2003-2004 DIVISION I ATHLETICS CERTIFICATION SELF-STUDY INSTRUMENT

Introduction to Self-Study Report

Institutional Information

1. Type of Institution: Public

2. Year institution was founded: 1909

3. Special Affilation? No

4. Coeducational? Yes

5. Total student enrollment (undergraduate and graduate combined) [using a full-time-equivalency (FTE) basis]: 8406

6. Number of Faculty [using a full-time-equivalency (FTE) basis]: 514

7. Highest level of academic degree offered: Doctorate (Ph.D., Ed.D.)

8. Institution's governing entity: Board of Trustees

9. a. Regional accreditation agency: Higher Learning Commission/North Central Assoc.

9. b. Date of most recent regional accreditation self-study: March 2003

9. c. Current accreditation status: Accredited

Athletics Information

1. Subdivision status of athletics program (Academic Year 2004): I-A

2. Conference affiliation(s) or independent status (Academic Year 2004):

Baseball	Sun Belt Conference
Football	Sun Belt Conference
Men's Basketball	Sun Belt Conference
Men's Cross Country	Sun Belt Conference
Men's Golf	Sun Belt Conference
Men's Track, Indoor	Sun Belt Conference
Men's Track, Outdoor	Sun Belt Conference
Women's Basketball	Sun Belt Conference
Women's Cross Country	Sun Belt Conference
Women's Golf	Sun Belt Conference
Women's Soccer	Sun Belt Conference
Women's Tennis	Sun Belt Conference
Women's Track, Indoor	Sun Belt Conference
Women's Track, Outdoor	Sun Belt Conference
Women's Volleyball	Sun Belt Conference

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

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

4. Date of NCAA major infractions case(s) (if any) since previous certification self-study and impact (if any) on the areas of the certification program.

Not applicable.

5. Other signification events (with dates) in the history of intercollegiate athletics program:

* ASU athletes participated in the Olympics and won Olymic medals in 1972 and 1984.

* ASU football teams went undefeated in 1970 and 1975.

* ASU played the University of Arkansas in an NIT basketball game in 1987.

* The university moved to Division 1-A in 1992.

* Four of 11 programs (football, baseball, men's golf, and women's tennis) received the Sun Belt Conference team academic awards for 2002-2003.

* The graduation rate of 50% for African-American student-athletes is the highest rate in ten years, while the 40% graduation rate for African-American football players is the highest in eight years.

* The university announced that six-year graduation rates of student athletes has reached 59% during the Spring 2004 semester.

* The university had a record crowd of 30,427 individuals attend its home football game against the University of Memphis in September 2004.

Previous Certification Self-Study

4. Changes in key senior-level positions, institutional or athletics program, (if any) since the institution's previous certification self-study.

The following changes have occured in key senior-level positions since the university's previous certification self-study:

Vice Chancellor for Research and Academic Affairs: Dr. Robert Fisher (July 1996- March 2000); Dr. Rick McDaniel (April 2000 - Octoboer 2002/Interim); Dr. Susan Allen (October 2002- Present)

Vice-President for Finance and Administration: Dr. Stanley Williams (July 1993- September 1997); Mr. Jennus Burton (October 1997 - Present)

Governmental Relations: Mr. Cecil Holifield (April 1996- June 1998); Mr. Robert Evans (September 1998 - Present)

Vice-Chancellor for Student Affairs: Dr. Mary Lynn Williamson (July 1996 - May 2001); Dr. Rick Stripling (July 2001- June 2002/Interim); Dr. Rick Stripling (July 2002 - Present)

Vice-President for Institutional Advancement: Dr. Ruth Hawkins (July 1986 - June 1999); Mr. Steve Owens (April 1999-Present)

Director of Athletics: Mr. Barry Dowd (March 1996 - February 2000); Mr. Joe Hollis (March 2000 - January 2001); Mr. Paul Griffin (January 2002 - July 2002); Dr. Dean Lee (July 2002 - Present)

5. Significant changes impacting the institution and/or athletics program, if any (e.g., conference affiliation, sports sponsored, changes in admissions standards, significant changes in graduation rates, changes in mission statement of the athletics program, changes in fiscal stability/condition of the athletics program), since the institution's previous certification self-study:

Since the institution's previous certification self-study the most significant changes have involved the addition of two varsity sports for women: Women's soccer (December 1999) and Women's bowling (Spring 2004). Additionally, the mission statement of the athletics program was revised in August 1998 to read as follows: "ASU Athletics strives to uphold the goals set forth by the University and NCAA and holds as its primary purpose to direct each student-athlete toward growth academically, athletically, and socially while maximizing the contributions of administrators, faculty, staff, coaches, and student-athletes through diversity management and training."

Graduation rates for student-athletes continue to increase, with the most recent six-year data reflecting a 59% graduation rate. Overall, there have not been any significant changes in the fiscal stability/condition of the athletics program.

