall 2008.

Explanation for partial or non-completion

NA

3. Original Plan

Baseball

Original Goal: Increase Eligibility APR on an annual basis to achieve an average score above 925 by 2009-10.

Action

Steps Taken to Achieve Goal:

1. Required mandatory study-hall hours for all incoming student-athletes to facilitate academic success.
2. Evaluated current academic support programs and implemented a SOAR (Students Owning Academic Responsibility) program.
3. Encouraged student-athletes to utilize the academic support services currently available through the institution and Athletics Department.

Action Date

Date of Completion: Required mandatory study hall hours - Fall 2008. Required at-risk student-athletes to participate in SOAR - Fall 2008.

Outcome: Baseball surpassed the 925 threshold for the 2008-09 academic year.

Explanation for partial or non-completion

NA

4. Original Plan

Baseball

Original Goal: Increase overall APR to 925 by 2009-10.

Action

Steps Taken to Achieve Goal:

1. Created aggressive APR goals for improvement.
2. Incorporated APR goals into performance evaluations of Head Coach by Director of Athletics.

Action Date

Date of Completion: Created goals and incorporated APR into performance evaluations - Fall 2007.

Outcome: Baseball surpassed the 925 threshold for the 2008-09 academic year.

Academic Integrity

Explanation for partial or non-completion

NA

5. Original Plan

Baseball

Original Goal: Increase communication of "real-time" APR to coaching staff and Director of Athletics.

Action

Steps Taken to Achieve Goal:

1. Created an APR Tracker that provides "real-time" APR data to Head Coach.
2. Optimized APR Tracker to accurately project APR based upon differing scenarios.

Action Date

Date of Completion: Created Spring 2008; revised Spring 2010.

Explanation for partial or non-completion

NA

6. Original Plan

Baseball

Original Goal: Hire a second full-time academic advisor to oversee the academic progress of freshman, transfer, and at-risk student-athletes.

Action

Steps Taken to Achieve Goal:

1. Hired a second full-time academic advisor, who began in the 2008-09 academic year.
2. Position was also made responsible for assisting with the communication of APR to students and coaches.

Action Date

Date of Completion: Fall 2008.

Explanation for partial or non-completion

NA

7. Original Plan

Men's Basketball

Original Goal: Reduce the number of transfer student-athletes not meeting eligibility standards or transferring to another institution or both.

Action

Steps Taken to Achieve Goal:

1. Revised the review process utilized to evaluate transfer student-athlete's ability to succeed at our institution.
2. Evaluated the incoming profiles of transfer student-athletes.
3. Required transfer student-athletes to participate in SOAR (Students Owning Academic Responsibility), a program designed to assist student-athletes in developing academic success.

Action Date

Date of Completion: Revised evaluation/review process - Spring 2009. Required transfer student-athletes to participate in SOAR - Fall 2009.

Explanation for partial or non-completion

NA

Academic Integrity

8. Original Plan

Men's Basketball

Original Goal: Reduce the number of "0/2" on a year-to-year basis.

Action

Steps Taken to Achieve Goal:

1. Required mandatory study-hall hours for all at-risk student-athletes to facilitate academic success.
2. Reduced the number of special-admit student-athletes admitted during a given academic year.
3. Encouraged student-athletes to utilize the academic support services currently available through the institution and Athletics Department.
4. Required initial/transfer student-athletes to participate in SOAR (Students Owning Academic Responsibility), a program designed to assist student-athletes in developing academic success.
5. Evaluated the incoming profiles of transfer student-athletes.
6. Freshman student-athletes were defined as "at-risk" if they were deficient in one of the initial eligibility standards (ACT sumscore<68, SAT<820, GPA<2.5). Transfer student-athletes were defined as "at-risk" if their transfer GPA was 2.5 or lower.

Action Date

Date of Completion: Mandatory study hall. Reduced number of special-admit student-athletes. Encouraged use of academic support services - Fall 2008. Required initial/transfer student-athletes to participate in SOAR - Fall 2009. Revised evaluation/review process - Spring 2009.

Explanation for partial or non-completion

NA

9. Original Plan

Men's Basketball

Original Goal: Increase the retention programming efforts to reduce the number of student-athletes transferring out and improve overall APR.

Action

Steps Taken to Achieve Goal:

1. Institution hired a completely new coaching staff that has recruited individuals who are committed to the coaching staff and program.
2. Implemented new policies and procedures that require both Head Coach and Compliance Office approval regarding transfer releases for current student-athletes.
3. Implemented a new procedure that requires all student-athletes requesting a transfer to meet with the Associate AD/SWA or Director of Athletics to complete an exit interview prior to being granted a release.

Action Date

Date of Completion: Hiring of new staff - March 2009. New transfer policies and procedures prior to release - Fall 2008.

Explanation for partial or non-completion

NA

10. Original Plan

Men's Basketball

Original Goal: Increase communication of "real-time" APR to coaching staff and Athletic Director.

Action

Academic Integrity

Steps Taken to Achieve Goal:

1. Created an APR Tracker that provides "real-time" APR data to Head Coach.
2. Optimized APR Tracker to accurately project APR based upon differing scenarios.

Action Date

Date of Completion: Created Spring 2008; revised Spring 2010.

Explanation for partial or non-completion

NA

11. Original Plan

Men's Basketball

Original Goal: Increase the overall APR score to be above the 925 cut-off score.

Action

Steps Taken to Achieve Goal:

1. Created aggressive APR goals for improvement.
2. Incorporated APR goals into performance evaluations of Head Coach by Director of Athletics.

Action Date

Date of Completion: Created goals and incorporated APR into performance evaluations - Fall 2007.

Explanation for partial or non-completion

Explanation for noncompletion of original goal: There have been two coaching changes and two major infractions which resulted in significant changes in the roster.

12. Original Plan

Women's Basketball

Original Goal: Reduce the number of Women's Basketball student-athletes departing the institution after one academic year.

Action

Steps Taken to Achieve Goal:

1. Institution hired a completely new coaching staff that has recruited individuals who are committed to the coaching staff and program.
2. Implemented new policies and procedures that require both Head Coach and Compliance Office approval regarding transfer releases for current student-athletes.
3. Implemented new procedure that requires all student-athletes requesting a transfer to meet with the Associate AD/SWA or Director of Athletics to complete an exit interview prior to being granted a release.

Action Date

Date of Completion: Hiring of new coaching staff - March 2007. New transfer policies and procedures - Fall 2008.

Explanation for partial or non-completion

NA

13. Original Plan

Women's Basketball

Original Goal: Graduate transfer student-athletes within five years of initial collegiate enrollment.

Action

Academic Integrity

Steps Taken to Achieve Goal:

1. Evaluated current academic support programs and implemented a SOAR (Students Owning Academic Responsibility) program.
2. Encouraged student-athletes to utilize the academic support services currently available through the institution and Athletics Department.
3. Better informed student-athletes about the post-eligibility aid program offered by the institution.

Action Date

Date of Completion: Fall 2008.

Explanation for partial or non-completion

NA

14. Original Plan

Women's Basketball

Original Goal: Increase communication of "real-time" APR to coaching staff and Athletic Director.

Action

Steps Taken to Achieve Goal:

1. Created an APR Tracker that provides "real-time" APR data to Head Coach.
2. Optimized APR Tracker to accurately project APR based upon differing scenarios.

Action Date

Date of Completion: Created Spring 2008; revised Spring 2010.

Explanation for partial or non-completion

NA

15. Original Plan

Women's Basketball

Original Goal: Increase the overall APR score to be above the 925 cut-off score.

Action

Steps Taken to Achieve Goal:

1. Created aggressive APR goals for improvement.
2. Incorporated APR goals into performance evaluations of Head Coach by Director of Athletics.

Action Date

Date of Completion: Created goals and incorporated APR into performance evaluations - Fall 2007.

Explanation for partial or non-completion

NA

16. Original Plan

Football

Original Goal: Identify at-risk initial eligibility standards for prospects. Increase academic success of all student-athletes.

Action

Academic Integrity

Steps Taken to Achieve Goal:

1. Freshman student-athletes were defined as "at-risk" if they were deficient in one of the initial eligibility standards (ACT<18, SAT<820, GPA<2.5). Transfer student-athletes were defined as "at-risk" if their transfer GPA was 2.5 or lower.
2. Evaluated the incoming profiles of transfer student-athletes.
3. Required transfer student-athletes to participate in SOAR (Students Owning Academic Responsibility), a program designed to assist student-athletes in developing academic success.

Action Date

Date of Completion: Revised evaluation/review process - Spring 2009. Required transfer student-athletes to participate in SOAR - Fall 2009.

Explanation for partial or non-completion

NA

17. Original Plan

Football

Original Goal: Reduce the number of student-athletes losing both "R" and "E" points.

Action

Steps Taken to Achieve Goal:

1. Required mandatory study-hall hours for all incoming student-athletes to facilitate academic success.
2. Required mandatory study-hall hours for continuing at-risk student-athletes.
3. Reduced the number of special-admit student-athletes admitted during a given academic year.
4. Evaluated current academic support programs and implemented a SOAR (Students Owning Academic Responsibility) program.
5. Encouraged student-athletes to utilize the academic support services currently available through the institution and Athletics Department.

Action Date

Date of Completion: Fall 2008.

Explanation for partial or non-completion

NA

18. Original Plan

Football

Original Goal: Increase monitoring of student-athletes with institutional GPAs below 2.5 throughout the academic year.

Original Goal: Increase "E" APR annually.

Action

Steps Taken to Achieve Goal:

1. Required mandatory study-hall hours for all incoming student-athletes to facilitate academic success.
2. Evaluated current academic support programs and implemented a SOAR (Students Owning Academic Responsibility) program.
3. Encouraged student-athletes to utilize the academic support services currently available through the institution and Athletics Department.

Action Date

Date of Completion: Required mandatory study-hall hours - Fall 2008. Required at-risk student-athletes to participate in SOAR - Fall 2008.

Academic Integrity

Outcome: Football surpassed the 925 threshold for the 2009-10 academic year.

Explanation for partial or non-completion

NA

19. Original Plan

Football

Original Goal: Increase overall APR to 925 by the end of the 2009-10 academic year.

Action

Steps Taken to Achieve Goal:

1. Created aggressive APR goals for improvement.
2. Incorporated APR goals into performance evaluations of Head Coach by Director of Athletics.

Action Date

Date of Completion: Created goals and incorporated APR into performance evaluations - Fall 2008.

Outcome: Football surpassed the 925 threshold for the 2009-10 academic year.

Explanation for partial or non-completion

NA

20. Original Plan

Football

Original Goal: Increase communication of "real-time" APR to coaching staff and Director of Athletics.

Action

Steps Taken to Achieve Goal:

1. Created an APR Tracker that provides "real-time" APR data to Head Coach and Assistant Coach in charge of monitoring APR.
2. Optimized APR Tracker to accurately project APR based upon differing scenarios.

Action Date

Date of Completion: Created Spring 2008; revised Spring 2010.

Explanation for partial or non-completion

NA

21. Original Plan

Football

Original Goal: Hire a second full-time academic advisor to oversee the academic progress of freshman, transfer, and at-risk student-athletes.

Action

Steps Taken to Achieve Goal:

1. Hired a second full-time academic advisor who began in the 2008-09 academic year.
2. Position was also made responsible for assisting with the communication of APR to students and coaches.

Action Date

Date of Completion: Fall 2008.

Explanation for partial or non-completion

Academic Integrity

NA

22. Original Plan

Football

Original Goal: Increase the retention programming efforts to reduce the number of student-athletes transferring and improve overall APR to 925.

Action

Steps Taken to Achieve Goal:

1. Implemented new policies and procedures that require both Head Coach and Compliance Office approval regarding transfer releases for current student-athletes.
2. Implemented new procedure that requires all student-athletes requesting a transfer to meet with the Associate AD/SWA or Director of Athletics to complete an exit interview prior to being granted a release.

Action Date

Date of Completion: New transfer policies and procedures - Fall 2008.

Explanation for partial or non-completion

NA

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

Plan for improvement:

The Academic Integrity Subcommittee of the NCAA Certification Steering Committee will draft a policy for periodic review of athletics academic support services and convey it to the University Athletics Committee for discussion and approval.

Action:

The Academic Integrity Subcommittee, comprising faculty, administrative, and community members, drafted a policy which was approved by the University Athletics Committee, a broadly representative body.

The University Athletics Committee instituted a policy for periodic review, as follows:

Every four years the University Athletics Committee will request that the Provost call for the formation of a broad-based committee for the purpose of reviewing athletics academic support services. Membership will be from individuals whose responsibilities are outside of athletics. Representatives from the Athletics Department, Athletics Academic Support Services, coaches, and student-athletes will also be asked to participate. The committee will present to the Provost a written evaluation of all academic support services provided to student-athletes, including recommendations for action items.

Policy passed by UAC February 2, 2011.

Plan for improvement:

The NCAA Certification Steering Committee should recommend to the Provost and Athletics Director that the Coordinator of Athletics Advising and Academic Support should report dually to the Provost and to the Associate Athletics Director for Internal Operations.

Action:

The NCAA Certification Steering Committee, a broadly representative group, made this recommendation on February 11, 2011.

Academic Integrity

Elements	Goals	Steps		
Issues in the Self-Study	Measurable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
No formal policy mandating periodic review of academic support services was in existence as of January, 2011.	Institute formal policy mandating periodic review of academic support services.	Draft policy for periodic review of athletics academic support services.	Academic Integrity subcommittee of NCAA Certification Steering Committee.	Prior to UAC meeting February 2, 2011.
		Obtain approval of University Athletic Committee.	University Athletic Committee.	Policy approved at UAC meeting February 2, 2011.
Review of Academic Support Services recommended that the Coordinator of Athletics Advising and Academic Support should report dually to the Provost as well as to the Associate Athletic Director for Internal Operations.	Change reporting structure so that Coordinator of Athletics Advising and Academic Support reports dually to the Provost as well as to the Associate Athletic Director for Internal Operations.	Recommend action to the Provost.	NCAA certification steering committee.	February 11, 2011.
		Approve reporting change.	Provost.	March 18, 2011

Academic Integrity

Special-Admissions

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

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

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

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

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

		1	2
	Year	All First-Year Students	All First-Year Student-Athletes on Athletics Aid
Percent of Specially Admitted Students	2011	.6%	4.7%
	2010	.7%	7.6%
	2009	.8%	11.5%
	2008	.8%	10.5%

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

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

Name of person completing this chart: Allen Gathman

Title: Professor of Biology

Academic Integrity

Special-Admissions by Sport

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

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

Year	All First Year Student-Athletes		Baseball		Men's Basketball		Football		Men's Track/ Cross Country		Men's Other Sports and Mixed Sports		Women's Basketball		Women's Track/ Cross Country		Women's Other Sports	
	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2
2009-2010	4	53	0	2	0	3	4	15	0	3	0	0	0	9	0	4	0	17
2008-2009	5	34	0	2	0	1	2	10	0	2	0	0	1	2	0	2	2	15
2007-2008	10	58	0	5	1	1	6	18	1	4	0	0	0	3	1	10	1	17
2006-2007	9	62	1	8	1	4	3	15	1	5	0	0	0	3	1	4	2	21

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

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

Name of person completing this chart: Allen Gathman

Title: Professor of Biology

Academic Integrity

Test Scores by Gender

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

		Gender							
		Male Students		Male Student Athletes		Female Students		Female Student Athletes	
Year		Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students
Average Standardized Test Score	2009-2010	23	668	21	20	23	900	22	27
	2008-2009	23	618	21	15	23	1024	21	16
	2007-2008	23	696	20	19	22	920	23	26
	2006-2007	22	522	21	23	22	837	23	22

Name of person completing this chart: Allen Gathman

Title: Professor of Biology

Academic Integrity

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

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

Racial or Ethnic Group - All Entering First-year Students

	Year	Am. Ind./AN		Asian/PI		Black		Hispanic		White		NR Alien		Other	
		Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students
		Average Standardized Test Score	2010-2011	23	7	22	10	20	141	22	26	23	1355	18	1
	2009-2010	22	6	23	21	20	132	24	26	23	1425	20	2	21	30
	2008-2009	19	5	23	7	20	184	22	16	23	1219	15	1	24	186
	2007-2008	22	4	22	9	19	127	21	13	23	676	18	1	23	163

Racial or Ethnic Group - All Entering First-year Student Athletes on Aid

	Year	Am. Ind./AN		Asian/PI		Black		Hispanic		White		NR Alien		Other	
		Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students
		Average Standardized Test Score	2010-2011		0		0	19	19		0	23	27		0
	2009-2010		0	21	1	18	6	21	2	22	21	22	1	20	1
	2008-2009		0		0	20	14		0	22	24		0	25	9
	2007-2008		0	24	2	18	9	23	1	23	20	18	1	22	13

Name of person completing this chart: Allen Gathman

Title: Professor of Biology

Academic Integrity

Test Scores and GPA by Sport

FOR FIRST-YEAR STUDENT-ATHLETES ON ATHLETICS-AID

		Sport Group															
		Football		M e n ' s Basketball		Baseball		Men's Track/ Cross Country		Men's Other Sports and Mixed Sports		W o m e n ' s Basketball		Women's Track/ Cross Country		Women's Other Sports	
Year		Core GPA	# of Students	Core GPA	# of Students	Core GPA	# of Students	Core GPA	# of Students	C o r e GPA	# of Students	Core GPA	# of Students	Core GPA	# of Students	Core GPA	# of Students
Average Core- Course GPA	2009-2010	2.46	15	2.49	3	3.14	2	3	3		0	3.17	9	3.48	4	3.42	17
	2008-2009	2.5	10	2.67	1	2.67	2	2.2	2		0	3	2	2.33	2	3.47	15
	2007-2008	2.1	17	1	1	3.05	4	2.52	4		0	2.46	3	3.22	10	3.47	17
	2006-2007	2.18	14	2.04	3	3.15	8	2.65	5		0	1.68	2	3.26	6	3.19	21

		Sport Group															
		Football		M e n ' s Basketball		Baseball		Men's Track/ Cross Country		Men's Other Sports and Mixed Sports		W o m e n ' s Basketball		Women's Track/ Cross Country		Women's Other Sports	
Year		Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students
A v e r a g e Standardized Test Score	2009-2010	21	13	20	2	23	2	22	3		0	21	9	20	4	24	14
	2008-2009	20	10	25	1	20	2	22	2		0	18	2	17	2	22	13
	2007-2008	20	11	16	1	21	5	19	4		0	20	2	25	10	23	14
	2006-2007	18	7	18	4	23	7	21	5		0	18	4	21	5	24	16

Name of person completing this chart: Allen Gathman

Title: Professor of Biology

Academic Integrity

Federal Graduation Rates - Comparison Chart

Information obtained to complete this chart

- 2008-2009 NCAA Federal Graduation Rates Report

	FGR
All Students	51%
Student Athletes	55%

Academic Integrity

Federal Graduation Rates by Racial and Ethnic Group

Information obtained to complete this chart

- 2008-2009 NCAA Federal Graduation Rates Report

Men's Team	Team FGR by Racial and Ethnic Group									Team FGR	All SA's	All Male SA's	All Male Students	All Male Students FGR by Racial and Ethnic Group								
	Am. Ind. / AN	Asian	Native Hawaiian /PI	Black/ African American	Hispanic/ Latino	White/ Non-Hispanic	NR Alien	Two or More Races	Unknown					Am. Ind. /AN	Asian	Native Hawaiian /PI	Black/ African American	Hispanic/ Latino	White/ Non-Hispanic	NR Alien	Two or More Races	Unknown
Baseball	0%	0%	0%	0%	0%	9%	0%	0%	0%	9%	55%	43%	45%	10%	42%	0%	27%	50%	46%	35%	0%	63%
Basketball	0%	0%	0%	0%	0%	75%	0%	0%	0%	43%				10%	42%	0%	27%	50%	46%	35%	0%	63%
CC Track	0%	0%	0%	50%	0%	85%	0%	0%	0%	76%				10%	42%	0%	27%	50%	46%	35%	0%	63%
Football	0%	100%	0%	38%	0%	33%	0%	0%	100%	37%				10%	42%	0%	27%	50%	46%	35%	0%	63%
Others	0%	0%	0%	0%	0%	64%	0%	0%	0%	58%				10%	42%	0%	27%	50%	46%	35%	0%	63%

Women's Team	Team FGR by Racial and Ethnic Group									Team FGR	All SA's	All Female SA's	All Female Students	All Female Students FGR by Racial and Ethnic Group								
	Am. Ind. / AN	Asian	Native Hawaiian /PI	Black/ African American	Hispanic/ Latino	White/ Non-Hispanic	NR Alien	Two or More Races	Unknown					Am. Ind. /AN	Asian	Native Hawaiian /PI	Black/ African American	Hispanic/ Latino	White/ Non-Hispanic	NR Alien	Two or More Races	Unknown
Basketball	0%	0%	0%	100%	0%	75%	0%	0%	0%	63%	55%	67%	55%	39%	74%	0%	43%	42%	56%	40%	0%	85%
CC Track	0%	0%	0%	33%	0%	86%	0%	0%	0%	75%				39%	74%	0%	43%	42%	56%	40%	0%	85%
Others	0%	0%	0%	100%	0%	64%	100%	0%	75%	65%				39%	74%	0%	43%	42%	56%	40%	0%	85%

All Student's	All Students FGR by Racial and Ethnic Group								
	Am. Ind./AN	Asian	Native Hawaiian /PI	Black/ African American	Hispanic/ Latino	White/ Non-Hispanic	NR Alien	Two or More Races	Unknown
51%	29%	56%	0%	37%	45%	52%	37%	0%	74%

Academic Integrity

Federal Graduation Rates by Sport

Information obtained to complete this chart

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

1	2	3	4	5	6
Men's Team	Team FGR	All Students FGR	All Male Students FGR	All SA's FGR	All Male SA's FGR
Baseball	9%	51%	45%	55%	43%
Basketball	43%				
CC Track	76%				
Football	37%				
Golf	58%				

1	2	3	4	5	6
Women's Team	Team FGR	All Students FGR	All Female Students FGR	All SA's FGR	All Female SA's FGR
Basketball	63%	51%	55%	55%	67%
CC Track	75%				
Gymnastics	64%				
Soccer	78%				
Softball	46%				
Tennis	45%				
Volleyball	78%				

Academic Integrity

Academic Progress Rates

Information obtained to complete this chart

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

1	2	3	4
Men's Team	Team MultiYear APR	Team Projected FGR	All Students FGR
Baseball	935	45%	51%
Basketball	911	30%	
Cross Country	990	%	
Football	919	35%	
Golf		%	
Track, Indoor	940	45%	
Track, Outdoor	939	45%	

1	2	3	4
Women's Team	Team MultiYear APR	Team Projected FGR	All Students FGR
Basketball	943	%	51%
Cross Country	960	%	
Gymnastics	984	%	
Softball	969	%	
Soccer	966	%	
Tennis	956	%	
Track, Indoor	973	%	
Track, Outdoor	974	%	
Volleyball	986	%	

Academic Integrity

Graduation Success Rates

Information obtained to complete this chart

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

1	2	3
Men's Team	Team GSR	All SA's GSR
Baseball	48%	70%
Basketball	30%	
CC Track	79%	
Football	57%	
Golf	64%	

1	2	3
Women's Team	Team GSR	All SA's GSR
Basketball	54%	70%
CC Track	85%	
Gymnastics	100%	
Soccer	91%	
Softball	81%	
Tennis	100%	
Volleyball	100%	

Academic Integrity

Retention Rates - Men's Sports

Information obtained to complete this chart

- 2008-2009 NCAA Academic Progress Rate Report
- 2008-2009 NCAA Retention Rate Report

Men's Team	Team Retention by Ethnicity									Team Rate
	Am. Ind./AN	Asian	Native Hawaiian /PI	Black/ African American	Hispanic/ Latino	White/ Non-Hispanic	NR Alien	Two or More Races	Unknown	
Baseball	1000			875	900	927	**			928
Basketball				899		769	1000			887
Cross Country						981				981
Football		1000	1000	899	769	937	1000	**	**	917
Golf						1000				
Track, Indoor				945		947	**			945
Track, Outdoor				945		946	**			945
ALL SA's	1000	1000	1000	922	918	957	955	**	920	945
ALL Male SA's	1000	1000	1000	911	826	939	1000	**	**	928

Academic Integrity

Retention Rates - Women's Sports

Information obtained to complete this chart

- 2008-2009 NCAA Academic Progress Rate Report
- 2008-2009 NCAA Retention Rate Report

Women's Team	Team Retention by Ethnicity									Team Rate
	Am. Ind./AN	Asian	Native Hawaiian /PI	Black/ African American	Hispanic/ Latino	White/ Non-Hispanic	NR Alien	Two or More Races	Unknown	
Basketball				889	1000	1000	939			920
Cross Country				800		977				959
Gymnastics		1000		1000		971				978
Softball					962	972				969
Soccer						980	917		**	969
Tennis					1000	960	833		889	933
Track, Indoor				964	**	978	**		1000	973
Track, Outdoor				964	**	980	1000		1000	974
Volleyball						979	1000			981
ALL SA's	1000	1000	1000	922	918	957	955	**	920	945
ALL Female SA's		1000		943	974	977	940		913	966

Gender/Diversity Issues and Student-Athlete Well-Being

Operating Principle

3.1 Gender Issues.

Self-Study Items

1. List all "conditions for certification" imposed by the committee in its Cycle 2 certification decision (if any) as they relate to Operating Principle 3.1 (Gender Issues). For each condition, provide:
 - a. The original "condition" imposed;
 - b. The action(s) taken by the institution;
 - c. The date(s) of the action(s); and
 - d. An explanation for any partial or noncompletion of such required actions.

