

## Southeastern Louisiana University

### 1.2 Rules Compliance

1 NCAA Operating Principle 1.2 requires an institution to demonstrate that at least once every four years, its rules compliance program is the subject of evaluation by an authority outside of the athletics department. In order to demonstrate conformity with this operating principle an institution must provide evidence that the comprehensive, external rules compliance evaluation includes at a minimum, the following areas:

- a. Governance and organization;
- b. Initial-eligibility certification;
- c. Continuing-eligibility certification;
- d. Transfer-eligibility certification;
- e. NCAA Division I Academic Performance Program (APP);
- f. Financial aid administration;
- g. Recruiting;
- h. Camps and clinics;
- i. Investigations and self-reporting of 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.

After reviewing Page Nos. 29 and 30 of your institution's self-study report and the most recent rules compliance evaluation (April 6, 2009), the NCAA Division I Committee on Athletics Certification (hereafter referred to as "committee") is unclear whether the areas of the APP and amateurism were included in your institution's most recent rules compliance evaluation. Therefore, your institution must provide written evidence not later than December 18, 2009, that once every four years the areas of APP and amateurism have been the subject of evaluation by an authority outside of the athletics department. Further, your institution must submit a copy of the report from the most recent rules compliance evaluation in each of the aforementioned areas. Finally, your institution must describe the process used to review the most recent rules compliance evaluation in each of the aforementioned areas and identify any relevant corrective actions planned or implemented as a result of the evaluation.

#### **Institution Response to CAC Analysis**

Even though the deadline to comply with this request is December 18, 2009, it was our intent to have the additional Rules Compliance evaluation work done in time to include the results in this report. Unfortunately, due to scheduling conflicts with the individual who will do this work for us, we were unable to do so. We have made arrangement for this additional work to be done and will submit it to the NCAA as soon as possible.

## Southeastern Louisiana University

### 2.1 Academic Standards

1 Operating Principle 2.1 requires an institution to demonstrate that it admits only student-athletes who have reasonable expectations of obtaining academic degrees. Further, if the academic profile of entering student-athletes, as a whole or for any student-athlete subgroup, is significantly lower than that of other student-athletes or comparable student-body groups, the contrast must be analyzed and explained by appropriate institutional authorities. In order to demonstrate conformity with this operating principle, an 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. After reviewing Page No. 38 and Page Nos. 86 through 88 of your institution's self-study report, the committee noted your institution analyzed and explained differences between student-athletes generally and students generally, but did not analyze and explain any differences in the academic profile between student-athlete subgroups (i.e., sport, gender, ethnicity) and other student-athletes and comparable student-body groups or subgroups. Therefore, your institution must further analyze and explain any differences in the academic profile between student-athlete subgroups (i.e., sport, gender, ethnicity) and other student-athletes and comparable student-body groups or subgroups.

#### **Institution Response to CAC Analysis**

When compared by gender (See the "Test Scores by Gender" Table on page 86 of the original self-study report), average ACT sumscores for male first-year athletes on student aid is similar to that for females on average across the four years being considered. However, first-year female student athletes had lower scores in the last year (2007-2008) in the table. When first-year athletes are compared to the general first-year student population by gender, first-year student athletes have lower ACT sumscores. While the scores are minimally different in the first two years, the gap increases during the last two years in the table and the gap is also significant when a four-year average is used.

When compared by Racial or Ethnic Group (See the "Test Scores by Racial or Ethnic Group" Table on page 87 of the original self-study report), only two sub-groups (Black and White) have a sufficient number of individuals for comparison. There are no first-year student athletes in the Am. Ind/AN or the Asian/PI sub-groups for the four-year period covered in the Table. There are very few (between 3 and 12) first-year student athletes that fall into the Hispanic, N-R Alien and Other sub-groups and even then, not all subgroups are represented in all years. There is a significant difference in the ACT sumscores when the Black and White subgroups of first-year student athletes are compared. This is true year by year and on average over the four-year period. When first-year student athletes are compared to the general first-year student population by racial/ethnic group, the gap is not as wide. In both subgroups the first-year student athletes do not perform as well in terms of ACT sumscores as do students in the general first-year population. This difference is a little more pronounced for the Black Subgroup. Nevertheless, the difference within subgroups when the comparison is between first-year student athletes vs first-year students in the general population is not that significant.

# Athletics Certification Committee Analysis Report with Institution Responses

## Southeastern Louisiana University

When compared by sport (See the "Test Scores and GPA by Sport" Table on page 88 of the original self-study report), Men's Basketball, Women's Basketball and Women's Track/Cross country have lower ACT sumscores when compared to the other sports in the table. However, the GPA's for these sports are much more in line with the other sports.

As stated in the initial response to Operating Principle 2.1, Question # 7, the Athletic Department is aware of the gap in ACT sumscores between first-year student athletes and the general university populations of first-year students. The department is also aware of the gaps related to racial/ethnic differences and between and among sports. The department will continue to monitor these results and talk with coaches about these results and the implications for recruitment where applicable. It should be noted, however, that in addition to performance on standardized tests like the ACT Exam, the University's admission criteria also include class rank and high school GPA. These can also be predictors of academic success.

Finally, there is no admissions criterion that represents a foolproof system for predicting academic success. As is stated elsewhere in the report, the University and the Athletic Department devote a significant amount of resources to mentoring, tutoring, etc. in an effort to ensure the academic success of student athletes at Southeastern. The fact that GPAs between/among sports is much more similar than the standardized test scores between/among the same sports is one indication that these efforts are paying dividends. Also, the fact that graduation rates for student athletes consistently exceed the overall graduation rates for the general student population is indicative of the success of these efforts.

- 2 Operating Principle 2.1 requires an institution to demonstrate that its written policies related to scheduling are established in all sports to minimize student-athletes' conflicts with class time and/or final examination periods due to participation in intercollegiate athletics, consistent with the provisions of NCAA Constitution 3.2.4.13. In order to demonstrate conformity with this operating principle, an institution's established, written policies regarding the scheduling of practices and competition must be clearly communicated in writing to student-athletes, athletics department staff members and other appropriate faculty and administrative staff (e.g., published in the institution's student-athlete handbook, discussed during staff and team meetings, posted on institution's Web site). After reviewing Page Nos. 49 and 50 of your institution's self-study report and supplemental material dated July 10, 2009, the committee noted your institution does have a missed class policy and a policy for the scheduling of athletics competition and practices. Further, your institution described how both of these policies are communicated in writing to student-athletes and athletics department staff members. However, other appropriate faculty members receive only the scheduling policy, while the missed class policies have not been communicated to faculty in writing. Specifically, your institution noted this policy could be coordinated and communicated by the vice president for academic affairs office and the division of student affairs either through direct correspondence to all faculty or distributed through deans and department chairs or delivered by student-athletes. However, this deficiency is not addressed in a formal plan for improvement. Therefore, your institution must create a formal plan for improvement to address the deficiency regarding the lack of communication of the written missed class time policy to faculty. Please note, plans for improvement must include all required elements.

### **Institution Response to CAC Analysis**

## Southeastern Louisiana University

Please see the formal plan for improvement related to addressing the deficiency regarding the lack of communication of the written missed class time policy to faculty.

Each revised plan for improvement included in this response to the nineteen issues raised by the Committee on Athletic Certification, as well as the response itself, has been approved by the NCAA Steering Committee. The committee is made up of top level university administrators including the President of the University, the Provost and Vice Presidents for Academic Affairs, the Vice President for Student Affairs, the Vice President for Administration and Finance and the Assistant Vice President of Enrollment Management. Also serving on the Steering Committee are the Interim Athletic Director, the Associate Athletic Director for Compliance/SWA and several head coaches. Also serving on the Steering Committee are other diverse members of the University community including the Internal Auditor for the University, EEO/ADA Officer for the University, the Dean of General Studies, the Alumni Director and the Faculty Athletic Representative/Chairperson of the Athletic Committee. Also, serving on the Steering Committee is the President of the Lions Athletic Association and several other alumni. These individuals represent booster and community interest on the committee. Finally, the President of the Student Government Association and student-athlete representatives also serve on the committee.

A number of the members of the Steering Committee also serve on the subcommittees. Therefore, there was broad based participation in the preparation of this report. Also, all Steering Committee members were given the opportunity to read the report and make recommendations for change. Therefore, all of the diverse segments of the University community mentioned above were able to participate in the preparation of the report.

Finally, the full Steering Committee was given the opportunity to vote on the overall response and each of the plans for improvement. This approval, including approval by the President and other top-level administrators, represents institutional approval for the overall response and for each of the plans for improvement.

# Athletics Certification Committee Analysis Report with Institution Responses

## Southeastern Louisiana University

Elements	Goals	Steps		
Issues in the Self-Study	Measurable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	S p e c i f i c Timetable for Completing the Work
Prior to August 2008, no organized system to document identifying student-athletes with special academic needs and ensure their acclimation, retention, and academic success.	Fully implement a formal system to identify students-athletes with special academic needs and ensure their acclimation, retention, and academic success.	<ol style="list-style-type: none"> <li>1.                             <ol style="list-style-type: none"> <li>a. Implement the Academic Training Camp, identifying student-athletes in Tier 1 as those have special academic needs.</li> <li>b. For each student-athlete in Tier 1, develop and monitor a customized IAP.</li> </ol> </li> <li>2.                             <ol style="list-style-type: none"> <li>a. Complete construction of the Academic Center, which will house Student Support Services.</li> <li>b. Acclimate student-athletes to use of the new Academic Center.</li> </ol> </li> <li>3. Use the CSE services to help further identify students with special academic needs and enhance their success through Lion's Table, SSC List, freshmen mentoring, academic advising, and the OPR system.</li> </ol>	Assistant AD for Academic Affairs Athletic Director Assistant AD for Academic Affairs Director of Center for Student Excellence	Step 1 : Immediately and ongoing Step 2: a. April through August 2009 b. Starting August 2009 Step 3 : Immediately and ongoing
FGR for male non-resident alien SAs is less than FGR for non-resident alien and male non-resident alien students. (Part I)	Ensure that FGR for male non-resident SAs is at least equal to that of non-resident alien and male non-resident alien students.	<ol style="list-style-type: none"> <li>1. Assess special needs of male international SAs</li> <li>2. Provide an orientation program for male international SAs</li> <li>3. Place entering male international S-As in the appropriate academic support program (Tier 1, 2, or 3) according to existing policy</li> <li>4. Review the academic credentials of all prospects prior to offering a scholarship to ensure S-A of all ethnicities are adequately prepared</li> </ol>	Step 1: Director of Multicultural and International Student Affairs Office Step 2: Assistant to the AD / Lifeskills and Academic Liaison and appropriate coaches Step 3: Assistant AD for Academic Affairs Step 4: Athletic Director	Step 1: Survey and/or interviews by October 1, 2009 Step 2: On or before September 1, 2009 Step 3: August 2009 through May 2010 Step 4: Prior to signing S-A

# Athletics Certification Committee Analysis Report with Institution Responses

## Southeastern Louisiana University

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
FGR for male non-resident alien SAs is less than FGR for non-resident alien and male non-resident alien students. (Part II)	Ensure that FGR for male non-resident SAs is at least equal to that of non-resident alien and male non-resident alien students.	5. Make full use of new Academic Center, which provides enhanced academic support services such as counseling, advising, registration and a quiet, controlled study environment 6. Annual evaluations of head coaches will include elements relating to (1) recruiting academically prepared prospects and (2) adequate support of and involvement with the academic support program, and (3) team GPA, APR, and graduation rates 7. Each head coach's contract will include incentives pertaining to APR, which ultimately affects the success rates of the S-As and team	Step 5: Assistant AD for Academic Affairs Step 6: Athletic Director Step 7: Athletic Director	Step 5: Starting April 2009 and ongoing Step 6: End of each academic year Step 7: Beginning of each academic year
FGR for male non-resident alien SAs is less than FGR for non-resident alien and male non-resident alien and male non-resident alien students. (Part I)	Ensure that FGR for male non-resident SAs is at least equal to that of non-resident alien and male non-resident alien students.	1. Assess special needs of male international SAs 2. Provide an orientation program for male international SAs 3. Place entering male international SAs in the appropriate academic support program (Tier 1, 2, or 3) according to existing policy 4. Review the academic credentials of all prospects prior to offering a scholarship to ensure SAs of all ethnicities are adequately prepared	Step 1: Director of Multicultural and International Student Affairs Office Step 2: Assistant to the AD/Lifeskills and Academic Liaison and appropriate coaches Step 3: Assistant AD for Academic Affairs Step 4: Athletic Director	Step 1: Survey and/or interviews by October 1, 2009 Step 2: On or before September 1, 2009 Step 3: August-May 2010 Step 4: Prior to signing SA

# Athletics Certification Committee Analysis Report with Institution Responses

## Southeastern Louisiana University

Elements	Goals	Steps		
Issues in the Self-Study	Measurable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	S p e c i f i c Timetable for Completing the Work
FGR for male non-resident alien SAs is less than FGR for non-resident alien and male non-resident alien and male non-resident alien students. (Part II)	Ensure that FGR for male non-resident SAs is at least equal to that of non-resident alien and male non-resident alien students.	5. Make full use of new Academic Center, which provides enhanced academic support services, such as counseling, advising, registration, and a quiet controlled study environment 6. Annual evaluations of head coaches will include elements relating to (1) recruiting academically prepared prospects, (2) adequate support of and involvement with the academic support program, and (3) team GPA, APR, and graduation rates 7. Each head coach's contract will include incentives pertaining to APR, which ultimately affects the success rates of the SAs and team	Step 5: Assistant AD for Academic Affairs Step 6: Athletic Director Step 7: Athletic Director	Step 5: Starting April 2009 and ongoing Step 6: End of each academic year Step 7: Beginning of each academic year
FGR for female American Indian and non-resident alien SAs is less than FGR for their respective subcategories for all students and female students. (Part I)	Ensure that FGR for American Indian and non-resident alien SAs is at least equal to that of their respective subcategories for all students and female students.	1. Assess special needs of female American Indian and international SAs in "Other" sports 2. Provide an orientation program for female American Indian and international SAs in "Other" sports 3. Place entering female American Indian and international SAs in the appropriate academic support program (Tier 1, 2, or 3) according to existing policy 4. Review the academic credentials of all prospects prior to offering a scholarship to ensure SAs of all ethnicities are adequately prepared	Step 1: Director of Multicultural and International Student Affairs Office Step 2: Assistant to the AD/ Lifeskills and Academic Liaison and appropriate coaches Step 3: Assistant AD for Academic Affairs Step 4: Athletic Director	Step 1: Survey and/or interviews by October 1, 2009 Step 2: On or before September 1, 2009 Step 3: August 2009-May 2010 Step 4: Prior to signing SA

# Athletics Certification Committee Analysis Report with Institution Responses

## Southeastern Louisiana University

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
FGR for female American Indian and non-resident alien SAs is less than FGR for their respective subcategories for all students and female students. (Part II)	Ensure that FGR for American Indian and non-resident alien SAs is at least equal to that of their respective subcategories for all students and female students.	5. Make full use of new Academic Center, which provides enhanced academic support services, such as counseling, advising, registration, and a quiet, controlled study environment 6. Annual evaluations of head coaches will include elements relating to (1) recruiting academically prepared prospects, (2) adequate support of and involvement with the academic support program, and (3) team GPA, APR, and graduation rates 7. Each head coach's contract will include incentives pertaining to APR, which ultimately affects the success rates of the SAs and team	Step 5: Assistant AD for Academic Affairs Step 6: Athletic Director Step 7: Athletic Director	Step 5: Starting April 2009 and ongoing Step 6: End of each academic year Step 7: Beginning of each academic year
FGR for female non-resident alien SAs is less than FGR for all non-resident alien and female non-resident alien students. (Part I)	Ensure that FGR for non-resident SAs is at least equal to that of non-resident alien and female non-resident alien students.	1. Assess special need of female international SAs 2. Provide an orientation program for female international SAs 3. Place entering female international SAs in the appropriate academic support program (Tier 1, 2, or 3) according to existing policy 4. Review the academic credentials of all prospects prior to offering a scholarship to ensure SAs of all ethnicities are adequately prepared	Step 1: Director of Multicultural and International Student Affairs Office Step 2: Assistant to the AD/Lifeskills and Academic Liaison and appropriate coaches Step 3: Assistant AD for Academic Affairs Step 4: Athletic Director	Step 1: Survey and/or interviews by October 1, 2009 Step 2: On or before September 1, 2009 Step 3: August 2009 through May 2010 Step 4: Prior to signing SA