Certification Self-Study Information

1. Steering Committee Chair: Dr. Glen Jones

2. Chief report writer/editor of self-study report: Dr. Lynita Cooksey

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

Broad-based participation of campus constituencies was obtained by including students, faculty, and staff on the certification steering committee and on each of the subcommittees. Since the subcommittees drafted each component of the self-study, the different constituency groups were able to offer direct input into the self-study report before all findings and plans for improvement were formulated. Additionally, the presidents of the Student Government Association, Faculty Senate, and Staff Senate were members of the steering committee and subcommittees. Further, they were encouraged to share information regarding the certification process, and its progress, with their constituencies. President Les Wyatt announced the beginning of the certification process to the campus community and outlined the certification process, and its purposes, through "Inside ASU", an electronic newsletter distributed to each campus member.

Once the self-study report was drafted, the entire campus was invited to review the report and provide responses regarding all findings and plans for improvement.

4. Provide a copy of the institution's written plan for conducting the self-study.

ARKANSAS STATE UNIVERSITY
NCAA CERTIFICATION STEERING COMMITTEE
WRITTEN PLAN FOR SELF-STUDY AND CERTIFICATION

A. Objectives Related to the Self-Study.

1. Goals.

The primary goal of the self-study is to identify the extent to which Arkansas State University complies with the operating principles outlined in the NCAA Athletics Certification Self-Study Instrument and to develop and implement action plans where needed for improvement. Ancillary goals of the self-study process are as follows:

a. Complete a comprehensive self-study which will lead to certification of the intercollegiate athletic program.

b. Expand the knowledge of the campus community of the importance of the athletics program to the University.

c. Enhance the framework through which continuous improvements may be made to the athletics program in a manner consistent with university goals.

B. First Cycle Self-Study Items.

a. Identification.

All institutional plans from the first cycle self-study and all NCAA Division I Committee on Athletics required actions from the first cycle have been identified and shared with members of the steering committee. Specifically, the following information regarding plans for improvement have been shared with the Steering Committee:

Governance and Commitment to Rules Compliance: Plans for improvement addressing the areas of Institutional Mission and Institutional Control.

Academic Integrity: Plans for improvement that addressed the following: (1) The budget for Academic Support Services, (2) The separation of the position of compliance and academic coordinator into two separate positions, and (3) The policy regarding admission by special exception.

Fiscal Integrity: Plans for improvement that addressed the following categories: (1) The provision of a more detailed annual budget by the Indian Club; (2) Joint monitoring of the athletic budget throughout the year by the athletics department and the office of finance; (3) Examine the necessity of developing policy manuals for areas such as coaches contract renewal dates, policy for eligibility, the use of courtesy autos and credit cards, etc., (4) Bring the financial operations of all athletic booster organizations under the athletic department's control, (5) Participate in an NCAA compliance audit, (6) Separate the responsibilities of the academic and compliance coordinator, (7) Develop a brochure for representatives of the institution's athletics interests with explanations of permissible donations to the institution as well as non-permissible awards and benefits to student-athletes, and (8) Develop a camp and clinic procedures manual outlining the proper procedures for administering athletics camps and clinics on Arkansas State University's campus.

Commitment to Equity:
(1) Gender Equity Plan for Improvement and (2) Minority Opportunities Plan for Improvement.

Additionally, the university was not required to produce an interim report.

C. Major Components of the Self-Study.

APPOINTMENT OF CHAIR.

Glendell Jones, Jr., Assistant to the President, was named chair of the committee by University President Leslie Wyatt. The chair's authority was clearly stated by President Wyatt in the Committee's initial meeting. Dr. Jones has direct access to President Wyatt and is a member of the university's executive management team.

2. APPOINTMENT OF STEERING COMMITTEE AND SUBCOMITTEES.

a. Steering Committee Members and Titles.

Doug Abel, Senior Associate Director of Athletics
Mickey Beavan, Assistant Director of Athletics for Facilities and Event Management
Lynita Cooksey, Associate Vice Chancellor for Research and Academic Affairs
Kristen Davis, Associate Director of Athletics for Student Services and Senior Woman Administrator
Len Frey, Interim Dean, College of Business
Gilbert Fowler, Jr., Professor of Journalism
Wilbert Gaines, Associate Professor of Physical Education
Greg Gayle, Associate Director of Admissions
George Grant, Dean of Library and Information Resources
Jake Hampton, Vice President, Student Government Association
Chris Hanna, Assistant Director of Athletics for Marketing
Craig Johnson, Assistant Vice Chancellor of Student Affairs
Glendell Jones, Jr., Assistant to the President for Diversity Initiatives
Kathryn Jones, Director of Institutional Research
Randy Kalman, Assistant Director of Athletics for Compliance
Robin Kaloghirou, Associate Director of Student Aid
Brooke Shelby, Student-Athlete Advisory Committee President
Dean Lee, Director of Athletics
Jo LunBeck, Director of Administrative Services
JW Mason, Associate Vice Chancellor for Administration

Judy McCay, Affirmative Action Program Officer and Staff Senate President
Tom Moore, Director of University Communication
William Rowe, Professor of Art and Faculty Senate President
Jeff Shoultz, Associate Director of Athletics for External Operations
Beth Smith, Director of Alumni Association
Herman Strickland, Dean, University College
Wynona Wiggins, Assistant Professor of Nursing and Faculty Athletics Representative
Lonnie Williams, Associate Vice Chancellor for Student Affairs
Leslie Wyatt, President

b. Subcommittees and Chairs.