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

1. Condition

No conditions were imposed in Cycle 2 certification

Action

Action Date

Explanation for partial or non-completion

2. Report on the implementation of the plan for improvement to address gender issues developed by the institution during its Cycle 2 certification process. For each issue identified, provide:
 - a. The original goal(s);
 - b. The step(s) taken by the institution to achieve the goal(s);
 - c. The date(s) the step(s) was completed; and
 - d. An explanation for any partial or noncompletion of the original goal(s) and/or step(s) to achieve the goal.

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

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

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

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

Gender/Diversity Issues and Student-Athlete Well-Being

The institution must demonstrate that it has implemented its Cycle 2 gender-issues plan or provide an explanation for partial completion of the plan.

- a. *The committee will not accept the following explanations for partial completion or noncompletion:*
 1. *The institution did not possess sufficient funds to implement the plan.*
 2. *The institution has had personnel changes since the original development of the plan.*
 3. *The institution does not have documentation of actions taken to implement the plan.*
- b. *The committee will accept the following explanation for partial completion or noncompletion:*
 - *The institution has implemented a different plan(s) or taken a different action(s) to achieve or maintain progress towards the same goal outlined in its Cycle 2 gender-issues plan.*

Within gender-issues and diversity-issues written plans, specific numerical targets may place an institution at legal risk and are not expected in an institution's written plan, particularly as it relates to hiring practices. Institutions may develop plans that have broad, flexible non-numeric hiring goals. As it relates to the program areas, including but not limited to participation rates and budget increases, specific numerical targets may be appropriate.

1. Original Plan

Ensure that Southeast Missouri State University establishes target roster sizes for women's teams to achieve the 45/55 goal for participation.

Action

1. In the Fall of 2002, all athletic programs funded with grant-in-aid by the Athletics Department were given a target roster size, based on the average NCAA Division I roster size. The Athletic Director, Associate Athletic Director/SWA, and the Assistant Athletic Director for Compliance review and report annually on the compliance to these target roster sizes.
2. In the Spring of 2003, the University performed a complete study of its current intercollegiate sports programs and considered the following actions: Maintaining men's participation at the current level, the feasibility of adding women's golf, and examining the structure of women's gymnastics as well as the feasibility of eliminating the program.

Action Date

The University implemented target roster sizes in the 2002-2003 academic year.

The University conducted an external review of current athletics programs and the feasibility of adding other women's sports or the elimination of women's gymnastics or both in the Spring of 2003.

Explanation for partial or non-completion

Gender/Diversity Issues and Student-Athlete Well-Being

The external consultant advised the University to maintain the current structure with target roster sizes to best accommodate athletic participation. It was also determined that achieving the 45/55 participation target was not feasible based on NCAA average roster sizes.

It was determined that the current structure with target roster sizes would best accommodate athletic participation at Southeast Missouri State.

2. Original Plan

The University should modify its athletics scholarship program.

Action

1. Additional scholarships should be provided to women's programs to support the goal of 45/55 proportionality.
2. The coaches were encouraged to utilize all existing University academic merit scholarships to stretch athletics scholarship funds.

Action Date

1. The University has continued to monitor and evaluate the distribution of grant-in-aid proportionate to participation. The 45/55 distribution has not been met based on the actual participation numbers, although the distribution has been consistent with actual participation numbers which are identified on the EADA reports.
2. The utilization and distribution of the University academic merit scholarships have been maximized based on the efforts of coaches to encourage students to apply for merit scholarships and the University's extending the application deadline for recruited students in athletics and in the performing arts. The Athletics Director must verify that the student is a recruited student-athlete.

Explanation for partial or non-completion

n/a

3. Original Plan

The University should retain the 45/55 ratio goal for operations and gifts-in-kind. A pool of one-time funds should be established to encourage full roster size.

Action

1. The Athletics Director, Associate Athletic Director/SWA, and Assistant Athletic Director for Business continue to review and evaluate the distribution of operations and gifts-in-kind closely. Distribution is based on unduplicated participation numbers.
2. Additional recruiting funds were made available to the women's teams to encourage maintaining the target roster sizes.

Action Date

1. Operating budgets and the distribution of gifts-in-kind are evaluated on a yearly basis.
2. Additional recruiting funds were made available beginning in the 2009 fiscal year in the amount of \$30,000.00, which is distributed among the women's teams. A women's team may request up to \$5,000.00 annually. The available funds, if not fully utilized, will roll into the next fiscal year.

Explanation for partial or non-completion

n/a

4. Original Plan

Gender/Diversity Issues and Student-Athlete Well-Being

The Athletics Department must move toward equitable promotion for women's teams based on 45/55, as well as provide adequate documentation for expenditures.

Action

The marketing and promotional opportunities provided to the Athletics Department are a combination of budgeted dollars as well as gifts-in-kind. The budgeted dollars are reported annually to the Assistant Athletic Director for Business. However an effective method to track actual marketing and promotional expenditures is needed. The gifts-in-kind expenditures are tracked on an annual report within the Athletics Department with full consideration given to equitable distribution. The department will address additional action in the plan for improvement to track expenditures.

Action Date

The budgeting of marketing and promotions is reported annually. Specific procedures for documenting the actual distribution will be addressed in the Cycle 3 plan for improvement.

Explanation for partial or non-completion

Although reporting of budgeted dollars has been identified through printed materials, the University has various gifts-in-kind resources available to market and promote athletics events and activities. The University has a summary identifying proposed expenditures and allocations, but does not have a tracking mechanism to record actual expenditures. This will be addressed in the Cycle 3 gender-equity improvement plan.

5. Original Plan

Enhancements should be made to Houck Fieldhouse and Houck Stadium, which serve as competition venues for football, soccer, volleyball, and gymnastics.

Action

1. Artificial turf was installed in Houck Stadium to enhance the playing surface for soccer and football.
2. A locker room was completed for women's softball and women's soccer.
3. A game-day locker room was completed for men's football.
4. The floor in Houck Fieldhouse was refinished.
5. New Sportcourt was purchased for volleyball in Houck Fieldhouse.
6. A new Sound System was installed in Houck Stadium.

Action Date

1. Artificial turf installed in the Summer of 2000 will be replaced in Summer 2011.
2. Women's softball and women's volleyball and soccer locker rooms were completed in the Spring of 2007.
3. A game-day locker room for football was completed in the Spring of 2008.
4. The floor in Houck Fieldhouse was refinished in 2010.
5. New Sportcourt for volleyball was purchased for Houck Fieldhouse in 2010.
6. A new Sound System was installed in Houck Stadium in 2009.
7. Air-conditioning will be installed in Houck, Summer 2011.

Explanation for partial or non-completion

n/a

6. Original Plan

It was recommended to provide restroom facilities at the tennis complex.

Action

Restroom accommodations have been addressed at the tennis complex; portable restrooms are available as well as a shared restroom facility at the adjacent softball complex.

Gender/Diversity Issues and Student-Athlete Well-Being

Action Date

The University has a master facility plan in place. The construction of restrooms at the tennis complex is included in the University's master facility improvement plan. Although this has not been completed the University annually reviews these projects to prioritize improvements campus wide.

Explanation for partial or non-completion

Portable restrooms were made available in the tennis complex in addition to shared restrooms in the adjacent softball complex. Construction of restrooms continues to be a part of the University's master plan which is reviewed annually based on campus facility concerns and improvements.

7. Original Plan

1. The following policies should be developed:
Create basic level for travel for student athletes. Guidelines for when to travel the day before a game and spend the night. Maximum number of occupants per room. Minimum per diem for food.
2. An equipment and uniform replacement schedule should be developed.

Action

1. The travel policy was developed and included in the departmental handbook distributed to all departmental staff (included in attachment).
2. A specific uniform and equipment replacement schedule was not developed, but each year coaches provide specific needs to their sport supervisor and the Assistant Athletic Director for Business when developing sport-program budgets.

Action Date

1. The travel policy was developed and implemented in the Fall of 2002.
2. Implementation of equipment and uniform replacement procedures began in the Spring of 2007.

Explanation for partial or non-completion

n/a

8. Original Plan

Develop sports operation budgets with input from specific account managers.

Action

The Athletic Director, Senior Woman Administrator, and the Assistant Athletic Director of Business created a line-item worksheet to include travel, equipment, uniforms, recruiting, and a category for additional program needs, to allow for a competitive schedule.

Action Date

In the Spring of 2008, the Athletic Director, Senior Woman Administrator, Assistant Athletic Director for Business, and the individual coaches met to discuss each line item and address each area in order to develop a budget to allow for competitive scheduling, consistency in travel policies, and commitment to the welfare of the student-athlete.

Explanation for partial or non-completion

n/a

9. Original Plan

Develop a long-term financial plan for athletics.

Action

Gender/Diversity Issues and Student-Athlete Well-Being

An outside consulting firm (Carr and Associates), in cooperation with a broad-based constituency of on-campus and community groups, conducted a comprehensive review of the entire Southeast Missouri State athletics program.

Objective V of the University Strategic Plan calls for "enhancing funding" for athletics.

Action Date

In the Spring of 2008, a comprehensive review of the athletics program was conducted by an outside consultant (Carr and Associates), and a broad-based campus-wide and community group participated in the review. The following areas were reviewed:

- a. Governance and policy
- b. Athletic profile
- c. Personnel and organizational structure
- d. Sources of funding
- e. Methods of fundraising
- f. Role of the Booster Club
- g. Gender equity
- h. Integration of strategic planning
- i. Leadership of athletics

Recommendations were presented as a result of the review, and Southeast has implemented several of those recommendations. These improvements will be referenced throughout the information addressing operating principle 3.1.

The Strategic Plan was passed in 2008.

Explanation for partial or non-completion

n/a

3. Describe any additional plans for improvement/recommendations developed by the institution since the Cycle 2 certification decision was rendered by the committee for Operating Principle 3.1 (Gender Issues). For each additional plan, provide:

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

There is no additional plan.

4. Explain how the institution is organized to further its efforts related to the gender-issues operating principle for both department of athletics staff, coaches and student-athletes.

Southeast Missouri State University is committed to equitable treatment of male and female students, including athletes, and all employees, including athletics personnel. Policies are clearly outlined through various online and educational resources available on campus. The institutional nondiscriminatory policy, as well as the athletics mission statement, clearly defines the expectations to uphold this effort.

The Athletics Director reports directly to the University President and is ultimately responsible for matters regarding gender equity within the Athletics Department. The Athletics Director has assigned responsibility for monitoring and assessing the Department's strategic initiatives, plans, and policies related to gender equity to the Department's senior staff. The Athletics Department Equity and Diversity Issues Committee will be established to advance the University's mission and policies regarding equity and diversity through intradepartmental efforts. The Committee will address issues and will make recommendations concerning equity and diversity, acting as a liaison between the Athletics Department and the Office of Equity and Diversity Issues. The Athletics Department Equity and Diversity Issues Committee will be composed of an athletics administrator, the Senior Woman Administrator, the Faculty Athletics Representative or designee, one male student-athlete, one female student-athlete, a representative from Student Life, and an athletics staff member affiliated with the Student-Athlete Advisory Committee.

Gender/Diversity Issues and Student-Athlete Well-Being

The oversight for both men's and women's programs is designed to advocate consistency and fairness for all programs with respect to all matters impacting staff and student-athletes. This includes, but is not limited to, facilities, budget, personnel, equipment, travel, etc. This approach also applies an equitable decision-making process if any conflicts arise between the programs. The Associate Athletics Director for Internal Affairs/SWA is a member of the senior management team and has a direct reporting line to the Athletics Director. Cindy Gannon currently serves in this role and Ms. Gannon's job description specifically outlines the role that she provides in assuring gender issues are followed and addressed.

The student-athletes have access and input to the Athletics Department and the University Athletics Committee (UAC) through their Student-Athlete Advisory Committee (SAAC) representatives, who give regular reports to the Department and the UAC. Student-athletes are involved in the governance and decision-making process through SAAC. SAAC is a leadership group that provides an outlet for student-athletes to discuss issues specifically dealing with student-athlete life. This committee serves as a liaison among the student-athletes, coaches and administration, the Ohio Valley Conference, and the National Collegiate Athletic Association (NCAA) on issues affecting student-athletes. SAAC offers input on rules, regulations, and policies that directly affect the life of the student-athlete. SAAC also provides opportunities to meet with peers and develop a support system for each other.

The procedure for filing complaints is clearly outlined within the Athletics Department for students and staff and may involve the Dean of Students, the Dean of the specific College, or the Assistant to the President for Equity and Diversity Issues, depending on the specific complaint.

5. Describe how matters concerning gender equity for department of athletics staff, coaches and student-athletes are monitored, evaluated and addressed on a continuing basis.

Gender issues are monitored in various ways by the Athletics Department, as well as campus wide. Over the past several years, the University has conducted several equity reviews involving individuals from outside of the Athletics Department, including two with external consultants. The most recent evaluation was conducted by Carr and Associates. A complete summary of the agency's findings was presented and reviewed by the University Board of Regents, President Kenneth Dobbins, the University Athletics Committee, and the Athletics Director.

The Assistant to the President for Equity and Diversity Issues works closely with the Faculty Athletics Representative and Senior Woman Administrator to review and monitor matters concerning equity for staff, coaches, and student-athletes. All athletic staff searches are monitored to ensure that efforts are being made to recruit qualified women and minority candidates. The Office of Human Resources has a specific process to conduct searches in an affirmative and nondiscriminatory manner. The Athletics Director, Associate Athletics Director, and the Assistant to the President for Equity and Diversity Issues review all hiring data and gender equity information.

The Faculty Athletics Representative and University Athletics Committee are accessible to students and staff if any gender issues arise. As mentioned in Question Four, the University clearly outlines its policy and procedures for nondiscrimination, as well as the manner in which individuals may file formal complaints relating to these issues.

Student-athletes have access to several resources on campus to discuss gender issues, including the Dean of Students, the Human Resources Director, and the Assistant to the President for Equity and Diversity Issues. The Athletics Department has an open-door policy allowing students access to any athletic staff or administrator to express any concerns. The Faculty Athletics Representative provides a contact for students outside of the Athletics Department and continuously monitors the concerns of the student-athletes.

The Student-Athlete Advisory Committee (SAAC) is organized to allow students the opportunity to present issues or concerns related to the student-athlete experience. Athletics administrators are present at all SAAC meetings, as is the Faculty Athletics Representative. The President of the University meets with SAAC once each semester to discuss student-athlete concerns.

The exit interviews and returning student-athlete surveys also include specific questions relating to equitable treatment.

Gender/Diversity Issues and Student-Athlete Well-Being

6. Describe the programs and activities that the institution has in place for coaches, department of athletics staff and student-athletes that address gender issues, including programs and activities designed to address the needs of the underrepresented gender within the athletics program.

The institution must demonstrate that it provides programs and activities for coaches, department of athletics staff and student-athletes that address gender issues, including programs and activities designed to address the needs of the underrepresented gender within the athletics program.

The Athletics Department conducts an annual Walk for Women's Athletics which involves all Athletics Department personnel and student-athletes. This Walk creates University and community awareness of women's athletics, promotes the women's athletics program, and generates additional scholarship funds. The Athletics Department periodically sponsors activities addressing gender and social issues utilizing the speakers grant funds available through the NCAA, these efforts are periodically in cooperation with other constituencies on campus. The Athletics Department also participates in activities addressing area such as substance abuse, social networking, sexual harassment and diversity issues these are sponsored by the Student Activities Council, which is a diverse student group supporting a variety of educational, social, cultural, and recreational activities for the campus community.

7. For the three most recent academic years in which information is available, analyze the institution's EADA report (i.e., participation, head coaches and assistant coaches). [Note: the institution must include all male and female NCAA intercollegiate sports programs offered at the institution in its analysis]. If any differences exist, the institution must explain (using supporting data) and address any deficiencies in the gender-issues plan for improvement.

The institution must analyze its EADA report (i.e., participation, head coaches and assistant coaches) and NCAA financial report (specified expense categories) for the three most recent academic years, explain (using supporting data) any differences, address any deficiencies and comment on any trends.

EADA reports for the period FY07-FY09 were analyzed. The analyses in the defined categories were as follows:

1. Head coach staffing: No equity issue identified. The data reflects that both men and women's teams have the same dedicated percentage of FTE's per sponsored sport. The four men's programs represent 3.5 FTE with the track head coach serving as .50 for the men and .50 for the women. The seven women's programs represent 6.5 with the same representation of track.
2. Assistant coaches staffing: Although there were no equity issues identified concerning coaching FTE, the number of coaches of women's teams who are not full-time employees and thus do not receive benefits contributes to a lower overall compensation for those coaches. This issue will be addressed in the gender-equity plan.
3. Athletics-related student aid: Athletics-related student aid for the FY07-FY09 period was analyzed and demonstrated that Southeast Missouri allocated and distributed aid to female athletes that exceeded their participation proportion.
4. Recruiting expenditures: Analysis of recruiting expenditures for FY07-FY09 reveals that the percentage of recruiting dollars spent was lower for women's teams than their participation percentage. Since Southeast after an equity review has dedicated additional funding for women's teams for recruiting, it is unclear if this is an allocation issue or if coaches of women's teams are not utilizing all available funds. Coaches should provide strategies and budgets to their sports supervisor in an effort to utilize available funds to attract quality student-athletes and improve the overall competitiveness of the women's programs. This will be addressed in the equity plan.
5. Operating expenditures :There was a decrease in percentage of operating expenditures spent by women's teams in each of the three years. However, the percentage of operating expenses incurred by women's teams each year was greater than the participation rate of female student-athletes.

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6. Total expenditures: Review of total expenditures allocated to men's and women's teams, documented in the EADA report, showed women's teams expended less than their participation percentage. The total athletics budget reflects all expenditures related to athletics, including guarantees, fundraising activities, student-athlete aid, promotional activities, recruiting expenses, salaries and benefits, supplies, administrative expenses, travel, facility maintenance, and improvements attributed to intercollegiate-athletics activities. Included expenditures will be addressed individually in the 15 program areas associated with gender equity.

8. For the three most recent academic years in which information is available, analyze the institution's NCAA financial report (specified expense categories). [Note: the institution must include all male and female NCAA intercollegiate sports programs offered at the institution in its analysis]. If any differences exist, the institution must explain (using supporting data) and address any deficiencies in the gender-issues plan for improvement.

The institution must analyze its EADA report (i.e., participation, head coaches and assistant coaches) and NCAA financial report (specified expense categories) for the three most recent academic years, explain (using supporting data) any differences, address any deficiencies and comment on any trends.

For the three most recent academic years (FY06-07, 07-08, 08-09) the EADA report and NCAA financial reports were analyzed in the specific categories:

Athletic Aid: Review of athletics aid data showed a slight increase in scholarship distribution to the female athletes. This analysis was based on all scholarship dollars distributed by gender. The percentage of scholarship dollars received by female student-athletes was slightly greater than their participation rate.

Coaching Salaries, Benefits, and Bonuses: Much of the difference in the three-year mean compensation for head coaches of men's teams, compared to head coaches of women's teams and thus female head coaches, can be attributed to market and sport-specific differences. The difference for assistant coaches is exacerbated by the fact that many of the assistant coaches of women's teams are part time. Therefore, they do not receive benefits, which lowers the overall compensation. The female sports that have part time assistant coaches are volleyball, gymnastics, softball, and soccer. There are also part time positions in the male programs of football, baseball and track and field. This will be addressed in the gender issues plan. All head coaches and assistant coaches are provided bonus incentives in their individual contracts, based on conference finish, individual post-season honors, and NCAA team appearances.

Coaching, Other Compensation, and Benefits Paid by a Third Party: Analysis of the data indicates that third-party benefits are provided to a few of the coaches of men's teams based on radio and TV contracts negotiated through the University. These benefits are not made available to the coaches of women's teams based on the lack of demand by the media for shows featuring coaches of women's teams.

Staff/Administrative Other Compensation and Benefits Paid by the University and Related Entities: Women's teams on average spent only 26% of the support services dollars over the three-year reporting period. This will be addressed in the gender equity plan.

Staff/Administrative Other Compensation and Benefits Paid by a Third Party: Third parties do not provide compensation to any support/administrative staff.

Recruiting: For the three-year reporting period, women's teams have spent a smaller percentage of the recruiting dollars than their participation rate. The University has begun to address this issue due to a recommendation from the external Title IX review. It has provided additional funding for recruiting to the women's teams.

Since some gifts-in-kind can be used in recruiting, the University will include procedures for effective tracking and a more equitable distribution of gifts-in-kind that can be used, at least in part, for recruiting in the gender-equity improvement plan.

Team Travel: Review of the expenditures for travel revealed that women's teams have spent more on travel than their participation rates. This is in part explained by the fact that there are more women's teams.

Equipment, Uniforms, and Supplies: Analysis of expenditures for equipment, uniforms, and supplies indicated that, on average over the three-year reporting period, women's teams have spent a slightly higher percentage than their participation rate.

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Game Expenses: Based on data from the NCAA report, women's teams spent a lower percentage than their participation rate. However, according to the EADA report, although there was a decrease in operating expenditures in each of the three years, the percentage of operating expenses incurred by women's teams was greater than the participation rate of female student-athletes. The discrepancy in the data is most likely due to the inclusion of different expenses in the two reports. The gender-equity plan will address support for women's teams.

Fundraising, Marketing, and Promotion: In 07-08 and 08-09, the data reported indicated that the women's teams received a mean of 4% of the total funding. In 06-07, the total amount was reported, but the distribution was not separated by gender. The budget created at the beginning of the year showed a more equitable division of funds. A plan for effectively tracking fundraising, marketing, and promotion expenses will be included in the gender-equity plan.

Sports Camp Expenses: These were not attributed to specific teams except for the 08-09 year. Sports camps are individually operated by coaches according to the University-sanctioned policy for organizing and running camps and clinics. There are no equity issues related to sports camps.

Memberships and Dues: These are left to the discretion of the coaches and are included in a separate line item in the operations budget. Upon review of the past three years, it appears that there are no equity issues related to memberships and dues.