# Athletics Certification Committee Analysis Report with Institution Responses

## Southeastern Louisiana University

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
FGR for female non-resident alien SAs is less than FGR for all non-resident alien and female non-resident alien students. (Part II)	Ensure that FGR for non-resident SAs is at least equal to that of non-resident alien and female non-resident alien students.	5. Make full use of new Academic Center, which provides enhanced academic support services, such as counseling, advising, registration, and a quiet, controlled study environment 6. Annual evaluations of head coaches will include elements relating to (1) recruiting academically prepared prospects, (2) adequate support of and involvement with the academic support program, and (3) team GPA, APR, and graduation rates 7. Each head coach's contract will include incentives pertaining to APR, which ultimately affects the success rates of the SAs and team	Step 5: Assistant AD for Academic Affairs Step 6: Athletic Director Step 7: Athletic Director	Step 5: Starting April 2009 and ongoing Step 6: End of each academic year Step 7: Beginning of each academic year
FGR for white SAs in women's cross country track is less than FGR for all white and female white students.	Ensure that FGR for white SAs in women's cross country track is at least equal to that of all white and female white students.	1. Provide mentoring for white SAs in women's cross country track as needed 2. Review the academic credentials of all prospects prior to offering a scholarship to ensure SAs of all ethnicities are adequately prepared 3. Make full use of new Academic Center, which provides enhanced academic support services, such as counseling, advising, registration, and a quiet, controlled study environment 4. Annual evaluations of head coaches will include elements relating to (1) recruiting academically prepared prospects, (2) adequate support of and involvement with the academic support program, and (3) team GPA, APR, and graduation rates 5. Each head coach's contract will include incentives pertaining to APR, which ultimately affects the success rates of the SAs and team	Step 1: Assistant to the AD/Lifeskills and Academic Liaison, Director of Center for Student Excellence, and women's cross country track coach Step 2: Athletic Director Step 3: Assistant AD for Academic Affairs Step 4: Athletic Director Step 5: Athletic Director	Step 1: August 2009 and ongoing thereafter as needed Step 2: Prior to signing SA Step 3: Starting April 2009 and ongoing Step 4: End of each academic year Step 5: Beginning of each academic year

# Athletics Certification Committee Analysis Report with Institution Responses

## Southeastern Louisiana University

Elements	Goals	Steps		
Issues in the Self-Study	Measurable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	S p e c i f i c Timetable for Completing the Work
FGR for female American Indian SAs is less than FGR for all students and all female students. (Part I)	Ensure that FGR for female American Indian SAs is at least equal to that of all students and all female students.	<ol style="list-style-type: none"> <li>1. Assess special needs of female American Indian SAs</li> <li>2. Provide an orientation program for female American Indian SAs</li> <li>3. Place entering female American Indian SAs in the appropriate academic support program (Tier 1, 2, or 3) according to existing policy</li> <li>4. Review the academic credentials of all prospects prior to offering a scholarship to ensure SAs of all ethnicities are adequately prepared</li> </ol>	Step 1: Director of Multicultural and International Student Affairs Office Step 2: Assistant to the AD/Lifeskills and Academic Liaison and appropriate coaches Step 3: Assistant AD for Academic Affairs Step 4: Athletic Director	Step 1: Survey and/or interviews by October 1, 2009 Step 2: On or before September 1, 2009 Step 3: August 2009 through May 2010 Step 4: Prior to signing SA
FGR for female American Indian SAs is less than FGR for all students and all female students. (Part II)	Ensure that FGR for female American Indian SAs is at least equal to that of all students and all female students.	<ol style="list-style-type: none"> <li>5. Make full use of new Academic Center, which provides enhanced academic support services, such as counseling, advising, registration, and a quiet, controlled study environment</li> <li>6. Annual evaluations of head coaches will include elements relating to (1) recruiting academically prepared prospects, (2) adequate support of and involvement with the academic support program, and (3) team GPA, APR, and graduation rates</li> <li>7. Each head coach's contract will include incentives pertaining to APR, which ultimately affects success rates of the SAs and team</li> </ol>	Step 5: Assistant AD for Academic Affairs Step 6: Athletic Director Step 7: Athletic Director	Step 5: Starting April 2009 and ongoing Step 6: End of each academic year Step 7: Beginning of each academic year

# Athletics Certification Committee Analysis Report with Institution Responses

## Southeastern Louisiana University

Elements	Goals	Steps		
Issues in the Self-Study	Measurable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	S p e c i f i c Timetable for Completing the Work
FGR for female Hispanic SAs in basketball is less than FGR for all Hispanic and female Hispanic students. (Part I)	Ensure that FGR for Hispanic SAs in basketball is at least equal to that of all Hispanic and female Hispanic students.	<ol style="list-style-type: none"> <li>1. Assess special needs of female Hispanic SAs</li> <li>2. Provide an orientation program for female Hispanic SAs</li> <li>3. Place entering female Hispanic SAs in the appropriate academic support program (Tier 1, 2, or 3) according to existing policy</li> <li>4. Review the academic credentials of all prospects prior to offering a scholarship to ensure SAs of all ethnicities are adequately prepared</li> </ol>	Step 1: Director of Multicultural and International Student Affairs Office Step 2: Assistant to the AD/Lifeskills and Academic Liaison and women's basketball coach Step 3: Assistant AD for Academic Affairs Step 4: Athletic Director	Step 1: Survey and/or interviews by October 1, 2009 Step 2: On or before September 1, 2009 Step 3: August 2009 through May 2010 Step 4: Prior to signing SA
FGR for female Hispanic SAs in basketball is less than FGR for all Hispanic and female Hispanic students. (Part II)	Ensure that FGR for Hispanic SAs in basketball is at least equal to that of all Hispanic and female Hispanic students.	<ol style="list-style-type: none"> <li>5. Make full use of new Academic Center, which provides enhanced academic support services, such as counseling, advising, registration, and a quiet, controlled study environment</li> <li>6. Annual evaluations of head coaches will include elements relating to (1) recruiting academically prepared prospects, (2) adequate support of and involvement with the academic support program, and (3) team GPA, APR, and graduation rates</li> <li>7. Each head coach's contract will include incentives pertaining to APR, which ultimately affects the success rates of the SAs and team</li> </ol>	Step 5: Assistant AD for Academic Affairs Step 6: Athletic Director Step 7: Athletic Director	Step 5: Starting April 2009 and ongoing Step 6: End of each academic year Step 7: Beginning of each academic year

# Athletics Certification Committee Analysis Report with Institution Responses

## Southeastern Louisiana University

Elements	Goals	Steps		
Issues in the Self-Study	Measurable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	S p e c i f i c Timetable for Completing the Work
Basketball's Team Projected FGR is less than the multi-year four-class average FGR for all students. (Part I)	Ensure that basketball's Team Projected FGR is at least equal to the multi-year four-class average FGR for all students.	<p>1. Coaches will express clear academic and graduation expectations throughout the recruiting process and closely examine prior academic performance as it may predict future academic performance. (a) There must be a balance of academic and athletic ability and skills (ability to succeed at this level). (b) Academic profiles of all prospective SAs will be reviewed by the AD prior to an official visit or offering scholarships.</p> <p>2. (a) Establish more frequent meetings with applicable SAs, coaches, and academic support personnel to review expectations and academic plans. (b) On a regular basis, review study skills, time management, decision-making, appropriate behavior in and out of the classroom, communication skills, course and major selection, degree progress, and all pertinent academic matters.</p> <p>3. SAs will actively participate in designated academic support program offerings such as study hall, tutoring, and mentoring sessions.</p>	<p>Step 1: Athletic Director, head coaches, assistant coaches, student services, and academic support</p> <p>Step 2: Head coaches, assistant coaches, assistant AD for academic affairs, and various academic support personnel</p> <p>Step 3: Head coaches, assistant coaches, assistant AD for academic affairs, and various academic support personnel</p>	<p>S t e p 1 : Immediately and ongoing</p> <p>S t e p 2 : Immediately and ongoing</p> <p>S t e p 3 : Immediately and ongoing</p>
Basketball's Team Projected FGR is less than the multi-year four-class average FGR for all students. (Part II)	Ensure that basketball's Team Projected FGR is at least equal to the multi-year four-class average FGR for all students.	<p>4. (a) Online Progress Reports (OPRs) will be delivered twice per semester. (b) Grades are evaluated and areas of under-performance are identified and addressed.</p> <p>5. Continue to use all campus learning resources, such as the Center for Student Excellence, supplemental instructional services, campus tutors, math tutoring lab, writing center, Office of Disability Services, and the Counseling Center.</p> <p>6. Provide programming for the men's basketball team that includes career paths, goal setting, and role model/modeling behavior.</p>	<p>Step 4: Head coaches, assistant coaches, assistant AD for academic affairs, and various support personnel</p> <p>Step 5: Head coaches, assistant coaches, assistant AD for academic affairs, and various support personnel</p> <p>Step 6: Head coaches, assistant coaches, assistant AD for academic affairs, and various support personnel</p>	<p>S t e p 4 : Immediately and ongoing</p> <p>S t e p 5 : Immediately and ongoing</p> <p>S t e p 6 : Immediately and ongoing</p>

# Athletics Certification Committee Analysis Report with Institution Responses

## Southeastern Louisiana University

Elements	Goals	Steps		
Issues in the Self-Study	Measurable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	S p e c i f i c Timetable for Completing the Work
Basketball's Team Projected FGR is less than the multi-year four-class average FGR for all students. (Part III)	Ensure that basketball's Team Projected FGR is at least equal to the multi-year four-class average FGR for all students.	<p>7. Make full use of new Academic Center, which provides enhanced academic support services, such as counseling, advising, registration, and a quiet, controlled study environment.</p> <p>8. Annual evaluations of head coaches will include elements relating to (1) recruiting academically prepared prospects, (2) adequate support of and involvement with the academic support program, and (3) team GPA, APR, and graduation rates</p> <p>9. Each head coach's contract will include incentives pertaining to APr, which ultimately affects the success rates of the SAs and team</p>	<p>Step 7: Assistant AD for Academic Affairs</p> <p>Step 8: Athletic Director</p> <p>Step 9: Athletic Director</p>	<p>Step 7: Starting April 2009 and ongoing</p> <p>Step 8: End of each academic year</p> <p>Step 9: Beginning of each academic year</p>
Men's Tennis four-cohort average GSR is less than the four-cohort average GSR for all SAs. (Part I)	Ensure that Men's Tennis four-cohort average GSR is at least equal to the four-cohort average GSR for all SAs.	<p>1. Coaches will express clear academic and graduation expectations throughout the recruiting process and closely examine prior academic performance as it may predict future academic performance. (a) There must be a balance of academic and athletic ability and skills (ability to succeed at this level). (b) Academic profiles of all prospective SAs will be reviewed by the Athletic Director prior to an official visit or offering.</p> <p>2. SAs will actively participate in designated academic support program offerings, such as study hall, tutoring, and mentoring sessions.</p> <p>3. (a) Online Progress Reports (OPRs) will be delivered twice per semester. (b) Grades are evaluated and areas of under-performance are identified and addressed</p>	<p>Step 1: Athletic director, head coaches, assistant coaches, student services, and academic support</p> <p>Step 2: Head coaches, assistant coaches, assistant AD for academic affairs, and various academic support personnel</p> <p>Step 3: Head coaches, assistant coaches, assistant AD for academic affairs, and various academic support personnel</p>	<p>S t e p 1 : Immediately and ongoing</p> <p>S t e p 2 : Immediately and ongoing</p> <p>S t e p 3 : Immediately and ongoing</p>

# Athletics Certification Committee Analysis Report with Institution Responses

## Southeastern Louisiana University

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
Men's Tennis four-cohort average GSR is less than the four-cohort average GSR for all SAs. (Part II)	Ensure that Men's Tennis four-cohort average GSR is at least equal to the four-cohort average GSR for all SAs.	4. Make full use of new Academic Center, which provides enhanced academic support services, such as counseling, advising, registration, and a quiet, controlled study environment 5. Annual evaluations of head coaches will include elements relating to (1) recruiting academically prepared prospects, (2) adequate support of and involvement with the academic support program, and (3) team GPA, APR, and graduation rates 6. Each head coach's contract will include incentives pertaining to AR, which ultimately affects the success rates of the SAs and team	Step 4: Assistant AD for Academic Affairs Step 5: Athletic Director Step 6: Athletic Director	Step 4: Starting April 2009 and ongoing Step 5: End of each academic year Step 6: Beginning of each academic year

Athletics Certification Committee Analysis Report with Institution Responses

Southeastern Louisiana University

Elements	Goals	Steps		
Issues in the Self-Study	Measurable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	S p e c i f i c Timetable for Completing the Work
<p>Women's Basketball four-cohort average GSR is less than the four-cohort average GSR for all SAs. (Part I)</p>	<p>Ensure that Women's Basketball four-cohort average GSR is at least equal to the four-cohort average GSR for all SAs.</p>	<p>1. Coaches will express clear academic and graduation expectations throughout the recruiting process and closely examine prior academic performance as it may predict future academic performance. (a) There must be a balance of academic and athletic ability and skills (ability to succeed at this level). (b) Academic profiles of all prospective SAs will be reviewed by the AD prior to an official visit or offering scholarships.</p> <p>2. SAs will actively participate in designated academic support programs offerings, such as study hall, tutoring, and mentoring sessions. (a) Online Progress Reports (OPRs) will be delivered twice per semester. (b) Grades are evaluated and areas of under-performance are identified and addressed.</p> <p>3. (a) Establish more frequent meeting with applicable SAs, coaches, and academic support personnel to review expectations and academic plans. (b) On a regular basis, review study skills, time management, decision-making, appropriate behavior in and out of the classroom, communication skills, course and major selection, degree progress, and all pertinent academic matters.</p>	<p>Step 1: Athletic director, head coaches, assistant coaches, student services, and academic support.</p> <p>Step 2: Head coaches, assistant coaches, assistant AD for academic affairs, and various support personnel.</p> <p>Step 3: Head coaches, assistant coaches, assistant AD for academic affairs, and various support personnel.</p>	<p>Step 1 : Immediately and ongoing</p> <p>Step 2 : Immediately and ongoing</p> <p>Step 3 : Immediately and ongoing</p>

# Athletics Certification Committee Analysis Report with Institution Responses

## Southeastern Louisiana University

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
<p>Women's Basketball four-cohort average GSR is less than the four-cohort average GSR for all SAs. (Part II)</p>	<p>Ensure that Women's Basketball four-cohort average GSR is at least equal to the four-cohort average GSR for all SAs.</p>	<p>4. (a) Continue to use all campus learning resources, such as the Center for Student Excellence, supplemental instructional services, campus tutors, math tutoring lab, writing center, Office of Disability Services, and the Counseling Center. (b) Provide programming for the women's basketball team that includes career paths, goal setting, and role model/modeling behavior.</p> <p>5. Make full use of new Academic Center, which provides enhanced academic support services, such as counseling, advising, registration, and a quiet, controlled study environment</p> <p>6. Annual evaluations of head coaches will include elements relating to (1) recruiting academically prepared prospects, (2) adequate support of and involvement with the academic support program, and (3) team GPA, APR, and graduation rates</p> <p>7. Each head coach's contract will include incentives pertaining to APR, which ultimately affects the success rates of the SAs and team</p>	<p>Step 4: Head coaches, assistant coaches, assistant AD for academic affairs, and various academic support personnel</p> <p>Step 5: Assistant AD for Academic Affairs</p> <p>Step 6: Athletic Director</p> <p>Step 7: Athletic Director</p>	<p>Step 4: Immediately and ongoing</p> <p>Step 5: Starting April 2009 and ongoing</p> <p>Step 6: End of each academic year</p> <p>Step 7: Beginning of each academic year</p>



# Athletics Certification Committee Analysis Report with Institution Responses

## Southeastern Louisiana University

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
Soccer four-cohort average GSR is less than the four-cohort average GSR for all SAs.	Ensure that Soccer four-cohort average GSR is at least equal to the four-cohort average GSR for all SAs.	<ol style="list-style-type: none"> <li>1. Coaches will express clear academic and graduation expectations throughout the recruiting process and closely examine prior academic performance as it may predict future academic performance. (a) There must be a balance of academic and athletic ability and skills (ability to succeed at this level). (b) Academic profiles of all prospective SAs will be reviewed by the AD prior to an official visit or offering scholarships.</li> <li>2. SAs will actively participate in designated academic support program offerings, such as study hall, tutoring, and mentoring sessions. (a) Online Progress Reports (OPRs) will be delivered twice per semester. (b) Grades are evaluated and areas of under-performance are identified and addressed.</li> <li>3. Make full use of new Academic Center, which provides enhanced academic support services, such as counseling, advising, registration, and a quiet, controlled study environment</li> <li>4. Annual evaluations of head coaches will include elements relating to (1) recruiting academically prepared prospects, (2) adequate support of and involvement with the academic support program, and (3) team GPA, APR, and graduation rates</li> <li>5. Each head coach's contract will include incentives pertaining to APR, which ultimately affects the success rates of the SAs and team</li> </ol>	<p>Step 1: Athletic director, head coaches, assistant coaches, student services, and academic support</p> <p>Step 2: Head coaches, assistant coaches, assistant AD for academic affairs, and various academic support personnel</p> <p>Step 3: Assistant AD for Academic Affairs</p> <p>Step 4: Athletic Director</p> <p>Step 5: Athletic Director</p>	<p>Step 1: Immediately and ongoing</p> <p>Step 2: Immediately and ongoing</p> <p>Step 3: Starting April 2009 and ongoing</p> <p>Step 4: End of each academic year</p> <p>Step 5: Beginning of each academic year</p>