Academic Integrity

Lynita Cooksey, Chair, Kristen Davis, George Grant, Brooke Shelby, Herman Strickland

Equity, Welfare and Sportsmanship

Lonnie Williams, Chair, Kristen Davis, Jake Hampton, Chris Hanna, Tom Moore

First Cycle Evaluation

Kathryn Jones, Chair, Doug Abel, Mickey Beavan, Greg Gayle, Craig Johnson, Randy Kalman

Fiscal Integrity
JW Mason, Chair, Doug Abel, Robin Kaloghirou, Jo LunBeck, Jeff Shoultz

Government and Rules Compliance

Wynona Wiggins, Chair, Gilbert Fowler, Len Frey, Wilbur Gaines, Randy Kalman, Beth Smith

3. RESPONSIBILITIES OF STEERING COMMITTEE AND SUBCOMMITTEES.

a. The collection, organization, and initial evaluation of data will be done by five (5) subcommittees. Each subcommittee will provide opportunities for input from appropriate campus groups. A subcommittee may expand its membership to facilitate its work. Additional membership is limited to two faculty, two staff, two students and one coach. Each subcommittee will designate an individual to maintain minutes, a written record of dates of meetings and individuals in attendance, and to write the report of the subcommittee.

b. The steering committee will meet to review and evaluate the progress of all subcommittees. Additionally, the steering committee will review and evaluate the draft and final reports of all subcommittees. Specifically, the steering committee shall evaluate self-study responses against the operating principles. The steering committee shall also review all institutional plans for improvement to ensure consistency with all operating principles. If appropriate, the steering committee may request a subcommittee to conduct additional data collection and analysis. The final report will be approved by the steering committee. The steering committee and all subcommittees will communicate regularly through scheduled meetings and reports.

4. INSTITUTIONAL LIAISON.

Glendell Jones, Jr., Assistant to the President, has been named the campus liaison. In this role, he will serve as the point of contact between the steering committee and the NCAA to forward questions, provide information, obtain any required interpretations, coordinate the orientation and evaluation visits, and provide assistance in all matters related to the certification process .

5. CONFERENCE ASSISTANCE/USE OF OUTSIDE INDIVIDUALS OR AGENCIES.

a. Role of conference office.
Helen Grant, Associate Commissioner of the Sunbelt Conference, will visit with the steering committee and subcommittee chairs to help provide a stronger focus as we move through the certification process. Additionally, the conference office will be used as a source of information and as a resource on the athletic programs of other member institutions.

b. Roles and responsibilities of outside consultants.
Outside consultants will not be utilized during this process.

6. REGIONAL ACCREDITATION.

a. Athletic program certification is not a component of institutional accreditation.

7. RESPONSIBILITY FOR WRITING THE SELF-STUDY REPORT.
a. Glendell Jones, Jr., Assistant to the President and Kristen Davis, Associate Director of Athletics for Student Services and Senior Woman Administrator, are responsible for writing the self-study report.

8. COMMUNICATION OF THE STEERING COMMITTEE'S WORK.

a. The work of the steering committee will be communicated periodically to the campus community and university alumni through the Inside ASU and First Friday electronic newsletters and the alumni print newsletter. The general public shall be informed through periodic communications from the university's public relations department and from the Director of Athletics through various community speaking engagements.

9. REPORT WRITING AND EDITING GUIDELINES.

a. The university will make the President's Conference Room, the Finance Conference Room and the Library Board Room available as requested for steering committee members and subcommittee members to meet. Additionally, all university computer resources (computers, printers, toner, paper, etc.) will be available to all committee members during the production of the self-study report.

b. Primary secretarial support for the steering committee chair and the chairs of each subcommittee will be provided by the Athletics Compliance Office with limited support being provided by the President's Office.

c. Copies of documents can be freely made in the Athletics Office or in the President's Office. Where desired copies would overwhelm office capabilities, the University Copy Center will be engaged to provide the copies at no cost to the self-study participants.

d. Report Formatting Guidelines.
(See Attachment A)

10. OUTLINE AND SCHEDULE FOR COMPLETING THE SELF- STUDY.
a. (See Attachment B)

Attachment A
Arkansas State University
Steering Committee
Format Guidelines for Submitting Subcommittee Reports

Software package: MS Word 97 (or later version)

Font: Times New Roman, 12 point

Margins: Top, bottom, and right - 1"
Left - 1.5"

Line spacing: Single space within a paragraph.
Double space between paragraphs.

Header: Bold and Italicize Subcommittee Name at left margin with page number at right (to begin after cover page).

Cover page: Center vertically and horizontally and should include:
NCAA CERTIFICATION SELF STUDY REPORT
Subcommittee Name OR College, Department or Program
Contact Person
Date Completed

Tables/Charts: Place on separate page following the body of the report. Do not embed within the body of the report. Each figure should be given a unique name (e.g. Figure 1, Chart 1, Table 1).

Abbreviations: Write out the name or title followed by the abbreviation in parentheses [e.g. Lab Science West (LSW)].