Total Operating Expenses: According to both the NCAA and EADA, women's teams accounted for 43% of the total operating expenses. This is consistent with their participation rate. Southeast Missouri State is meeting the needs of the underrepresented gender in total operating expenditures.

9. Using the program areas for gender issues:

- a. Describe how the institution has ensured a complete study of each of the 15 program areas. This study must be conducted as part of the self-study process;
- b. Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 15 areas;
- c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the underrepresented gender within the athletics program (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis) [Note: the institution must include all male and female NCAA intercollegiate sports programs offered at the institution in its program area analysis]; and
- d. Explain how the institution's written, stand-alone plan for gender issues addresses each of the 15 areas, including any deficiencies identified in the institution's narrative response as listed in item (c) above.

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

The institution must conduct a thorough and written review of each of the 15-program areas for gender issues. Please see program area definitions located in the Gender, Diversity and Student-Athlete Well-Being attachment of the self-study instrument. If the institution identifies any deficiencies during this review, the deficiencies must be incorporated into the institution's gender-issues plan for improvement. If no deficiency exists, the institution must include a maintenance plan for each program area and action steps the institution will take if the program area(s) becomes inequitable in the future.

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The review must:

Describe how the institution has ensured a complete study of each of the 15-program areas for gender issues. This study should be conducted as part of the self-study process. Please note that for the program area of accommodations of interests and abilities, the use of surveys alone does not constitute a complete study. If an institution chooses to use an interest survey (e.g., a web survey or hard-copy survey) as one of its sources of data, the committee will require an explanation regarding the survey content, populations surveyed, the survey response rate, method used to interpret the data, and written evidence demonstrating the institution's Title IX coordinator has approved the survey. In addition, the institution must describe other methods of measuring interest and ability.

- a. Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the areas;*
- b. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the underrepresented gender within the athletics program. Please note, any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis; and*
- c. Explain how the institution's written, stand-alone plan for gender issues addresses each of the 15-program areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.*

1. Accommodation of Interests and Abilities. Participation proportionate to enrollment; and/or, history and continuing practice of program expansion for the under represented gender within the athletics program; and/or, full and effective accommodation for the under represented gender within the athletics program; and equivalent levels of competition. Institutions must clearly identify methods (e.g., proportionality, history of program expansion, etc.) for addressing accommodation of interests and abilities when presenting gender-issues plans for the future.

- a.** Describe how the institution has ensured a complete study of each of the 15 program areas. This study must be conducted as part of the self-study process;

In assessing the 15 program areas, the equity subcommittee members had access to all needed information, including both internal and external University documents and data, facilities, and reports, including the Carr report. The equity subcommittee and the recertification steering committee were composed of faculty, staff, and students representing a broad-based cross section of the Southeast Missouri State community. The report was reviewed by the University Athletics Committee, which has representation from across the University community. The report was also submitted to the University Administrative Council, which advises the President and shares information about the operations and activities of the various administrative divisions of the University. Final approval was given by the University Board of Regents. The information, reviewed in this process related to the gender equity stand-alone plan, reflects the steps that will be taken to continue the commitment to equity and diversity on the Southeast Missouri State University campus.

- b.** Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 15 areas;

Southeast relies on prong three: current interest to address accommodation of interests and abilities. An online survey was approved through the institution's Title IX coordinator and includes questions pertaining

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to the individual's athletic interests, experiences, and abilities. It is administered to all male and female incoming first-year and transfer students via the student's personal portal provided by Southeast Missouri to all enrolled students. When this survey was first administered in Fall 2008, first-year, second-year, and third-year students were surveyed. The survey is available for six weeks in the Fall semester. To increase participation, Southeast provides a weekly prize drawing for a \$50.00 bookstore certificate and a Grand Prize drawing for a book scholarship not to exceed \$200.00. Since Fall 2008, 1,251 of the eligible 13,120 students have completed the survey, for a 10% response rate. In the last two years, when it has been given only to incoming students, the response rate has been 14%. Analysis of the results shows insufficient interest and ability to support a new women's team. In addition, no female has requested that a sport be added, and no one has requested that a club sport be elevated to an intercollegiate team.

- c.** Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the under-represented gender within the athletics program (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis) [Note: the institution must include all male and female NCAA intercollegiate sports programs offered at the institution in its program area analysis]; and

Southeast is meeting the needs of the underrepresented gender through prong three by demonstrating that it is accommodating current interest and ability. Members of the Athletics Department, the Senior Woman Administrator, and the University Athletics Committee analyze the participation rates of the Missouri High School Athletics Association (MSHAA) every four years to determine if the current sports offered at Southeast are meeting the needs of the underrepresented gender. An evaluation of the results of the Athletics Interest Survey will be completed after a four-year collection of data to determine that the current sports offerings are meeting the interest and ability of the underrepresented gender. Southeast currently competes in the Ohio Valley Conference, and all sport teams but one (women's gymnastics) compete for the Conference championship. The gymnastics program currently competes in the Midwest Independent Conference. The University will continue to track the Missouri state participation and act on any request from an individual or club team for a new team to be initiated, as well as continue to conduct and evaluate the annual interest and ability survey.

- d.** Explain how the institution's written, stand-alone plan for gender issues addresses each of the 15 areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.

Although no issues were identified in the institution's written, stand-alone plan, Southeast Missouri State will continue to evaluate the interest and ability of the underrepresented gender. This will be accomplished by continued distribution of the survey instrument, attention to any request from individual female athletes and club teams that a new team be sponsored, and evaluation of the participation rates of high-school athletes in the state of Missouri.

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

- a.** Describe how the institution has ensured a complete study of each of the 15 program areas. This study must be conducted as part of the self-study process;

In assessing the 15 program areas, the equity subcommittee members had access to all needed information, including both internal and external University documents and data, facilities, and reports, including the Carr report. The equity subcommittee and the recertification steering committee were composed of faculty, staff, and students representing a broad-based cross section of the Southeast Missouri State community. The report was reviewed by the University Athletics Committee, which has representation from across the University community. The report was also submitted to the University Administrative Council, which advises the President and shares information about the operations and activities of the various administrative divisions of the University. Final approval was given by the University

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Board of Regents. The information, reviewed in this process related to the gender equity stand-alone plan, reflects the steps that will be taken to continue the commitment to equity and diversity on the Southeast Missouri State University campus.

- b.** Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 15 areas;

On average for three reporting years, women were 42% of all student-athletes (231 male student-athletes and 164 female student-athletes) and received 44% of the scholarship dollars (\$1,324,249 for male student-athletes and \$1,054,789 for female student-athletes). The difference has increased slightly throughout the reporting period. The data clearly show that Southeast provides scholarships to female athletes in excess of their participation rate.

- c.** Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the under-represented gender within the athletics program (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis) [Note: the institution must include all male and female NCAA intercollegiate sports programs offered at the institution in its program area analysis]; and

Scholarship distribution analysis indicates that scholarships awarded to female student-athletes exceeded the participation rates with a mean for the past three years of 42% participation and a 44% distribution of aid.

- d.** Explain how the institution's written, stand-alone plan for gender issues addresses each of the 15 areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.

Although no issues were identified in the distribution of athletic scholarships, the University will continue to recommend target roster numbers in accordance with national FCS averages. The University will continue to distribute scholarships in accordance with recommended Title IX guidelines, which will be reviewed annually by the Director of Athletics and Senior Woman Administrator to assure fair and equitable expenditures of allocated scholarship dollars.

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

- a.** Describe how the institution has ensured a complete study of each of the 15 program areas. This study must be conducted as part of the self-study process;

In assessing the 15 program areas, the equity subcommittee members had access to all needed information, including both internal and external University documents and data, facilities, and reports, including the Carr report. Resources made available included the results of the Student Experience Survey, administered to all student-athletes, as well as access to the Student-Athlete Advisory Committee. The equity subcommittee and the recertification steering committee were composed of faculty, staff, and students representing a broad-based cross section of the Southeast Missouri State community. The report was reviewed by the University Athletics Committee, which has representation from across the University community. The report was also submitted to the University Administrative Council, which advises the President and shares information about the operations and activities of the various administrative divisions of the University. Final approval was given by the University Board of Regents. The information, reviewed in this process related to the gender equity stand-alone plan, reflects the steps that will be taken to continue the commitment to equity and diversity on the Southeast Missouri State University campus.

- b.** Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 15 areas;

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On average for three reporting years, women's teams received 43% of the equipment and supplies dollars (\$131,133 for men's teams and \$97,067 for women's teams). There is no trend on the amount from year to year. Southeast is meeting the needs of the underrepresented gender, since females represent 42% of the student-athletes and receive 43% of the equipment and supply funds.

c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the under-represented gender within the athletics program (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis) [Note: the institution must include all male and female NCAA intercollegiate sports programs offered at the institution in its program area analysis]; and

The coaches of both men's and women's programs have expressed a desire for the department to create a uniform and equipment replacement policy in accordance with the recent Nike contract agreement. These concerns are programmatic, affecting both men and women's programs, and do not appear to be evidence of an equity issue.

d. Explain how the institution's written, stand-alone plan for gender issues addresses each of the 15 areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.

No equity issues were identified during this study. In response to concerns expressed by both genders, the Assistant Director of Athletics for Business will assist the coaches in determining what equipment and uniforms will be replaced and will work to develop a departmental policy to replace uniforms, utilizing additional funds available through the Nike contract. There will be specific attention to equitable distribution of funds within the policy.

4. Scheduling of Games and Practice Time. Number of contests; number, length and time of day of practices; time of day of contests; preseason and postseason opportunities, including foreign tours.

a. Describe how the institution has ensured a complete study of each of the 15 program areas. This study must be conducted as part of the self-study process;

In assessing the 15 program areas, the equity subcommittee members had access to all needed information, including both internal and external University documents and data, facilities, and reports, including the Carr report. Resources made available included the results of the Student Experience Survey, administered to all student-athletes, as well as access to the Student-Athlete Advisory Committee. The equity subcommittee and the recertification steering committee were composed of faculty, staff, and students representing a broad-based cross section of the Southeast Missouri State community. The report was reviewed by the University Athletics Committee, which has representation from across the University community. The report was also submitted to the University Administrative Council, which advises the President and shares information about the operations and activities of the various administrative divisions of the University. Final approval was given by the University Board of Regents. The information, reviewed in this process related to the gender equity stand-alone plan, reflects the steps that will be taken to continue the commitment to equity and diversity on the Southeast Missouri State University campus.

b. Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 15 areas;

Despite the lack of a formal scheduling policy, Southeast is meeting the needs of the underrepresented gender within the scheduling constraints associated with Conference procedures. Scheduling of practice times is facilitated by the facts that some teams (men's and women's track and field) that use the same facilities also practice together, and most other teams have their own facilities or rotate in an equitable manner.

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- c.** Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the under-represented gender within the athletics program (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis) [Note: the institution must include all male and female NCAA intercollegiate sports programs offered at the institution in its program area analysis]; and

With the exception of both men's and women's indoor and outdoor track and the women's tennis team, teams schedule the maximum number of contests permitted by NCAA, or one or two fewer. The only time issue is that women's basketball games on weekdays start early (5:30 p.m.), but that is often dependent on Conference scheduling. The Athletics Department has made exception on a few occasions and scheduled the men's team in the earlier time slot followed by the women's event. Men's and women's basketball teams share practice facilities and develop a schedule for sharing the facility, based on travel schedules and class schedules. Men's and women's track and cross-country teams practice together. For practice purposes, the other teams have their own facilities. The soccer team uses the football field, but there is no competition for practice time since the football team has two practice fields for their exclusive use. The volleyball team uses Houck for practice, and the women's softball team uses their own complex. Although the gymnastic team competes in Houck Field House, it has a separate practice facility. The tennis team uses the Southeast Tennis Center. The baseball team practices at Capaha Park.

- d.** Explain how the institution's written, stand-alone plan for gender issues addresses each of the 15 areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.

Although there are no equity issues identified, the University will develop a written scheduling policy to ensure continued compliance.

5. Travel Allowance. Modes of transportation; housing furnished during travel; length of stay before and after competitive events; dining arrangements and per diem for institutional competition and other competitive opportunities (e.g., under NCAA Bylaw 16.8.1.3).

- a.** Describe how the institution has ensured a complete study of each of the 15 program areas. This study must be conducted as part of the self-study process;

In assessing the 15 program areas, the equity subcommittee members had access to all needed information, including both internal and external University documents and data, facilities, and reports, including the Carr report. Resources made available included the results of the Student Experience Survey, administered to all student-athletes, as well as access to the Student-Athlete Advisory Committee. The equity subcommittee and the recertification steering committee were composed of faculty, staff, and students representing a broad-based cross section of the Southeast Missouri State community. The report was reviewed by the University Athletics Committee, which has representation from across the University community. The report was also submitted to the University Administrative Council, which advises the President and shares information about the operations and activities of the various administrative divisions of the University. Final approval was given by the University Board of Regents. The information, reviewed in this process related to the gender equity stand-alone plan, reflects the steps that will be taken to continue the commitment to equity and diversity on the Southeast Missouri State University campus.

- b.** Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 15 areas;

Southeast Missouri has an outlined travel policy designed to accommodate fair and equitable treatment of all student-athletes and also to maintain a commitment to the welfare of all student-athletes. On average for three reporting years, women's teams received 52% of the travel dollars (\$270,922 for men's teams and \$289,048 for women's teams), with a slight decrease in the last year. Southeast is meeting the needs of the underrepresented gender since females represent 42% of the student-athletes but receive 52% of the travel funds.

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- c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the under-represented gender within the athletics program (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis) [Note: the institution must include all male and female NCAA intercollegiate sports programs offered at the institution in its program area analysis]; and

The University Travel Policy for student-athletes dictates that a charter bus will be used when team travel exceeds 210 miles one-way. When contests are less than 210 miles from campus one-way, or when team size dictates, vans may be used. When traveling to away-from-home contests, the maximum number of student-athletes per room will be three (3), with one person per bed. A rollaway or pull-out couch is required if there are three per room. Maximum per diem limits are established by the State of Missouri, based on locale. The minimum per diem amount per student-athlete will be \$15 per day, allocated as follows: \$3-breakfast, \$5-lunch, \$7-dinner. Women's teams received 52% of the travel funds allocated on average for the years reported.

- d. Explain how the institution's written, stand-alone plan for gender issues addresses each of the 15 areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.

No equity issues were identified in this area, but as a part of the gender equity plan, the University will continue to monitor and evaluate expenditures to assure that all student-athletes are receiving fair and equitable accommodations to maintain the welfare of the student-athlete. A periodic review by the Athletics Director, Senior Woman Administrator, and the Assistant Athletic Director for Business will be conducted to evaluate whether these needs are being met.

6. Academic Support Services. Availability of, and equitable access to, academic support services that meet the needs of student-athletes based on individual student-athlete academic profiles and/or performance, and equitable criteria for obtaining assistance.

- a. Describe how the institution has ensured a complete study of each of the 15 program areas. This study must be conducted as part of the self-study process;

In assessing the 15 program areas, the equity subcommittee members had access to all needed information, including both internal and external University documents and data, facilities, and reports, including the Carr report. Resources made available included the results of the Student Experience Survey, administered to all student-athletes, as well as access to the Student-Athlete Advisory Committee. An external review of the academic support services was conducted; this report was made available to the equity subcommittee. The equity subcommittee and the recertification steering committee were composed of faculty, staff, and students representing a broad-based cross section of the Southeast Missouri State community. The report was reviewed by the University Athletics Committee, which has representation from across the University community. The report was also submitted to the University Administrative Council, which advises the President and shares information about the operations and activities of the various administrative divisions of the University. Final approval was given by the University Board of Regents. The information, reviewed in this process related to the gender equity stand-alone plan, reflects the steps that will be taken to continue the commitment to equity and diversity on the Southeast Missouri State University campus.

- b. Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 15 areas;

Southeast is meeting the needs of the underrepresented gender, since female and male student-athletes have equal access to the RedHawk Success Center.

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c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the under-represented gender within the athletics program (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis) [Note: the institution must include all male and female NCAA intercollegiate sports programs offered at the institution in its program area analysis]; and

The Redhawk Success Center provides support, information, and resources to both male and female student-athletes in order for them to achieve their academic and personal objectives. The Success Center focuses on the whole person, including academics, athletics, personal growth, career, and community service. Its goal is to give each student-athlete the support and encouragement needed to reach graduation.

d. Explain how the institution's written, stand-alone plan for gender issues addresses each of the 15 areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.

Although there were no issues identified in the academic support area, the University will continue to conduct a periodic, external review of the academic support area. This evaluation will continue to serve as a tool to provide suggestions for improvement to enhance resources and programs available to student-athletes at Southeast Missouri State University.

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

a. Describe how the institution has ensured a complete study of each of the 15 program areas. This study must be conducted as part of the self-study process;

In assessing the 15 program areas, the equity subcommittee members had access to all needed information, including both internal and external University documents and data, facilities, and reports, including the Carr report. The equity subcommittee and the recertification steering committee were composed of faculty, staff, and students representing a broad-based cross section of the Southeast Missouri State community. The report was reviewed by the University Athletics Committee, which has representation from across the University community. The report was also submitted to the University Administrative Council, which advises the President and shares information about the operations and activities of the various administrative divisions of the University. Final approval was given by the University Board of Regents. The information, reviewed in this process related to the gender equity stand-alone plan, reflects the steps that will be taken to continue the commitment to equity and diversity on the Southeast Missouri State University campus.

b. Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 15 areas;

Southeast Missouri State is committed to the recruitment of highly qualified men and women to coach their respective programs. The Athletics Department follows all University-sanctioned guidelines relating to federally mandated hiring practices. The Athletics Department is highly committed to the recruitment and retention of qualified, successful coaches. On average for three reporting years, women's teams have 47% of the coaching FTE. They had 64% of the head coach FTE, due to the greater number of women's teams, but only 38% of the assistant coach FTE. On average, coaches of a men's team coached 10.2 student-athletes per FTE, while coaches of a women's team coached 6.6 athletes per FTE. The decline in both overall and part time FTE in the second reporting here was corrected in the third. On average for three reporting years, head coaches of women's teams received 58% of the compensation paid to head

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coaches of men's teams (\$117,803 per FTE for men's teams and \$68,706 per FTE for women's teams). Assistant coaches of women's teams received 80% of the compensation paid to assistant coaches of men's teams (\$51,421 per FTE for men's teams and \$41,194 per FTE for women's teams). The percentage has increased each year.

- c.** Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the under-represented gender within the athletics program (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis) [Note: the institution must include all male and female NCAA intercollegiate sports programs offered at the institution in its program area analysis]; and

Southeast is meeting the needs of the underrepresented gender in the opportunity to receive coaching, since coaches of women's teams coach an average of 6.6 student-athletes per FTE, while coaches of men's teams coach an average of 10.2 student-athletes per FTE. The disparity that exists in the three-year mean for male and female head coaches' salaries can be attributed to market and nationwide differences in sport-specific compensation. The difference in salary for assistant coaches is exacerbated by the fact that many of the female assistant coaches are part time. Therefore, they do not receive benefits, which lowers the overall compensation.

- d.** Explain how the institution's written, stand-alone plan for gender issues addresses each of the 15 areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.

The main concern in the area of coaching is the disparity in assistant coaches' compensation. The administration will evaluate the feasibility of developing a plan to elevate the current part-time coaches in both the men's and women's programs to full-time status in accordance with NCAA coaching limitations. Based on the results of this evaluation, a financial plan will be created to implement the appropriate action.

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

- a.** Describe how the institution has ensured a complete study of each of the 15 program areas. This study must be conducted as part of the self-study process;

In assessing the 15 program areas, the equity subcommittee members had access to all needed information, including both internal and external University documents and data, facilities, and reports, including the Carr report. Resources made available included the results of the Student Experience Survey, administered to all student-athletes, as well as access to the Student-Athlete Advisory Committee. The equity subcommittee and the recertification steering committee were composed of faculty, staff, and students representing a broad-based cross section of the Southeast Missouri State community. The report was reviewed by the University Athletics Committee, which has representation from across the University community. The report was also submitted to the University Administrative Council, which advises the President and shares information about the operations and activities of the various administrative divisions of the University. Final approval was given by the University Board of Regents. The information, reviewed in this process related to the gender equity stand-alone plan, reflects the steps that will be taken to continue the commitment to equity and diversity on the Southeast Missouri State University campus.

- b.** Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 15 areas;

Significant improvements have been made to accommodate locker-room facilities for the underrepresented gender. Practice and competitive facilities have been improved, based on available funding, with several scheduled improvements currently being addressed. These improvements have not been based on gender issues but on facility improvements made to address the general maintenance of athletic facilities to

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accommodate both genders. On average for three reporting years, women's teams received 39% of the direct and indirect facilities dollars (\$36,550 for men's teams and \$23,783 for women's teams). There was considerable variance from year to year.

- c.** Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the under-represented gender within the athletics program (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis) [Note: the institution must include all male and female NCAA intercollegiate sports programs offered at the institution in its program area analysis]; and

All teams, with the exception of men's and women's cross country, men's and women's indoor and outdoor track, and women's tennis, have their own locker rooms. Men's and women's basketball teams use the same competitive and practice facilities as do men's and women's track and cross-country teams. The soccer team uses the football field (Houck Stadium) for practice and competition, while the football team has two practice fields for their exclusive use and uses Houck for competition. The volleyball team uses Houck for practice and competition, and the women's softball team uses their own complex for both. Although the gymnastic team competes in Houck, it has a separate newly renovated practice facility completed in the Fall of 2009. The tennis team uses the Southeast Tennis Center for competition and practice. The baseball team practices and competes at Capaha Park, which is jointly maintained by the City of Cape Girardeau and the University. The overall percentage spent for women's teams on direct and indirect facilities is slightly lower than their participation percentage, but reflects several shared facilities. Scheduled improvements to Houck Stadium, which include the installation of new artificial turf and a new scoreboard, will be completed by the Fall of 2011. Air-conditioning will be installed in Houck Field House, and locker-room renovations will be made in the football locker room located in the Rosengarten football facility by the Fall of 2011.

- d.** Explain how the institution's written, stand-alone plan for gender issues addresses each of the 15 areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.

Southeast is meeting the needs of the underrepresented gender. Some teams use the same facilities for practice and competition, while others have their own facilities. There is no systematic difference between the independent facilities for men's and women's teams. The scheduled facility improvements will be implemented in the Summer of 2011, and the University will continue to evaluate the independent needs of each team, based on need, as financial resources become available to enhance current facilities.

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

- a.** Describe how the institution has ensured a complete study of each of the 15 program areas. This study must be conducted as part of the self-study process;

In assessing the 15 program areas, the equity subcommittee members had access to all needed information, including both internal and external University documents and data, facilities, and reports, including the Carr report. Resources made available included the results of the Student Experience Survey, administered to all student-athletes, as well as access to the Student-Athlete Advisory Committee. The equity subcommittee and the recertification steering committee were composed of faculty, staff, and students representing a broad-based cross section of the Southeast Missouri State community. The report was reviewed by the University Athletics Committee, which has representation from across the University community. The report was also submitted to the University Administrative Council, which advises the President and shares information about the operations and activities of the various administrative divisions

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of the University. Final approval was given by the University Board of Regents. The information, reviewed in this process related to the gender equity stand-alone plan, reflects the steps that will be taken to continue the commitment to equity and diversity on the Southeast Missouri State University campus.

- b.** Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 15 areas;

The Student-Athlete Handbook contains training-room policy and procedures which outline guidance for injured and sick student-athletes. The insurance guidelines are clearly outlined for payment of athletics-related injuries and procedures to receive these services. Each student-athlete is required to provide proof of primary-care insurance or indicate that they do not have a primary insurance provider. The University has an insurance carrier which provides insurance coverage as a primary or secondary source depending on the coverage each student-athlete has. This policy is consistent for all student-athletes, with no preference given to gender. Sports medicine provides one main training facility, utilized by all student-athletes, and several satellite facilities with basic modalities to accommodate all student-athletes. Student-athletes who engage in strength and conditioning training share the same facility and personnel, except for the men's and women's track and cross-country teams, who have their own facility. The current sports medicine staff includes four full-time certified athletic trainers and five certified graduate assistants. Specific consideration is given to staff assignment based on sport-specific risks associated with participation. All programs are provided a certified athletic trainer during the competitive season as well as noncompetitive season.