# Athletics Certification Committee Analysis Report with Institution Responses

## Southeastern Louisiana University

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 four-class retention rate (APR) for women's basketball, softball, and volleyball is below that of all SAs. (Part I)	Ensure that the four-class retention rate (APR for women's basketball, softball, and volleyball is at least equal to that of all SAs.	<ol style="list-style-type: none"> <li>1. Coaches will express clear academic and graduation expectations throughout the recruiting process and closely examine prior academic performance as it may predict future academic performance. (a) There must be a balance of academic and athletic ability and skills (ability to succeed at this level). (b) Academic profiles of all prospective SAs will be reviewed by the AD prior to an official visit or offering scholarships.</li> <li>2. SAs will actively participate in designated academic support program offerings, such as study hall, tutoring, and mentoring sessions.</li> <li>3. Continue to use all campus learning resources, such as the Center for Student Excellence, supplemental instructional services, campus tutors, math tutoring lab, writing center, Office of Disability Services, and the Counseling Center.</li> </ol>	<p>Step 1: Athletic director, head coaches, assistant coaches, student services, and academic support.</p> <p>Step 2. Head coaches, assistant coaches, assistant AD for academic affairs and various academic support personnel</p> <p>Step 3. Head coaches, assistant coaches, assistant AD for academic affairs, and various academic support personnel</p>	<p>Step 1 : Immediately and ongoing</p> <p>Step 2 : Immediately and ongoing</p> <p>Step 3 : Immediately and ongoing</p>
The four-class retention rate (APR) for women's basketball, softball, and volleyball is below that of all SAs. (Part II)	Ensure that the four-class retention rate (APR for women's basketball, softball, and volleyball is at least equal to that of all SAs.	<ol style="list-style-type: none"> <li>4. Provide programming for applicable female basketball, softball, and volleyball SAs that includes career paths, goal setting, and role model/modeling behavior.</li> <li>5. In the SE 101 classes, identify and monitor all female basketball, softball, and volleyball SAs that may require additional attention and programming to facilitate success and retention.</li> <li>6. Exit interviews will be conducted on SAs who leave the sport program. These exit interviews could provide useful information on retention issues.</li> </ol>	<p>Step 4: Assistant AD for academic affairs, Lifeskills coordinator, and various academic support personnel.</p> <p>Step 5: Lifeskills coordinator, assistant AD for academic affairs, and applicable academic support personnel</p> <p>Step 6: Head coach, faculty, athletic representative, and compliance coordinator</p>	<p>Step 4 : Immediately and ongoing</p> <p>Step 5 : Immediately and ongoing</p> <p>Step 6 : Immediately and ongoing</p>

# Athletics Certification Committee Analysis Report with Institution Responses

## Southeastern Louisiana University

Elements	Goals	Steps		
Issues in the Self-Study	Measurable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	S p e c i f i c Timetable for Completing the Work
The four-class retention rate (APR) for women's basketball, softball, and volleyball is below that of all SAs. (Part III)	Ensure that the four-class retention rate (APR) for women's basketball, softball, and volleyball is at least equal to that of all SAs.	<p>7. Make full use of new Academic Center, which provides enhanced academic support services, such as counseling, advising, registration, and a quiet, controlled study environment.</p> <p>8. Annual evaluations of head coaches will include elements relating to (1) recruiting academically prepared prospects, (2) adequate support of and involvement with the academic support program, and (3) team GPA, APR, and graduation rates.</p> <p>9. Each head coach's contract will include incentives pertaining to APR, which ultimately affects the success rates of the SAs and team</p>	<p>Step 7: Assistant AD for Academic Affairs</p> <p>Step 8: Athletic Director</p> <p>Step 9: Athletic Director</p>	<p>Step 7: Starting April 2009 and ongoing</p> <p>Step 8: End of each academic year</p> <p>Step 9: Beginning of each academic year</p>
The four-class retention rate (APR) for the men's sport of baseball, basketball, football, and golf is below that of all SAs. In addition, as a sub-group, all male student-athletic retention rates are lower than the departmental retention rate. (Part I)	Ensure that the four-class retention rate (APR) for the men's sports of baseball, basketball, football, and golf as well as the overall retention rate of all male SAs is at least equal to that of all SAs.	<p>1. Coaches will express clear academic and graduation expectations throughout the recruiting process and closely examine prior academic performance as it may predict future academic performance. (a) There must be a balance of academic and athletic ability and skills (ability to succeed at this level). (b) Academic profiles of all prospective SAs will be reviewed by the AD prior to an official visit or offering scholarships.</p> <p>2. SAs will actively participate in designated academic support program offerings, such as study hall, tutoring, and mentoring sessions.</p> <p>3. Continue to use all campus learning resources, such as the Center for Student Excellence, supplemental instructional services, campus tutors, math tutoring lab, wiring center, Office of Disability Services, and the Counseling Center.</p>	<p>Step 1: Athletic director, head coaches, assistant coaches, student services, and academic support.</p> <p>Step 2: Head coaches, assistant coaches, assistant AD for academic affairs, and various academic support personnel.</p> <p>Step 3: Head coaches, assistant coaches, assistant AD for academic affairs, and various academic support personnel.</p>	<p>S t e p 1 : Immediately and ongoing</p> <p>S t e p 2 : Immediately and ongoing</p> <p>S t e p 3 : Immediately and ongoing</p>

# Athletics Certification Committee Analysis Report with Institution Responses

## Southeastern Louisiana University

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 four-class retention rate (APR) for the men's sport of baseball, basketball, football, and golf is below that of all SAs. In addition, as a sub-group, all male student-athletic retention rates are lower than the departmental retention rate. (Part II)	Ensure that the four-class retention rate (APR) for the men's sports of baseball, basketball, football, and golf as well as the overall retention rate of all male SAs is at least equal to that of all SAs.	<p>4. Provide programming for male SAs in baseball, basketball, football, and golf that include career paths, goal setting, and role model/modeling behavior.</p> <p>5. In the SE 101 classes, identify and monitor male SAs in baseball, basketball, football, and golf that may require additional attention and programming to facilitate success and retention.</p> <p>6. Exit interviews will be conducted on SAs who leave the sport program. These exit interviews could provide useful information on retention issues</p>	<p>Step 4: Assistant AD for academic affairs, Lifeskills coordinator, and various academic support personnel.</p> <p>Step 5: Lifeskills coordinator, assistant AD for academic affairs, and applicable academic support personnel.</p> <p>Step 6: Head coach, faculty athletic representative, and compliance officer.</p>	<p>Step 4: Immediately and ongoing</p> <p>Step 5: Immediately and ongoing</p> <p>Step 6: Immediately and ongoing</p>
The four-class retention rate (APR) for the men's sport of baseball, basketball, football, and golf is below that of all SAs. In addition, as a sub-group, all male student-athletic retention rates are lower than the departmental retention rate. (Part III)	Ensure that the four-class retention rate (APR) for the men's sports of baseball, basketball, football, and golf as well as the overall retention rate of all male SAs is at least equal to that of all SAs.	<p>7. Make full use of new Academic Center, which provides enhanced academic support services, such as counseling, advising, registration, and a quiet, controlled study environment.</p> <p>8. Annual evaluations of head coaches will include elements relating to (1) recruiting academically prepared prospects, (2) adequate support of and involvement with the academic support program, and (3) team GPA, APR, and graduation rates</p> <p>9. Each head coach's contract will include incentives pertaining to APR, which ultimately affects the success rates of the SAs and team</p>	<p>Step 7: Assistant AD for Academic Affairs</p> <p>Step 8: Athletic Director</p> <p>Step 9: Athletic Director</p>	<p>Step 7: Starting April 2009 and ongoing</p> <p>Step 8: End of each academic year</p> <p>Step 9: Beginning of each academic year</p>

# Athletics Certification Committee Analysis Report with Institution Responses

## Southeastern Louisiana University

Elements	Goals	Steps		
Issues in the Self-Study	Measurable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	S p e c i f i c Timetable for Completing the Work
Lack of communication of the written missed class time policy to the faculty.	To disseminate the Athletic Department's missed class time policy to the University's faculty	<ol style="list-style-type: none"> <li>1 Communicate with Deans and Department Heads the need to communicate this policy</li> <li>2. Provide electronic or hard copy version of the policy to Department Heads</li> <li>3. Department Heads disseminate the policy</li> </ol>	<ol style="list-style-type: none"> <li>1. Provost and Vice President for Academic Affairs reminds Deans at the first Dean's Council meeting each semester that Department Heads need to disseminate this policy to their faculty.</li> <li>2. Deans remind Department Heads that they need to disseminate the policy to their faculty members.</li> <li>3. Department Heads will inform faculty and provide written policy obtained from Athletics Department</li> <li>4. Athletic Director will supply the policy to Department Heads through the Provost's office</li> </ol>	Beginning Spring, 2010 and ongoing thereafter

Southeastern Louisiana University

**2.2 Academic Support**

1 Operating Principle 2.2 stipulates that academic support services are evaluated at least once every four years by appropriate academic authorities (e.g., faculty members or academic administrators of the institution) and are reviewed and approved periodically by institutional academic authorities outside the department of intercollegiate athletics. In order to demonstrate conformity with this operating principle, the comprehensive, written academic support services evaluation must include the following areas (in addition to all other services provided to student-athletes):

- a. Academic counseling/advising resources and services;
- b. Tutoring;
- c. Academic progress monitoring and reporting;
- d. Assistant for special academic needs;
- e. Assistance for at-risk students;
- f. Academic support facilities;
- g. Academic evaluation of prospective student-athletes; and
- h. Student-athlete degree selection.

After reviewing Page Nos. 62 through 75 of your institution's self-study report, the committee noted your institution provides academic support services for student-athletes in the following areas:

- a. Success skills;
- b. Study hall;
- c. First year/transfer orientation;
- d. Mentoring; and
- e. Post-eligibility programs.

However, your institution's written academic support services evaluation did not include the areas listed in letters a through e listed above. Therefore, your institution must provide written evidence not later than December 18, 2009, that the aforementioned areas have been evaluated by appropriate academic authorities outside the department of intercollegiate athletics who do not have day-to-day responsibilities in the academic support services area. Further, your institution must submit a copy of the report from its most recent academic support services evaluation that includes the aforementioned areas. Finally, your institution must describe the process used to review the most recent academic support services evaluation, including the individuals involved in the review, to determine if corrective actions are necessary. Finally, your institution must identify any relevant corrective actions planned or implemented as a result of the review.

**Institution Response to CAC Analysis**

As was the case with the original Academic Support Services Evaluation, and as reported under Operating Principle 2.2, Item # 8 on page 73 of that original self-study report, the process followed was for the President of Southeastern Louisiana University to appoint a committee to review the remaining items requested by the Committee on Athletic Certification. As requested, the areas covered in this addendum were 1) Success Skills, 2) Study Hall, 3) First year/transfer orientation, 4) Mentoring and 5) Post-eligibility programs.

# Athletics Certification Committee Analysis Report with Institution Responses

## Southeastern Louisiana University

The following faculty/staff served on the committee which was once again chaired by Dr. Josie Walker. Dr. Walker's title has changed from Assistant Dean in the College of Business at the time of the original report to Interim Assistant Vice President for Academic Affairs. The other committee members are listed below:

Ms. Kay Maurin Director of Disability Services  
Ms. Pam Prescott Advisor and Instructor, General Studies  
Mr. Eric Summers Director of Multicultural and International Student Affairs  
Dr. Erin Watson Faculty Senator and Assistant Professor, Biology

The date of this addendum is October 19, 2009.

Recommendations for change and the Athletic Department's response are included in the Evaluation document enclosed.

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Southeastern Louisiana University  
Addendum to NCAA Certification Self Study Report  
Evaluation of Academic Support Services  
October 19, 2009

The Committee on Academic Support Services for Student-Athletes evaluated the following topics as requested by the Committee on Athletics Certification (CAC) and as identified in their analysis report of Southeastern's NCAA Recertification self-study:

- Success skills
- Study hall
- First year/transfer orientation
- Mentoring
- Post-eligibility programs

This evaluation is submitted as an addendum to the Evaluation of Academic Support Services report submitted to the NCAA Steering Committee Chair in May 2009.

Members of the evaluation committee were chosen from various departments across campus and included administrators as well as faculty. The committee consists of Dr. Josie Walker, Committee Chair and Interim Assistant Vice President for Academic Affairs; Ms. Kay Maurin, Director of Disability Services; Ms. Pam Prescott, Advisor and Instructor, General Studies; Mr. Eric Summers, Director of Multicultural and International Student Affairs; Dr. Erin Watson, Faculty Senator, Athletics Committee, and Assistant Professor, Biology.

The committee began their collection of information by interviewing the following people:

# Athletics Certification Committee Analysis Report with Institution Responses

## Southeastern Louisiana University

Ms. Sherry Kennemer, Associate Athletic Director for Compliance/SWA

Ms. Hope Williams, Assistant Athletic Director for Academic Affairs

Ms. Chris Bentley, Assistant to the Athletic Director/Lifeskills and Academic Liaison

Dr. Dorothy Nelson, Interim Director, Center for Student Excellence

Ms. Carolyn Blackwood, Learning Assistance Coordinator and Interim Supplemental Instruction Coordinator, Learning Assistance Programs

Ms. Wendy van Dalen, Associate Director of Admissions

Ms. Sarah Schillage, Director of Financial Aid

Student-athletes

As in the previous report, various academic support materials were reviewed including: student-athlete handbook, academic progress reports, policies of various support units, mission statements and goals, and lists of academic support services personnel titles and responsibilities.

### A. Success Skills

#### Observations

Success skills training equips the student athlete with the tools necessary to assist with college transition, improve understanding of classroom concepts and processes, appreciate community engagement, and most importantly, reach his/her learning potential. Success skills are by-product outcomes of academic intervention programs such as tutoring, supplemental instruction, study hall, and mentoring.

Supplemental Instruction (SI) involves collaborative learning sessions among students enrolled in an SI course, and a trained SI leader (who works closely with the course instructor), outside of the classroom setting. SI courses are established, and SI sessions are monitored and supervised through the Coordinator of Learning Assistance programs in the Center for Student Excellence. SI specifically assists students in acquiring success skills that will help them understand "how to learn" and "what to learn". The focus of SI is to influence critical thinking skills and the ability to process academic material. According to the Learning Assistance Coordinator, "SI targets academic courses that have a high percentage (30% or greater) of D or F grades and withdrawals. SI leaders attend class sessions and conduct out-of-class, peer-facilitated learning sessions. Participation is voluntary and open to all students in the course, which includes student athletes." Student athlete participation is noted by SI leaders and reported to the Coordinator of the Learning Assistance program, who forwards the information to the Athletic Department.

However, success skill training is the essence of Southeastern 101 (SE 101), the CHAMPS (Challenging Athletes' Minds for Personal Success) Program and Lions' Table Workshops. SE 101 is a three-hour credit college success training course, and CHAMPS is a life skills initiative which is coupled with SE 101 for student athletes. Both courses are "required" for freshmen athletes. Lions' Table workshops are offered by the Center for Student Excellence to provide success skills training as a supplement to classroom instruction, promoting independent and lifelong learning for the student athlete:

SE 101



## Southeastern Louisiana University

SE 101 is a required 3-hour credit course for all freshmen. Offered through the Center for Student Excellence (CSE), the 2009-2010 Southeastern Louisiana University General Catalogue defines SE 101 as:

"A student success course providing the tools that address the rigors of academic life on the University level. Topics include the purpose and value of higher education; the expectations and responsibilities of a college student; the development of analytical and metacognitive learning strategies; choosing the appropriate major and developing degree/career goals; and personal management during the college years."

Academic units for SE 101 include:

- Understanding the seven goals of higher education through the structure of the university curricula
- Academic Planning
- Time Management
- Note taking and reading for academic success
- Memory techniques and test-taking strategies
- Majors and occupational options
- Financial matters for college students
- Understanding the seven goals of higher education through co-curricular involvement
- Seeking help and the organizational structure of the university
- Academic Advising Report

All freshmen must enroll in SE 101; however, a complement to SE 101 is required for freshmen student athletes to meet their unique needs through a program called CHAMPS.

### CHAMPS

The CHAMPS Program is an experiential learning program for student athletes, bridging the gap between the classroom curriculum and the real life application of skills learned. Freshmen student athletes are required to enroll in a dual curriculum which couples CHAMPS with SE 101. Whereas SE 101 equips students with the success skills needed to be a college student, the CHAMPS Program supplements that learning by providing success skills that assist the student with living beyond the college environment. Although some of the units provided through CHAMPS may overlap with SE 101, the life skills provided by CHAMPS are designed to assist the student athlete with progression beyond college with skills applicable to real world situations. The units provided by CHAMPS are delivered over a fourteen-week curriculum and includes six core competencies: Academic Commitment (Study Skills, Goal Setting, etc.), Service Commitment (Volunteerism, etc.), Personal Development (Manners, Money Management, Stress, etc.), Athletic Commitment (Leadership, Teamwork, etc.), Career Development (Job Search, Registration, etc.), and Program Administration (NCAA Rules, etc.)