Major Headings: CENTER, BOLD, ALL CAPS

Minor Headings Left Margin, Bold, Upper and Lower Case, Underlined

Subheadings: Upper and Lower Case, Underlined, Followed by a Period, Two Spaces, then the Remainder of the Paragraph.

Introduction to Self-Study Report

Capitalization: Capitalize only proper names and titles. (e.g., The university serves the community. Not, the University serves the community.)

The structure of the self-study report can be found in The Handbook of Accreditation
(Second Edition), pages 75 and 76.

Attachment B
Tentative Written Plan of Study
Outline and Schedule

Date Group Action

Tuesday, September 30, 2003 Steering Committee

Initial meeting and charge to the committee by President Wyatt; Campus liaison designated

Tuesday, November 4, 2003 Steering Committee

Appointments to subcommittees; review of role and responsibilities; consider draft outline for completion of written plan for self-study

Monday, December 9, 2003 Steering

Committee Determination of the role of the conference office; adopt tentative written plan for self-study

Tuesday, December 16 Committee Chair

Tentative Written Plan for Self-Study Submitted to NCAA after a two-week commentary period

Tuesday, February 03, 2004 Steering Committee

Brief meeting to prepare for the Orientation Visit

Monday, February 09, 2004 Steering Committee

Orientation visit by NCAA staff

Monday, March 01, 2004 Subcommittees

Organization of subcommittee; selection of reporter and report writer; data collection process begins

Tuesday, April 27, 2004 Steering Committee

Review and assess progress of subcommittees

April - October 2004 Subcommittees

Complete data collection and evaluation; Begin addressing plans for improvement

Tuesday, November 02, 2004 Steering Committee

Begin evaluating draft reports; subcommittees continue evaluation and plans for improvement

Tuesday, November 09, 2004

Begin evaluating draft reports; subcommittees continue evaluation and plans for improvement

Monday, November 29, 2004 Steering Committee

Complete review of evaluations and plans for improvement

Tuesday, November 30, 2004
Wednesday, December 1, 2004

Introduction to Self-Study Report

Draft of self-study report available for commentary

Tuesday, December 14, 2004 Steering Committee

Final report available for review and commentary

Wednesday, January 5, 2005 Steering Committee Chair

Final report forwarded to NCAA

Week of April 18, 2005 or
Week of April 25, 2005 Peer Review Team

Evaluation visit

Operating Principle

1.1 Mission of the Athletics Program and the Institution

Self-Study Items

1. List all "corrective actions," "conditions for certification" or "strategies for improvement" imposed by the NCAA Division I Committee on Athletics Certification in its first-cycle certification decision (if any) as they relate to Operating Principle 1.1 (Mission of the Athletics Program and the Institution). In each case, provide: (a) the original "corrective action," "condition" or "strategy" imposed; (b) the action(s) taken by the institution; (c) the date(s) of the action(s); and (d) an explanation for any partial or noncompletion of such required actions. Please note, the institution is not required to respond to recommendations for required actions developed by the peer-review team unless those same recommendations were adopted by the Committee on Athletics Certification.

   During its October 19-20, 1997 meeting, the NCAA Committee on Athletics Certification reviewed written materials related to the self-study of athletics completed by Arkansas State University (ASU) and the campus evaluation visit conducted by peer-review team members April 7-10, 1997. Based upon the information submitted, the committee determined that Arkansas State University should be certified with conditions. Before ASU could be considered for full certification, the following condition had to be met: ASU was to develop an athletics department mission statement through a process involving participation by major constituent groups of the institution and circulate the mission statement within the institution and among its external constituencies. Furthermore, the newly created and approved mission statement was to address each of the elements set forth in NCAA Bylaw 23.2.1.1 (Institutional Mission). Arkansas State University was expected to submit written evidence of these actions no later than September 15, 1998.

   The Arkansas State University Athletics Department reviewed and revised its mission statement. The result of updating its mission statement ensured that each coach, faculty and staff member was aware that the operations of the athletics department was being conducted in accordance with the institution's mission statement. The proposed mission statement was submitted to ASU's President and University Intercollegiate Athletics Committee for approval. The mission statement was completed and approved in August 1998, and is printed in all athletic media guides and publications.

2. List all actions the institution has completed or progress it has made regarding all plans for improvement/recommendations developed by the institution during its first-cycle certification process for Operating Principle 1.1 (Mission of the Athletics Program and the Institution). Specifically include: (a) the original plan; (b) the actions(s) taken by the institution; (c) the date(s) of the action(s); (d) actions not taken or not completed; and (e) explanations for partial completion. Please note, the institution will not be required to fulfill an element of a first-cycle plan if the element does not affect conformity with an operating principle.

   The NCAA Committee on Athletics Certification recognized that the 1996-1997 NCAA Peer-Review team made a good faith effort in offering various recommendations to improve Arkansas State's athletics program. However, Arkansas State University was obligated to take specific actions, only for those items noted in the "Certification Status" and "Strategies for Improvement" sections of the certification report, which included improvement plans developed by the institution. The NCAA Committee on Athletics Certification elected not to include other recommendations that appeared in the peer-review team's report as it related to Operating Principle 1.1 (Mission of the Athletics Program and the Institution).