- c.** Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the under-represented gender within the athletics program (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis) [Note: the institution must include all male and female NCAA intercollegiate sports programs offered at the institution in its program area analysis]; and

The Student Experience Survey includes questions that specifically pertain to athletic training and medical services. A full-time certified trainer was recently hired, as a result of the gender-equity review, to accommodate adequate coverage for the female teams as well as the higher risk sports. All teams in their competitive seasons are supervised by a certified athletic trainer as well as supervised throughout the noncompetitive season. Concern has been addressed regarding adequate space in the main training facility to accommodate all athletic teams. There has been concern raised by the coaches of women's sports as to the accessibility and availability of a certified strength and conditioning coach for the female teams.

- d.** Explain how the institution's written, stand-alone plan for gender issues addresses each of the 15 areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.

There were no gender issues identified in the area of medical and training facilities, but there does appear to be concern in the area of strength and conditioning staffing. A recommendation in the stand-alone gender-equity plan will be included to express the need for additional staffing in strength and conditioning training to accommodate the needs of the underrepresented gender. This will also provide adequate supervision to enhance student-athlete safety and welfare, as well as provide specific expertise in the strength training of the underrepresented gender.

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

- a.** Describe how the institution has ensured a complete study of each of the 15 program areas. This study must be conducted as part of the self-study process;

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In assessing the 15 program areas, the equity subcommittee members had access to all needed information, including both internal and external University documents and data, facilities, and reports, including the Carr report. Resources made available included the results of the Student Experience Survey, administered to all student-athletes, as well as access to the Student-Athlete Advisory Committee. The equity subcommittee and the recertification steering committee were composed of faculty, staff, and students representing a broad-based cross section of the Southeast Missouri State community. The report was reviewed by the University Athletics Committee, which has representation from across the University community. The report was also submitted to the University Administrative Council, which advises the President and shares information about the operations and activities of the various administrative divisions of the University. Final approval was given by the University Board of Regents. The information, reviewed in this process related to the gender equity stand-alone plan, reflects the steps that will be taken to continue the commitment to equity and diversity on the Southeast Missouri State University campus.

b. Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 15 areas;

Student-athletes live in residence halls on campus or in off-campus housing. The residence halls are open for all teams that must be on campus when classes are not in session. Student-athletes whose grant-in-aid includes room and board either eat on campus or are given funds to obtain their own food. If they must remain on campus when the University is not session, they have access to a campus cafeteria, or they may receive money to obtain food off campus. These policies are consistent with University policy and are not determined by gender or sports participation.

c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the under-represented gender within the athletics program (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis) [Note: the institution must include all male and female NCAA intercollegiate sports programs offered at the institution in its program area analysis]; and

Southeast is meeting the needs of the underrepresented gender, since all student-athletes live in University residence halls or in off-campus housing. Student-athletes have equivalent access to meals and housing when they must be on campus during periods when students overall are normally absent from campus.

d. Explain how the institution's written, stand-alone plan for gender issues addresses each of the 15 areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.

There were no gender issues identified in this area. It is in the Athletics Department's best interest to continue to evaluate all housing opportunities for all student-athletes.

11. Publicity and Awards. Availability and quality of sports information personnel; access to other publicity resources; quantity and quality of publications and other promotional devices; availability and quality of institutional awards; opportunity for application and/or nomination for other outside awards (e.g., NCAA, national or conference awards).

a. Describe how the institution has ensured a complete study of each of the 15 program areas. This study must be conducted as part of the self-study process;

In assessing the 15 program areas, the equity subcommittee members had access to all needed information, including both internal and external University documents and data, facilities, and reports, including the Carr report. Resources made available included the results of the Student Experience Survey, administered to all student-athletes, as well as access to the Student-Athlete Advisory Committee. The equity subcommittee and the recertification steering committee were composed of faculty, staff, and

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students representing a broad-based cross section of the Southeast Missouri State community. The report was reviewed by the University Athletics Committee, which has representation from across the University community. The report was also submitted to the University Administrative Council, which advises the President and shares information about the operations and activities of the various administrative divisions of the University. Final approval was given by the University Board of Regents. The information, reviewed in this process related to the gender equity stand-alone plan, reflects the steps that will be taken to continue the commitment to equity and diversity on the Southeast Missouri State University campus.

b. Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 15 areas;

The Athletics Department recently created a policy to provide only online media guides as a cost-saving measure. Both men's and women's program guides are produced and published online. This cost-effective effort allows a wider range of other publications materials to be provided such as posters, schedule cards, and game-day programs.

For the two years for which data was reported, women received only 4% of the funds expended for Fundraising, Marketing, and Promotion.

c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the under-represented gender within the athletics program (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis) [Note: the institution must include all male and female NCAA intercollegiate sports programs offered at the institution in its program area analysis]; and

The Sports Information Director currently covers football, men's basketball, and women's tennis and track and field, as well as overseeing one full-time staff and one intern. The full-time staff member covers soccer, women's basketball, softball, and supervises the student workers. The intern covers volleyball, gymnastics, and baseball. Initial budgets indicate a more equitable distribution of funds than is documented in the reported expenditures. The University needs to develop an effective system to track the distribution of funds for publicity and awards.

d. Explain how the institution's written, stand-alone plan for gender issues addresses each of the 15 areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.

The Athletics Department will continue to provide online program guides for all sports and monitor the quality and quantity of other printed materials to ensure gender equity. A procedure to effectively track expenditures for publicity and awards will be developed and initiated.

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

a. Describe how the institution has ensured a complete study of each of the 15 program areas. This study must be conducted as part of the self-study process;

In assessing the 15 program areas, the equity subcommittee members had access to all needed information, including both internal and external University documents and data, facilities, and reports, including the Carr report. Resources made available included the results of the Student Experience Survey, administered to all student-athletes, as well as access to the Student-Athlete Advisory Committee. The equity subcommittee and the recertification steering committee were composed of faculty, staff, and students representing a broad-based cross section of the Southeast Missouri State community. The report was reviewed by the University Athletics Committee, which has representation from across the University community. The report was also submitted to the University Administrative Council, which advises the President and shares information about the operations and activities of the various administrative divisions of the University. Final approval was given by the University Board of Regents. The information, reviewed in this process related to the gender equity stand-alone plan, reflects the steps that will be taken to

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continue the commitment to equity and diversity on the Southeast Missouri State University campus.

- b.** Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 15 areas;

Head coaches and all assistant coaches have individual offices except for the women's soccer assistants, who share an adequate space. On average for three reporting years, women's teams received 26% of the support services dollars (\$71,020 for men's teams and \$24,594 for women's teams). The percentage has increased each year. The need for additional clerical support appears to be general and unrelated to gender equity. The department wishes to enhance clerical support, but it is not financially feasible.

- c.** Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the under-represented gender within the athletics program (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis) [Note: the institution must include all male and female NCAA intercollegiate sports programs offered at the institution in its program area analysis]; and

Part-time clerical support for football is included in a football-operations director's responsibilities. Men's and women's basketball share one graduate assistant, who provides clerical support for both programs. There is one senior administrative assistant to the Athletics Director, who also provides assistance to other administrative staff. There is one part-time clerical position dedicated to development and funded from outside athletics.

- d.** Explain how the institution's written, stand-alone plan for gender issues addresses each of the 15 areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.

Secretarial support is inadequate throughout the entire program. The Athletics Department will continue to assess the situation and, as opportunity for increased staffing arises campus wide, the Athletics Department will request additional support. The department will monitor the concern so that any differences in financial expenditures in the area of secretarial support do not result in a systematic gender inequity.

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

- a.** Describe how the institution has ensured a complete study of each of the 15 program areas. This study must be conducted as part of the self-study process;

In assessing the 15 program areas, the equity subcommittee members had access to all needed information, including both internal and external University documents and data, facilities, and reports, including the Carr report. Resources made available included the results of the Student Experience Survey, administered to all student-athletes, as well as access to the Student-Athlete Advisory Committee. The equity subcommittee and the recertification steering committee were composed of faculty, staff, and students representing a broad-based cross section of the Southeast Missouri State community. The report was reviewed by the University Athletics Committee, which has representation from across the University community. The report was also submitted to the University Administrative Council, which advises the President and shares information about the operations and activities of the various administrative divisions of the University. Final approval was given by the University Board of Regents. The information, reviewed in this process related to the gender equity stand-alone plan, reflects the steps that will be taken to continue the commitment to equity and diversity on the Southeast Missouri State University campus.

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- b.** Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 15 areas;

On average for three reporting years, women's teams spent 30% of the recruiting dollars (\$125,162 for men's teams and \$54,531 for women's teams). The percentage in the first year was significantly lower. There was a disparity in gifts-in-kind, with the women allocated 31% of the gifts-in-kind. Actual distribution and usage was not documented.

- c.** Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the under-represented gender within the athletics program (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis) [Note: the institution must include all male and female NCAA intercollegiate sports programs offered at the institution in its program area analysis]; and

The University allocated an additional \$30,000 for recruiting activities by women's teams. Despite the fact that teams could apply for \$5,000 for their recruiting efforts, the percentage of expenditures by women's teams did not increase. Thus it remains unclear if the issue is allocation or expenditure of available funds. Coaches should be encouraged to prepare a recruiting plan that will make use of available resources to recruit the best student-athletes possible. Gifts-in-kind allocations should be more closely monitored to assure equitable distribution.

- d.** Explain how the institution's written, stand-alone plan for gender issues addresses each of the 15 areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.

With the addition funds made available to the women's programs, the Director of Athletics and the Senior Woman Administrator will evaluate expenditures annually to assure equity. The gender-equity plan for improvement will include distribution and monitoring for gifts-in-kind resources available for recruiting.

14. Retention. Programs and services to address retention of staff, coaches and student-athletes from the under-represented gender within the athletics program; review of retention and promotion of staff and coaches from the under-represented gender within the athletics program, including professional development opportunities (e.g., mentoring programs), rate of compensation, duration of contracts, conditions relating to contract renewal; programs and services to address retention of student-athletes who are members of the under-represented gender within the athletics program.

- a.** Describe how the institution has ensured a complete study of each of the 15 program areas. This study must be conducted as part of the self-study process;

In assessing the 15 program areas, the equity subcommittee members had access to all needed information, including both internal and external University documents and data, facilities, and reports, including the Carr report. Resources made available included the results of the Student Experience Survey, administered to all student-athletes, as well as access to the Student-Athlete Advisory Committee. The equity subcommittee and the recertification steering committee were composed of faculty, staff, and students representing a broad-based cross section of the Southeast Missouri State community. The report was reviewed by the University Athletics Committee, which has representation from across the University community. The report was also submitted to the University Administrative Council, which advises the President and shares information about the operations and activities of the various administrative divisions of the University. Final approval was given by the University Board of Regents. The information, reviewed in this process related to the gender equity stand-alone plan, reflects the steps that will be taken to continue the commitment to equity and diversity on the Southeast Missouri State University campus.

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- b.** Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 15 areas;

The retention of female athletes, female coaches, and female support staff does not appear to be an issue. The women's basketball coach is provided a multi-year contract; other coaches of female teams have the opportunity to negotiate multi-year contracts on an individual basis. Each coach is evaluated annually with specific, outlined criteria in accordance with the University's human-resources procedure for renewing and or continuing employment. Professional development opportunities are provided, based on available funding, and are reviewed annually to assure equitable distribution to both genders. The response in Questions 4 and 5 respond to the organization of the University to support gender equity.

- c.** Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the under-represented gender within the athletics program (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis) [Note: the institution must include all male and female NCAA intercollegiate sports programs offered at the institution in its program area analysis]; and

There are several mechanisms in place to evaluate the contributing factors associated with retention of female and male athletes. The Student Experience Survey includes specific questions related to fair and equitable treatment, and a majority of the responses indicate satisfaction by both genders regarding the treatment they receive as student-athletes at Southeast Missouri.

Female athletes are graduating at a higher rate than male athletes and at a higher rate than the general student female population. Female retention rates were an average of 0.976% for a three-year period based on APR information submitted. This was higher than the men's rate, reported as 0.945% on a three-year average.

Female student-athletes comprise a large percentage of the Student-Athlete Advisory Committee. The senior athletics staff has one female representative serving as the Associate Athletics Director for Internal Operations and the Senior Woman Administrator; Cindy Gannon currently serves in the position and is a member of the senior administrative staff. The rest of the senior staff includes two minority males and two white males. The coaches of the women's program play a key role in identifying and assuring that the needs of the underrepresented gender are being met through the annual evaluation process and communication with the administrative staff.

- d.** Explain how the institution's written, stand-alone plan for gender issues addresses each of the 15 areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.

No issues were identified during the evaluation process. The department will continue to evaluate retention rates of student-athletes and staff to evaluate these efforts. The Athletics Department will continue to work with Human Resources to identify and recruit qualified females and minorities.

15. Participation in Governance and Decision Making. Involvement of athletics department staff, coaches and student-athletes from the under-represented gender within the athletics program in the governance and decision-making processes of the athletics department; provision of leadership opportunities for all student-athletes (e.g., participation on student-athlete advisory committee) and athletics department staff and coaches (e.g., participation at the conference and/or national level).

- a.** Describe how the institution has ensured a complete study of each of the 15 program areas. This study must be conducted as part of the self-study process;

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In assessing the 15 program areas, the equity subcommittee members had access to all needed information, including both internal and external University documents and data, facilities, and reports, including the Carr report. Resources made available included the results of the Student Experience Survey, administered to all student-athletes, as well as access to the Student-Athlete Advisory Committee. The equity subcommittee and the recertification steering committee were composed of faculty, staff, and students representing a broad-based cross section of the Southeast Missouri State community. The report was reviewed by the University Athletics Committee, which has representation from across the University community. The report was also submitted to the University Administrative Council, which advises the President and shares information about the operations and activities of the various administrative divisions of the University. Final approval was given by the University Board of Regents. The information, reviewed in this process related to the gender equity stand-alone plan, reflects the steps that will be taken to continue the commitment to equity and diversity on the Southeast Missouri State University campus.

b. Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 15 areas;

Female coaches, female student-athletes, and female staff have the opportunity to participate in various areas of the athletics governance and decision-making process. The Associate Athletics Director for Internal Operations/Senior Woman Administrator serves as a member of the senior advisory staff to the Athletics Director. A monthly head coaches' meeting is held which allows all coaches input and feedback into various policies and procedures within the Athletics Department. The Student-Athlete Advisory Committee's bylaws include a statement relating to their role in the policy-making decisions within the Athletics Department. A student representative from SAAC serves as a voting member of the University Athletics Committee.

c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the under-represented gender within the athletics program (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis) [Note: the institution must include all male and female NCAA intercollegiate sports programs offered at the institution in its program area analysis]; and

Listed in the Student-Athlete Handbook, as well as in the general Student Handbook, are guidelines regarding grievance procedures that relate to various issues. Student-athletes are advised to bring concerns forward to the Head Coach or any member of the athletics administrative staff. The Faculty Athletics Representative is also identified as being available. The Office of Student Affairs, as well as the Office for Equity and Diversity Issues, are also available for filing of other formal complaints. Annual Student Experience Surveys are conducted for students who have exhausted eligibility, as well as returning students. The surveys include questions regarding the quality of coaching, facilities, academic services, sports medicine, NCAA rules compliance, sportsmanship, gender issues, and other questions related to their experience at Southeast. In-person exit interviews are conducted by the Faculty Athletics Representative and are mandatory for any student who will request fifth-year aid.

d. Explain how the institution's written, stand-alone plan for gender issues addresses each of the 15 areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.

No gender issues were identified during the self-study review. A continued effort will be made to include SAAC in the decision-making process affecting student-athlete welfare. The University Athletics Administration and University Athletics Committee will continue to review results of the Student Experience Surveys.

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- 10.** Using the plan for improvement section, provide an institutional gender-issues plan that addresses all 15 aforementioned program areas for the department of athletics. The plan must include all required elements of a plan as noted by the committee. If a deficiency does not exist in a program area(s), the institution must include an evaluation mechanism to maintain the institution's status in that program area (s) and action steps the institution will take if the program area(s) becomes inequitable in the future. Finally, the institution must describe how it will review its plan on an annual basis and include this information in the institution's gender-issues plan.

Within gender-issues and diversity-issues written plans, specific numerical targets may place an institution at legal risk and are not expected in an institution's written plan, particularly as it relates to hiring practices. In the program area of hiring practices, institutions may submit plans that have broad, flexible non-numeric hiring goals. As it relates to other program areas, including but not limited to participation rates and budget increases, specific numerical targets may be appropriate.

The institution must develop a five-year written, stand-alone plan addressing gender issues that maintains an institution's conformity or moves an institution into conformity with the operating principle.

The institution's plan must be active at all times and include a mechanism to ensure the plan is reviewed on an annual basis, including a comparison with its EADA report and NCAA financial report, to determine if the course of action is still appropriate and this information must be included in the institution's gender-issues plan.

- 11.** Describe how the institution will annually compare its gender-issues plan with its EADA reports and NCAA financial reports to determine if the course of action is still appropriate. Further, please provide the names and titles of the individuals who will be responsible for this review.

The institution's plan must be active at all times and include a mechanism to ensure the plan is reviewed on an annual basis, including a comparison with its EADA report and NCAA financial report, to determine if the course of action is still appropriate and this information must be included in the institution's gender-issues plan.

The Gender Equity Plan identifies specific individuals who are responsible for implementation of the goal. The data collected for submission on the EADA and NCAA reports will be considered part of the ongoing review of the original gender issues plan. These reports along with the gender issues plan will be annually compared to assure the appropriate course of action is being taken to meet the original goals for improvement. The NCAA and EADA reports are reviewed annually by John Shafer, Director of Athletics; Cindy Gannon, Associate Athletic Director/SWA; Brady Barke, Assistant Athletic Director for Compliance; Kathy Mangels, Vice President for Finance and Administration; and the University Athletics Committee chaired by the Faculty Athletics Representative, Jim Champine.

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12. Describe the institution's efforts to ensure the gender-issues plan for improvement was developed through a process involving broad-based campus participation and has received formal institutional approval. Further, please identify the length (e.g., five years) of this plan, including the specific years this plan will be active.

If a plan concludes before the commencement of the institution's next self-study, the institution is expected to create a new five-year plan for improvement, even if each of the actions in the institution's original plan were ongoing in nature. The institution must develop a new five-year plan that will maintain conformity with the operating principle. Please note that all institutional plans must contain all of the committee's required elements.

The institution's gender-issues plan must include the following requirements:

- a. Include identification of issues or problems confronting the institution.*
- b. Include measurable goals the institution intends to achieve to address issues or problems.*
- c. Include specific steps the institution will take to achieve its goals.*
- d. Include a specific timetable(s) for completing the work.*
- e. Identify the individuals and/or offices responsible for carrying out the actions identified by the institution.*

Further, the institution's gender-issues plan must meet the following requirements:

- a. Be committed to paper and be a stand-alone document.*
- b. Be developed with opportunities for significant input from appropriate constituent groups inside and outside athletics.*
- c. Must be adopted formally by the institution's final authority in such matters (i.e., chancellor/president or board of trustees) to ensure that it carries the commitment and support of the entire institution.*

The Gender Issues Plan has been developed as part of the NCAA Cycle 3 certification process. The Gender and Diversity Issues subcommittee was composed of faculty and administrators from across campus, and also included student-athletes among its members. Reports compiled by this subcommittee will be submitted to the steering committee which is also represented by a broad-based campus representation. The University had a formal approval process with the final submission for approval being made by the University Board of Regents prior to submission to the NCAA in April. The Gender Issues Plan will begin the Spring of 2011 and will be ongoing for five years.

Gender/Diversity Issues and Student-Athlete Well-Being

Elements		Goals	Steps		
Program Area	Issues in the Self-Study	Measurable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Accommodation of Interests and Abilities.	No issues identified	Continue to evaluate the interest and ability of the underrepresented gender to make sure that the institution is accommodating those interests.	<ol style="list-style-type: none"> 1. Evaluate the interest and ability of the underrepresented gender by surveying all freshman and transfer students annually. 2. Evaluate the participation rates of high school athletes in the state of Missouri. 3. Address requests from female students and club teams to add an additional team. 	<ol style="list-style-type: none"> 1. The Associate Athletic Director/ SWA will work with Information technology to continue to administer the interest and ability survey reporting data to Athletics, the University Athletics Committee, and the Vice President for Student Affairs and the President. 2. The Associate Athletic Director/SWA will track high school participation rates provided by the Missouri State High School Activities Association. Data will be reported to Athletics, the University Athletics Committee, and the Vice President for Student Affairs and the President. 	<ol style="list-style-type: none"> 1. Interests and ability survey will be conducted annually in the fall semester via the university student portal. 2. Evaluation the school participation rates will continue in the fall of 2011 and will be evaluated every three years for that point forward.
Athletics Scholarships.	Southeast currently provides scholarships to female athletes in excess of their participation rate.	Continue to fund the women's programs consistent with participation rates.	<ol style="list-style-type: none"> 1. Continue to recommend target roster numbers in accordance with national FCS averages. 2. Continue to evaluate expenditures of female athletic teams to as sure compliance with title IX guidelines. 	<ol style="list-style-type: none"> 1. The Associate Athletics Director/SWA will collect national data provided by the NCAA and communicate to the Head coaches of each program. 2. Director of Athletics, Associate Athletics Director, Assistant Athletics Director for Compliance 	<ol style="list-style-type: none"> 1. Conducted annually and communicated prior to the completion of recruitment 2. Evaluated annually beginning spring of 2011

Gender/Diversity Issues and Student-Athlete Well-Being

Elements		Goals	Steps		
Program Area	Issues in the Self-Study	Measurable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Equipment and Supplies.	No gender specific issues were identified. However there is considerable variability in items provided to student athletes by team due to flexibility given coaches.	Develop separate written policies for apparel and equipment replacement for all sports.	<ol style="list-style-type: none"> 1. Access current needs through sport program inventory. 2. Develop an equitable replacement rotation. 3. Equitable distribution of Nike promotional dollars and or additional athletic funding to assist in replacement. 	Director of Athletics Associate Athletic Director/ SWA Assistant Athletics Director for Business Affairs Head Coaches	<ol style="list-style-type: none"> 1. Assess current inventory needs by fall 2011 2. Complete replacement plan by spring 2012 3. Implement replacement plan including additional funding by fall 2013.
Scheduling of Games and Practice Time.	No gender specific issues were identified. The need to create a departmental scheduling policy for games and practices was identified since men's and women's teams share the facilities for practice or competition especially in inclement weather.	1. Provide equitable opportunities for men's and women's teams.	1. Create a departmental scheduling policy for games and practices.	Associate Athletic Director/ SWA Assistant Athletics Director for business affairs Events and Facility Coordinator Head Coaches	Scheduling policy completed and implemented fall of 2012
		2. Provide more scheduling opportunities for women's gymnastics in the Show me Center to allow baseball and softball adequate access to practice facilities.	2. Provide the opportunity upon availability for gymnastics to schedule competition in the show me center.	Associate Athletic Director/ SWA Assistant Athletics Director for business affairs Events and Facility Coordinator	Explore opportunity for gymnastics to compete in the show me center spring of 2012 and ongoing
Travel Allowance.	No gender issues were identified. The university will continue to monitor and evaluate expenditures to assure that all student athletes are receiving fair and equitable accommodations to maintain the welfare of the student athlete.	Evaluate current travel policy which became effective in the spring of 2009 for team travel and scheduling of competition.	Review policy on an annual basis with feedback from coaches and assessing the student athlete evaluations taken annually to assure the policy is accommodating the welfare of the student athletes.	Athletic Director Associate Athletic Director/ SWA Assistant Athletics Director for business affairs Head Coaches	Annually beginning the spring of 2011

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Elements		Goals	Steps		
Program Area	Issues in the Self-Study	Measurable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Academic Support Services.	No issues were identified	1. Continue to assess that the needs of all student athletes are being met to provide quality academic support. 2. Evaluate and determine updates to existing technical support to accommodate the needs of the student athletes.	1. Review the student athlete experience surveys. 2. Assure that athletics is included in the universities master computer replacement cycle. 3. Identify additional athletics funding to improve and or increase computer availability.	Athletic Director Athletic Academic Services Coordinator Assistant Athletic Director for Business Affairs Associate Athletics Director/ SWA	Review evaluation annually Communicate with information technology annually Annually evaluate funding opportunities to increase available computers and upgrade technical equipment
Coaches.	Although no gender specific issues were identified, assessing the feasibility of elevating the current part time coaches in both the men's and women's programs to full time status in accordance with NCAA coaching limitations should be determined.	1. Identify current part time coaches to elevate to full time status in all sports. 2. Assess the feasibility of identifying funding to elevate current part time coaches to full time status including benefits	1. Determine the feasibility of elevating part time coaches based on available funding and maintaining an equitable balance.	Athletic Director Associate Athletics Director/ SWA Assistant Athletic Director for business affairs Vice President for Finance and Administration	1. Determine the feasibility of elevating coaches to a full time status spring of 2012 2. Annually evaluate the funding opportunities to increase part time coaches to full time status.
Locker Rooms, Practice and Competitive Facilities.	Issues will be addressed through currently scheduled improvements to locker room and practice/competitive facilities.	1. Complete the currently scheduled improvements. 2. Continue to maintain and renovate locker rooms and facilities as needed.	1. Inspect and evaluate current locker room and facilities to evaluate improvement and include them on the universities master plan for improvement 2. Work with facilities management to identify all major projects identified by the university.	Athletics Director Facilities Director Event and Facility Coordinator Vice President for Finance and Administration	Locker room, Houck Stadium and Air Conditioning in Houck Field House completed summer of 2011. Evaluate facilities on an ongoing basis in conjunction with existing master plan for the university improvements.