Lions' Table Workshops

## Southeastern Louisiana University

Tutoring for athletes is enhanced through Lions' Table Workshops offered throughout the semester. Topics included in the 30-minute workshops are based on student need and include success skills such as Personality Types, Successful Communication, Memory Skills, Test Taking Strategies, Time Management, English Proficiency, Math Study Skills, and Biology/Chemistry Study Skills. Student athletes can sign up for as many workshops as will fit into their available time.

### Recommendation

The committee recommends strengthening relationships between athletics and campus departments to aid in addressing the transitional and developmental needs of student-athletes. Opportunities for strong partnerships and collaboration in programming and skill building exist within the Division for Student Affairs in areas such as Leadership Development, Multicultural/International Student Affairs, the University Counseling Center, and the Campus Activities Board. For example, the University Counseling Center offers Project PAWS (Prevention and Wellness for Students) which involves college success skills training. Programs within Project PAWS address such things as balancing school, relationships, fun, and work; and, test anxiety and stress. Such workshops and presentations arranged by the Division of Student Affairs can easily be incorporated into the Lions Table workshop schedule.

### B. Study Hall

#### Observations

The Athletic Department academic staff monitors study halls for student-athletes. Tutoring sessions are available for individuals and groups during study hall. The Center for Student Excellence provides tutors used in this program.

Study hall hours are assigned based on academic performance according to the following chart as outlined in the 2009-2010 Student-Athlete Handbook:

Tier I (CUM GPA below 2.19); freshmen with two developmental courses; conditional admits; others as deemed appropriate by the Assistant Athletic Director) Objective based study hall/block schedule with weekly academic objectives

Tier II (CUM GPA 2.2-2.35) 6 hours per week

Tier III (Student-athletes new to Southeastern athletics, including freshmen and transfer students) 4 hours per week

Tier IV (CUM GPA above 2.35) Not required

Study hall is held in the Academic Learning Center for student-athletes, a newly opened facility that houses individual and group study spaces and offers computer access. Academic support staff members (currently two graduate assistants from the Center for Student Excellence and the Assistant Athletic Director for Academic Affairs) are available during regular study hall hours. Evening and Sunday hours are posted in the center and communicated to Head Coaches.

Study hall expectations and rules are published in the 2009-2010 Student-Athlete Handbook.

## Southeastern Louisiana University

### Recommendations

The committee recommends the following be added to the Academic Learning Center for student-athletes (contingent upon funds available):

- Reference materials such as resource books, science models, and learning assistance software.
- An electronic sign in process for monitoring the number of study hall hours an individual completes as well as for providing daily and weekly reporting on the use of the facility.
- Student-athletes surveys each semester assessing their use of the facility and the effectiveness of required study hall in enhancing academic performance.
- Additional staff to fully implement the center for monitoring of study halls and meeting individual needs of student-athletes

### B. Student-Athlete First Year/Transfer Orientation

#### Observations

All first-year student-athletes and transfer student-athletes with fewer than 30 hours are required to participate in the University's Orientation Program.

Usually before orientation and after admission, students are "cleared" through Compliance and coded into the student record system as "student-athletes." Once they are coded, the Compliance officer sends the IDs for those students to the Director of the Center for Student Excellence for pre-authorizing students for enrolling into one of three sections of SE 101 (dedicated to student-athletes).

Before student-athletes register, they will receive information about the section of SE 101 that they will be required to add to their course selection. Student IDs are entered into each section (pre-authorization) so that student-athletes can enroll in the section that best fits with the rest of their schedule. The sections are capped at 30 students, and once enrollment capacity is reached in a section, student-athletes have to select an open section, or contact the instructor to request an "overflow" into the class. The same instructor teaches all three sections of the course for student-athletes.

The University Orientation Program usually consists of two days of activities to give students exposure to Deans, Department Heads, academic advisors, Center for Student Excellence advisors, and members of the Athletics staff.

On the first day of the orientation, students attend academic sessions with Deans, Department Heads, and advisors. Here they learn about their major and other academic information relating to their major. In the afternoon, CSE advisors meet with the students for academic planning sessions which prepare them for the registration process. Students will plan their first year of study.

## Southeastern Louisiana University

On the second day, students validate their schedules with the Assistant Athletic Director for Academic Affairs and register for classes.

### Recommendation

The committee recommends that the Athletic Department consider a departmental orientation for first-year and transfer students to address specific issues relating only to student-athletes.

### D. Mentoring

Academic mentoring of student-athletes is provided by various University personnel throughout the student-athlete's college career. Mentors provide academic guidance and support for issues such as: identifying career goals; degree selection and academic planning; monitoring academic progress; and discussing learning strategies and study skills.

### Observations

1. All freshmen and student-athletes with less than 30 credit hours are advised by the Center for Student Excellence. Academic mentoring during the student-athlete's freshman year is provided by both the Athletic Department's Academic Learning Center and the Center for Student Excellence.
2. The Assistant AD for Academic Affairs and the academic support staff initially conduct regular meetings with all incoming freshmen student-athletes. Over the course of the first year, the regularity of scheduled mentoring sessions is determined by the academic status for each student-athlete.
3. Student-athletes with 30 or more credit hours are advised every semester by faculty member(s) in the department of their declared major. Departmental advisors provide another source of academic mentoring.
4. Following the submission of the first OPR (Online Progress Report) per semester, the Assistant AD for Academic Affairs compiles a list of student-athletes with inferior grades and distributes the information to the coaches. These student-athletes are prioritized according to their degree of academic "risk" and then contacted by the staff of the Athletic Department's Academic Learning Center for a mandatory mentoring session with either the Assistant AD for Academic Affairs or one of the three Graduate Assistants.
5. Following the second OPR of the semester, the Assistant AD for Academic Affairs repeats the process of identifying "at-risk" student-athletes, notifies the coaches, and contacts the student-athlete regarding the inferior grade report(s).
6. Mandatory and/or informal mentoring sessions occur at the Athletic Department's Academic Learning Center at various times throughout the semester for all student-athletes.

### Recommendations

The committee recommends the following:

## Southeastern Louisiana University

- Development of a mentoring assessment plan that would enable specific University personnel, responsible for mentoring student-athletes, to track goals and yearly outcomes for individual student-athletes.
- Faculty development for faculty advisors/mentors to build campus-wide understanding of NCAA guidelines and expectations of student-athletes. Advisors may be better positioned to guide students through program demands with a clearer understanding of NCAA precepts.

### E. Post-eligibility Programs

The specific academic support offered to student-athletes post eligibility is the same academic support available to all students, with the exception of fifth-year aid scholarships. This funding support is designed to help student-athletes with costs associated with the completion of their degree post eligibility. Fifth-year aid is only available to student-athletes who have exhausted eligibility and who still lack hours to complete their undergraduate degree; support is available to student athletes who have not graduated and exhausted eligibility; however, it is not guaranteed to all those who apply.

### Observations

**Fifth-Year Aid Scholarships:** A limited amount of fifth-year financial assistance exists and will vary annually. This aid is limited to tuition or partial tuition and available solely based on annual availability of funds.

The awarding of fifth-year aid is based on the following criteria:

(Each is given an equal determination for eligibility for fifth-year aid.)

- Only student-athletes who have previously been on athletic aid
- Years lettered at Southeastern
- Cumulative GPA
- Within one semester of graduation date
- Hours passed in final year of competition
- GPA in final year of competition
- Previous award of summer school aid
- Proven history of satisfactory progress toward degree
- Participation in community service activities and leadership organizations
- Amount of previous non-credit earning academic performance (W's, F's, I's, etc.)
- Record of participation in the department's academic support program
- Prior receipt of summer assistance

Withdrawing from, or failure to receive academic credit for, classes while receiving fifth-year aid may result in the department retroactively withdrawing the financial assistance or billing the student for the assistance provided.

Each student-athlete receiving fifth-year aid will be required to sign a service contract and will work in the athletics department for a prescribed number of hours each week and fulfill the requirement of the contract. An individualized contract is drafted for each fifth-year student-athlete according to the needs and expectations of the fifth-year program.

Southeastern Louisiana University

Recommendations

The committee recommends that students continue to be educated and informed throughout their program of consequences of losing eligibility.

CONCLUSION

The evaluation committee finds that the academic support services evaluated in this addendum report are satisfactorily meeting the needs of student-athletes. To enhance and improve those services, the subsequent recommendations are made.

The following list the committee recommendations found in this report with a final general recommendation:

1. The committee recommends strengthening relationships between athletics and campus departments to aid in addressing the transitional and developmental needs of student-athletes. Opportunities for strong partnerships and collaboration in programming and skill building exist within the Division for Student Affairs in areas such as Leadership Development, Multicultural/International Student Affairs, the University Counseling Center, and the Campus Activities Board. For example, the University Counseling Center offers Project PAWS (Prevention and Wellness for Students) which involves college success skills training. Programs within Project PAWS address such things as balancing school, relationships, fun, and work; and, test anxiety and stress. Such workshops and presentations arranged by the Division of Student Affairs can easily be incorporated into the Lions Table workshop schedule.

Response to recommendation: Athletic department agrees and will expand development throughout the academic year.

2. The committee recommends the following be added to the Academic Learning Center for student-athletes (contingent upon funds available):

- a) Reference materials such as resource books, science models, and learning assistance software.
- b) An electronic sign in process for monitoring the number of study hall hours an individual completes as well as for providing daily and weekly reporting on the use of the facility.
- c) Student-athletes surveys each semester assessing their use of the facility and the effectiveness of required study hall in enhancing academic performance.
- d) Additional staff to fully implement the center for monitoring of study halls and meeting individual needs of student-athletes

Response to recommendation: Athletic department agrees and will comply immediately and ongoing pending increased funding.

3. The committee recommends that the Athletic Department consider a departmental orientation for first-year and transfer students to address specific issues relating only to student-athletes.

Southeastern Louisiana University

Response to recommendation: Athletic department agrees and will comply in January 2010 and ongoing.

4. The committee recommends the following:

a) Development of a mentoring assessment plan that would enable specific University personnel, responsible for mentoring student-athletes, to track goals and yearly outcomes for individual student-athletes.

b) Faculty development for faculty advisors/mentors to build campus-wide understanding of NCAA guidelines and expectations of student-athletes. Advisors may be better positioned to guide students through program demands with a clearer understanding of NCAA precepts.

Response to recommendation: Athletic department agrees to develop this type of program throughout academic year.

5. The committee recommends that students continue to be educated and informed throughout their program of consequences of losing eligibility.

Response to recommendation: Athletic department agrees and will continue to educate student-athletes on accountability and consequences throughout academic year.

6. The committee recommends monthly staff meetings attended by the key contributors to the academic support services for student-athletes to ensure coordination and cohesiveness of the total academic support program. These staff meetings may include but not be limited to Center for Student Excellence staff and Athletics Department academic support staff.

Response to recommendation: Athletic department agrees and will comply immediately and on an ongoing basis.

### 3.1 Gender Issues

1 Operating Principle 3.1 requires an institution to have implemented its approved gender-issues plan from the previous self-study. If the plan was modified or not fully implemented, an institution must provide an acceptable explanation from appropriate institutional authorities. In order to demonstrate conformity with this operating principle, an institution must demonstrate that it has implemented its Cycle 2 gender-issues plan or provide an explanation for partial completion of the plan. After reviewing Page Nos. 97 through 105 of your institution's self-study report, the committee noted your institution did not provide an acceptable explanation for partial or noncompletion of your Cycle 2 gender-issue plan in the following areas:

- a. To increase participation opportunities for women student-athletes to 55 percent;
- b. To establish and maintain the percentage of expenditures for operating expenses for women student-athletes to at least equal the percentage of women student-athletes;
- c. To maintain equitable support services for men and women student-athletes (compliance, marketing, housing, dining facilities, and textbooks); and
- d. To establish and maintain the percentage of expenditures for the recruitment of women student-athletes to at least equal the percentage of women student-athletes.

## Southeastern Louisiana University

Therefore, your institution must provide an acceptable explanation for partial or noncompletion of your Cycle 2 gender-issue plan in the aforementioned areas.

### **Institution Response to CAC Analysis**

a. In 5 of the 7 years, this target was met. A more appropriate standard may be to compare the percentage of recruiting expenses for women's team with the percent of female incoming athletes for the next year. Using this criterion, in 2006-07, the percentage of expenditures for women athletes (29.0%) was approximately equal to the percentage of women athletes who were recruited (30.6%). The only year where more money was spent on recruiting for male teams than the percent of incoming student-athletes was in 2005-2006, where the difference was 6.8%. This discrepancy can be attributed to hurricane Katrina. The football team in particular makes a concerted effort to recruit local talent, and in 2005-2006 much of the local talent had been displaced to areas such as Houston, Texas and Atlanta, Georgia, thus necessitating more funds to recruit "local" talent.

b. The target was met in the first two years of the plan. In the third year of the plan, football was implemented and the target was no longer met. However, based on surveys and the paucity of inquiries regarding athletics, it appears that there is no desire by the female student body to add another female sport.

c. The target was met in 4 of the 7 years. In the final three years, the goal was not met, but the differences between the % of expenditures and the % of women student-athletes was not significant (-5.5% in 2004-05, -1.6% in 2005-06, and -5.1% in 2006-07). Funds for the women's teams did increase in those years, but because we added a high-cost male sport (football), the increase was not commensurate with the increase in men's teams.

d. The only area that appears to not be equitable was in housing. However, a closer look at the response reveals that the area of housing is in fact equitable. Both the Men's and Women's basketball teams receive the higher tiered housing because of the timing of their season. In addition, a small portion of the football players (ranging from 4-9 a semester) receive the higher allowance. To offset those higher allowances, the women's tennis team receives generally the same amount of allowance.

2 Operating Principle 3.1 requires an institution to demonstrate that it is committed to, and has progressed toward, fair and equitable treatment of both male and female student-athletes and athletics department personnel. Self-study Item No. 7 asks an institution to analyze its NCAA financial report for the three most recent academic years in which information is available. If any differences exist, an institution must explain (using supporting data) and address any deficiencies in its gender-issues plan for improvement. After reviewing Page No. 107 of your institution's self-study report, the committee noted your institution identified deficiencies in accommodation of interests and abilities; operating expenses; coaching staffs; and recruitment. However, the committee is unclear whether your institution analyzed all specified categories of the NCAA financial report. Therefore, your institution must provide written evidence, using supporting data, demonstrating that it analyzed all specified categories from its NCAA financial reports for the most recent three academic years in which data is available. If any differences exist, your institution must explain (using supporting data) and address any deficiencies in your gender-issues plan for improvement.



## Southeastern Louisiana University

### **Institution Response to CAC Analysis**

As part of its analysis the institution reviewed the following financial report categories for the reporting years 2005, 2006 and 2007:

- Athletics Student Aid
  - Coaching - Salaries, Benefits and Bonuses
  - Coaching - Other Compensation and Benefits Paid by a Third Party
  - Support Staff/Administrative - Salaries, Benefits and Bonuses Paid by the University and Related Entities\*.
  - Support Staff/Administrative - Other Compensation and Benefits Paid by a Third Party\*
  - Recruiting
  - Team Travel
  - Equipment , Uniforms and Supplies\*
  - Game Expenses\*
  - Fundraising, Marketing and Promotion\*
  - Sports Camp Expenses\*
  - Medical Expenses and Medical Insurance\*
  - Membership Dues\*
- \*Not allocated by Gender

**3** Operating Principle 3.1 requires an institution to demonstrate that it is committed to, and has progressed toward, fair and equitable treatment of both male and female student-athletes and athletics department personnel. In order to demonstrate conformity with this operating principle, an institution must conduct a thorough and written review of each of the 17 program areas for gender issues. The review must:

- a. Describe how the institution has ensured a complete study of each of the 17 program areas for gender issues. This study should 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 areas;
- c. Using the data provided in letter b listed above, analyze and explain how the institution is meeting the needs of the underrepresented gender within the athletics program; and
- d. Explain how the institution's written, stand-alone plan for gender issues addresses each of the 17 program areas.

After reviewing Page Nos. 107 through 127 of your institution's self-study report, the committee noted your institution uses only a survey to measure accommodations of interests/abilities. However, the use of surveys alone does not constitute a complete study. If an institution chooses to use a survey, it must provide the populations surveyed, the survey response rate and the method used to interpret the data. Also, your institution stated it considers inquiries concerning the creation of new sports programs, but did not describe the policies and procedures by which such requests are considered. Therefore, your institution must provide an explanation regarding populations surveyed, the survey response rate and the method used to interpret data in the accommodations of interests and abilities. Additionally, your institution must describe the specific written policies and procedures by which inquiries concerning the creation of new sports programs are considered.

### **Institution Response to CAC Analysis**

# Athletics Certification Committee Analysis Report with Institution Responses

## Southeastern Louisiana University

The survey is given as part of the Entering Freshmen Survey which is administered during Orientation each semester. All students who enter the institution with fewer than 30 hours are required to take Orientation. The response rate for the survey is 100%. The data from the survey is compared to students who actually attended Southeastern, only those who actually attend are included. The data are analyzed separately for males and females and a percent of students interested at the varsity level in each sport is calculated. These results are included in the Entering Freshmen Survey Report, which is annually distributed to the Athletic Director and others on campus.