3. Describe any additional plans for improvement/recommendations relating to Operating Principle 1.1 (Mission of the Athletics Program and the Institution) developed by the institution since the first-cycle certification decision was rendered by the Committee on Athletics Certification.

The NCAA Committee on Athletics Certification required no additional plans for improvement as it relates to Operating Principle 1.1 (Mission of the Athletics Program and the Institution), and this fact was acknowledged in correspondence at the time of the first-cycle certification. Furthermore, Arkansas State University did not have any different plans for improvement/recommendations reported in its first-cycle self-study report as it related to Operating Principle 1.1.

4. List all actions the institution has completed or progress it has made regarding required actions identified by the NCAA Committee on Athletics Certification during the institution's interim-report process (if applicable) as they relate to Operating Principle 1.1 (Mission of the Athletics Program and the Institution). Specifically, include for each: (a) the required action, (b) the action(s) taken by the institution, (c) the date(s) of these action(s), (d) action(s) not taken or completed, and (e) explanation(s) for partial completion of such required actions.

Arkansas State University was not required to do an interim report between certification cycles; therefore, the NCAA Committee on Athletics Certification required no further actions that related to Operating Principle 1.1 (Mission of the Athletics Program and the Institution) that needed a response.

5. Please provide the athletics program mission statement and indicate the date of formal approval of the latest versions.

ASU Athletics strives to uphold the goals set forth by the University and NCAA and holds as its primary purpose to direct each student-athlete toward growth academically, athletically, and socially while maximizing the contributions of administrators, faculty, staff, coaches, and student-athletes through diversity, management and training.

This mission statement was completed and approved in August 1998.

6. Please provide text excerpts from the institution's mission statement that correlate to the mission statement of the athletics program.

The current university mission statement reads as follows: "We pursue and share knowledge in a caring community that prepares students in challenging and diverse ways to become more productive global citizens."

Recently, the university has undergone a strategic planning process resulting in a proposal to amend the mission statement to read as follows: "We at Arkansas State University educate leaders, enhance intellectual growth, and enrich lives." This proposal will be submitted to the Board of Trustees for approval in Spring 2005.

7. Explain how the mission of the athletics program relates to that of the institution as a whole.

Athletics provides opportunities for the university to teach, and for students to learn, in different ways utilizing the unique skills possessed by each student. The principles of teamwork, community service, diversity, discipline, leadership and hard work that are taught, and learned, enrich the lives of our student athletes by preparing them for the world in which they will live. Thus, the university's mission is advanced as additional leaders are educated, intellectual growth is enhanced and lives are enriched as a result of the interaction with teammates, classmates, coaches, administrators, and the campus community.

8. Describe how and to whom the athletics program's mission statement is circulated.

Currently, the athletics program's mission statement is circulated to the media, fans and prospective student athletes through publication in the media guides for each sport. Additionally, the mission statement is available on the athletics website at www.asuindians.com.

9. Please provide specific examples demonstrating how the athletics program's mission and goals are or are not supported by the actual practices of the athletics program.

Mission Statement: Arkansas State University Athletics strives to uphold the goals set forth by the University and NCAA and holds as its primary purpose to direct each student-athlete toward growth academically, athletically, and

socially while maximizing contributions of administrators, faculty, staff, coaches and student-athletes through diversity management and training.

Athletics Practices Related to the Mission Statement:

* to direct each student-athlete towards growth academically:

Academic services are provided by two full-time advisors: Liz Flanagan and Ron Norman. They work under the direction of the Associate Athletic Director for Student Services. This group maintains strong working relationships and close contact with ASU Advisement Services and the faculty to ensure student-athletes have the best opportunity to be successful. Herman Strickland, Dean of University College, speaks at an ASU Athletics all-staff meeting each year. The director of athletics emphasizes academic performance in the monthly coaches meeting; the coaches, in turn, emphasize academics with the student-athletes. Updates on academic achievements by teams and individuals are given in the weekly senior staff meeting and the monthly all-staff meeting. Student-athletes with an opportunity to graduate in their fifth and sixth year are identified and given added encouragement. Degree completion funds are in place to assist with graduation. All of this contributes to ASU's 2004 graduation rate ranking second to only Denver, a private Division I school, among Sun Belt Conference members. This is a substantial improvement from 2001, when ASU ranked 10th in the Sun Belt in that category. The 1997-98 cohort (the most recent for which we have NCAA data) graduated at a 59 percent rate, the highest in ASU history. The graduation rate for African-American students (50%) was the highest in ten years. Four of 11 ASU programs won Sun Belt Conference academic championships (indoor and outdoor track are combined with cross country for one award each for men and women).

*to direct each student-athlete towards growth athletically:

Competitive performance is emphasized through the monthly coaches meeting, where the Sun Belt Conference Bubas Cup all-sport trophy standings are distributed, evaluated and discussed. At the monthly all-staff meeting, every head coach is called upon to stand in front of the entire ASU Athletics staff to report on the progress of their program since the last meeting. Each head coach has an annual in-depth evaluation with the director of athletics and sport liaison. Each assistant coach has a similar evaluation with the head coach. Each member of the support staff is evaluated by their direct supervisor.