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Elements		Goals	Steps		
Program Area	Issues in the Self-Study	Measurable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Medical and Training Facilities and Services.	There were no gender issues identified in the area of medical and training facilities. Strength and conditioning staff is under staffed to accommodate the needs of both genders.	1. Continue to provide equivalent medical care for all student athletes without regard to gender or sport participation. 2. Assess the feasibility of providing additional staffing in the area of strength and conditioning. The strength and conditioning needs of student athletes vary by sport and gender. Consideration should be given to complementing the expertise of existing personnel.	1. Continue to assess student athlete experience surveys to monitor the effectiveness of the sport medicine services and facilities 2. Determine the feasibility of increasing the strength and conditioning training staff 3. Assess feasibility of funding sources to accommodate additional staffing.	Athletics Director Assistant Athletics Director for business affairs	Evaluation reviewed annually Develop funding model by the spring of 2013 If financially feasible implement fall of 2013
Housing and Dining Facilities and Services.	No issues identified.	Continue to provide equivalent housing and dining opportunities for all student athletes regardless of gender or sport participation.	Evaluate all housing and dining opportunities for student athletes	Associate Athletic Director/ SWA Assistant Athletic Director for Compliance Assistant Athletic Director for Business Affairs	Beginning fall of 2011 and ongoing.
Publicity and Awards.	It was impossible to determine if gender specific issues exist due to the lack of adequate documentation. Budgeted amounts for publicity, awards, marketing, and fundraising were equitable but the institution needs to document the distribution of these dollars as well as appropriate gifts in kind to demonstrate equitable expenditures.	Provide equitable printed material regardless of sport program.	Continue to monitor printed materials and evaluate expenditures to assure equitable quality and distribution of funds.	Assistant Athletic Director for business affairs Associate Athletic Director/ SWA Sports information Director	Review on an annual basis.

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Elements		Goals	Steps		
Program Area	Issues in the Self-Study	Measurable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
		The athletics department will develop and implement a promotional budget and develop pocedures for documenting actual expenditures of the bugdeted dollars.	The marketing and development department will submit a proposed budget for expenditures and marketing efforts for the entire year and will then provide actual expenditures at the end of the academic year to assure that distribution is equitable between all sports programs.	Associate Athletic Director of External Affairs Assistant Athletic Director for Business Affairs Associate Athletic Director/ SWA	Beginning Fall of 2011 and evaluated annually
		The department will develop procedures for equitable allocation of gifts in kind used in marketing and fundraising and documenting the actual expenditures and usage. All expenditures used for a specific team will be included in that teams reported expendatures regardless of the original unit of allocation.	The marketing and development department will submit a proposed budget for gifts in kind for marketing efforts for the entire year and will then provide actual expenditures at the end of the academic year to assure that distribution is equitable.	Associate Athletic Director of External Affairs Assistant Athletic Director for Business Affairs Associate Athletic Director/ SWA	Review on an annual basis starting Spring 2011.
Support Services.	Secretarial support is inadequate throughout the entire program.	1. Identify other means of providing secretarial support for athletics teams	Work with coaches and staff to determine a needs assessment and provide assistance in identifying potential support personnel.	Assistant Athletic Director for Business affairs Associate Athletic Director/ SWA	Perform needs assessment spring 2012 Assess feasibility of increasing secretarial support budget.

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Elements		Goals	Steps		
Program Area	Issues in the Self-Study	Measurable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Recruitment of Student-Athletes.	<p>1. During the reporting period women's teams spent a significantly lower percentage of the recruiting dollars. The University offered a subsidy to women's teams for recruiting that would have raised the percentage of recruiting funds spent to the participation proportion. However the funds were not spent since proportion did not rise. It is unclear whether the problem is an allocation issue or failure of coaches of women's teams to use the available funds.</p> <p>2. Some gifts in kind impact recruiting. In order to determine if equity issues exist the expenditure and usage of these must be effectively documented.</p>	<p>1. To continue to provide additional recruiting funds to the women's programs to accommodate gender equity in available funding</p> <p>2. Allow coaches of female sports to meet their individual program recruiting needs.</p>	<p>1. Evaluate the current funds available to female coaches to assure the funding continues to allow equitable recruiting expenditures</p> <p>2. Each coach should develop a three year recruiting needs assessment to assure adequate funding is available based on the number of athletes needed to maintain target roster numbers and maintain gender equity.</p>	<p>Head Coaches Associate Athletic Director Assistant Athletic Director for Business Affairs</p>	<p>Beginning in the spring of 2012 and continued on an ongoing basis</p>
		<p>The department will develop procedures for equitable allocation of gifts in kind used in recruiting and documenting the actual expenditures and usage. All expenditures used for a specific team will be included in that teams reported expenditures regardless of the original unit of allocation.</p>	<p>The marketing and development department will submit a proposed budget for gifts in kind for recruiting efforts for the entire year and will then provide actual expenditures at the end of the academic year to assure that distribution is equitable.</p>	<p>Associate Athletic Director of External Affairs Assistant Athletic Director for Business Affairs Associate Athletic Director/SWA</p>	<p>Implement Spring 2011 and review annually.</p>
Retention.	No issues were identified	<p>Ensure that the evaluation process is monitored and adjustments are made when necessary</p>	<p>Continue to utilize current student experience surveys to evaluate overall progress</p> <p>Evaluate data collected by Human Resources on staff retention</p>	<p>Faculty Athletics Representative Associate Athletic Director/SWA Assistant Athletic Director for compliance</p>	<p>Reveiw to begin spring 2011 and done annually at the completion of the spring semester.</p>

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Elements		Goals	Steps		
Program Area	Issues in the Self-Study	Measurable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Participation in Governance and Decision Making.	No issues were identified	1. A continued effort will be made to include SAAC in the decisions making process affecting student athlete welfare 2. The university athletic administration and university athletics committee will continue to review results of the student experience surveys.	1. Continue the ongoing effort to recruit interested student athletes to serve on SAAC and pursue opportunities to serve in leadership roles at the OVC and NCAA levels. 2. Continue to educate and encourage students to participate in the student athlete experience survey.	Associate Athletic Director/ SWA Faculty Athletic Representative Academic Services Coordinator	Ongoing effort

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Operating Principle

3.2 Diversity issues.

Self-Study Items

1. List all "conditions for certification" imposed by the committee in its Cycle 2 certification decision (if any) as they relate to Operating Principle 3.2 (Minority Issues). For each condition, provide:
 - a. The original "condition" imposed;
 - b. The action(s) taken by the institution;
 - c. The date(s) of the action(s); and
 - d. An explanation for any partial or noncompletion of such required actions.

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

1. Condition

The committee did not impose any conditions for certification in the second cycle.

Action

Action Date

Explanation for partial or non-completion

2. Report on the implementation of the plan for improvement to address minority issues developed by the institution during its Cycle 2 certification process. For each issue identified, provide:
 - a. The original goal(s);
 - b. The step(s) taken by the institution to achieve the goal(s);
 - c. The date(s) the step(s) was completed; and
 - d. An explanation for any partial or noncompletion of the original goal(s) and/or step(s) to achieve the goal.

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

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

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

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

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The institution must demonstrate that it has implemented its Cycle 2 minority-issues plan or provide an explanation for partial completion of the plan.

- a. *The committee will not accept the following explanations for partial completion or noncompletion:*
 1. *The institution did not possess sufficient funds to implement the plan.*
 2. *The institution has had personnel changes since the original development of the plan.*
 3. *The institution does not have documentation of actions taken to implement the plan.*
- b. *The committee will accept the following explanation for partial completion or noncompletion:*
 - *The institution has implemented a different plan(s) or taken a different action(s) to achieve or maintain progress towards the same goal outlined in its Cycle 2 minority-issues plan.*

Within gender-issues and diversity-issues written plans, specific numerical targets may place an institution at legal risk and are not expected in an institution's written plan, particularly as it relates to hiring practices. Institutions may develop plans that have broad, flexible non-numeric hiring goals. As it relates to the program areas, including but not limited to participation rates and budget increases, specific numerical targets may be appropriate.

1. Original Plan

Develop a specific written statement regarding minority graduation rates, minority recruitment, and commitment to diversity. Review the minority written plan.

Action

The Athletics Department conducted a comprehensive diversity overview which included a review of graduation rates, creation of a diversity statement, and resulted in confirmation of its commitment to diversity.

The Athletics Department also follows all University policies and procedures regarding accommodating and fostering the development and retention of minority individuals.

Action Date

In the Spring of 2009, the institution completed a comprehensive diversity overview (attached). The review was chaired by the Assistant to the President for Equity and Diversity Issues and included the Faculty Athletics Representative. It was reviewed by the University Athletics Committee and presented to the President in the Summer of 2009.

Explanation for partial or non-completion

2. Original Plan

Policies, organization, and activities of the Athletics Department will be evaluated to determine their effectiveness.

Action

Gender/Diversity Issues and Student-Athlete Well-Being

The original structure of the Minority Advisory Committee was redesigned to incorporate the committee into the Student-Athlete Advisory Committee. The current structure provides equal representation from all athletic teams. The current charge of the committee is to address any concerns that may arise relating to minority and diversity issues. This group also recommends and implements programming and activities to address any student-athlete issues or concerns. It provides information on any educational opportunities the University may initiate to enhance the awareness of the general student population and the student-athletes. The University Athletics Committee is composed of a diverse University representation, including the Assistant to the President for Equity and Diversity Issues and a minority student representative. This committee may also be utilized to address any departmental issues or concerns.

Action Date

The current structure was implemented in 2004 and is reviewed on an annual basis.

Explanation for partial or non-completion

3. Original Plan

The minority population of the Athletics Department should mirror the ethnic and racial population of the state of Missouri.

Action

Southeast Missouri State University annually completes required reports such as the ethnicity of the annual undergraduate enrollment and the ethnicity of the student-athlete population receiving financial aid. A comparison to the general student population and to the state of Missouri's population is evaluated. For the three most current years, the University averages approximately 12% in minority population compared to the state of Missouri which is approximately 11.5%. This information is reviewed annually by the Office of Equity and Diversity Issues.

Action Date

Review of this information began in 2004 and has been reviewed on a continuing basis.

Explanation for partial or non-completion

4. Original Plan

An annual review of the minority population in each sport compared to the institution's minority population will be conducted by the University Athletics Committee.

Action

The ethnic population of each sport in comparison to the general student population is reported by the institution and disseminated through the Compliance Office within the Athletics Department. This information is distributed to the coaches and staff and is evaluated by the University Athletics Committee.

Action Date

The reporting and evaluating process began in the Fall of 2006 and is an ongoing review.

Explanation for partial or non-completion

5. Original Plan

Improve minority graduation rates.

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Action

The minority student-athlete graduation rates have shown steady improvement and are now exceeding the general population's minority student graduation rates for most sports. Steps taken to achieve the goal have been the relocation of Student Academic Services to a new facility which provides additional study space, additional staffing, and enhanced computer accessibility. The implementation of a special program designed for at-risk students, Students Owning Academic Responsibility (SOAR), provides a structured routine for at-risk students. This includes individual sessions scheduled with an Academic Support Services advising staff member at least biweekly if not weekly, depending on the assessed level of risk.

Action Date

The Redhawk Success Center (RSC), which opened in the Spring of 2005, has since been expanded to include more study area. The RSC is currently on schedule to be upgraded with newer computers and has been equipped with wireless capability to provide students access with their personal computers. The SOAR program was fully implemented in the Spring of 2008; SOAR has contributed to an improved retention and graduation rate of minority students.

Explanation for partial or non-completion

6. Original Plan

Minority students will be involved in the governance and decision-making process within the Athletics Department, including minority representation on the Student-Athlete Advisory Committee.

The Minority Advisory Committee will continue to address issues affecting minority students.

A minority representative will serve on the University Athletic Committee.

Action

The original structure of the Minority Advisory Committee was redesigned to incorporate this group into the structure of the Student-Athlete Advisory Committee. The current structure provides equal representation from all athletic teams, and the current charge of the committee is to address any concerns that may arise related to minority and diversity issues.

The University Athletics Committee is composed of a diverse University representation, including the Assistant to the President for Equity and Diversity Issues and a minority student representative. This committee may also be utilized to address any departmental issues or concerns.

Action Date

The structure of the Student-Athlete Advisory Committee was changed in the Spring of 2006 to include representatives from the Minority Advisory Committee. This continues to be the current structure. A minority representative has been appointed annually to the University Athletics Committee since the Spring of 2006.

Explanation for partial or non-completion

7. Original Plan

The Athletics Department workforce should reflect the ethnic and racial percentages of the state of Missouri.

Action

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The Athletics Department works cooperatively with the Office of Equity and Diversity Issues and the Office of Human Resources to follow all University policies and procedures in conducting personnel searches that will encourage a diverse pool of applicants. The Athletics Department works to develop a diverse pool of applicants by advertising in minority-focused publications, such as the Black Coaches Association Newsletter and the National Association of Collegiate Women Athletics Administrators, in an effort to attract applicants from underrepresented groups.

Action Date

Searches are conducted when personnel positions become available, in compliance with University and federal guidelines for the recruitment and hiring of staff personnel.

Explanation for partial or non-completion

8. Original Plan

An annual survey of the minority students will be conducted to assess whether their perceived academic, social, and personal-development needs are being met.

Action

The current Student Experience Survey, administered to student-athletes who have exhausted eligibility and to returning student athletes, includes questions specifically related to the Athletics Department's commitment to and implementation of meeting the needs of the minority population. The Athletics Department is actively involved in specific campus programs dedicated to minority issues.

Action Date

The Student Experience Survey, implemented on an annual basis to student-athletes who have exhausted eligibility and to returning student athletes, is conducted at the completion of each competitive season. The Southeast campus annually conducts specific programs dedicated to creating awareness and education about minority issues. The Athletic Department, its coaches, and its staff, in cooperation with various campus constituencies, are represented in these ongoing events.

Explanation for partial or non-completion

3. Describe any additional plans for improvement/recommendations developed by the institution since the Cycle 2 certification decision was rendered by the committee for Operating Principle 3.2 (Minority Issues). For each additional plan, provide:

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

Southeast Missouri State did not develop any additional plans for improvement during the second cycle of certification.

4. Explain how the institution is organized to further its efforts related to the diversity-issues operating principle for both department of athletics staff, coaches and student-athletes.

The Assistant to the President for Equity and Diversity Issues reports to the President and oversees the Office of Equity and Diversity Issues. The Office of Equity and Diversity Issues (OEDI) develops, implements, and monitors the University-wide Affirmative Action Plan, as well as ensures the University's adherence to Federal Equal Opportunity laws. The OEDI is responsible for the implementation and enforcement of the University's Non-Discrimination/Affirmative Action policies and procedures, and works to ensure that no person is discriminated

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against in employment, educational programs, and activities on the basis of race, color, gender, national origin, or disability. The OEDI enforces the Sexual Harassment Policy and also maintains and monitors University's compliance with state and federal civil-rights laws. The Assistant to the President for Equity and Diversity Issues is also a member of the University Athletics Committee.

The University Equity Issues Committee, which includes representation from faculty, students, the Director of Human Resources, and the Assistant to the President for Equity and Diversity Issues, is charged with assisting in the implementation, monitoring, and review of equity policies and procedures.

The Division of Enrollment Management and Student Success, headed by the Assistant Vice-President of Enrollment Management and Director of Admissions, works with the Office of Equity and Diversity Issues in recruiting, admissions, and processing applications from students of underrepresented groups. The Division of Enrollment Management and Student Success is represented on the University Athletics Committee and is dedicated to building and maintaining a rich learning environment supporting the academic and personal success of all students at Southeast Missouri State University.

The Division includes the Student Success Council, which is composed of the Associate Dean of Students for Academic Support Centers, Assistant Vice President for Enrollment Management and Director of Admissions, Assistant Dean of Students, Director of Student Transitions, Registrar, Vice President for Enrollment Management and Student Success and Dean of Students, Director of Campus Life and Event Services, Director of Counseling and Disability Support Services, Director of Pre-Collegiate Programs, Director of Institutional Research, Director of Residence Life and Dining Services, and the Director of Recreation Services.

The Office of Minority Student Programs is dedicated to offering programs and services that provide a positive educational experience for minority students on campus. The Office of Minority Student Programs is one of the Educational Access Programs within the University's Division of Enrollment Management and Student Success. The Office of Minority Student Programs collaborates with other organizations and departments to support multicultural activities within the academic and Cape Girardeau communities, oversees the Minority Peer Academic Coaching Program and the Minority Mentor Program, and supervises student organizations for students from underrepresented groups. The University's Minority Mentor Program has a stated purpose "to assist the University in maintaining a consistent minority enrollment with a focus on quality and quantity." The program matches department mentors for a two-year assignment with mentees who are screened for academic potential using written standards.

The Minority Peer Academic Coaching Program (MPAC) fosters and supports the academic development of first-year minority students. The program provides the students with structured opportunities and activities designed to foster access to and knowledge about campus resources and programs. The students are assigned to academically successful upper-class students called Peer Academic Coaches, who assist the students during their transition to college and with their responsibilities as members of the campus community.

The Athletics Department Equity and Diversity Issues Committee will be established to advance the University's mission and policies regarding equity and diversity through intradepartmental efforts. The Committee will address issues and make recommendations concerning equity and diversity, acting as a liaison between the Athletics Department and the Office of Equity and Diversity Issues. The Athletics Department Equity and Diversity Issues Committee will be composed of an athletic administrator, the Senior Woman Administrator, the Faculty Athletics Representative or designee, one male student-athlete, one female student-athlete, a representative from Student Life, and an athletics coaching staff member (included in 3.2 improvement plan).

Student-athletes also have the Unity First Council, which serves to promote academic excellence, cultural awareness, student leadership, and development through collaborative efforts with other campus organizations and groups to accelerate retention and graduation of minority students. The Unity First Council serves to stimulate minds and be a conduit for University administrators to seek counsel regarding policies and concerns that affect students from a diverse background. There are currently three student-athletes serving on the Unity First Council (specifically, one each from football, men's basketball, and women's track & field). Membership is rotated annually.

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5. Describe the institution's written statements (e.g., vision statements, mission statements, diversity statements, policies, plans) that address issues of diversity, including where the statements are published. Describe how the institution's written statements are communicated directly to department of athletics staff, coaches and student-athletes.

The institution must demonstrate how the institution's and department of athletics' written commitment and expectations related to diversity are communicated directly to department of athletics staff, coaches and student-athletes.

The University's Strategic Plan, approved by the Board of Regents in 2008 and located on the University website, delineates the University's mission statement, stating: "The University, through teaching and scholarship, challenges students to extend their intellectual capacities, interests, and creative abilities; develop their talents; and acquire a lifelong enthusiasm for learning. Students benefit from a relevant, extensive, and thorough general education with a global perspective; professional and liberal arts and sciences curricula; cocurricular opportunities; and real-world experiences. By emphasizing student-centered and experiential learning, the University, in collaboration with other entities as appropriate, prepares individuals to participate responsibly in a diverse and technologically advanced world, and in this and other ways contributes to the development of the social, cultural, and economic life of the region, state, and nation."

There are two objectives within the Strategic Plan that show commitments to diversity. The first is to update and implement the Strategic Enrollment Management Plan that establishes the desired size, quality, and diversity of the student body (Priority 1, Objective VI). The second is to develop succession plans for recruiting and retaining excellent and diverse faculty and staff, due to an increased number of projected retirements (Priority 2, Objective II).

The President has published a Commitment to Diversity statement, located on the Office of Equity and Diversity Issues website. The statement declares that the institution is committed to providing pro-active, campus-wide leadership, direction, and coordination in the areas of diversity and equity issues. Further it asserts that the University will continue to develop approaches designed to enhance the University community's appreciation for cultural diversity, its climate of tolerance, respect for the rights of all persons, and its adherence to affirmative action and equal opportunity.

The University's commitment to diversity and nondiscrimination is reiterated to the athletics staff, coaches, and student-athletes in the Athletics Department Mission Statement and Strategic Plan. These are located in the Student-Athlete Handbook and the Athletics Department Handbook.

The Athletics Department Mission Statement is another avenue used to communicate the University's commitment to student-athletes, coaches, and athletics staff members. The statement directly indicates that the Southeast Missouri State University Department of Intercollegiate Athletics is an integral part of the University community and accordingly adheres to Southeast Missouri State University's overall institutional mission, one of providing a quality educational college experience for the students and communities we serve: "The mission of the Department of Athletics is to enhance the collegiate experience for all students through the development and operation of a sound intercollegiate athletics program. The Athletics Department is a NCAA Division I program, and therefore is committed to the highest standards of integrity in athletic and academic achievement. The athletic teams of the University are committed to compete at the highest possible level in the Ohio Valley Conference or other conference affiliations. The Department of Athletics is committed to the principles of equitable access, diversity, student welfare, sportsmanship, ethical conduct, rules compliance, and the prudent management of resources in all endeavors".

6. Describe how matters concerning diversity issues for department of athletics staff, coaches, and student-athletes are monitored, evaluated and addressed on a continuing basis.

Employee diversity issues are overseen, evaluated, and addressed in several ways. Diversity issues, policies, and procedures are continuously reviewed by the Office of Equity and Diversity Issues, Enrollment Management and Student Success, the Office of Human Resources, and the Athletic Department Equity and Diversity Issues Committee.

The University Athletics Committee annually reviews the status of the current diversity plan, including support of diversity, recruitment of student-athletes, employment of athletics staff and coaches, programs for minority student-athletes and minority student-athlete graduation rates. Program areas are reviewed and evaluated annually by the

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Associate Director of Athletics/Senior Woman Administrator. The results of this review are reported to the University Athletics Committee. Recommendations for changes to address diversity issues made by the University Athletics Committee are forwarded to the appropriate campus unit.