Because requests for women's sports have been so sporadic and sparse, written policies and procedures for considering the creation of new sports programs had not been developed. The Athletic Department is working on including this area in the Lion Athletics Policy and Procedures for 2010-2011. In addition, other methods of obtaining student input regarding athletics, such as Forums, etc. are being investigated.

- 4 Operating Principle 3.1 requires an institution to demonstrate that it is committed to, and has progressed toward, fair and equitable treatment of both male and female student-athletes and athletics department personnel. In order to demonstrate conformity with this operating principle, an institution must conduct a thorough and written review of each of the 17 program areas for gender issues. The review must:
- a. Describe how the institution has ensured a complete study of each of the 17 program areas for gender issues. This study should 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 areas;
  - c. Using the data provided in letter b listed above, analyze and explain how the institution is meeting the needs of the underrepresented gender within the athletics program; and
  - d. Explain how the institution's written, stand-alone plan for gender issues addresses each of the 17 program areas.

After reviewing Page Nos. 107 through 127 of your institution's self-study report, the committee noted your institution did not describe how it ensured a complete study of the program area of travel allowance. Specifically, your institution did not address other competitive opportunities that exist for its student-athletes. Further, the committee is unclear how your institution ensured a complete study of the program area of retention. Specifically, your institution did not address how it studied the retention and promotion of staff and coaches from the underrepresented gender within the athletics program. Therefore, your institution must describe how it ensured a complete study in the program area of travel allowance, specifically other competitive opportunities. Further, your institution must describe how it ensured a complete study of the program area of retention.

### **Institution Response to CAC Analysis**

According to the Division 1 manual, section 16.8.1.3 states that for other competitive opportunities, the athlete is representing the institution, therefore, all travel would fall under the travel policies in the Student-Athlete Handbook and the Lion Athletics Policy and Procedure.

## Southeastern Louisiana University

Retention: In addition to analyzing historical data, the gender issues subcommittee gathered information regarding services and resources available to student-athletes to help increase retention. Many of those services and resources are available to all students. Calculated retention rates were examined across sports to determine if there were significant differential rates between male and female athletes. The Lion Athletics Policy and Procedures were also analyzed to insure that equal opportunities for advancement and professional development were reflected.

5 Operating Principle 3.1 requires an institution to demonstrate that it is committed to, and has progressed toward, fair and equitable treatment of both male and female student-athletes and athletics department personnel. In order to demonstrate conformity with this operating principle, an institution must conduct a thorough and written review of each of the 17 program areas for gender issues. The review must:

- a. Describe how the institution has ensured a complete study of each of the 17 program areas for gender issues. This study should 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 areas;
- c. Using the data provided in letter b listed above, analyze and explain how the institution is meeting the needs of the underrepresented gender within the athletics program; and
- d. Explain how the institution's written, stand-alone plan for gender issues addresses each of the 17 program areas.

After reviewing Page Nos. 107 through 127 of your institution's self-study report, the committee noted your institution did not provide data demonstrating your institution's status and commitment (including resource allocation) in the program area of coaches. Specifically, your institution noted select head coaches' salaries were adjusted in the 2008 fiscal year, but did not state which sports were affected. Further, your institution noted that discrepancies that exist are not weighted by gender of a particular sport program. However, your institution did not identify how the discrepancy is defined nor did it identify the current discrepancies. Therefore, your institution must provide data demonstrating the institution's status and commitment including resource allocation for the program area of coaches.

### **Institution Response to CAC Analysis**

In FY 2008, all university staff received raises. Directors were instructed to provide a certain amount across the board, and the rest of the monies were to be distributed based on comparative norms and merit. The Athletic Director used Southland Conference salaries as the comparative norms. In addition, APR, championships won, and community involvement was used as the criteria for the merit portion. Furthermore, due to salary compression, several long term coaches had salaries at the low end of the comparative salaries, while coaches who were newly hired had salaries at the high end of the range. Below, are the 2007-2008 coach's salaries, their 2008-2009 salaries, and the Southland Conference average salaries. Please note that information pertaining to tennis and track and field/cross country were not included as the same individual coaches both men and women in each of those sports.

# Athletics Certification Committee Analysis Report with Institution Responses

## Southeastern Louisiana University

Sport Yrs. At Southeastern 2007-2008 2008-2009 SLC 2007-08 Average

Soccer 10 \$40,720 \$49,990 \$43,739

Softball 13 \$40,720 \$49,990 \$48,470

Volleyball 2 \$45,863 \$48,367 \$48,075

Women's Basketball 7 \$72,520 \$86,646 \$82,533

Baseball 3 \$57,150 \$63,291 \$62,792

Football 3 \$90,750 \$114,999 \$113,399

Golf\* 20 \$60,065 \$64,769 \$45,090

Men's Basketball 3 \$80,250 \$99,999 \$101,479

\*The Golf Head Coach was also an Assistant AD, so received pay for administrative duties as well.

- 6 Operating Principle 3.1 requires an institution to formally adopt a written plan for the future for the intercollegiate athletics program that ensures the institution maintains, or continues progress toward, a program that is equitable for both genders. The plan must include measurable goals the institution intends to achieve, steps the institution will take to achieve those goals, persons responsible and timetables. After reviewing Page Nos. 130 through 134 of your institution's self-study report, the committee noted all 17 program areas are addressed in your gender-issues plan. However, the committee noted the goal in the program area of accommodation of interests and abilities is not measurable. In addition, the committee noted the steps to achieve the goal in this program area only describe the use of a survey without inclusion of other monitoring strategies and the population to be surveyed is only freshmen students. In addition, the committee noted the goal in the program area of locker rooms is not measurable. Therefore, your institution must provide written evidence demonstrating the revision of your gender-issues plan to ensure the program area of accommodation of interests and abilities contains a measurable goal and identifies specific steps to achieve the goal in addition to the use of a survey. Also, your survey population must be expanded to include individuals other than enrolled freshmen students. Further, your institution must provide written evidence that its revised gender-issues plan was developed with broad-based participation and has received formal institutional approval.

### **Institution Response to CAC Analysis**

The Goal for Accommodation of Interests and Abilities will be changed to: Continue to evaluate whether there is any significant interest demonstrated by the female student population in a sport not currently offered. If any results demonstrate that 5% of the female students are interested in a particular sport, a feasibility study will be commissioned.

#### **Steps to Achieve Goals:**

In addition to the Entering Freshmen Survey, the questions regarding interest in sports will be included in the Current Student Survey every other year. This survey is conducted annually by Institutional Research and is distributed to a representative random sample of all university students. Other mechanisms that will be used to monitor student interest will include conducting annual open forums with the student body, periodically reviewing sports offered by local high schools, in the weekly poll on the Athletic website, add a question regarding interest in sports to the rotation.

## Southeastern Louisiana University

Each revised plan for improvement included in this response to the nineteen issues raised by the Committee on Athletic Certification, as well as the response itself, has been approved by the NCAA Steering Committee. The committee is made up of top level university administrators including the President of the University, the Provost and Vice Presidents for Academic Affairs, the Vice President for Student Affairs, the Vice President for Administration and Finance and the Assistant Vice President of Enrollment Management. Also serving on the Steering Committee are the Interim Athletic Director, the Associate Athletic Director for Compliance/SWA and several head coaches. Also serving on the Steering Committee are other diverse members of the University community including the Internal Auditor for the University, EEO/ADA Officer for the University, the Dean of General Studies, the Alumni Director and the Faculty Athletic Representative/Chairperson of the Athletic Committee. Also, serving on the Steering Committee is the President of the Lions Athletic Association and several other alumni. These individuals represent booster and community interest on the committee. Finally, the President of the Student Government Association and student-athlete representatives also serve on the committee.

A number of the members of the Steering Committee also serve on the subcommittees. Therefore, there was broad based participation in the preparation of this report. Also, all Steering Committee members were given the opportunity to read the report and make recommendations for change. Therefore, all of the diverse segments of the University community mentioned above were able to participate in the preparation of the report.

Finally, the full Steering Committee was given the opportunity to vote on the overall response and each of the plans for improvement. This approval, including approval by the President and other top-level administrators, represents institutional approval for the overall response and for each of the plans for improvement.

7 Operating Principle 3.1 requires an institution to formally adopt a written plan for the future for the intercollegiate athletics program that ensures the institution maintains, or continues progress toward, a program that is equitable for both genders. The plan must include measurable goals the institution intends to achieve, steps the institution will take to achieve those goals, persons responsible and timetables. After reviewing Page Nos. 130 through 134 of your institution's self-study report, the committee noted the goal in the program area of locker rooms is not measurable. In addition, the steps to achieve goals in your gender-issues plan lack specificity in the following program areas:

- a. Scheduling of contests and practice time;
- b. Academic support services;
- c. Coaches;
- d. Medical and training facilities and services;
- e. Programs and activities (student-athletes);
- f. Recruitment of student-athletes; and
- g. Retention.

## Southeastern Louisiana University

Therefore, your institution must provide written evidence demonstrating the revision of your gender-issues plan to ensure the program area of locker rooms has a measurable goal. In addition, your institution must revise its gender-issues plan to provide specificity in the aforementioned program areas for the specific steps to achieve the goals. Further, your institution must provide written evidence that its revised gender-issues plan was developed with broad-based participation and has received formal institutional approval.

### **Institution Response to CAC Analysis**

The goal for Locker Rooms will be changed to: By 2020, a new track and field facility will be built and the tennis facility will be renovated. Drainage issues at the Soccer Field will be investigated to determine if they can be rectified.

Revised Steps to Achieve Goals for Scheduling of contests and practice time: Follow the department's policy regarding scheduling and shared facilities as outlined in the Athletic Policy and Procedure Manual. Coaches who use the University Center will submit a practice schedule and contest schedule each semester to the Athletic Director and University Center Director for review. Adjustments will be made as necessary.

Revised Steps to Achieve Goals for Academic Support Services: Follow the written policies of the academic support program. Biannually, a committee outside of the athletic department will be appointed to review the academic support program to ensure it is operating appropriately and equitably. Internal program evaluation will be continuously conducted and a report will be submitted to the athletic committee annually.

Revised Steps to Achieve Goals for Coaches: The Athletic Director will annually monitor the coaching staffs as to their ability to provide effective coaching according to the number of coaches on staff, via the annual performance review that takes place at the end of the academic year, according to University policy. If the addition of coaches is warranted, comparison to peer programs in the Southland Conference and region will be used to prioritize positions. The Athletic Director will annually monitor and compare coaches' salaries to peer Southland Conference and regional institutions. When funds are available for pay raises, the university issues procedures for across the board raises as well as merit and salary competitiveness, these guidelines will be followed. These reviews take place in the summer and early fall, depending on university funding.

Revised Steps to Achieve Goals for Medical and training facilities and services: Annually the Head Athletic Trainer and Strength and Conditioning Coach will submit a report detailing services provided to student-athletes by gender. The Athletic Director and Athletic Committee will review the report to ensure equity. Any identified areas of inequity will be addressed.

Revised Steps to Achieve Goals for Programs and activities (student-athletes): The Student-athlete Health and Well Being Committee will survey the SAAC in the Spring of every year as to the needs and issues impacting them as student-athletes and as female or male student-athletes. Encourage them to ask their teammates to provide feedback also.

# Athletics Certification Committee Analysis Report with Institution Responses

## Southeastern Louisiana University

Revised Steps to Achieve Goals for Recruitment of Student-Athletes: Every spring, all head coaches will submit a requested budget for recruitment to the AD. The AD and the SWA will evaluate these requests to ensure recruiting resources are adequate for both men's and women's programs. Recruitment funds will be budgeted according to need in a fair, reasonable, and equitable manner.

Revised Steps to Achieve Goals for Retention: Every Fall semester, the Athletic Director will evaluate the retention activities of female staff, coaches, and student-athletes. The AD will critically evaluate the activities as to their effectiveness and ensure the activities are similar to those provided to males.

In the Spring of each year, the Athletic Director and the Faculty Athletic Representative will review each team's APR as well as a retention report produced by Institutional Research.

The SWA will conduct exit interviews with all student-athletes to ascertain their reason for departure and thoughts on their experience as a student-athlete. These interviews will take place in the Spring for all seniors and as soon as possible, prior to departure from campus, for non-returning student-athletes.

Each revised plan for improvement included in this response to the nineteen issues raised by the Committee on Athletic Certification, as well as the response itself, has been approved by the NCAA Steering Committee. The committee is made up of top level university administrators including the President of the University, the Provost and Vice Presidents for Academic Affairs, the Vice President for Student Affairs, the Vice President for Administration and Finance and the Assistant Vice President of Enrollment Management. Also serving on the Steering Committee are the Interim Athletic Director, the Associate Athletic Director for Compliance/SWA and several head coaches. Also serving on the Steering Committee are other diverse members of the University community including the Internal Auditor for the University, EEO/ADA Officer for the University, the Dean of General Studies, the Alumni Director and the Faculty Athletic Representative/Chairperson of the Athletic Committee. Also, serving on the Steering Committee is the President of the Lions Athletic Association and several other alumni. These individuals represent booster and community interest on the committee. Finally, the President of the Student Government Association and student-athlete representatives also serve on the committee.

A number of the members of the Steering Committee also serve on the subcommittees. Therefore, there was broad based participation in the preparation of this report. Also, all Steering Committee members were given the opportunity to read the report and make recommendations for change. Therefore, all of the diverse segments of the University community mentioned above were able to participate in the preparation of the report.

Finally, the full Steering Committee was given the opportunity to vote on the overall response and each of the plans for improvement. This approval, including approval by the President and other top-level administrators, represents institutional approval for the overall response and for each of the plans for improvement.

Southeastern Louisiana University

8 Operating Principle 3.1 requires an institution to formally adopt a written plan for the future for the intercollegiate athletics program that ensures the institution maintains, or continues progress toward, a program that is equitable for both genders. The plan must include measurable goals the institution intends to achieve, steps the institution will take to achieve those goals, persons responsible and timetables. After reviewing Page Nos. 130 through 134 of your institution's self-study report, the committee noted all 17 program areas are addressed in your gender-issues plan. However, the committee noted the following areas lack specificity in regard to specific timetables for completing the work:

- a. Scheduling of contests and practice time;
- b. Academic support services;
- c. Coaches;
- d. Locker rooms;
- e. Medical and training facilities and services;
- f. Housing, dining facilities and services;
- g. Publicity and awards; and
- h. Recruitment.

Therefore, your institution must provide written evidence demonstrating the revision of your gender-issues plan to ensure the aforementioned areas have specific timetables for completing the work. Further, your institution must provide written evidence that its revised gender-issues plan was developed with broad-based participation and has received formal institutional approval.

**Institution Response to CAC Analysis**

Time line for scheduling: Starting in Fall 2009 and ongoing each semester.

Time line for Academic Support Services: Beginning in Fall 2009 with outside evaluation conducted every other year and internal evaluation activities reported annually.

Time line for coaches: Starting in Fall 2009 and reviewed annually.

Locker Rooms: Facilities to be completed by Fall 2020.

Time line for Medical Training Facilities and services: Starting in Spring 2010 and annually there after.

Time line for Housing, dining facilities and services: Starting in Spring 2010 and annually there after.

Time line for Publicity and Awards: Starting in Spring 2010 and annually there after.

Time line for Recruitment: Starting in Spring 2010 and annually there after for evaluation recruiting needs, Fall 2009 and annually there after for monitoring the experience of prospects' visits.



## Southeastern Louisiana University

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- 9 Operating Principle 3.1 requires an institution to formally adopt a written plan for the future for the intercollegiate athletics program that ensures the institution maintains, or continues progress toward, a program that is equitable for both genders. The plan must include measurable goals the institution intends to achieve, steps the institution will take to achieve those goals, persons responsible and timetables. After reviewing Page No. 128 of your institution's self-study report, the committee noted all 17 program areas are addressed in your gender-issues plan. However, the committee is unclear whether your gender-issues plan received formal institutional approval. Therefore, your institution must provide written evidence demonstrating how your revised gender-issues plan has received formal institutional approval.

### **Institution Response to CAC Analysis**

## Southeastern Louisiana University

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Finally, the full Steering Committee was given the opportunity to vote on the overall response and each of the plans for improvement. This approval, including approval by the President and other top-level administrators, represents institutional approval for the overall response and for each of the plans for improvement.