New facilities and equipment are in place for both sports medicine and strength and conditioning to give the student-athletes their best opportunity for success. A new track facility is in place, which benefits all ASU student-athletes. The women's basketball staff was given a bonus for its division championship. The results are evident. The football team won more games in consecutive seasons (11 total games in 2002 and 2003) than in any period since 1986-87. Volleyball won the Sun Belt Conference East Division championship in 2004. Women's basketball won the 2004 East Division crown and appeared in the Postseason WNIT. The men's basketball program won 17 games in 2003-04. In 2004, the baseball program posted its first winning season since 1998.

*to direct each student-athlete towards growth socially:

Social growth is achieved through the inherent nature of team sports. Time management skills are developed as the student-athlete balances academic and competitive demands. Structure and discipline are gained through NCAA compliance, adherence to team rules and the student-athlete establishing their position within the construct of the team's framework. Additionally, special seminars are held to make student-athletes aware of the hazards of drugs, alcohol, gambling and other societal ills. Further, students have the opportunity to interact with the people of Northeast Arkansas through numerous community service projects and programs that specifically target children. Student-athletes gain invaluable interpersonal relations skills through their interaction with the media. Good sportsmanship leads to interaction with people from different schools, different parts of the country and different backgrounds. Those interested in making a greater impact and assuming leadership positions are offered opportunities to participate in the Student-Athletic Advisory Committee, NCAA Certification process and other committees on the ASU campus. Life lessons that give student-athletes a solid social fabric are acquired through athletics participation at ASU. The coaches, athletics staff and University community work hard to make our student-athletes aware of the opportunities available to them in the present and the future.

*maximizing the contributions through diversity management and training:

ASU Athletics plays an important role in creating racial diversity on the ASU Jonesboro campus. Our coaches are determined to recruit the best student-athletes regardless of race, religion or ethnicity. ASU Athletics outperforms the University in racial diversity for all groups except two: Whites and Asians/Pacific Islanders. ASU Athletics attracts nearly 25% more Black students than the Jonesboro campus (39% compared to 14%). Athletics also attracts far more students that do not fall within the EADA report's defined groups than the campus, accounting for 25% of all students on the Jonesboro campus in that category (36 of 143). ASU Athletics is 43.9% White, with 56.1% of its

students coming from all other races. ASU Jonesboro is 81.6% White, with 18.4% of its students coming from all other races. All ASU Athletics senior managers, classified staff members and head coaches have attended campus diversity and disability awareness training sessions.

Among new ASU Athletics employees hired for the 2004-05 fiscal year, two of five (40%) were African American. Three of the five positions were non-classified, with two of those (67%) filled by African-Americans. Jobs are aggressively posted to a diverse group through the ASU, NCAA, NACWAA and NACDA web sites; by fax to SWAC and MEAC schools; by e-mail to the Minority Opportunities Athletic Association and through referrals sought from current ASU Athletics staff members.

Additionally, the following sentence is placed in all position announcements: Arkansas State University is an Equal Opportunity/Affirmative Action Employer with a strong institutional commitment to the achievement of excellence and diversity among its faculty and staff. The structure and placement of this sentence is designed to communicate the university's diversity commitment to prospective employees.

Department Goals: ASU Athletics has specific department goals related to student-athlete welfare, academics, gender equity, fiscal integrity, revenue and attendance expansion, image building, compliance, competitiveness, hiring and retention, facilities, equipment, sports medicine, strength and conditioning, pride and spirit, internet capabilities, hospitality towards officials, and encouraging student-athletes to lead on campus and in the community.

Athletics Practices Related to Department Goals:

ASU Athletics evaluates each of its staff members on an annual basis. At that time, the achievements of the previous year are reviewed and goals are established for the upcoming year. ASU Athletics holds weekly senior staff meetings, weekly fundraising meetings (marketing and development), monthly coaches meetings, and monthly all-staff meetings. The Student-Athlete Advisory Committee meets a minimum of three times per semester. The Intercollegiate Athletics Committee meets once per month, which includes faculty participation. The director of athletics serves on the President's Council, which meets weekly. He also serves on the Executive Committee, University Planning Committee and Buildings, Grounds and Facilities Committee, all which meet periodically as needed. Members of the athletics marketing and development staffs also attend monthly Advancement Committee meetings, which include members of the University fundraising, alumni, publications/creative services and public relations areas. Members of the athletics staff also serve with the Chamber of Commerce, on University task forces (such as strategic planning and enrollment management) and University hiring committees.

Additionally, the Director of Athletics gave a one-time public presentation entitled "The State of the A-State Address." During the speech, he discussed three parts of the ASU Athletics history: who we were, who we are and who we want to be.

These various meetings provide opportunities for information exchange between internal and external constituencies. This results in the acquisition of feedback on issues affecting student-athletes and the direction of ASU Athletics. The athletic department accepts its role within the university structure and continues to forge strong relationships within the campus community. Therefore, the NCAA Certification process serves as an extension of a continuous process at ASU. Assessment is an ongoing component of the athletics environment as the department strives for excellence and seeks to build champions inside and outside of the classroom.