The student-athlete exit survey process is also used to assess and address diversity issues. The Associate Director of Athletics/Senior Woman Administrator reviews the responses of student-athletes and submits a summary report to the Office of Equity and Diversity Issues on an annual basis. The Athletics Department Equity and Diversity Issues Committee addresses diversity issues, makes recommendations for action, and submits summary reports to the Office of Equity and Diversity Issues on a regular basis. Any issues which violate University policies or current federal or state laws will be referred to the Office of Equity and Diversity Issues immediately for follow-up and appropriate action.

At the University level, diversity issues are reviewed and adaptations are made to policies and procedures through the University Equity Issues Committee which has periodic meetings.

The Office of Human Resources and the Office of Equity and Diversity Issues closely supervise, assess, and address issues related to University employment practices and University employees.

The Student Success Council and the Office of Minority Student Programs are involved in diversity issues that influence the campus climate on an ongoing basis. Student diversity issues are brought to University administrators by the Unity First Advisory Council.

7. Describe the programs and activities the institution has in place for coaches, department of athletics staff and student-athletes that address diversity issues, including programs and activities designed to address the needs of the underrepresented groups or individuals of diverse backgrounds.

The institution must demonstrate that it provides programs and activities for coaches, department of athletics staff and student-athletes that address diversity issues, including programs and activities designed to address the needs of under-represented groups or individuals of diverse backgrounds.

Minority Mentor Program is provided by the Office of Minority Student Programs, now called Educational Access Programs. The Minority Mentor Program's stated purpose is to assist the University in maintaining a consistent minority enrollment, with a focus on quality and quantity. The program matches department mentors for a two-year assignment with mentees who are screened for academic potential using written standards.

The Minority Peer Academic Coaching Program (MPAC) fosters and supports the academic development of first-year minority students. The program provides the students with structured opportunities and activities designed to foster access to and knowledge about campus resources and programs. The students are assigned to academically successful upper-class students, Peer Academic Coaches, who assist the students during their transition to college and with their responsibilities as members of the campus community.

The Upward Bound program and the GEAR UP for College program are used to prepare high-school students to aspire to college education and to help them develop skills and motivation to be successful as the first person in their family to graduate from college.

Matching Success Awards programs for minority students provide financial incentives. These are need-based awards which match all or portions of contributed scholarships, non-University merit or achievement scholarships, or federal or state financial aid.

The Office of International Education and Services offers assistance and programs to international students.

INROADS is a program dedicated to developing and placing talented minority youth in business and industry and to preparing them for corporate and community leadership roles. INROADS seeks out and recruits outstanding students of color with a 3.0 or better grade point average. Southeast Missouri State University, in cooperation with INROADS - St. Louis, established scholarships for students who completed the INROADS pre-collegiate programs. The purpose of the program is to promote the development of a student's leadership skill through experiential learning in on-campus and community activities. The program is also designed to increase the enrollment of talented students, particularly those from traditionally underrepresented groups.

The Athletics Department Equity and Diversity Issues Committee will be established to advance the University's mission and policies regarding equity and diversity through intradepartmental efforts. The Committee addresses issues and will make recommendations concerning equity and diversity, acting as a liaison between the Athletics

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Department and the Office of Equity and Diversity Issues. The Athletics Department Equity and Diversity Issues Committee will be composed of an athletics administrator, the Senior Woman Administrator, the Faculty Athletics Representative or designee, one male student-athlete, one female student-athlete, a representative from Student Life, and an athletics staff member affiliated with the Student-Athlete Advisory Committee.

Student-athletes also have the Unity First Council which serves to promote academic excellence, cultural awareness, student leadership, and development through collaborative efforts with other campus organizations and groups to accelerate retention and graduation of minority students. The Unity First Council serves to stimulate minds and be a conduit for University administrators to seek counsel regarding policies and concerns that affect students from a diverse background. There are currently three student-athletes serving on the Unity First Council (specifically one each from football, men's basketball, and women's track & field). Membership is rotated annually.

The annual faculty and staff minority dinner with the President and executive staff provides an opportunity to raise and discuss diversity issues.

The Assistant to the President for Equity and Diversity Issues serves on the Athletics Committee, reviews and approves all hires, and serves as the University representative to faculty, staff, and students on diversity issues.

8. Describe how the institution actively recruits department of athletics staff, coaches and student-athletes from underrepresented groups or diverse backgrounds including a description of actions and strategies taken to increase diversity.

The institution must demonstrate through actions and strategies how it actively recruits department of athletics staff, coaches, and student-athletes from underrepresented groups or diverse backgrounds from those currently represented in athletics.

The University recruits faculty and staff nationwide and uses the following publications to specifically recruit athletics staff and coaches from underrepresented groups: the Black Coaches Association Newsletter, the National Association of Collegiate Women Athletics Administrators, and individual coaches organizations associated with the sport. Administrative positions are also advertised in NCAA professional administrators listings such as NACDA and NACMA. Specific consideration is given to advertising groups that will provide a diverse group of applicants and national opportunity for recruitment of qualified candidates. Also included on the University Human Resource job postings webpage is a statement welcoming Women, minorities, disabled persons, and Vietnam era veterans are especially encouraged to apply. Also stated is the non discrimination policy in accordance with state and federal guidelines.

The Athletics mission statement emphasizes the University's commitment to the recruitment of a diverse population of student-athletes. The mission statement includes specific wording to state that, "The Department of Athletics is committed to the principles of equitable access, diversity, student welfare, sportsmanship, ethical conduct, rules compliance, and the prudent management of resources in all endeavors." The mission statement is a guideline as coaches recruit student-athletes to meet their individual program needs.

9. Describe institutional and department of athletics hiring practices to ensure the department of athletics demonstrates a commitment to diversity in hiring procedures for department of athletics staff and coaches. Compare and explain any differences that exist between institutional hiring practices and department of athletics hiring practices. Please provide the date of your most recent assessment and comparison of the institution's and athletics department's hiring practices. Note: this assessment and comparison must occur at least once every five years.

The institution must provide evidence that an assessment and comparison of the institution's and department of athletics' hiring practices has occurred at least once every five years.

The department of athletics follows all University policies and procedures as it relates to hiring practices. Southeast Missouri State University seeks to employ individuals who demonstrate high professional competencies, perform

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their responsibilities efficiently, and function as team members. Applicants are interviewed, screened, and employed without regard to sex, race, color, creed, age, handicap, national origin, or veteran status. The policies and procedures contained herein are to provide guidance to staff in matters affecting their employment relationships. These policies and procedures may be changed from time to time as determined by the Board of Regents or its designee. It is the responsibility of college deans, department chairpersons and other supervisors to promote the overall mission of the University while adhering to personnel policies and procedures including the institutional commitment to Affirmative Action and Equal Employment Opportunity. Assessment of the university and athletics hiring practices are reviewed on an ongoing basis by the Vice President for Equity and Diversity, the Director of Human Resources and well as the Director of Athletics to assure compliance with all state and federal regulations.

- 10.** Describe institutional and department of athletics policies related to the use of outside firms (e.g., search firms) and truncated or expedited hiring processes. Describe the actual hiring practices used by your institution since the previous self-study for any positions (e.g., coaches, staff) determined to be high profile at your institution.

The institution must demonstrate a commitment to diversity in all athletics department hiring efforts, including those involving outside firms (e.g., search firms) and truncated or expedited processes.

External search firms are used for positions across the University on an ad-hoc basis as the opening dictates. An outside firm was used for the most recent AD and Associate AD for External Affairs searches. Since the previous self-study, all hirings for high-profile positions have followed the processes outlined in the University hiring policy. The policy is that Southeast Missouri State University seeks to employ individuals who demonstrate high professional competencies, perform their responsibilities efficiently, and function as team members. Applicants are interviewed, screened, and employed without regard to sex, race, color, creed, age, handicap, national origin, or veteran status. The policies and procedures contained herein are to provide guidance to staff in matters affecting their employment relationships. These policies and procedures may be changed from time to time as determined by the Board of Regents or its designee. It is the responsibility of college deans, department chairpersons and other supervisors to promote the overall mission of the University while adhering to personnel policies and procedures including the institutional commitment to Affirmative Action and Equal Employment Opportunity. In the most recent hiring of the Athletics Director and Associate Athletics Director an outside firm was utilized to identify the candidates and provide a list of qualified individuals. During the actual hiring process the university procedures were followed once the candidates were identified. The recommendation to hire a particular individual were recommended by the respective hiring committees and final approval was made by the university president and board of regents. In the associate athletic director position the hiring committee made a recommendation to the athletics director who then made a recommendation to the president. In all hires made even those initiated by an external firm the office of Equity and Diversity is provided information specific to the recommended pool of candidates.

- 11.** For the three most recent academic years, analyze and explain the data regarding the racial or ethnic composition for the following:

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- a. Full-time senior administrative department of athletics staff members (i.e., assistant director of athletics up through the director of athletics level);
- b. Other full- and part-time professional (i.e., nonclerical) department of athletics staff members (such as directors of operations, athletic trainers, ticket managers, academic support staff, and facility managers, even if the position is not funded by or does not report to the department of athletics);
- c. Full- and part-time head coaches;
- d. Full- and part-time assistant coaches (including graduate assistant and volunteer coaches);
- e. Faculty-based athletics board or committee (e.g., faculty senate subcommittee on athletics, faculty athletics committee) members; and
- f. Other advisory or policy-making group (e.g., governing board subcommittee for athletics, student athlete advisory committee) members (if any).

a. Full-time senior administrative Athletics Department staff members (i.e., assistant athletics directors up through athletics director level):

In FY10, there were five full-time employees in this category; 40% identified themselves as members of minority groups. Representation of members of minority groups within this group of Athletics administrators currently exceeds the reported representation within Division I campuses.

b. Other full- and part-time professional (i.e., nonclerical) Athletics Department staff members (such as directors of operations, athletic trainers, ticket managers, academic support staff, and facility managers, even if the position is not funded by or does not report to the Athletics Department):

In FY10, there were 19 full/part-time employees in this category; 21% identified themselves as members of minority/other groups. Representation of members of minority/other groups exceeded the average of Division I campuses (approx. 14%).

c. Full- and part-time head coaches:

In FY10 Southeast Missouri identified 1 head coach out of the 11 employed who classified himself as a member of a minority group. Nationally, members of minority groups comprise 12% of Division I head coaches. Southeast Missouri will continue to monitor its hiring practices as it relates to university policy and procedure to help increase minority participation.

d. Full- and part-time assistant coaches:

In FY10 there were 32 athletics employees in this category; 28% classified themselves as members of minority/other groups. Nationally, members of minority/other groups comprised 23% of this category. Southeast Missouri's assistant coaches exceed the national average over Division I campuses.

e. Faculty-based athletics board or committee:

The University Athletics Committee currently has 15 members including one minority member. In FY10, two of the 12-member committee were of minority/other group (17%).

f. Other advisory or policy-making group (student athlete advisory committee): Southeast Missouri State focuses on maintaining a diverse group of members on the Student-Athlete Advisory Committee. Of the 117 members of the group over a three-year period, 36% were members of minority/other groups.

12. For the three most recent academic years, analyze and explain the data regarding the racial or ethnic composition for student-athletes who received athletics aid and for all students.

For the three most recent years, members of minority groups at Southeast Missouri State comprised an average of 39% of the student athletes on financial aid. Members of minority groups for all students at Southeast comprised an average for three years of 17%.

13. For the three most recent academic years, analyze and explain the data regarding the racial or ethnic composition of student-athletes who received athletics aid by the eight sport groups listed in the NCAA Federal Graduation Rates Report.

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For the three most recent academic years, the following data analyzes the ethnic composition of the student-athletes receiving financial aid. The African-American population over a three-year period reflected a 2% increase, moving from 31% in Year 1 to 33% in Year 3. The other ethnic categories, combined, reflected a slight increase in the second-year data, but over a three-year mean reflected less than 1% of the total population of student-athletes receiving aid.

14. Using the program areas for diversity issues:

- a. Describe how the institution has ensured a complete study of each of the four program areas. This study must be conducted as part of the self-study process;
- b. Provide data demonstrating the institution's status and commitment across each of the four areas;
- c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of its student-athletes and staff with diverse racial, ethnic and other backgrounds (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis); and
- d. Explain how the institution's written, stand-alone plan for diversity issues addresses each of the four areas, including any deficiencies identified in the institution's narrative response as listed in item (c) above.

The institution must conduct a thorough and written review of each of the four program areas for diversity issues. Please see program area definitions located in the Equity and Student-Athlete Well-Being attachment of the self-study instrument. If the institution identifies any deficiencies during this review, the deficiencies must be incorporated into the institution's diversity issues plan for improvement. If no deficiency exists, the institution must include a maintenance plan for each program area and action steps the institution will take if the program area(s) becomes inequitable in the future.

The review must:

- a. *Describe how the institution has ensured a complete study of each of the four program areas for diversity issues. This study should be conducted as part of the self-study process;*

Please note that for the program area of assessment, the use of student-athlete exit interviews alone does not constitute a complete assessment for purposes of the self-study. An institution may choose to include student-athlete exit interviews as part of a broader assessment conducted, but the institution must ensure that an assessment of the entire department of athletics has been conducted in respect to diversity issues.

- b. *Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the areas;*
- c. *Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of its student-athletes, coaches, and department of athletics staff with diverse racial, ethnic and other backgrounds. Please note any deficiencies should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis; and*
- d. *Explain how the institution's written, stand-alone plan for diversity issues addresses each of the four program areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.*

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The institution must develop a five-year written, stand-alone plan addressing diversity issues that maintains an institution's conformity or moves an institution into conformity with the operating principle.

1. Assessment. Assessment of department of athletics activities to evaluate consistency with objectives set forth in the institution's and department of athletics' written diversity statements; assessment of campus diversity climate through evaluation of various campus constituencies using the five diversity program areas.

a. Describe how the institution has ensured a complete study of each of the four program areas. This study must be conducted as part of the self-study process;

The diversity subcommittee and the recertification steering committee were composed of faculty, staff, and students representing a broad-based cross section of the Southeast Missouri State community. The report was reviewed by the University Athletics Committee, which has representation from across the University community. The report was also submitted to the University Administrative Council, which advises the President and shares information about the operations and activities of the various administrative divisions of the University. Final approval was given by the University Board of Regents. The information, reviewed in this process related to the diversity stand-alone plan, reflects the steps that will be taken to continue the commitment to diversity on the Southeast Missouri State University campus. In assessing the 4 program areas, the diversity subcommittee members had access to all needed information, including both internal and external University documents and data. The diversity plan identifies actions that will be taken by the University to enhance its commitment to diversity and nondiscrimination.

b. Provide data demonstrating the institution's status and commitment across each of the four areas;

Southeast Missouri regularly assesses the campus climate and monitors potential diversity issues in many ways. A periodic review of equity and diversity are conducted and evaluated by several individuals on campus including the Faculty Athletic Representative, the Senior Woman administrator, coach and student representation as well as the vice president for equity and diversity. The groups involved in the assessment include the the University Athletics committee, The Department Equity and Diversity Issues Committee as well as the Student Athlete Advisory committee. The student athlete experience survey conducted annually for students who have exhausted their eligibility and every other year for returning student contains specific questions relating to diversity.

c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of its student-athletes and staff with diverse racial, ethnic and other backgrounds (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis); and

The University has numerous opportunities to continuously scan the University environment for consistency between the objectives set forth in the institution's and Department of Athletics' written diversity statements and the experience of minority student-athletes, staff, administrators, and coaches. All minorities within the Athletics Department have both the opportunities afforded to all members of their classification--i.e., student-athlete, staff, and administrator--and additional opportunities provided specifically to hear the issues and concerns of minorities. Opportunities may be formal, such as raising an issue with a designated committee or individual, or they may be informal, such as a discussion between a student-athlete and coach or academic advisor, or between a mentor and a mentee. Examples of formal committees include the University Athletics Committee, the Athletics Department Equity and Diversity Issues Committee, Unity First Council, Student Government, the Student-Athlete Advisory Committee, and the University Equity Issues Committee. The Minority Peer Academic Coaching Program (MPAC), the Student Success Council, the Office of Minority Student Programs, and the Minority Mentor Program provide other outlets for student-athletes to discuss concerns within the formal University structure. Student-athletes may also discuss issues with coaches, faculty, athletic administrators, and academic advisors on an informal basis. These individuals may convey the issue to the appropriate body without

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violating the confidence of the student-athlete. Student-athletes, coaches, staff, and administrators can raise issues with the Assistant to the President for Equity and Diversity Issues. Coaches, administrators, and staff have the opportunity to address the President at their annual dinner. Finally, the current Student Experience Survey, administered to student athletes who have exhausted eligibility as well as returning student-athletes, includes questions specifically related to the Athletics Department's commitment to and implementation of meeting the needs of the minority population.

d. Explain how the institution's written, stand-alone plan for diversity issues addresses each of the four areas, including any deficiencies identified in the institution's narrative response as listed in item (c) above.

No deficiencies were noted in this area. However, all facets of the University must continuously evaluate the University climate to ensure that all students and employees experience a welcoming environment that supports their personal and professional development.

2. Retention. Programs and services to address retention and acclimation of diverse staff, coaches and student-athletes; review of retention and promotion of staff and coaches who are members of under represented groups, including professional development opportunities (e.g., mentoring programs), compensation, duration of contracts, conditions relating to contract renewal.

a. Describe how the institution has ensured a complete study of each of the four program areas. This study must be conducted as part of the self-study process;

The diversity subcommittee and the recertification steering committee were composed of faculty, staff, and students representing a broad-based cross section of the Southeast Missouri State community. The report was reviewed by the University Athletics Committee, which has representation from across the University community. The report was also submitted to the University Administrative Council, which advises the President and shares information about the operations and activities of the various administrative divisions of the University. Final approval was given by the University Board of Regents. The information, reviewed in this process related to the diversity stand-alone plan, reflects the steps that will be taken to continue the commitment to diversity on the Southeast Missouri State University campus. In assessing the 4 program areas, the diversity subcommittee members had access to all needed information, including both internal and external University documents and data. The diversity plan identifies actions that will be taken by the University to enhance its commitment to diversity and nondiscrimination.

b. Provide data demonstrating the institution's status and commitment across each of the four areas;

Retention is reviewed on an annual basis by comparing the characteristics of retained and lost groups. For the years analyzed, the Assistant to the President for Equity and Diversity Issues provided assistance with strategies to retain staff and coaches. Similar programs are available to student-athletes, and they are included in the overall retention program for the University.

c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of its student-athletes and staff with diverse racial, ethnic and other backgrounds (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis); and

In response to suggestions from the Office of Equity and Diversity Issues, an Athletics Equity and Diversity Issues Committee is being created. This committee will focus on minority hiring practices and retention programs as they relate to University policy and procedures.

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- d.** Explain how the institution's written, stand-alone plan for diversity issues addresses each of the four areas, including any deficiencies identified in the institution's narrative response as listed in item (c) above.

No deficiencies were detected. A committee (see c) will be formed to support continued efforts to retain staff and coaches. The success of our teams and the opportunity to handle multiple tasks due to the small sizes of coaching staffs make our coaches attractive to other programs. Most individuals who have left the University have gone to positions considered an upward move.

The retention of student-athletes is aided by the continued improvement in APR scores. Improved academic support has allowed student-athletes who have exhausted their eligibility to continue their focus on graduation. As a result of increased retention and academic support, graduation rates have improved since the last self-study.

- 3. Partnerships.** Collaboration and integration between athletics department and other institutional units or external organizations to enhance diversity efforts in programs, activities and services.

- a.** Describe how the institution has ensured a complete study of each of the four program areas. This study must be conducted as part of the self-study process;

The diversity subcommittee and the recertification steering committee were composed of faculty, staff, and students representing a broad-based cross section of the Southeast Missouri State community. The report was reviewed by the University Athletics Committee, which has representation from across the University community. The report was also submitted to the University Administrative Council, which advises the President and shares information about the operations and activities of the various administrative divisions of the University. Final approval was given by the University Board of Regents. The information, reviewed in this process related to the diversity stand-alone plan, reflects the steps that will be taken to continue the commitment to diversity on the Southeast Missouri State University campus. In assessing the 4 program areas, the diversity subcommittee members had access to all needed information, including both internal and external University documents and data. The diversity plan identifies actions that will be taken by the University to enhance its commitment to diversity and nondiscrimination.

- b.** Provide data demonstrating the institution's status and commitment across each of the four areas;

Southeast Missouri State provides many programs, activities, and services involving partnerships and collaboration between the Athletics Department and both campus departments and external organizations in order to enhance diversity efforts.

Minority Mentor Program is provided by the Office of Minority Student Programs, now called Educational Access Programs. The Minority Mentor Program's stated purpose is to assist the University in maintaining a consistent minority enrollment, with a focus on quality and quantity. The program matches department mentors for a two-year assignment with mentees who are screened for academic potential using written standards.

The Minority Peer Academic Coaching Program (MPAC) fosters and supports the academic development of first-year minority students. The program provides the students with structured opportunities and activities designed to foster access to and knowledge about campus resources and programs. The students are assigned to academically successful upper-class students, Peer Academic Coaches, who assist the students during their transition to college and with their responsibilities as members of the campus community.

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Matching Success Awards programs for minority students provide financial incentives. These are need-based awards which match all or portions of contributed scholarships, non-University merit or achievement scholarships, or federal or state financial aid.

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The Office of International Education and Services offers assistance and programs to international students.

INROADS is a program dedicated to developing and placing talented minority youth in business and industry and to preparing them for corporate and community leadership roles. INROADS seeks out and recruits outstanding students of color with a 3.0 or better grade point average. Southeast Missouri State University, in cooperation with INROADS - St. Louis, established scholarships for students who completed the INROADS pre-collegiate programs. The purpose of the program is to promote the development of a student's leadership skill through experiential learning in on-campus and community activities. The program is also designed to increase the enrollment of talented students, particularly those from traditionally underrepresented groups.

The Athletics Department Equity and Diversity Issues Committee will be established to advance the University's mission and policies regarding equity and diversity through intradepartmental efforts. The Committee addresses issues and will make recommendations concerning equity and diversity, acting as a liaison between the Athletics Department and the Office of Equity and Diversity Issues. The Athletics Department Equity and Diversity Issues Committee will be composed of an athletics administrator, the Senior Woman Administrator, the Faculty Athletics Representative or designee, one male student-athlete, one female student-athlete, a representative from Student Life, and an athletics staff member affiliated with the Student-Athlete Advisory Committee.

Student-athletes also have the Unity First Council which serves to promote academic excellence, cultural awareness, student leadership, and development through collaborative efforts with other campus organizations and groups to accelerate retention and graduation of minority students. The Unity First Council serves to stimulate minds and be a conduit for University administrators to seek counsel regarding policies and concerns that affect students from a diverse background. There are currently three student-athletes serving on the Unity First Council (specifically one each from football, men's basketball, and women's track & field). Membership is rotated annually.

The annual faculty and staff minority dinner with the President and executive staff provides an opportunity to raise and discuss diversity issues.

The Assistant to the President for Equity and Diversity Issues serves on the Athletics Committee, reviews and approves all hires, and serves as the University representative to faculty, staff, and students on diversity issues.

- c.** Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of its student-athletes and staff with diverse racial, ethnic and other backgrounds (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis); and

The Office of Equity and Diversity Issues and the Office of Minority Student Programs coordinate many programs and review issues raised. Additionally, student-athletes are involved in the Unity First Council, and the Athletics Department has formed an Athletics Department Equity and Diversity Issues Committee. Though no deficiencies were identified, the Athletics Department will continue to provide programs to address issues raised through the newly formed committee. It is noted that more efforts are directed toward diversity issues for student-athletes than for coaches and staff.