# Athletics Certification Committee Analysis Report with Institution Responses

## Southeastern Louisiana University

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	<p>Athletic participation is not proportionate to enrollment and there is no history and continuing practice of program expansion.</p> <p>Therefore, the institution must continue to demonstrate it is fully and effectively accommodating the female student interest in intercollegiate athletics through the sport programs it currently offers.</p>	<p>Continue to evaluate whether there is any significant interest demonstrated by the female student population in a sport not currently offered. If any results demonstrate that 5% of the female students are interested in a particular sport, a feasibility study will be commissioned.</p>	<p>In addition to the Entering Freshmen Survey, the questions regarding interest in sports will be included in the Current Student Survey every other year. This survey is conducted annually by Institutional Research and is distributed to a representative random sample of all university students. Other mechanisms that will be used to monitor student interest will include conducting annual open forums with the student body, periodically reviewing sports offered by local high schools, in the weekly poll on the Athletic website, add a question regarding interest in sports to the rotation.</p>	<ul style="list-style-type: none"> <li>- Office of Institutional Research</li> <li>- Athletic Director</li> <li>- Senior Woman Administrator</li> <li>- Faculty Athletic Representative</li> <li>- Athletic Committee</li> </ul>	<p>Immediate and ongoing. The survey is given each fall with the results available in the mid-fall semester.</p>
Athletics scholarships	<p>No issues identified within this program area.</p> <p>Maintenance plan included.</p>	<p>Monitor annual scholarship awards by gender to ensure scholarship dollars are awarded to women and men at the same proportion as their respective rate of participation in the intercollegiate athletic program.</p>	<p>The annual scholarship awards will be evaluated and compared by gender by the office of institutional research. The information will be presented to the athletics committee for their validation.</p> <p>Any occurrence of not meeting the goal must be explained and endorsed by the athletic committee. And if needed, adjustments will be enacted.</p>	<ul style="list-style-type: none"> <li>- Office of Institutional Research</li> <li>- Athletic Director</li> <li>- Senior Woman Administrator</li> <li>- Faculty Athletic Representative</li> <li>- Athletic Committee</li> </ul>	<p>Immediate and ongoing. Each year will be evaluated the summer/fall subsequent to the year of the scholarship awards.</p>

# Athletics Certification Committee Analysis Report with Institution Responses

## Southeastern Louisiana University

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 issues identified within this program area.  Maintenance plan included.	Monitor equipment and supplies by gender to ensure there is equitable access regardless of gender.	The athletic department will continue to monitor the amount of equipment and the quality of the equipment that is available keeping in mind fairness and equity between gender and like sports.	- Athletic Director - Senior Woman Administrator - Sport Administrators	Immediate and ongoing. Annual evaluation during the purchasing process.
Scheduling of contests and practice time	No issues identified within this program area.  Maintenance plan included.	Monitor to ensure equitable opportunities for practice and game scheduling for women's and men's teams ? specifically in the University Center which is a shared facility. Specifically, practice times and days, number of contests, etc.	Follow the department's policy regarding scheduling and shared facilities as outlined in the Athletic Policy and Procedure Manual. Coaches who use the University Center will submit a practice schedule and contest schedule each semester to the Athletic Director and University Center Director for review. Adjustments will be made as necessary.	- Athletic Director - Asst. AD for Facilities and Operations - Senior Woman Administrator - Sport Supervisors	Starting in Fall 2009 and ongoing each semester.
Travel allowance	No issues identified within this program area.  Maintenance plan included.	Provide equitable modes of transportation, housing, and meals during team travel.	Follow the travel policy in the department's policy and procedure's manual. The Sport Supervisors, Athletic Director, Senior Woman Administrator, and the Athletic Committee will review annually to ensure travel is fair and equitable and will modify policy as needed.	- Athletic Director - Senior Woman Administrator - Sport Supervisors - Athletic Committee	Immediate and ongoing

# Athletics Certification Committee Analysis Report with Institution Responses

## Southeastern Louisiana University

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 identified within this program area. Maintenance plan included.	Provide equitable academic support services to all student-athletes regardless of gender.	Follow the written policies of the academic support program. Biannually, a committee outside of the athletic department will be appointed to review the academic support program to ensure it is operating appropriately and equitably. Internal program evaluation will be continuously conducted and a report will be submitted to the athletic committee annually.	<ul style="list-style-type: none"> <li>- Associate Athletic Director for Student Services</li> <li>- Assistant Athletic Director for Academic Affairs</li> <li>- Athletic Committee</li> </ul>	Beginning in Fall 2009 with outside evaluation conducted every other year and internal evaluation activities reported annually.
Coaches	No issues identified within this program area. Maintenance plan included.	Ensure access to coaching is equitably provided to student-athletes regardless of gender. And those coaches have access to equitable compensation and employment conditions.	<p>The Athletic Director will annually monitor the coaching staffs as to their ability to provide effective coaching according to the number of coaches on staff, via the annual performance review that takes place at the end of the academic year, according to University policy. If the addition of coaches is warranted, comparison to peer programs in the Southland Conference and region will be use to prioritize positions.</p> <p>The Athletic Director will annually monitor and compare coaches' salaries to peer Southland Conference and regional institutions. When funds are available for pay raises, the university issues procedures for across the board raises as well as merit and salary competitiveness, these guidelines will be followed. These reviews take place in the summer and early fall, depending on university funding.</p>	<ul style="list-style-type: none"> <li>- Athletic Director</li> <li>- Senior Woman Administrator</li> <li>- Athletic Committee</li> <li>- Human Resources</li> </ul>	Starting in Fall 2009 and reviewed annually.

# Athletics Certification Committee Analysis Report with Institution Responses

## Southeastern Louisiana University

Program Area	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
Locker rooms, practice and competitive facilities	The track and field and tennis facilities need improvement along with locker facilities. Drainage issues appear with the football competitive facility and the soccer facility.	By 2020, a new track and field facility will be built and the tennis facility will be renovated. Drainage issues at the Soccer Field will be investigated to determine if they can be rectified.	Continue to explore financial options to facilitate the creation of or renovation to the Track and Tennis facilities. Also pursue professional assistance in identifying factors that are leading to drainage issues at Strawberry Stadium and the Soccer field.  Address in a master plan for athletic facilities.	<ul style="list-style-type: none"> <li>- Athletic Director</li> <li>- Asst. AD for Operations and Facilities</li> <li>- Senior Woman Administrator</li> <li>- Assoc. AD for External Affairs</li> <li>- University Facility Planning</li> </ul>	Facilities to be completed by Fall 2020.
Medical and training facilities and services	No issues identified within this program area. Maintenance plan included.	Ensure access to quality services are equitably provided to student-athletes regardless of gender. Including gender-specific medical services and strength and conditioning programs.	Annually, the Head Athletic Trainer and Strength and Conditioning Coach will submit a report detailing services provide to student-athletes by gender. The Athletic Director and Athletic Committee will review the report to ensure equity. Any identified areas of inequity will be addressed.	<ul style="list-style-type: none"> <li>- Athletic Director</li> <li>- Senior Woman Administrator</li> <li>- Head Athletic Trainer</li> <li>- Strength and Conditioning Coach</li> </ul>	Starting in Spring 2010 and annually thereafter.

# Athletics Certification Committee Analysis Report with Institution Responses

## Southeastern Louisiana University

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
Housing, dining facilities and services	No issues identified within this program area. Maintenance plan included.	Ensure that equitable access to equitable housing and dining is maintained in regards to gender. Specifically, the percentage of student-athletes receiving aid who receive a tier one housing allowance must be similar in regards to gender. If needed, it may be reasonable to consider increasing the number of female housing scholarships to the tier one level.	Review annually the percentage of male and female student-athletes receiving aid that receive the tier one housing allowance. If the percentage receiving the tier one allowance is skewed an adjustment in future years will be required.	<ul style="list-style-type: none"> <li>- Athletic Director</li> <li>- Senior Woman Administrator</li> <li>- Business Manager</li> <li>- Faculty Athletic Representative</li> </ul>	Starting in Spring 2010 and annually thereafter.
Publicity and awards	No issues identified within this area. Maintenance plan included. All sports are equitably under publicized and marketed.	Monitor the publicity and awards available for the sport programs. Ensure that all sport programs receive similar and equitable marketing and promotional opportunities.	Review annually the overall promotional and marketing services provided to the sport programs (media relations, marketing initiatives, promotional opportunities etc.).	<ul style="list-style-type: none"> <li>- Associate AD for External Affairs</li> <li>- Media Relations</li> <li>- Head Coaches</li> <li>- Senior Woman Administrator</li> </ul>	Starting in Spring 2010 and annually thereafter.
Support services	All sport programs are equitably lacking clerical support. There is a disparity in the number of assistant coaches' office between baseball and softball.	Create additional office space for both softball and soccer which will allow each assistant coach to have an equitable enclosed office similar to those available for baseball.	Identify funding options for the creation of the offices. Work with facility planning concerning floor plans and renderings.	<ul style="list-style-type: none"> <li>- Athletic Director</li> <li>- Facility Planning</li> <li>- Asst. AD Facilities and Operations</li> <li>- Assoc. AD for External Affairs</li> </ul>	Completion by summer 2011

# Athletics Certification Committee Analysis Report with Institution Responses

## Southeastern Louisiana University

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	Although funds available to recruit are not as plentiful as desired, what is provided is distributed equitably with regards to each program's unique circumstances and recruiting system/philosophy.	Ensure recruiting funds are distributed in a fair and equitable manner. A program's recruiting needs may fluctuate and should be taken into consideration.	<p>Every spring, all head coaches will submit a requested budget for recruitment to the AD. The AD and the SWA will evaluate these requests to ensure recruiting resources are adequate for both men's and women's programs. Recruitment funds will be budgeted according to need in a fair, reasonable, and equitable manner.</p> <p>Include monitoring the experience of female and male prospects on visits ensuring their experiences are adequately equivalent.</p>	<ul style="list-style-type: none"> <li>- Athletic Director</li> <li>- Senior Woman Administrator</li> <li>- Sport Supervisors</li> <li>- Head Coaches</li> <li>- Business Manager</li> </ul>	Starting in Spring 2010 and annually thereafter for evaluation of recruiting needs, Fall 2009 and annually thereafter for monitoring the experience of prospects' visits.
Retention	No issues identified within this area. Maintenance plan included.	Monitor the retention activities pertaining to female staff, coaches and student-athletes. Be sure these activities are contemporary in nature and reflect similar activities provided to male staff, coaches and student-athletes. Specifically track the retention of female student-athletes as opposed to retention rate of females in the general student body.	<p>Every fall semester, the Athletic Director will evaluate the retention activities of female staff, coaches, and student-athletes. The AD will critically evaluate the activities as to their effectiveness and ensure the activities are similar to those provided to males.</p> <p>In the Spring of each year, the Athletic Director and the Faculty Athletic Representative will review each team's APR as well as a retention report produced by Institutional Research.</p> <p>The SWA will conduct exit interviews with all student-athletes to ascertain their reason for departure and thoughts on their experience as a student-athlete. These interviews will take place in the Spring for all seniors and as soon as possible, prior to departure from campus, for non-returning student-athletes.</p>	<ul style="list-style-type: none"> <li>- Athletic Director</li> <li>- Assoc. AD/SWA</li> <li>- Sport Supervisors</li> <li>- Faculty Athletic Representative</li> </ul>	Begin in Fall 2009 and on-going



# Athletics Certification Committee Analysis Report with Institution Responses

## Southeastern Louisiana University

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
Programs and activities (staff and coaches)	Programming for staff and coaches that specifically addresses gender issues has been minimal if not non-existent.	Develop programming for coaches and staff regarding gender issues.	<p>Leadership will gauge interest in subject areas/ program ideas for which staff members would like to receive more information by periodically surveying the staff.</p> <p>Invite gender issues experts to speak to coaches and staff.</p> <p>Develop and implement mentoring program for new coaches and staff members.</p>	<ul style="list-style-type: none"> <li>- Athletic Director</li> <li>- Assoc. AD/SWA</li> <li>- Sport supervisors</li> <li>- Human Resources</li> <li>- EEO/ADA Officer</li> </ul>	Begin Fall 2009 and on-going
Programs and activities (student-athletes)	There has been recent programming for student-athletes regarding contemporary collegiate issues and also a specific women's forum addressing female issues. However, the overall gender issues programming needs focus and better marketing to reach student-athletes.	Communicate current campus programming available to all students and student-athletes. Request feedback from the Student Athlete Advisory Committee as to topics and issues affecting them and of interest in an educational program.	<p>Advertise through fliers, e-mails, announcements, and other means, such as various campus programming offered through the Counseling Center, Student Affairs, and the Campus Activities Board.</p> <p>The Student-athlete Health and Well Being Committee will survey the SAAC in the Spring of every year as to the needs and issues impacting them as student-athletes and as female or male student-athletes. Encourage them to ask their teammates to provide feedback also.</p>	<ul style="list-style-type: none"> <li>- Head Athletic Trainer</li> <li>- Assoc. AD/SWA</li> <li>- Student-athlete Health and Well Being Committee</li> <li>- Head Coaches</li> <li>- Department of Kinesiology and Health Studies</li> <li>- Counseling Center</li> <li>- Student Affairs</li> <li>- Campus Activities Board</li> </ul>	Begin Fall of 2009 and on-going

# Athletics Certification Committee Analysis Report with Institution Responses

## Southeastern Louisiana University

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 identified within this area. Maintenance plan included.	<p>Maintain equitable representation of males and females in the SAAC. Continue to publicize to all student-athletes the existence and purpose of the SAAC and the potential benefits membership provides.</p> <p>Maintain an open and transparent departmental administrative structure which encourages input from all involved regardless of gender.</p>	<p>During the fall student-athlete statements (required paperwork prior to participation) and fall student-athlete orientation introduce student-athletes to the SAAC and its purpose and invite them to become involved. Promote the SAAC on the department's website and through press releases of SAAC programming and activities.</p> <p>Annually and continually encourage staff and coach participation in the operations of the department.</p>	<ul style="list-style-type: none"> <li>- Athletic Director</li> <li>- Assoc. AD/SWA (SAAC Coordinator)</li> </ul>	Immediate and on-going

Southeastern Louisiana University

**3.2 Diversity Issues**

1 Operating Principle 3.2 requires an institution to demonstrate that it is committed to, and has progressed toward, fair and equitable treatment of all student-athletes and athletics department personnel with diverse racial, ethnic and other backgrounds. Self-study Item No. 6 asks an institution to analyze and explain the data regarding the racial or ethnic composition of the following groups: athletics staff, coaches, faculty-based board or committee and other advisory or policy-making group. After reviewing Page Nos. 143 and 144 of your institution's self-study report, the committee noted your institution provided the required data but did not explain the data regarding the racial or ethnic composition of full- and part-time coaches, and faculty-based athletics board or committee. Further, your institution noted the membership of the athletics committee is lacking appropriate minority membership. However, this deficiency is not addressed in your institution's diversity-issues plan. Therefore, your institution must analyze and explain the data regarding the racial or ethnic composition of the following groups: full- and part-time coaches and faculty-based board or committee. Further, your institution must revise its diversity-issues plan to address the deficiency of a lack of minority members on your athletic committee. Finally, your institution must provide written evidence that its revised diversity-issues plan was developed with broad-based participation and has received formal institutional approval.

**Institution Response to CAC Analysis**

c. Full- and part-time head coaches

Ten percent of the full- or part-time head coaches were minorities during the 2005-06 academic year. None of the full- or part-time head coaches were minorities during the 2006-07 academic year.

There are currently ten head coaches at the Institution, a number which has not changed in a number of years. At the end of the 2006 season the Head Volleyball Coach, who was a minority, resigned. In the intervening years there have only been two new hires ? the replacement for volleyball and the baseball coach.

The ability to make significant headway in a category with so few employees and so little turnover is difficult. The Institution, however, will continue to take all appropriate actions to increase the diversity of head coaches. For all job openings the department will follow the University's Affirmative Action guidelines. In addition, specific notice will be directed to the historically black institution's conference offices. Job openings will also be posted with organizations such as the Black Coaches Association.

e. Faculty-based athletics board or committee

The University Athletics Committee included 10% minority participation during the 2006-07 and 2007-08 academic years. The committee did not include any minorities during the 2008-09 academic year. This deficiency has been addressed through the presidential appointment of four minority members of the staff to the committee for the coming two years. The addition of these four individuals has resulted in a minority representation of 16%, which mirrors the percentage of minorities on the Institution's staff.

See Revised Plan

## Southeastern Louisiana University

Each revised plan for improvement included in this response to the nineteen issues raised by the Committee on Athletic Certification, as well as the response itself, has been approved by the NCAA Steering Committee. The committee is made up of top level university administrators including the President of the University, the Provost and Vice Presidents for Academic Affairs, the Vice President for Student Affairs, the Vice President for Administration and Finance and the Assistant Vice President of Enrollment Management. Also serving on the Steering Committee are the Interim Athletic Director, the Associate Athletic Director for Compliance/SWA and several head coaches. Also serving on the Steering Committee are other diverse members of the University community including the Internal Auditor for the University, EEO/ADA Officer for the University, the Dean of General Studies, the Alumni Director and the Faculty Athletic Representative/Chairperson of the Athletic Committee. Also, serving on the Steering Committee is the President of the Lions Athletic Association and several other alumni. These individuals represent booster and community interest on the committee. Finally, the President of the Student Government Association and student-athlete representatives also serve on the committee.

A number of the members of the Steering Committee also serve on the subcommittees. Therefore, there was broad based participation in the preparation of this report. Also, all Steering Committee members were given the opportunity to read the report and make recommendations for change. Therefore, all of the diverse segments of the University community mentioned above were able to participate in the preparation of the report.

Finally, the full Steering Committee was given the opportunity to vote on the overall response and each of the plans for improvement. This approval, including approval by the President and other top-level administrators, represents institutional approval for the overall response and for each of the plans for improvement.