Evaluation

1. Does the institution demonstrate that the mission and goals of the athletics program relate clearly to the mission and goals of the institution? **Currently Yes**

2. Does the institution demonstrate that the mission and goals of the athletics program support the educational objectives, academic progress and general welfare of student-athletes? **Currently Yes**

3. Does the institution demonstrate that the mission and goals of the athletics program support equitable opportunity for all students and staff, including women? **Currently Yes**

4. Does the institution demonstrate that the mission and goals of the athletics program support equitable opportunity for all students and staff who are minorities? **Currently Yes**

Governance and Commitment to Rules Compliance

5. Does the institution demonstrate that the mission and goals of the athletics program embrace the Association's principles of sportsmanship and ethical conduct? **Currently Yes**

6. Does the institution demonstrate that the mission and goals of the athletics program are widely circulated among the institution's internal and external constituencies? **Currently No**

7. Does the institution demonstrate that the actual practices of the institution's athletics program are consistent with the athletics program mission and goals? **Currently Yes**

Governance and Commitment to Rules Compliance

Elements		Steps		
Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
The mission statement of the athletics department is not broadly circulated to internal and external constituencies.	Develop a communication mechanism that ensures the mission statement is broadly circulated to both internal and external constituencies.	The athletics department website will be modified to include the department's mission statement and core values.	Director of Athletics	June 2005
		The mission statement will be included in an electronic version of the quarterly compliance newsletter that will be distributed to all faculty and staff members.	Director of Athletics	June 2005
		The mission statement will be inserted into publications that are sent to the booster club and other groups that support the athletics program.	Director of Athletics	June 2005
		The athletics department will share its mission statement and core values with the Student-Athlete Advisory Council and will discuss these documents with student athletes during general informational sessions.	Director of Athletics	June 2005

Operating Principle

1.2 Institutional Control, Presidential Authority and Shared Responsibilities

Self-Study Items

1. List all "corrective actions," "conditions for certification" or "strategies for improvement" imposed by the NCAA Division I Committee on Athletics Certification in its first-cycle certification decision (if any) as they relate to Operating Principle 1.2 (Institutional Control, Presidential Authority and Shared Responsibilities). In each case, provide: (a) the original "corrective action," "condition" or "strategy" imposed; (b) the action(s) taken by the institution; (c) the date(s) of the action(s); and (d) an explanation for any partial or noncompletion of such required actions. Please note, the institution is not required to respond to recommendations for required actions developed by the peer-review team unless those same recommendations were adopted by the Committee on Athletics Certification.

   During its October 19-20, 1997 meeting, the NCAA Committee on Athletics Certification reviewed written materials related to the self-study of athletics completed by Arkansas State University (ASU) and the campus evaluation visit conducted by peer-review team members April 7-10, 1997. Based upon the information submitted, the committee determined that Arkansas State University should be certified with conditions. Before ASU could be considered for full certification, the following condition had to be met: ASU was to develop an athletics department mission statement through a process involving participation by major constituent groups of the institution and circulate the mission statement within the institution and among its external constituencies. Furthermore, the newly created and approved mission statement was to address each of the elements set forth in NCAA Bylaw 23.2.1.1 (Institutional Mission). Arkansas State University was expected to submit written evidence of these actions no later than September 15, 1998.

   The Arkansas State University Athletics Department reviewed and revised its mission statement. The result of updating its mission statement ensured that each coach, faculty and staff member was aware that the operations of the athletics department was being conducted in accordance with the institution's mission statement. The proposed mission statement was submitted to ASU's President and University Intercollegiate Athletics Committee for approval. The mission statement was completed and approved in August 1998, and is printed in all athletic media guides and publications.

2. List all actions the institution has completed or progress it has made regarding all plans for improvement/recommendations developed by the institution during its first-cycle certification process for Operating Principle 1.2 (Institutional Control, Presidential Authority and Shared Responsibilities). Specifically include: (a) the original plan; (b) the actions(s) taken by the institution; (c) the date(s) of the action(s); (d) actions not taken or not completed; and (e) explanations for partial completion. Please note, the institution will not be required to fulfill an element of a first-cycle plan if the element does not affect conformity with an operating principle.

   The NCAA Committee on Athletics Certification recognized that the 1996-1997 NCAA Peer-Review team made a good faith effort in offering various recommendations to improve Arkansas State University's athletics program. However, Arkansas State University was obligated to take specific actions, only for those items noted in the "Certification Status" and "Strategies for Improvement" sections of the certification report, which included improvement plans developed by the institution. The NCAA Committee on Athletics Certification elected not to include other recommendations that appeared in the peer-review team's report as it related to Operating Principle 1.2 (Institutional Control, Presidential Authority and Shared Responsibilities).

3. Describe any additional plans for improvement/recommendations relating to Operating Principle 1.2 (Institutional Control, Presidential Authority and Shared Responsibilities) developed by the institution since the first-cycle certification decision was rendered by the Committee on Athletics Certification.

The NCAA Committee on Athletics Certification required no additional plans for improvement as it relates to Operating Principle 1.2 (Institutional Control, Presidential Authority and Shared Responsibilities), and this fact was acknowledged in correspondence at the time of the first-cycle certification. Furthermore, Arkansas State University did not have any different plans for improvement/recommendations reported in its first-cycle self-study report as it related to Operating Principle 1.2.