- d.** Explain how the institution's written, stand-alone plan for diversity issues addresses each of the four areas, including any deficiencies identified in the institution's narrative response as listed in item (c) above.

While no issues were identified, the Athletics Department will proactively ensure it provides opportunities for staff and student athletes to participate in diversity discussions. Ideas will be solicited from coaches and staff regarding programming on diversity issues. The Athletics Department will coordinate with the Office of Equity and Diversity Issues and the Office of Minority Student Programs to provide programming as appropriate, including programming for coaches and staff.

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4. Participation in governance and decision making. Involvement of department of athletics staff, coaches and student-athletes from under-represented groups or diverse backgrounds in the governance and decision-making processes of the department of athletics; provision of leadership opportunities for all student-athletes (e.g., participation on student-athlete advisory committee) and department of athletics staff and coaches (e.g., participation at the conference and/or national level).

a. Describe how the institution has ensured a complete study of each of the four program areas. This study must be conducted as part of the self-study process;

The diversity subcommittee and the recertification steering committee were composed of faculty, staff, and students representing a broad-based cross section of the Southeast Missouri State community. The report was reviewed by the University Athletics Committee, which has representation from across the University community. The report was also submitted to the University Administrative Council, which advises the President and shares information about the operations and activities of the various administrative divisions of the University. Final approval was given by the University Board of Regents. The information, reviewed in this process related to the diversity stand-alone plan, reflects the steps that will be taken to continue the commitment to diversity on the Southeast Missouri State University campus. In assessing the 4 program areas, the diversity subcommittee members had access to all needed information, including both internal and external University documents and data. The diversity plan identifies actions that will be taken by the University to enhance its commitment to diversity and nondiscrimination.

b. Provide data demonstrating the institution's status and commitment across each of the four areas;

Members of underrepresented groups and diverse backgrounds are actively involved at the University level as well as the departmental level. This includes staff and coaches, as well as student-athletes. The Board of Regents currently has one minority representative; however, over the past several years, the group has included a diverse representation of African Americans and women.

Members of minority groups have regularly served on the Student-Athlete Advisory Committee comprising an average of 26% over the past three years. The Athletics staff and coaches represent minority involvement at the administrative level as well as in head coach and assistant coach positions. In FY10, there were five full-time employees in the administrative category; 40% identified themselves as members of minority

groups. Representation of members of minority groups within this group of Athletics administrators currently exceeds the reported representation within Division I campuses. In FY10 other full- and part-time professional (i.e., nonclerical) Athletics Department staff members (such as directors of operations, athletic trainers, ticket managers, academic support staff, and facility managers, even if the position is not funded by or does not report to the Athletics Department included 19 full/part-time employees in this category; 21% identified themselves as members of minority/other groups. Representation of members of minority/other groups exceeded the average of Division I campuses (approx. 14%).

In FY10 full- and part-time head coaches at Southeast Missouri identified 1 head coach out of the 11 employed who classified himself as a member of

a minority group. Nationally, members of minority groups comprise 12% of Division I head coaches. Southeast Missouri will continue to monitor its hiring practices as it relates to university policy and procedure to help increase minority participation. In FY10 Full- and part-time assistant coaches included 32 athletics employees in this category; 28% classified themselves as members of minority/other groups. Nationally, members of minority/other groups comprised 23% of this category. Southeast Missouri's assistant coaches exceed the national average over Division I campuses.

The University Athletics Committee currently has 15 members including one minority member. In FY10, two of the 12-member committee were of minority/other group (17%). Other advisory or policy-making group (student athlete advisory committee): Southeast Missouri State focuses on maintaining a diverse group of members on the Student-Athlete Advisory Committee. Of the 117 members of the group over a three-year period, 36% were members of minority/other groups.

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- c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of its student-athletes and staff with diverse racial, ethnic and other backgrounds (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis); and

Opportunities for leadership are provided to staff and student-athletes in a variety of ways. All student-athletes have the opportunity to serve on the Student-Athlete Advisory Committee, as well as to pursue leadership roles within the group. This committee is designed to provide an opportunity for students to participate in the decision-making process within the Athletics Department by offering suggestions and feedback to the athletics administration. Staff members have the opportunity to voice concern through regularly scheduled meetings or may schedule a private meeting at anytime to discuss concerns with the administration. Year-end evaluations are also administered with supervisors to provide additional opportunity. Faculty members may provide assistance in governance and decision making, serving as members of the University Athletics Committee. The University Athletics Committee serves in an advisory role within the Athletics Department.

- d. Explain how the institution's written, stand-alone plan for diversity issues addresses each of the four areas, including any deficiencies identified in the institution's narrative response as listed in item (c) above.

While no issues were identified during the self-study process, the diversity plan describes steps that will be taken by the University to ensure continued representation from many groups involved in governance and decision making. Annual reviews of the make-up of these groups will be done to assure diverse representation across these areas.

15. Using the "plan for improvement" section, provide an institutional diversity-issues plan that addresses all four aforementioned program areas for the department of athletics. The plan must include all required elements of a plan as noted by the committee. If a deficiency does not exist in a program area(s), the institution must include an evaluation mechanism to maintain the institution's status in that program area (s) and action steps the institution will take if the program area(s) becomes inequitable in the future. Finally, the institution must describe how it will review its plan on an annual basis and include this information in the institution's diversity-issues plan.

Within gender-issues and diversity-issues written plans, specific numerical targets may place an institution at legal risk and are not expected in an institution's written plan, particularly as it relates to hiring practices. In the program area of hiring practices, institutions may submit plans that have broad, flexible non-numeric hiring goals. As it relates to other program areas, including but not limited to participation rates and budget increases, specific numerical targets may be appropriate.

The institution must develop a five-year written, stand-alone plan addressing diversity issues that maintains an institution's conformity or moves an institution into conformity with the operating principle.

16. Describe how the institution will periodically compare its diversity-issues plan with its assessment of the campus diversity climate (see Program Area No. 1) using the four diversity program areas to determine if the course of action is still appropriate. Further, provide the names and titles of the individuals who will be responsible for this review.

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The institution's plan must be active at all times and include a mechanism to ensure the plan is reviewed on an annual basis to determine if the course of action is still appropriate. This information must be included in the institution's diversity-issues plan.

The institution must compare its diversity-issues plan with its written assessment of the campus diversity climate (see Program Area No. 1) at least once every four years, to determine if the course of action is still appropriate.

The Diversity Plan identifies how the elements of the plan will be reviewed on an annual basis and identifies the individuals who will be responsible for the review.

- 17.** Describe the institution's efforts to ensure the diversity-issues plan for improvement was developed through a process involving broad-based campus participation and has received formal institutional approval. Further, please identify the length (e.g., five years) of this plan, including the specific years this plan will be active.

**If a plan concludes before the commencement of the institution's next self-study, the institution is expected to create a new five-year plan for improvement, even if each of the actions in the institution's original plan was ongoing in nature. The institution must develop a new five-year plan that will maintain conformity with the operating principle.*

If a plan concludes prior to the commencement of the institution's next self-study, the institution is expected to create a new five-year plan for improvement, even if each of the actions in the institution's original plan was ongoing in nature. The institution must develop a new five-year plan that will maintain conformity with the applicable operating principle. Please note that all institutional plans must contain all of the committee's required elements.

The institution's diversity-issues plan must include the following requirements:

- a. Include identification of issues or problems confronting the institution.*
- b. Include the measurable goals the institution intends to achieve to address issues or problems.*
- c. Include the specific steps the institution will take to achieve its goals.*
- d. Include a specific timetable(s) for completing the work.*
- e. Identify the individuals and/or offices responsible for carrying out the actions identified by the institution.*

Further, the institution's diversity-issues plan must meet the following requirements:

- a. Be committed to paper and be a stand-alone document.*
- b. Be developed with opportunities for significant input from appropriate constituent groups inside and outside athletics.*
- c. Must be adopted formally by the institution's final authority in such matters (i.e., chancellor/president or board of trustees) to ensure that it carries the commitment and support of the entire institution.*

The diversity-issues plan for improvement has been developed as part of the NCAA Cycle 3 certification process. The Gender and Diversity Issues subcommittee was composed of faculty and administrators from across campus, and also included student-athletes among its members. Reports compiled by this subcommittee will be submitted to the steering committee, which is also representative of the University community. The University has a formal approval process, with the final submission for approval to the University Board of Regents prior to submission to

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the NCAA in April. The final report will be published on the University website for public viewing. The diversity-issues plan will begin the Summer of 2012 and will be ongoing for five years.

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Elements		Goals	Steps		
Program Area	Issues in the Self-Study	Measurable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Assessment.	No deficiencies were noted	The University will continue to employ a variety of formal and informal avenues in order to monitor the consistency between the University and athletic's department policies with respect to minority issues and the experience of minority individuals within the department and university.	The Athletics Department will coordinate with the Office of Equity and Diversity Issues and human resources to assure compliance with all formal policies. The athletic department will regulate communicate with all committees and individuals who deal with minority issues to determine if concerns relevant to the athletics department have arisen.	Consultation will be the responsibility of the athletics director or his designee, the senior women's administrator, and the University Faculty Athletics Representative.	Although the process has been ongoing informally the formal process will be initiated in the summer of 2011 and be ongoing
Retention.	Establish an Athletic's Department Equity and Diversity Issues Committee.	The athletics department will establish an Equity and Diversity Issues Committee that will focus on minority hiring practices and retention programs as well as provide departmental support related to University Policy and Procedure for staff and student-athletes.	The Athletics Department in cooperation with the Office of Equity and Diversity will establish an Equity and Diversity Issues Committee. The committee will be comprised of an athletic administrator, the senior woman administrator, the faculty athletics representative, one male student-athlete, one female student athlete, a representative from student life, and one coach.	Vice President for Equity and Diversity Faculty Athletics Representative Associate Athletic Director/SWA	Establish committee summer of 2011.
Partnerships.	While no issues were identified, the Athletics Department will proactively ensure it provides opportunities for staff and student athletes to participate in diversity discussions.	The athletics department will continue to assess the diversity within the staff and student athletes and evaluate the partnerships that exist within athletics as well as across the university community.	The Athletics Department will coordinate with the Office of Equity and Diversity Issues and Office of Minority Student Programs to provide programming as appropriate including programming for coaches and staff.	Athletic Director, Associate Athletic Director/SWA, FAR Assistant to the President for Equity Issues	Beginning summer of 2011 and reviewed annually

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Elements		Goals	Steps		
Program Area	Issues in the Self-Study	Measurable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Participation in governance and decision making.	Participation in Governance and Decision Making should be monitored to assure inclusive of a diverse population of staff and student-athletes.	Continue to assess the representation of under-represented groups on the University Athletics Committee, staff and student athlete committees to reflect a diverse population of qualified individuals.	Review the composition of various decision making groups within the university and athletics department community annually prior to appointments to assure broad based representation.	President; Faculty Athletics Representative; Director of Athletics	Annually review composition of committees prior to appointment or assessment prior to forming any new committees.

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Operating Principle

3.3 Student-Athlete Well-Being.

Self-Study Items

1. List all "conditions for certification" imposed by the committee in its Cycle 2 certification decision (if any) as they relate to Operating Principle 3.3 (Student-Athlete Well-Being). For each condition, provide:
 - a. The original "condition" imposed;
 - b. The action(s) taken by the institution;
 - c. The date(s) of the action(s); and
 - d. An explanation for any partial or noncompletion of such required actions.

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

1. Condition

Edit element to input the condition.

Action

Edit element to input the action.

Action Date

Edit element to input the action date(s).

Explanation for partial or non-completion

Edit element to input the explanation.

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2. List all actions the institution has completed or progress it has made regarding all plans for improvement/recommendations developed by the institution during its Cycle 2 certification process as they relate to Operating Principle 3.3 (Student-Athlete Well-Being). For each issue identified, provide:
- The original goal(s);
 - The step(s) taken by the institution to achieve the goal(s);
 - The date(s) the step(s) was completed; and
 - An explanation for any partial or noncompletion of the original goal(s) and/or steps to achieve the goal.

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

If the institution developed a plan for improvement for Operating Principle 3.3 during Cycle 2, the institution must demonstrate that it has implemented its Cycle 2 plan or provide an explanation for partial completion of the plan.

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

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

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

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

1. Original Plan

Edit element to input the condition.

Action

Edit element to input the action.

Action Date

Edit element to input the action date(s).

Explanation for partial or non-completion

Edit element to input the explanation.

3. Describe any additional plans for improvement/recommendations developed by the institution since the Cycle 2 certification decision was rendered by the committee for Operating Principle 3.3 (Student-Athlete Well-Being). For each additional plan, provide:
- The additional goal(s);
 - The step(s) taken by the institution to achieve the goal(s); and
 - The date(s) the step(s) was completed.

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No additional plans for improvement have been developed.

4. Please submit a copy of the student-athlete exit-interview instrument with the submission of your self-study report. [Please use the file upload link contained within this question to submit a copy of your current student-athlete exit interview instrument.]

The institution's instrument used to conduct student-athlete exit interviews must contain questions related to the following: (Note: Institutions should note the list of examples below is not an exhaustive list and institutions are not limited to addressing only those provided.)

- a. *The institution's commitment to the academic success of its student-athletes (e.g., academic support services available, priority registration for classes, coaches' support).*
- b. *The institution's commitment to opportunities for student-athletes to integrate into campus life.*
- c. *The institution's efforts to measure the extent of time demands encountered by student-athletes.*
- d. *The institution's efforts to measure the effectiveness of the institution's mechanisms to monitor time demands of its student-athletes (e.g., travel commitments, missed class time, final exam schedules, and summer vacation periods).*
- e. *The institution's efforts to measure the effectiveness of the institution's SAAC.*
- f. *The institution's commitment to informing student-athletes about the NCAA Special Assistance Fund and NCAA Student-Athlete Opportunity Fund.*
- g. *The institution's efforts to measure the effectiveness of the institution's mechanisms (e.g., annual surveys, exit-interview process) to monitor the well-being of its student-athletes.*
- h. *The institution's commitment to the physical, psychological and emotional health (e.g., athletic training, nutrition, counseling) of student-athletes.*
- i. *The institution's commitment to the safety (e.g., travel policies, emergency medical plans) of student-athletes.*
- j. *The institution's commitment to a safe and inclusive environment for all student-athletes.*
- k. *The institution's commitment to diversity.*
- l. *The value of student-athletes' athletics experience.*
- m. *The opportunity for student-athletes to suggest proposed changes in intercollegiate athletics.*
- n. *The opportunity for student-athletes to express concerns related to the administration of the sport(s) in which student-athletes participate.*

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

No plans for improvement identified.

List of attachments

1. Athletics Exit Survey.doc

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5. Describe the methods used to conduct student-athlete exit interviews. Further, describe the process used to evaluate and implement outcomes.

The institution must demonstrate that it conducts interviews via in-person meetings and/or conference calls in each sport with a sample of student-athletes (as determined by the institution) whose eligibility has expired in accordance with NCAA Constitution 6.3.2. please note, if an institution develops a plan for improvement in this area, the plan must be implemented prior to the completion of the certification process.

Process for Administering Exit Interviews:

- a. Students who have exhausted their eligibility will be provided an opportunity to participate in an online written survey as well as an in-person interview prior to completing their degree.
- b. Students who will be requesting fifth-year aid will be required to participate in order to receive that aid.
- c. At the completion of each season, the student-athlete will be sent a letter from the FAR notifying them about the in-person interview and how to make those arrangements.
- d. The student-athlete will also be contacted by the SWA on how to participate in the online portion of the process.
- e. Prior to fifth-year aid's being awarded, all participants are tracked to verify their participation.
- f. The results of the online survey are compiled and reviewed by the Athletics Director and SWA, and are utilized in the end of the season evaluation of the individual coaches. The results of the in-person survey are also compiled and included in the process.

In addition, a survey is made available to students with remaining eligibility. This survey is administered every year, and the results of that survey are compiled and evaluated annually.

6. Describe opportunities other than the student-athlete exit-interview process that are available to student-athletes to provide input regarding student-athlete well-being issues (e.g., SAAC, open-door policy of athletics administrators, including the director of athletics, senior woman administrator, and/or faculty athletics representative).

The Department of Athletics maintains an open-door policy which provides an environment in which student-athletes feel free to bring well-being issues to the Director of Athletics, the Associate Director of Athletics/Senior Woman Administrator, the Academic Services Coordinator, other athletics administrators, the Dean of Students, the Associate Dean for Student Conduct, and members of the Student-Athlete Advisory Committee.

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7. Describe the department of athletics written grievance and/or appeals procedures available to student-athletes in areas mandated by NCAA legislation (i.e., financial aid and transfers). Also, provide the name (s) and title(s) of the individual(s) responsible for overseeing the administration of these grievance and/or appeals procedures. Describe the means by which these grievance and/or appeals procedures are directly communicated in writing to department of athletics staff members, coaches and student-athletes.

The institution must have established written grievance and/or appeals procedures for areas mandated by NCAA legislation (i.e., financial aid [in accordance with Bylaw 15.3.2.4] and transfers [in accordance with Bylaws 13.02.1, 13.1.1.3, 13.1.1.3.1, 14.02.2, 14.5.5.2.10 and 14.5.5.2.10.1]). Please note, if an institution develops a plan for improvement in this area, the plan must be implemented prior to the completion of the certification process.

The institution must demonstrate that all grievance and/or appeals procedures for areas mandated by NCAA legislation (i.e., financial aid [in accordance with NCAA Division I Bylaw 15.3.2.4] and transfers [in accordance with Bylaws 13.02.1, 13.1.1.3, 13.1.1.3.1, 14.02.1, 14.5.5.2.10, and 14.5.5.2.10.1]) are directly communicated in writing (e.g., provide hard copy of document, provide web link via e-mail) to department of athletics staff members, coaches and student-athletes. Please note, if an institution develops a plan for improvement in this area, the plan must be implemented prior to the completion of the certification process.

The policies outlining the grievance and appeals process for all student-athletes are detailed in the Student-Athlete Handbook. A copy of this handbook is given to each student-athlete, coach, and staff member. In addition, the handbook is available on the athletics website (www.gosoutheast.com). Details on select policy and procedures are published twice a month in the compliance newsletter by the Assistant Athletics Director for Compliance/Eligibility.

The policy and appeal process for enrollment and satisfactory academic progress are outlined on page 133 of the Student-Athlete Handbook. Other policies' details, including grade point average requirements and enrollment to be considered fulltime, are also delineated.

The policy and appeal process for financial aid and satisfactory academic progress are outlined on page 134 of the Student-Athlete Handbook. Students who received athletics aid are informed in writing, no later than July 1 of each year, the exact amount of aid they will be offered for the following year. If a student-athlete's aid is decreased or not renewed, that student-athlete has the right to a hearing to appeal the decision. The student-athlete must request a hearing through the University's Financial Aid Office, which manages the financial aid appeal committee. In addition to being notified of this change in their financial aid, the student-athlete is provided a written copy of the financial-aid appeal process.

Members of the appeal committee include:

- Laura Knoepfel, Financial Aid Coordinator--Chairperson
- Linda Buerck, Assistant Financial Aid Director
- Carole Smith, Financial Aid Coordinator
- Mishea Culbreth, Academic Advisor
- Georganne Syler, Faculty
- Sue Wilde, Budget Director
- Trent Ball, Associate Dean of Students
- Karen Walker, Financial Aid Director
- Shvetha Gohn, Assistant Director for International Student Services

Student-athletes requesting a transfer release can address their request to a member of their coaching staff or to the Assistant Athletics Director for Compliance/Eligibility. If a student-athlete wishes to transfer to another institution, the student must first request approval to contact the other institution, as detailed in NCAA Bylaw 13.1.1.3, from the Assistant Athletics Director for Compliance/Eligibility. Upon a request's being made, the head coach of the team is

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informed of the student's request. If after contacting the other institution, the student-athlete wishes to transfer, the student-athlete must have a transfer release form sent to the Southeast Compliance Office, where eligibility will be verified. In the event a student-athlete is denied permission to contact another institution or their request for a transfer release is not granted, the student-athlete can request a hearing to appeal the denial. The appeal will be heard by an institutional committee formed of University faculty and staff outside of the Department of Athletics.

8. Describe the institution's written grievance and/or appeals procedures available to student-athletes in other areas (e.g., harassment, hazing, abusive behavior, discrimination). Also, provide the name(s) and title(s) of the individual(s) responsible for overseeing the administration of these grievance and/or appeals procedures. Describe the means by which these grievance and/or appeals procedures are directly communicated in writing to department of athletics staff members, coaches and student-athletes.

The institution must have established written grievance and/or appeals procedures for other areas not mandated by NCAA legislation (e.g., harassment, problems with coaches, hazing, abusive behavior). Please note, if an institution develops a plan for improvement in this area, the plan must be implemented prior to the completion of the certification process.

The institution must demonstrate that all grievance and/or appeals procedures for other areas not mandated by NCAA legislation (e.g., harassment, problems with coaches, hazing, abusive behavior) are directly communicated in writing (e.g., provide hard copy of document, provide web link via e-mail) to department of athletics staff members, coaches and student-athletes. Please note, if an institution develops a plan for improvement in this area, the plan must be implemented prior to the completion of the certification process.

All students at Southeast Missouri State University, including student-athletes, are subject to the University's Code of Student Code. The Code of Student Conduct, available via the University website (www6.semo.edu/stuconduct/), details the rights and responsibilities of any student who believes he or she is the victim of any type of harassment, abuse, discrimination, or illegal behavior. The Code of Student Conduct also details the rights and process for adjudicating any claim against a student concerning these behaviors.

The Dean of Students, Dr. Dennis Holt, is designated by the University President, Dr. Kenneth Dobbins, to be responsible for the administration of the Code of Student Conduct. The Assistant Dean of Students for Student Conduct, Dr. Lynn Carter, is the University official authorized by the Dean of Students to supervise the judicial system, including the imposition of sanctions upon students found to have violated the Code of Student Conduct. The Assistant Dean also serves as a hearing officer and advisor to the All-University Judicial Board.

In addition to the University's Code of Student Conduct, all student-athletes are provided a copy of the Student-Athlete Code of Conduct. A copy of the Student-Athlete Code of Conduct is in the Student-Athlete Handbook, pages 139-141. This code of conduct defines the expectations for student-athletes regarding how they conduct themselves as representatives of the University, the Athletic Department, and the team they represent. The Student-Athlete Code of Conduct details policies related to gambling, sportsmanship, academic dishonesty, nutritional/dietary supplements, hazing, harassment, and the student's online presence. Student-athletes must revisit the Student-Athlete Code of Conduct via an online education module. All student-athletes must complete these educational modules, and a record of their participation is maintained to verify each student-athlete's participation.

All student-athletes must complete an online educational module that details the Department of Athletics Alcohol Policy. All student-athletes must complete the alcohol policy educational module, and a record of their participation is maintained to verify each student-athlete's participation. The student-athlete alcohol policy includes the Department of Athletics expectations regarding alcohol consumption both on and off campus. A copy of the Student-Athlete Alcohol Policy is found in the Student-Athlete Handbook, page 143.

When the Department of Athletics Director, John Shafer, becomes aware of an alleged violation of this Code of Conduct, the Director of Athletics or his designee will take reasonable steps to verify the validity, reliability, and

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accuracy of the report. These steps may include interviews with students and employees or non-University persons who have knowledge of relevant facts, examination of documents, and other steps necessary for the Director of Athletics to determine the merits of the report.

a) Violation of Team Rules: Each student-athlete is responsible for following his or her specific team policies. These policies are distributed to team members at the start of each academic year or at the beginning of their playing season, whichever comes first. The Head Coach, Sports Supervisor, and the Director of Athletics all have the authority to impose sanctions for the violation of team policies, provided that the Head Coach shall not impose the sanction of suspension or expulsion from the team without the approval of the Director of Athletics or designee.

b) Violation of Criminal Law: When a student-athlete has engaged in conduct alleged to be in violation of criminal law, the Head Coach must report the information to the Director of Athletics immediately upon receipt of notice of such possible violation. Student-athletes arrested for or charged with violating the criminal law will be placed on immediate administrative suspension from involvement in team activity, pending further investigation. If a violation would constitute a misdemeanor, the Director of Athletics (at his discretion) may lift the administrative suspension. If a violation of law would constitute a felony, the administrative suspension may be lifted only upon authorization of the Director of Athletics. In all cases in which a student-athlete is arrested for or charged with illegal use of drugs, illegal gambling, or sexual misconduct or violence, the student-athlete will be immediately suspended. The suspension may be lifted only by the Director of Athletics.