- 2 Operating Principle 3.2 requires an institution to demonstrate that it is committed to, and has progressed toward, fair and equitable treatment of all student-athletes and athletics department personnel with diverse racial, ethnic and other backgrounds. In order to demonstrate conformity with this operating principle, an institution must conduct a thorough and written review of each of the nine program areas for diversity issues. The review must:
  - a. Describe how the institution has ensured a complete study of each of the nine program areas for diversity issues. This study should 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 areas;
  - c. Using the data provided in letter b listed above, analyze and explain how the institution is meeting the needs of its student-athletes and staff with diverse racial, ethnic and other backgrounds; and
  - d. Explain how the institution's written, stand-alone plan for diversity issues addresses each of the nine program areas.

## Southeastern Louisiana University

After reviewing Page Nos. 145 through 155 of your institution's self-study report, the committee noted your institution did not describe how your institution has ensured a complete study of the program areas of assessment, hiring practices and retention. In addition, the committee noted your institution did not provide data demonstrating your institution's status and commitment, including resource allocation, in the program area of retention. Therefore, your institution must describe how it has ensured a complete study of the program areas of assessment, hiring practices and retention. In addition, your institution must provide data demonstrating your institution's status and commitment, including resource allocation, in the program area of retention. If any deficiencies are revealed, your institution must revise its diversity-issues plan. Further, your institution must provide evidence that its revised diversity-issues plan was developed using broad-based participation and has received formal institutional approval.

### **Institution Response to CAC Analysis**

2. Assessment. Assessment of athletics department activities to evaluate it's consistency with objectives set forth in the institution's and athletics department's written diversity statements: assessment of campus climate through evaluation of various campus constituencies

a. Describe how the institution has ensured complete study of each of the nine program areas. This study must be conducted as part of the self-study process.

The diversity issues subcommittee examined several areas within the Athletic Department which directly or indirectly involved or impacted members of minority groups or diversity issues. The areas examined included employment, participation, financial aid, graduation rates, academic progress, provision of support services, and participation in governance. Observations and data gained from examination of the aforementioned areas were compared to the intent and spirit of the department's and institution's diversity statements.

The subcommittee also evaluated data and examined various campus services and programming related to minorities and diversity issues. The findings of the subcommittee were available to departmental personnel and the general public for scrutiny and feedback. The findings were ultimately forwarded to the steering committee and approved by majority vote.

4. Hiring practices. Assessment and comparison of institutional and athletics department hiring practices to ensure the athletics department demonstrates a commitment to diversity in hiring procedures for athletics department staff and coaches. Description, comparison and explanation of any differences between institutional hiring practices and athletics department hiring practices. Description of institutional and/or athletics department policies related to use of outside firms (e.g., search firms) to ensure a diverse candidate pool. Description of actual hiring practices since previous self-study for any positions (e.g., coaches, staff) determined to be high profile at the institution.

a. Describe how the institution has ensured a complete study of each of the nine program areas. This study must be conducted as part of the self-study process.

Southeastern Louisiana University

The diversity issues subcommittee examined the hiring practices of the Athletic Department as well as the hiring practices of the Institution. There were no noted differences between the two. There are no institutional/departmental policies concerning the use of outside firms for searches. There have been searches for particular positions considered to be high profile at the Institution (vice-presidential level and above) but none within the Athletic Department. All hires within the Department since the last self-study have followed institutional and departmental hiring policies and procedures. The results of this examination were made available to departmental personnel and the general public and were ultimately approved by a majority vote of the steering committee.

5. 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 underrepresented 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 nine program areas. This study must be conducted as part of the self-study process.

The diversity issues subcommittee examined the number of minority administration, staff, coaches, and student-athletes. This examination included an overview of position titles, job descriptions, and opportunities for advancement. The intent of the examination was to gain an understanding of the participation of minorities within the operations of the department, opportunities for significant input into the success of the department, and opportunities for advancement. The findings are presented in three categories: 1) administration/staff, 2) coaches, and 3) student-athletes. The examination revealed the following deficiency: In the area of administration/staff and student/athletes, retention was not identified as an area of concern. In the area of coaching, there are currently eight minority assistant coaches; however, there currently are no minority head coaches. The diversity plan has addressed this deficiency. These findings were open to departmental and general public examination and ultimately endorsed through majority vote of the steering committee.

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

All coaches attend regularly scheduled department meetings in which their thoughts and opinions are openly expressed and encouraged. Assistant coaches are encouraged to network and attend professional development activities of which the expenses are sometimes covered. They are mentored by the head coach and provided opportunities for professional growth and development in the coaching profession. All assistant coaches are paid within reasonable range of the Southland Conference average for similar positions within the conference. Competitive salaries are indicative of the Institution's commitment to retain minority coaches. All assistant coaches are considered "at-will" and serve at the pleasure of the University. Assistant coaches' performance is evaluated annually. Pay raises are determined through consideration of performance for the prior year.

Assistant Coach Salaries ? Southeastern Louisiana University

# Athletics Certification Committee Analysis Report with Institution Responses

## Southeastern Louisiana University

Title 2005-06 2006-07 2007-08

Assistant Men's Basketball Coach \$40,000 \$48,000 \$50,400

Assistant Women's Basketball Coach \$36,010 \$37,000 \$38,850

Assistant Football Coach \$34,000 \$34,800 \$36,540

Assistant Football Coach \$31,500

Assistant Volleyball Coach \$21,500

Assistant Football Coach \$40,000

Assistant Track/Field CC Coach \$24,176

Assistant Mens Basketball Coach \$26,000

The next question is whether this salary information is enough for them.

Each revised plan for improvement included in this response to the nineteen issues raised by the Committee on Athletic Certification, as well as the response itself, has been approved by the NCAA Steering Committee. The committee is made up of top level university administrators including the President of the University, the Provost and Vice Presidents for Academic Affairs, the Vice President for Student Affairs, the Vice President for Administration and Finance and the Assistant Vice President of Enrollment Management. Also serving on the Steering Committee are the Interim Athletic Director, the Associate Athletic Director for Compliance/SWA and several head coaches. Also serving on the Steering Committee are other diverse members of the University community including the Internal Auditor for the University, EEO/ADA Officer for the University, the Dean of General Studies, the Alumni Director and the Faculty Athletic Representative/Chairperson of the Athletic Committee. Also, serving on the Steering Committee is the President of the Lions Athletic Association and several other alumni. These individuals represent booster and community interest on the committee. Finally, the President of the Student Government Association and student-athlete representatives also serve on the committee.

A number of the members of the Steering Committee also serve on the subcommittees. Therefore, there was broad based participation in the preparation of this report. Also, all Steering Committee members were given the opportunity to read the report and make recommendations for change. Therefore, all of the diverse segments of the University community mentioned above were able to participate in the preparation of the report.

Finally, the full Steering Committee was given the opportunity to vote on the overall response and each of the plans for improvement. This approval, including approval by the President and other top-level administrators, represents institutional approval for the overall response and for each of the plans for improvement.

## Southeastern Louisiana University

- 3 Operating Principle 3.2 requires an institution to formally adopt a written plan for the future of the intercollegiate athletics program that ensures the institution maintains, or continues progress toward, a program that expands equitable opportunities and support for student-athletes and athletics personnel with diverse racial, ethnic and other backgrounds. The plan must include measurable goals the institution intends to achieve, steps the institution will take to achieve those goals, persons responsible and timetables. After reviewing Page Nos. 152 through 161 of your institution's self-study report, the committee noted all nine program areas are addressed in your diversity-issues plan. However, the steps to achieve goals in your diversity-issues plan lack specificity in the following program areas: recruitment; partnerships; and participation in governance and decision making. Therefore, your institution must provide written evidence demonstrating the revision of your diversity-issues plan to ensure the program areas of recruitment; partnerships; and participation in governance and decision making have specific steps to achieve those goals. Further, your institution must provide written evidence that its revised diversity-issues plan was developed with broad-based participation and has received formal institutional approval.

### **Institution Response to CAC Analysis**

Please see revised Diversity Plan.

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## Southeastern Louisiana University

- 4 Operating Principle 3.2 requires an institution to formally adopt a written plan for the future of the intercollegiate athletics program that ensures the institution maintains, or continues progress toward, a program that expands equitable opportunities and support for student-athletes and athletics personnel with diverse racial, ethnic and other backgrounds. The plan must include measurable goals the institution intends to achieve, steps the institution will take to achieve those goals, persons responsible and timetables. After reviewing Page No. 152 and 159, the committee noted your institution identified deficiencies in the program areas of retention; programs and activities (staff and coaches); and programs and activities (student-athletes). However, these deficiencies were not identified in your institution's diversity-issues plan for improvement. Therefore, your institution must revise its diversity-issues plan to address the deficiencies identified in the program areas of retention; programs and activities (staff and coaches); and programs and activities (student-athletes). Further, your institution must provide written evidence that its revised diversity-issues plan was developed with broad-based participation and has received formal institutional approval.

### **Institution Response to CAC Analysis**

Please see revised Diversity Plan.

Each revised plan for improvement included in this response to the nineteen issues raised by the Committee on Athletic Certification, as well as the response itself, has been approved by the NCAA Steering Committee. The committee is made up of top level university administrators including the President of the University, the Provost and Vice Presidents for Academic Affairs, the Vice President for Student Affairs, the Vice President for Administration and Finance and the Assistant Vice President of Enrollment Management. Also serving on the Steering Committee are the Interim Athletic Director, the Associate Athletic Director for Compliance/SWA and several head coaches. Also serving on the Steering Committee are other diverse members of the University community including the Internal Auditor for the University, EEO/ADA Officer for the University, the Dean of General Studies, the Alumni Director and the Faculty Athletic Representative/Chairperson of the Athletic Committee. Also, serving on the Steering Committee is the President of the Lions Athletic Association and several other alumni. These individuals represent booster and community interest on the committee. Finally, the President of the Student Government Association and student-athlete representatives also serve on the committee.

A number of the members of the Steering Committee also serve on the subcommittees. Therefore, there was broad based participation in the preparation of this report. Also, all Steering Committee members were given the opportunity to read the report and make recommendations for change. Therefore, all of the diverse segments of the University community mentioned above were able to participate in the preparation of the report.

Finally, the full Steering Committee was given the opportunity to vote on the overall response and each of the plans for improvement. This approval, including approval by the President and other top-level administrators, represents institutional approval for the overall response and for each of the plans for improvement.

# Athletics Certification Committee Analysis Report with Institution Responses

## Southeastern Louisiana University

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
Institutional and athletic department commitment and organization	The Institution's and Department's statements of commitment to diversity exist in various publications but need to be particularly communicated/emphasized to coaches, staff, and student-athletes.	Communicate the existence of commitment to diversity statements and identify the location of those statements.	At the beginning of each year during coaches/staff and student-athlete meetings, identify and explain the statements and show distinct locations of the statements (University Catalogue, Department Policy and Procedures Manual, Student-athlete Handbook and website).	<ul style="list-style-type: none"> <li>- Athletic Director</li> <li>- Compliance Coordinator/SWA</li> <li>- EEO/ADA Officer</li> <li>- Asst. AD for Academic Affairs</li> <li>- Athletics Committee</li> </ul>	Fall 2009 and on-going
Assessment	The athletic department measures and monitors many indicators of the status of diversity (employment, participation, financial aid, graduations rates, academic progress, provision of support services, and participation in governance), however; it does not effectively evaluate the campus climate through evaluation of campus constituencies.	<p>Continue to annually monitor and evaluate key diversity indicators.</p> <p>Periodically coordinate with campus constituent groups (Counseling Center, Student Government, and Division of Student Affairs) to discuss and identify campus diversity issues and the campus climate in reference to diversity issues.</p>	<p>Collect and evaluate key diversity indicators following each academic year.</p> <p>Once a year (minimally) meet with the appropriate campus constituent groups to discuss and identify campus diversity issues and the campus climate in reference to diversity issues. This information should be considered when developing programming or services for student-athletes.</p>	<ul style="list-style-type: none"> <li>- Associate AD for Student Services</li> <li>- Asst. AD for Academic affairs</li> <li>- Life Skills Coordinator</li> </ul>	Fall 2009 and on-going

# Athletics Certification Committee Analysis Report with Institution Responses

## Southeastern Louisiana University

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	<p>The department follows the University's employment procedures and is mindful of the importance of diversity. However, at the head coach and other staff positions there is minimal minority representation. There should be more specific attention given to the recruiting efforts to increase diversity in these areas.</p>	<p>Increase the diversity of coaches (specifically head coaches) and administrative staff.</p> <p>Increase the awareness of minorities pertaining to athletic related careers and job opportunities.</p>	<p>For all job openings, the department will follow the University's Affirmative Action guidelines. In addition, specific notice will be directed to the historically black institution's conference offices.</p> <p>Job openings will also be posted with organizations such as the Black Coaches Association.</p> <p>An annual review of hiring practices by the department and Athletic Committee will scrutinize the current amount of diversity within the department and the most recent hires.</p> <p>The athletic department will explore expanding its internship program focusing on diversity and providing opportunities for minorities while working closely with the sport management program on campus.</p>	<p>- Athletic Director - Human Resources</p>	<p>Fall 2009 and on-going</p>

# Athletics Certification Committee Analysis Report with Institution Responses

## Southeastern Louisiana University

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
Hiring practices	<p>The department follows the University's hiring procedure.</p> <p>No issues identified within this program area.</p> <p>Maintenance plan included.</p>	<p>Continue to follow University hiring procedures. These procedures should result in a fair and equitable search in which a diverse pool of candidates is sought. Any deviation from this process or an appearance of a lack of actively seeking a diverse pool should result in examination of the process by the Office of Human Resources and the Athletic Committee.</p>	<p>Follow the University hiring procedure.</p> <p>The Athletic Director will periodically report to the Athletic Committee concerning the diversity of the department (specifically administrative and head coaching positions) and explain the hiring process the department follows. Specifically the Athletic Director will report all new employees and hiring procedures followed.</p>	<ul style="list-style-type: none"> <li>- Athletic Director</li> <li>- Human Resources</li> <li>- Athletic Committee</li> </ul>	<p>Fall 2009 and on-going</p>
Retention	<p>While there are currently eight minority assistant coaches, there are no minority head coaches.</p> <p>The department must better orient its new staff and coaches to departmental operations and University regulations.</p> <p>Continue to use and promote campus services available to all students and student-athletes (e.g. counseling center, career services, academic support, and registered student organizations).</p>	<p>Increase retention of minority coaches.</p> <p>Each new employee (coach or staff) will receive a basic departmental orientation in addition to the University employee orientation.</p> <p>Student-athletes will be exposed to campus services available to them.</p>	<p>The Assistant Athletic Director for Operations and Business Manager will orient each new department employee as to procedures in the policy and procedures manual.</p> <p>Continue to encourage coaches to express their thoughts and opinions in departmental meetings.</p> <p>Continue to encourage coaches to network and attend professional development activities.</p>	<ul style="list-style-type: none"> <li>- Athletic Director</li> <li>- Business Manager</li> <li>- Compliance Coordinator</li> <li>- Head Athletic Trainer</li> <li>- Student-athlete Health and Wellness Committee</li> </ul>	<p>Fall 2009 and on-going</p>

# Athletics Certification Committee Analysis Report with Institution Responses

## Southeastern Louisiana University

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
Partnerships	<p>The department should identify diversity-specific programming or services that are available through campus organizations and departments.</p> <p>The department should develop a relationship with the Office of Multi-Cultural and International Student Affairs, the University Counseling Center, and other applicable organizations whose mission includes aspects of diversity issues and awareness.</p>	<p>Annually identify campus programming that addresses diversity issues/topics and inform all student-athletes to that programming.</p> <p>Meet with the Office of Multi-Cultural and International Student-Affairs and other applicable organizations whose mission includes aspects of diversity issues and awareness to identify programs or partnerships that could be beneficial to the campus community and student-athletes.</p>	<p>Each semester identify programming that addresses diversity issues/topics and require the attendance of all student-athletes.</p> <p>At least once a semester meet with the Office of Multi-Cultural Affairs and any other applicable organizations to discuss opportunities for diversity awareness/issues programming.</p>	<p>- Associate AD for Student Services - Asst. AD for Academic Affairs - Life Skills Coordinator</p>	<p>Fall 2009 and on-going</p>

# Athletics Certification Committee Analysis Report with Institution Responses

## Southeastern Louisiana University

Elements		Goals	Steps		
Program Area	Issues in the Self-Study	Measurable Goals	Steps to Achieve Goals	Individuals/ Officers Responsible for Implementation	S p e c i f i c Timetable for Completing the Work
Programs and activities (staff and coaches)	Substantive programming for staff and coaches that specifically addresses diversity issues or the needs of the underrepresented groups has been minimal if not non-existent.	<p>Develop programming specifically for coaches and staff regarding diversity issues.</p> <p>Increase participation by staff and coaches in university sponsored programs aimed at diversity.</p>	<p>Leadership will gauge interest in subject areas/program ideas for which staff members would like to receive more information by annually surveying the staff at the first department meeting of the year.</p> <p>Require coaches and staff to attend university sponsored programs aimed at diversity and the needs of the underrepresented groups. Programs can be sponsored by other university departments.</p> <p>Invite diversity issues experts to speak to coaches and staff.</p> <p>Develop and implement mentoring program for new coaches and staff members.</p>	<p>- Athletic Director - Assoc. AD/SWA - Sport supervisors - Human Resources - EEO/ADA Officer</p>	Begin Fall 2009 and on-going