A student-athlete who is subject to a season-long suspension or expulsion from athletics team participation, or whose athletic grant-in-aid would be affected by a sanction imposed by the Director of Athletics, may request an appeal, submitted in writing to the Director of Athletics within five working days of the suspension/disciplinary action. In the event of an appeal, a review committee shall consider all factors, including extenuating circumstances. The student-athlete may appear personally before the committee, with or without a representative of his or her choosing from the University community. The review committee shall be composed of the Director of Athletics, John Shafer; Associate Director of Athletics, Cindy Gannon; and Faculty Athletics Representative, Dr. Jim Champine. The committee shall issue its decision within five working days after hearing the appeal. There shall be no further review.

- 9.** Describe the institution's educational and support programs in the area of sexual orientation. Also, describe the institution's structure and/or policies that ensure the provision of a safe environment for all students, including student-athletes with diverse sexual orientations.

The Office of Equity and Diversity Issues and the Assistant to the President for Equity and Diversity Issues, assisted by the University Equity Issues Committee, develops, monitors, and helps to enforce equity policies and procedures. The Office provides diversity awareness and sexual-harassment prevention training for all members of the University community. A student organization, the Gay Straight Alliance, is supported by the Student Government Association and sponsors activities intended to lead, support, advocate, educate, and celebrate the lesbian, gay, bisexual, transgender, queer, and ally community within the University and Cape Girardeau. In Spring 2011, the Student Government Association, with the support of the Office of the Dean of Students and Vice President for Enrollment Management and Student Success, has begun the process of creating a "safe zone" program intended to assure a civil and supportive environment for students of diverse sexual orientations.

- 10.** Describe the policies, organization and structure of the department of athletics and how it enhances student-athlete well-being. Further, describe the commitment of the institution to enhance the overall student-athlete educational experience including how issues are monitored, evaluated and addressed on a continuing basis.

The structure of the Department of Athletics is set up in a way that the student-athletes have various resources to enhance their well being. They have direct access to the Athletic Director, Senior Woman Administrator, and Compliance Officer as well as their Faculty Athletics Representative. The Student-Athlete Advisory Committee meets monthly and advocates student-athlete well being. The institution sponsors and encourages student-athletes to become involved with SAAC and, in addition, sends one to two student-athletes to the national SAAC conference every year.

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- 11.** Describe how student-athletes are involved in the governance and decision-making processes of the department of athletics, including the role of the SAAC.

The institution must demonstrate that it has an active SAAC pursuant to Constitution 6.1.4. Please note, if an institution develops a plan for improvement in this area, the plan must be implemented prior to the completion of the certification process.

Student-athletes are involved in the governance and decision-making processes informally, in the context of an open-door policy that is part of the culture of the Department of Athletics.

The Student-Athlete Advisory Committee provides the opportunity for regular feedback and participation related to governance matters. The Student-Athlete Advisory Committee consists of student-athletes appointed by the coaches of Southeast Missouri State University. Its stated purpose is to streamline and promote efficient communication between Southeast's Athletics Department administration and the student-athlete population; to allow student-athletes to provide feedback on programs affecting their personal, academic, and athletic development; and to solicit student-athlete responses to proposals from the NCAA and OVC. SAAC is advised by the Academic Services Coordinator of the Department of Athletics. The Committee meets the 2nd Wednesday of each month in the Redhawk Success Center.

- 12.** List the department of athletics and/or other institutional programs in place that address the needs and issues affecting student-athletes (e.g., CHAMPS/Life Skills program and/or programming involving career counseling, personal counseling, nutrition, diversity, gambling, alcohol and drug guidelines, sexual orientation, personal development, leadership). Further, describe the policies and procedures in place to encourage and ensure student-athletes' access to these programs.

The institution must demonstrate that it has an active CHAMPS/Life Skills program (or an equivalent program) pursuant to NCAA legislation with programming to address nonacademic areas (e.g., career counseling, personal counseling, nutrition, diversity, gambling, alcohol and drug guidelines, sexual orientation, personal development, leadership). Please note, if an institution develops a plan for improvement in this area, the plan must be implemented prior to the completion of the certification process.

Within the Department of Athletics, the Redhawks Success Center provides support, information, and resources to Southeast's student-athletes in order that they may achieve their academic and personal objectives. The Success Center focuses on the whole person and encompasses the mission of the NCAA-based Student-Athlete Affairs program, involving academics, athletics, personal growth, career, and community service. The Redhawks Success Center is committed to providing each student-athlete the support and encouragement needed to reach graduation. The Center works closely with staff in the Dean of Students Office, Campus Life, and other areas in the Division of Enrollment Management and Student Success to address the whole-person needs of student-athletes.

A broad array of programs are in place to serve the personal development, wellness, and life-skills needs of all students, including student-athletes. Career Linkages provides career counseling and connections to employment opportunities, and supports a four-tiered career-preparedness program integrated into the academic curriculum. Personal counseling is available at the Counseling Center, and the Campus Health Clinic, operated by Southeast Health, provides urgent health-care services to students. The Division of Enrollment Management and Student Success supports an alcohol- and drug-abuse prevention program led by a team of professionals from Campus Life, Student Conduct, Residence Life, and Counseling. Campus Life now offers a three-level leadership development program culminating in the President's Leadership Academy. Student Government supports a wide variety of student organizations and interest groups, including the Gay Straight Alliance, a student group committed to providing a supportive and understanding environment for all students, regardless of sexual orientation. The Student Government Association and the Dean of Students Office are developing a safe-zone program in Spring 2011, to be launched in Fall 2011.

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- 13.** Describe how the department of athletics monitors student-athlete time demands, including travel commitments, missed class time, final exam schedules, summer vacation periods and intercession periods. Further, describe methods used to educate coaches and student-athletes about time demands and opportunities to integrate into campus life.

The Department of Athletics uses a variety of tools and opportunities to educate students, coaches, and staff on issues related to travel, missed class, and other commitments that impact a student-athlete's time. In addition to the staff of the Athletics Department, the Athletics Committee--chaired by the FAR and composed of the Athletic Director, Associate Athletic Director, faculty, Director of Recreation Services, Director of Residence Life, Assistant to the President for Equity and Diversity Issues, and student-athletes--works to create and assist student-athletes as they balance the commitments of their education and their athletic pursuits.

All incoming first-year student-athletes are strongly encouraged to enroll in RC 116, Special Topics in Health and Leisure. Through this course, student-athletes are provided an opportunity to work with a faculty member as they balance their first academic semester of coursework and athletic requirements. By providing student-athletes with access to a faculty member in an academic environment, student-athletes are provided regular and constant advising on how to integrate into the larger University and a forum to express any concerns related to their time management between classwork and athlete commitments.

To minimize the impact of athletic participation on a student-athlete's academic efforts, all student-athletes are permitted to enroll in semester classes during "priority enrollment." This allows student-athletes to select classes needed for their degree program while working around their athletic schedule.

The policy for missed classes for all students, as well as for student-athletes who miss class for athletic requirements, is detailed on page 129 of the Student-Athlete Handbook. The policies delineate:

Absence from Class (University Policy):

Students are expected to attend all classes and to complete all assignments for courses in which they are enrolled. An absence does not relieve the student of the responsibility to complete all assignments. If an absence is associated with a University-sanctioned activity, the instructor will provide an opportunity for assignment make-up. However, it is the instructor's decision to provide, or not to provide, make-up work related to absences for any other reason.

Absence from Class Due to Travel for Competition:

In addition to the above University Policy, students must inform their instructors of all scheduled absences as soon as possible in the term. It is also the students' responsibility to arrange for the completion of all missed classroom work. Ultimately, students are responsible for the material covered in the class. In the event of disagreement regarding this policy, the issue should be discussed with the instructor. If further arbitration is necessary, the student should inform the SWA and/or the FAR and then discuss the issue with the department chair, the dean, and then the Provost, if necessary. Coaches should make every effort to minimize student-athlete absences from class and exams in scheduling travel and athletic competitions.

The policy for playing and practice time limits is detailed on page 131 of the Student-Athlete Handbook. The policy notes:

Daily and Weekly Hour Limitations ? Playing Season:

? A student-athlete's participation in countable athletically related activities during his/her declared playing season is limited to a maximum of 4 hours per day and 20 hours per week. You must be given one day off per week. Note: a day of competition counts as three hours, regardless of how long the competition lasts.

Weekly Hour Limitation ? Outside the Playing Season:

? A student-athlete's participation in the off-season will be limited to a maximum of eight hours per week of countable athletically related activities. Note: a maximum of only two hours per week may be dedicated to individual skill instruction.

? Outside the playing season, all athletically related activities are prohibited one week prior to the beginning of the final examination period through the conclusion of each student-athlete's final exam.

Vacation Periods and Between Terms:

? Daily and weekly limitations do not apply to countable athletically related activities occurring during an official vacation period (as listed in Southeast's official calendar) and during the academic year between terms when classes are not in session. Activities which may be required by your coaches or the Athletics Department, but do not count toward the weekly or hourly limitations include attendance at the following:

- o Study Table

Gender/Diversity Issues and Student-Athlete Well-Being

- o Recruiting Activities
- o Fundraising Events
- o Educational Seminars
- o Team Social Functions

These events can also take place on your required "day off." If you have questions as to what constitutes athletically related activity, please contact the Compliance Office at 573-986-6844.

As illustrated in the Compliance and Educational Program Annual Report 4/12/2010, members of the Compliance Office meet with the members of the Student-Athlete Advisory Committee (SAAC) on a monthly basis. SAAC meetings occur on the first Wednesday of each month, and at these meetings SAAC members sign a verification form affirming that their respective sports have complied with NCAA playing and practice season weekly hour limitations. In addition to these meetings, the Compliance Newsletter was made readily accessible to all student-athletes beginning in November 2009.

The policy for student-athlete employment is contained on page 136 of the Student-Athlete Handbook. The policy notes:

If a student-athlete wishes to work during the academic year, he or she must first speak with the Compliance Office. The Compliance Office will issue the student-athlete a form that must be signed by the head coach, Assistant Athletics Director for Compliance/Eligibility, and the student-athlete. Once that form is returned, the Compliance Office will provide another form to the student-athlete that must be completed by the prospective employer and returned to the Compliance Office. If employed during the summer, the student-athlete will complete and submit a summer activity tracking form to the Compliance Office prior to employment.

All student-athletes are encouraged to participate in the Student-Athlete Experience Survey. The survey provides the Department of Athletics and administrators at Southeast Missouri State University with information on student-athletes' concerns related to time management, academic requirements, and the relationship between student-athletes and their coaches. In addition, all student-athletes who have exhausted their eligibility are required to complete a more detailed survey that addresses their overall athletics and academic experience over their eligibility. This information is used by the Department of Athletics and the University Athletics Committee to identify trends or patterns in student-athlete concerns and to develop/implement solutions based upon the information learned through the two surveys.

- 14.** Please submit a copy of the department of athletics and/or institution's written travel policies to ensure the safety and well-being of student-athletes with the submission of your self-study report (e.g., road travel; air travel, including charter policies; driver selection; training; privately owned vehicles). [Please use the file upload link contained within this question on the ACS to submit a copy of the athletics department and/or institution's written travel policies].

No plans for improvements recommended.

List of attachments

1. Team Travel Policy.pdf

- 15.** Describe the annual evaluation of the department of athletics and/or institution's travel policies to ensure these policies are effective. Further, describe how the travel policies are directly communicated in writing to department of athletics staff members and student-athletes and list the name and title of the administrator(s) responsible for oversight in this area.

The institution must have written travel policies that are annually evaluated for their effectiveness in protecting the health and providing a safe environment for student-athletes. Further, the administrator(s) responsible for annually evaluating travel policies must be identified and travel policies must be directly communicated in writing (e.g., provide hard copy of document, provide web link via e-mail) to department of athletics staff members, including coaches, and student-athletes.

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Annually, the Athletics Business department and Compliance department meet to internally evaluate the Athletic Department's travel policies to ensure policies are effective. The travel policies are directly communicated in writing to the athletics staff members through the Department of Athletics Policy and Procedure Manual, in the Business & Operations Section (Classification Code 06-03, page 4 of 5). The travel policies are directly communicated to the student-athletes by the Compliance Department through the Student-Athlete Handbook, prior to the start of each team's season. Mr. Torry Rollins, Assistant Athletic Director/Business Operations, is responsible for the oversight of the travel policies.

- 16.** Please submit a copy of the department of athletics written emergency medical plan for practices, contests, strength training and skills sessions with the submission of your self-study report. [Please use the file upload link contained within this question on the ACS to submit a copy of the athletics department's written emergency medical plan for practices, contests, strength training and skills sessions].

List of attachments

1. Abe Stuber Track Complex Venue.doc
2. Capaha Baseball Fields Venue.doc
3. Emergency Action Plan.doc
4. Houck Field House Venue.doc
5. Houck Stadium Venue.doc
6. Parker Physical Education Venue.doc
7. Rosengarten Practice Field Venue.doc
8. Rosengarten Weight Room.doc
9. Show Me Center Venue.doc
10. Softball Field Venue.doc
11. South Rec Weight Room.doc
12. Student Recreation Center Venue.doc
13. Tennis Court Venue.doc

Gender/Diversity Issues and Student-Athlete Well-Being

- 17.** Describe the annual evaluation of the department of athletics written emergency medical plan for practices, contests, strength training and skills sessions to ensure its effectiveness. Further, describe how the department of athletics written emergency medical plan for practices, contests, strength training and skills sessions is directly communicated in writing to department of athletics staff members and student-athletes and list the name and title of the administrator(s) responsible for oversight in this area.

The institution must have a written emergency medical plan for practices, contests, strength training and skills sessions. Further, the administrator(s) responsible for annually evaluating this emergency medical plan must be identified and the emergency medical plan must be directly communicated in writing (e.g., provide hard copy of document, provide web link via e-mail) to athletics department staff members, including coaches, and studentathletes.

There is currently no annual evaluation process for the Emergency Action Plan to ensure effectiveness. Emergency Action Plans are available on the Southeast Missouri State University Website for review by athletics staff members and student-athletes (<http://www.semo.edu/athletictraining/policies/venue.htm>).

However, at this time there is no formal communication of Emergency Action Plans to the staff and student-athletes. The EAP for each venue is communicated to the entire athletic training staff (Graduate Assistants, Assistants, and Athletic Training students) both orally and in writing through the Athletics Training Policy and Procedure Manual.

- 18.** Please submit a copy of the department of athletics written emergency medical plan for out-of-season workouts with the submission of your self-study report. [Please use the file upload link contained within this question on the ACS to submit a copy of the athletics department's written emergency medical plan for out-of-season workouts].

List of attachments

1. Emergency Action Plan.doc

- 19.** Describe the annual evaluation of the department of athletics written emergency medical plan for out-of-season workouts to ensure its effectiveness. Further, describe how the department of athletics written emergency medical plan for out-of-season workouts is directly communicated in writing to department of athletics staff members and student-athletes and list the name and title of the administrator(s) responsible for oversight in this area.

The institution must have a written emergency medical plan for out-of-season workouts. Further, the administrator(s) responsible for annually evaluating this emergency medical plan must be identified and the emergency medical plan must be directly communicated in writing (e.g., provide hard copy of document, provide web link via e-mail) to athletics department staff members, including coaches, and student-athletes.

There is currently no annual evaluation process for the Emergency Action Plans to ensure effectiveness.

Gender/Diversity Issues and Student-Athlete Well-Being

20. Please submit a copy of the athletics department's athletic training and sports medicine policies and procedures with the submission of your self-study report. [Please use the file upload link contained within this question on the ACS to submit a copy of the athletics department's athletic training and sports medicine policies and procedures].

List of attachments

1. 1. Concussion Policy.doc
2. 1. Documentation and Coaches Reports.doc
3. 1. Drug policy updated July 2008.doc
4. 1. Insurance and Non-Athletic Injuries.doc
5. 1. Introduction.doc
6. 1. Lightning Safety.doc
7. 1. Physician Referral.doc
8. 1. Role Delineations.doc
9. 1. SA Sickle Cell Fact Sheet.pdf
10. 10. Release to ATEP.doc
11. 11. NATA_Position_Statement_-_Fluid_Replacement.pdf
12. 11. Operational Guidelines.doc
13. 12. CONFIDENTIALITY AGREEMENT.doc
14. 12. NATA_Position_Statement_-_Heat_Illness.pdf
15. 2. Concussion Fact Sheets.pdf
16. 2. Exposure Control Plan.doc
17. 2. OTC and Prescription Meds.doc
18. 2. PARENT-MMO.doc
19. 2. Release Form.doc
20. 2. SEMO ATR Procedures.doc
21. 2. SEMO Missions Statements.doc
22. 2. SickleCellTraitforCoaches.pdf

Gender/Diversity Issues and Student-Athlete Well-Being

23. 3. Important Phone Numbers.doc
24. 3. Injury Report Form.doc
25. 3. SEMO ATR Rules.doc
26. 3. SEMO SA Concussion Statement.doc
27. 3. Sickle Cell Letter.doc
28. 4. AUTHORIZATION - SICKLE CELL.doc
29. 4. Directions to Medical Centers.doc
30. 4. Dress Code.doc
31. 4. ImPACT.doc
32. 4. Progress Notes Sheet.doc
33. 5. Blank Rehab Form.xls
34. 5. Sickle Cell (Agreement).doc
35. 5. Try-out Policy.doc
36. 6. Daily Closing Duties for ATR.doc
37. 6. SEMO Rehab flowchart.xls
38. 6. Sickle Cell (Declination).doc
39. 7. Campus Phone List.doc
40. 7. PPE's.doc
41. 8. Release of Information to Athletic Dept.doc
42. 9. Release to media.doc
43. 9. concussion.pdf
44. Drug policy updated July 2008.doc
45. Insurance Info Form.doc
46. Workers' Compensation Reporting Packet.pdf
47. code_of_ethics.pdf

Gender/Diversity Issues and Student-Athlete Well-Being

- 21.** Describe the annual evaluation of the department of athletics written athletic training and sports medicine policies and procedures. Further, describe how the department of athletics athletic training and sports medicine policies and procedures is directly communicated in writing to department of athletics staff members and student-athletes and list the name and title of the administrator(s) responsible for oversight in these areas.

The institution must have written athletic training and sports medicine policies that are reviewed annually.

Further, the administrator(s) responsible for annually evaluating athletic training and sports medicine policies

must be identified and the athletic training and sports medicine policies must be directly communicated in

writing (e.g., provide hard copy of document, provide web link via e-mail) to athletics department staff members, including coaches, and student-athletes.

There is currently no annual evaluation process for the Emergency Action Plans to ensure effectiveness.

- 22.** If the institution has developed a plan(s) for improvement during the current self-study process for Operating Principle 3.3, describe the institution's efforts to ensure the plan(s) for improvement was developed through a process involving broad-based campus participation and has received formal institutional approval.

A plan for improvement in annual review and communication of Emergency Action Plans is suggested, including posting Emergency Action Plans at each venue visible for trainers, student-athletes, and coaches, and holding an annual staff meeting with the training staff to review policies and procedures, ensuring that they are up to date and valid.

Gender/Diversity Issues and Student-Athlete Well-Being

Elements	Goals	Steps		
Issues in the Self-Study	Measurable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
A plan for improvement in annual review and communication of Emergency Action Plans is suggested, including posting Emergency Action Plans at each venue visible for trainers, student-athletes, and coaches, and holding an annual staff meeting with the training staff to review policies and procedures, ensuring that they are up to date and valid.	Posting Emergency Action Plans at each venue visible for trainers, student-athletes, and coaches	Post EAP's		Summer 2011
	Hold an annual staff meeting with the training staff to review policies and procedures, ensuring that they are up to date and valid.	Schedule annual meeting		Summer 2011

Gender/Diversity Issues and Student-Athlete Well-Being

Racial or Ethnic Composition of Personnel - Old Race/Ethnicity Categories Chart (IPEDS)

	Year	Racial or Ethnic Group																				
		Am. Ind./AN (N)			Asian/PI (N)			Black (N)			Hispanic (N)			White (N)			NR Alien (N)			Other (N)		
		1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Senior Administrative Athletics Dept. Staff	F							1	1	1	1		1	3	3	2						
Other Professional Athletics Dept. Staff	F				1	1			1	1	2	1	1	15	14	14				1	1	1
	P																					
Head Coaches	F						1	1	1	1				10	10	9						
	P																					
Assistant Coaches	F							7	6	6				15	16	15				1	1	
	P							1	1					8	8	8						
Totals (for Athletics Dept. Personnel)	F	0	0	0	1	1	1	9	9	9	3	1	2	43	43	40	0	0	0	2	2	1
	P	0	0	0	0	0	0	1	1	0	0	0	0	8	8	8	0					
Faculty-Based Athletics Board or Committee Members								0	0	1				15	15	14						
Other Advisory or Policy-Making Group Members																						

Name of person completing this chart: Torry Rollins

Title: Asst. AD - Business Affairs

Gender/Diversity Issues and Student-Athlete Well-Being

Racial or Ethnic Composition of all Students - Old Race/Ethnicity Categories Chart (IPEDS)

STUDENTS GENERALLY AND STUDENT-ATHLETES ON ATHLETICS AID

Year	Racial or Ethnic Group																				
	Am. Ind./AN (N)			Asian/PI (N)			Black (N)			Hispanic (N)			White (N)			NR Alien (N)			Other (N)		
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
All Students	29	35	36	48	44	35	618	612	660	98	90	85	5904	5697	5470	192	171	112	338	356	432
Student-Athletes	2	2	0	5	5	5	71	72	80	5	8	4	129	115	139	8	9	6	1	9	0

Name of person completing this chart: Cynthia Gannon

Title: Associate Athletic Director/SWA

Gender/Diversity Issues and Student-Athlete Well-Being

Racial or Ethnic Composition of Student-Athletes by Sport Group - Old Race/Ethnicity Categories Chart (IPEDS)

Sports** Year	Racial or Ethnic Group																				
	Am. Ind./AN (N)			Asian/PI (N)			Black (N)			Hispanic (N)			White (N)			NR Alien (N)			Other (N)		
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Baseball	1	2	0	0	0	0	0	0	1	0	0	0	26	19	29	0	0	1	0	1	0
Men's Basketball	0	0	0	0	0	0	11	9	12	0	0	0	1	2	1	0	0	0	0	0	0
Football	1	0	0	2	3	3	33	30	35	1	4	1	32	26	28	0	0	0	2	3	0
Men's Track / Cross Country	0	0	0	0	0	0	10	8	9	0	0	0	8	11	14	0	0	0	0	1	0
Men's Other Sports and Mixed Sports	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Women's Basketball	0	0	0	0	0	0	8	11	8	0	0	0	3	2	3	0	2	3	2	0	0
Women's Track / Cross Country	0	0	0	0	0	0	9	13	13	1	1	3	10	10	14	1	0	0	0	2	0
Women's Other Sports	0	0	0	3	2	2	0	1	2	3	3	3	49	45	50	7	7	2	0	2	0
Total	2	2	0	5	5	5	71	72	80	5	8	7	129	115	139	8	9	6	4	9	0

Name of person completing this chart: Cynthia Gannon

Title: Associate Athletic Director/SWA