# Athletics Certification Committee Analysis Report with Institution Responses

## Southeastern Louisiana University

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
Programs and Activities (student-athletes)	The overall diversity issues programming for student-athletes needs focus and better marketing to reach student-athletes.	<p>Communicate current campus diversity-related programming available to all students and student-athletes.</p> <p>Request feedback from the Student Athlete Advisory Committee as to topics and issues affecting them and of interest in an educational program and develop relevant programming.</p> <p>The Athletic Department should identify and communicate to student-athletes campus based diversity related programming and programming designed to address the needs of the underrepresented groups.</p>	<p>Advertise through fliers, e-mails, announcements, and other means, such as various campus programming offered through the Counseling Center, Student Affairs, the Office of Multi-Cultural Affairs, and other related groups.</p> <p>Survey the SAAC as to the needs and issues impacting them as student-athletes in reference to diversity issues. Encourage them to ask their teammates to provide feedback.</p> <p>Invite diversity issues experts to speak to student-athletes.</p>	<ul style="list-style-type: none"> <li>- Athletic Director</li> <li>- Assoc. AD/SWA</li> <li>- Asst. AD for Academic Affairs</li> <li>- Life Skills Coordinator</li> <li>- Head Coaches</li> <li>- Counseling Center</li> <li>- Student Affairs</li> <li>- Office of Multi-Cultural Affairs</li> </ul>	Begin Fall of 2009 and on-going

# Athletics Certification Committee Analysis Report with Institution Responses

## Southeastern Louisiana University

Elements		Goals	Steps		
Program Area	Issues in the Self-Study	Measurable Goals	Steps to Achieve Goals	Individuals/ Officers Responsible for Implementation	S p e c i f i c Timetable for Completing the Work
Participation in governance and decision making	No issues identified within this area. Maintenance plan included.	<p>Maintain a diverse membership representative of all student-athletes in the SAAC. Continue to publicize to all student-athletes the existence and purpose of the SAAC and the potential benefits membership provides.</p> <p>Maintain an open and transparent departmental administrative structure which encourages input from everyone without regard to ethnicity or race.</p>	<p>During the fall student-athlete statements (required paperwork prior to participation) and fall student-athlete orientation introduce student-athletes to the SAAC and its purpose and invite them to become involved. Promote the SAAC on the department's website and through press releases of SAAC programming and activities.</p> <p>Annually encourage employee input in the development of policies and procedures of the department.</p> <p>The Department will allow one student-athlete to serve on the University Athletic Committee.</p>	<p>- Athletic Director - Assoc. AD/SWA ( S A A C Coordinator)</p>	<p>Immediate and on-going</p>



Southeastern Louisiana University

**3.3 Student-Athlete Well-Being**

1 Operating Principle 3.3 requires an institution to provide evidence that the well-being of student-athletes and the fairness of their treatment is monitored, evaluated and addressed on a continuing basis. In order to demonstrate conformity with this operating principle the institution's instrument used to conduct student-athlete exit interviews must contain questions related to the following 14 areas:

- 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 student-athlete advisory committee.
- 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., athletics 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.

After reviewing Page No. 163 of your institution's self-study report and a copy of the institution's exit-interview instrument, the committee noted your institution's exit-interview process included many of the required questions. However, the committee noted your institution's exit-interview instrument did not include questions related to letters e, f, g, i, k and n listed above. Therefore, your institution must provide written evidence that the student-athlete exit-interview instrument includes questions related to the aforementioned items.

**Institution Response to CAC Analysis**

The following text illustrates the University's updated Student-Athlete Senior Exit Interviews. The updates were based on the committee's suggestions in the CAC Analysis Issue above.

---

Senior Exit Interview

Date \_\_\_\_\_ Name (optional) \_\_\_\_\_ Sport \_\_\_\_\_

# Athletics Certification Committee Analysis Report with Institution Responses

## Southeastern Louisiana University

Major \_\_\_\_\_ Current GPA \_\_\_\_\_

Athletic Scholarship?  No  Yes

If yes, approximate amount of annual award \_\_\_\_\_

Recruited?  Yes  No Years taken to obtain Degree \_\_\_\_\_

1. Which best describes your future plans? (check most appropriate box)

I have been accepted to a graduate program.

I have applied to graduate schools but have not been accepted yet.

I have secured a job.

I am still looking for a job.

I have no idea.

I have more school left.

Other. Please specify: \_\_\_\_\_

2. Please indicate the relative importance each of the following factors had in your decision to attend Southeastern.

Very Not a

Important Important factor

1. Overall academic reputation of the University

2. Specific academic program

3. The athletic program

4. The head coach or coaching staff

5. Financial aid

6. Other student-athletes attending Southeastern

7. Location of Southeastern

8. Influence of parents

9. Southland Conference

10. Academic support services for student-athletes

11. Other:

3. Would you encourage other student-athletes to attend this institution?

Yes  No If no, please explain \_\_\_\_\_

---

4. Please rate your experience at Southeastern. (Circle one for each category)  
(1-below average, 2-average, 3-good, 4-very good, 5-excellent)

Athletics (overall) 1 2 3 4 5

Academics 1 2 3 4 5

Social 1 2 3 4 5

5. If you were being recruited today would you choose to attend Southeastern again?

Southeastern Louisiana University

0 Yes 0 No If no, for what reasons? \_\_\_\_\_

---

6. How did your participation in athletics affect your Academic Performance?

0 It helped because I had to manage my time more effectively.

0 It hurt because I did not have enough time to commit to academics.

0 It did not affect my academic performance very much.

0 Other effects. Please explain \_\_\_\_\_

7. How did your participation in athletics affect your social life?

0 It helped. How \_\_\_\_\_

0 It hurt. How \_\_\_\_\_

0 It did not affect my social life very much.

8. Would you choose to spend less time participating in athletic activities if you could do it again?

0 Yes 0 No If yes, why? \_\_\_\_\_

9. When did you begin to feel confident you could manage both the academic and athletic demands at Southeastern?

0 Immediately 0 One term 0 Sophomore 0 Junior 0 Senior 0 Never

Comments:

10. How effective and complete of an orientation program did you receive, involving both athletics and academics, when you first arrived at Southeastern.

0 Very effective and very complete for both

0 Effective for athletic but not for academic

0 Effective for academic but not for athletic

0 Not effective for either

11. What were the strengths in the social life at Southeastern and or Hammond?

---

What were the weaknesses of the social life at Southeastern and or Hammond?

---

12. Did the coaches at Southeastern live up to the commitments promised to you as a recruit?

0 Yes 0 No If no, why not? \_\_\_\_\_

---

13. Did your coaches sincerely emphasize graduation from Southeastern as a top priority?

Southeastern Louisiana University

0 Yes, from the start, they always emphasized academics over athletics.

0 Yes and no, in the sense they emphasized academics and athletics equally.

0 No, from the start, they emphasized athletics over academics.

0 No, but they emphasized an academic degree could always be earned after my athletic career was over.

0 No, they hardly ever discussed academics

14. Do you feel your coaches were sensitive to the demands placed on your academic and social time while you were a student-athlete? 0 Yes 0 No

Comments:

15. How important to you is graduating from college?

0 Very important 0 Somewhat 0 Not sure 0 Not very 0 Not at all

16. Has your College Academic Advisor provided timely/knowledgeable guidance which promoted your academic success? 0 Yes 0 No

17. Did the coaches ever unjustly steer you toward a less challenging major for the sole purpose to keep you eligible? 0 Yes 0 No

18. Please rate the Coaching staff in your sport

(1-below average, 2-average, 3-good, 4-very good, 5-excellent)

Enthusiasm and the ability to motivate you and your teammates:

1 2 3 4 5

Willingness to assist with academic concerns (not necessarily related to eligibility matters)

1 2 3 4 5

Ability to communicate with you and your teammates

1 2 3 4 5

Ability to organize and prepare for practice

1 2 3 4 5

Fairness in evaluating players and providing useful feedback regarding athletic performance

1 2 3 4 5

Ethics

1 2 3 4 5

Technical knowledge of game

1 2 3 4 5

19. As a student-athlete, did you feel integrated with the student body? (Campus activities, housing, food, etc)

0 Yes 0 No If yes, to what extent? If no, why? \_\_\_\_\_

\_\_\_\_\_

# Athletics Certification Committee Analysis Report with Institution Responses

## Southeastern Louisiana University

20. Have you personally experienced sexual harassment or have observed sexual harassment of other student-athletes at Southeastern? 0 Yes 0 No

Comments:

21. Have you personally experienced gender-based discrimination or have observed gender-based discrimination of other student-athletes at Southeastern?

0 Yes 0 No Comments:

22. Rate the services you received from the following:  
(1 represents no support and 5 represents total support)

Athletic Training 1 2 3 4 5 N/A

Academic Advising 1 2 3 4 5 N/A

Housing 1 2 3 4 5 N/A

Career Services 1 2 3 4 5 N/A

Aramark ? Campus Dining 1 2 3 4 5 N/A

Financial Aid 1 2 3 4 5 N/A

Promotion/Marketing 1 2 3 4 5 N/A

Media Relations 1 2 3 4 5 N/A

NCAA Compliance 1 2 3 4 5 N/A

23. If you could change one thing about your specific sports program at Southeastern what would it be?

24. I was satisfied with my representative(s) serving on the Student-Athlete Advisory Committee (SAAC)? 0 Yes 0 No If no, why not? \_\_\_\_\_

25. Did the Athletic Department inform you of the NCAA Special Assistance Fund and the NCAA Student-Athlete Opportunity Fund?

0 Yes, I was informed of both Funds

0 I was only informed of the NCAA Special Assistance Fund

0 I was only informed of the NCAA Student-Athlete Opportunity Fund

0 No, I was not informed of either of the Funds

26. Who was your primary contact when you had questions about NCAA regulations?

27. How can the athletic department assist you in your career development?

Southeastern Louisiana University

28. Please rate your experience in regards to the Athletic Departments commitment to safety. (Circle one for each category)  
(1-below average, 2-average, 3-good, 4-very good, 5-excellent)

Mode of transportation to away competition 1 2 3 4 5

Lodging at away competition 1 2 3 4 5

Knowledge of travel policies 1 2 3 4 5

Knowledge of medical emergency plans 1 2 3 4 5

29. Have you sought assistance from the Career Services Staff? 0 Yes 0 No

30. During your playing season, how many days per week do you typically have off?  
\_\_\_\_\_

31. During your playing season, how many hours per day does a typical practice last?  
\_\_\_\_\_

32. During the playing season, how many hours per week is your team typically required to participate in the following:

? Practice: \_\_\_\_\_

? Conditioning and/or weight lifting: \_\_\_\_\_

? Watch game film/team meetings: \_\_\_\_\_

33. During your playing season, is your team required to practice more than 20 hours per week?  
0 Yes 0 No

If you answered yes, please give a detailed account of those hours: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

34. During your off-season, how many days per week do you typically have off?  
\_\_\_\_\_

35. During your off-season, how many hours per day was a typically work out?  
\_\_\_\_\_

36. During your off-season, how many hours per week are you required to work out?  
\_\_\_\_\_

37. During your off-season, how many hours per week are you required to attend individual skill-related instruction sessions? \_\_\_\_\_

Southeastern Louisiana University

38. Do you feel that Southeastern monitors the well-being of its student-athletes in an effective matter? 0 Yes 0 No

Comments:

39. What are three things that you would like to see improved in the Athletic Department at Southeastern?

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

40. In order, what are the three best aspects of being a student-athlete at Southeastern?

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

41. Are there any concerns that you would like to express related to the administration of the sport(s) you participated in?

The information obtained from the exit survey will be used to help determine the strengths and weaknesses of the department and programs and explore potential policy updates and reforms.

---

Senior Exit Interview ? Minority Student-Athletes

Please specify whether you are:

Gender: 0 Male 0 Female

Ethnicity: 0 Asian or Pacific Islander

0 African-American/Black/Non-Hispanic

0 Other Hispanic

0 White Non-Hispanic

0 Puerto Rican-American

0 Native American

0 International Student \_\_\_\_\_(Nationality)

0 Other: \_\_\_\_\_

# Athletics Certification Committee Analysis Report with Institution Responses

## Southeastern Louisiana University

Please rate the following on a scale of 1-5.

(1-Not applicable, 2-Not at all, 3-Sometimes, 4-Most of the time, 5-All of the time)

1. The athletic department has been supportive of minority student-athletes.

1 2 3 4 5

2. The overall climate of Southeastern is friendly to minority students.

1 2 3 4 5

3. Instructors act negatively toward me because of my race.

1 2 3 4 5

4. My gender has influenced how instructors treat me.

1 2 3 4 5

5. As a female minority student-athlete I am given the same opportunities as the male student-athlete.

1 2 3 4 5

6. Southeastern provides academic support to enhance the potential of minority students to graduate.

1 2 3 4 5

7. I socialize more with people of the same race than different races.

1 2 3 4 5

8. My coach was considerate to the needs of minority student-athletes.

1 2 3 4 5

9. My coaching staff treats minorities on my team differently than non-minorities.

1 2 3 4 5

10. Do you feel there are any problems with the racial climate at Southeastern?

1 2 3 4 5

Comments \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- 2** Operating Principle 3.3 requires an institution to provide evidence that the institution has in place programs that protect the health of, and provide a safe environment for, each of its student-athletes. In order to demonstrate conformity with this operating principle, an institution must:



## Southeastern Louisiana University

- a. Have written policies and procedures in the areas listed below;
- b. Annually evaluate the policies and procedures listed below for its effectiveness in protecting the health and providing a safe environment for its student-athletes;
- c. Identify the administrator(s) responsible for annually evaluating the policies and procedures listed below for its effectiveness in protecting the health and providing a safe environment for its student-athletes; and
- d. Demonstrate that policies and procedures in the following areas are communicated in writing to athletics department staff and student-athletes.

- (1) Athletic training.
- (2) Sports medicine.
- (3) Emergency medical plans for practices and games.
- (4) Emergency medical plans for out-of-season workouts, strength training and skills session.
- (5) Travel policies (e.g., passenger vans, buses, permissible drivers, fights, length of trips.)

After reviewing Page Nos. 172 through 174 of your institution's self-study report, the committee is unclear whether the medical policy in the policy and procedures manual includes information in the areas of athletics training; sports medicine; emergency medical plans for practices and games; and emergency medical plans for out-of-season workouts and strength training and skills session. Further, the committee is unclear how the policy and procedures manual is communicated in writing to the athletics department staff. Finally, the committee is unclear how the travel policies are annually evaluated and how they are communicated in writing to athletics department staff and student-athletes.

Therefore, your institution must provide written evidence that:

- a. Medical policies in the policy and procedures manual includes the areas of athletic training, sports medicine, emergency medical plans for practices and games, and emergency medical plans for out-of-season workouts and strength training and skills session;
- b. Describe how the policies and procedures manual is communicated to athletics department staff; and
- c. Describe how travel policies are annually evaluated and communicated in writing to student-athletes and athletics department staff.

### **Institution Response to CAC Analysis**

A. The Emergency Action Plan (EAP) is written with reference to the venue location as opposed to the activity. The same plan is used whether there is a competition, game, or skills session. The plan is posted at each location with specific instructions as to who to call and the specific location of the venue.

The EAP is discussed and reviewed at a staff meeting on an annual basis. Also the coaching staff is certified in CPR and AED usage by the American Heart Association. An ongoing evaluation of the EAP is done by the Athletic Training Staff at the beginning of each academic semester. It is also the practice of the Athletic Training Staff under the direction of Tony Trombetta, MA, ATC, LAT to hold demonstrations and review sessions with all Athletic Training Staff, Graduate Assistant Athletic Trainers, and Athletic Training Students.

## Southeastern Louisiana University

Southeastern has four full-time certified athletic trainers, one part-time athletic trainer, and four certified graduate assistant athletic trainers. In addition to the certified athletic trainers working in the Intercollegiate Athletic Department, Southeastern has three additional staff in the athletic training education program along with 15 undergraduate students that assist in coverage. All students are certified as First Responders and have been evaluated and tested on the EAP and have the ability to respond when needed. Having a large staff of certified athletic trainers, allows for extensive coverage of all athletic activities.

B. The policies and procedure manual for the Intercollegiate Athletics staff is in addition to the university Faculty and Staff Handbook. A policies and procedures manual is given to all employees upon hiring and updated each year. Anytime a review or revision is completed, it is communicated to the staff in writing and also during a department staff meeting. The staff is also asked for their input and encouraged to offer suggestions or changes that may be needed within the policy and procedures manual.

C. Travel policies are reviewed and discussed with all head coaches on an annual basis. The travel policies are synonymous for each team. Once the athletic administration and coaches have reviewed and discussed the policies, a staff meeting is held to inform all coaches and staff on any changes that may have been implemented.

Student-athletes are made aware of any travel changes through the student-athlete handbook. In addition to having this information in the student-athlete handbooks, travel policies are also discussed with the Student Athlete Advisory Committee (SAAC).