4. List all actions the institution has completed or progress it has made regarding required actions identified by the NCAA Committee on Athletics Certification during the institution's interim-report process (if applicable) as they relate to Operating Principle 1.2 (Institutional Control, Presidential Authority and Shared Responsibilities). Specifically, include for each: (a) the required action, (b) the action(s) taken by the institution, (c) the date(s) of these action(s), (d) action(s) not taken or completed, and (e) explanation (s) for partial completion of such required actions.

This item is not applicable since the university was not required to prepare an interim report.

5. Based upon the institution's experience in the last three years, list the decisions related to intercollegiate athletics in which the institution's governing board or individual board members have been significantly involved (if any).

The Board of Trustees approves the annual athletics budget, the mandatory student athletics fee, athletic camps, and the construction of all athletics facilities. Decisions made by the Board of Trustees impacting athletics include the following:

1. Approval of personnel contracts in the athletics department, including but not limited to, Athletic Director, Associate Athletic Director for Student Services, Associate Athletic Director for Development, and coaches
2. Approval of a new position within the Department of Athletics: Associate Athletic Director for Student Services
3. Approval of all Private Athletic Camps Agreements
4. Expansion of Indian Stadium field house
5. Commitment to remain Division IA
6. Addition of women's soccer
7. Construction of a new Athletic Track and Field Facility
8. Approval of the Bachelor of Science in Athletic Training (internships with the various sport teams)
9. Acceptance of continuing the name "Indians" as mascot
10. Approval of women's bowling
11. Approval of budget adjustments
12. Approval of facility enhancements and naming opportunities

6. Based upon the institution's experience in the last three years, list the decisions related to intercollegiate athletics in which the institution's chief executive officer has been significantly involved.

The President of Arkansas State University has been delegated decision-making authority in all matters affecting athletics. During the past three years, the President he has been significantly involved in the following decisions relating to intercollegiate athletics:

1. Appointing a new athletic director (AD)
Joe Hollis, Interim AD 2000-2001
Paul Griffin, AD 2001
Dr. Dean Lee, AD 2002 - present
2. Representing and voting for ASU at Sun Belt conference meetings regarding conference decisions and proposed NCAA legislation.
3. Reassignment of personnel
4. Submitting recommendations to the Board of Trustees.
a. commitment to Division IA
b. addition of women's soccer and women's bowling
c. building of new women's soccer complex
d. expansion of Indian field house
e. building of new track and field facility on new site
f. use of "Indian" as continued mascot

5. Recommending operating budgets
6. Approving of revisions of contracts and letters of appointment for personnel (coaches/administrators/ staff)
7. Approving the Athletic Director's recommendations of personnel decisions including new coaches; Associate Athletic Director for Student Services; Associate Athletic Director for External Operations; Assistant Athletic Director for Marketing, Director of Compliance, Assistant Athletic Director for Development, and Assistant Athletic Director for Facilities
8. Approving the addition of a new spirit character
9. Meeting annually and as needed with all athletic staff regarding commitment to rules and compliance and sporting behaviors

7. Describe the process by which the institution makes major decisions regarding intercollegiate athletics. In so doing, describe the role and authority of the institution's governing board, the chief executive officer, the athletics board or committee (if one exists), the faculty athletics representative(s), the director of athletics, and any other appropriate campus constituencies (e.g., faculty, students, institutional personnel involved in rules-compliance activities) in this process.

The Board of Trustees
The management and control of Arkansas State University is entrusted to the Board of Trustees (BOT). The BOT consists of five members appointed by the Governor for overlapping five-year terms. In performing its functions, the BOT hires a president to serve as chief executive officer and gives that indidivual the authority to: (1) Approve the curriculum of the institution; (2)Establish the annual operating budget for BOT approval; (3) Establish policies for the efficient operation of the institution; and (4) Approve those matters which do not require approval by the BOT.

The President regularly reports to the BOT matters regarding intercollegiate athletics and other campus units. In this manner, the BOT impacts the formulation of policies affecting athletics while maintaining consistency with policies that affect other campus units.

The President
The President of Arkansas State University has the ultimate responsibility for the operation and functions of intercollegiate athletics, including personnel matters. The President receives input from various individuals and groups when making decisions impacting intercollegiate athletics. This includes consulting with the BOT and seeking their approval when necessary.

The Director of Athletics, the Faculty Athletics Representative, the Intercollegiate Athletic Committee, the Student Government Association, various vice-presidents, the Faculty Senate and the Staff Senate are groups that offer counsel to the President. Additionally, the president receives information from student-athletes through the Student-Athlete Advisory Council.

The Faculty Athletics Representative
The Faculty Athletics Representative (FAR) is appointed by the President from among the tenured faculty. This appointment is renewable annually. The FAR meets and discusses issues affecting the welfare of student athletes with the President, the Director of Athletics,and the Associate Athletic Director for Student Affairs. Additionally, the FAR consults with the President regarding proposed NCAA legislation. The FAR has consistently been elected to chair the Intercollegiate Athletic Committee.

The Faculty Athletics Representative is charged with promoting academic integrity, promoting the welfare of the student athletes, and helping to ensure institutional control of intercollegiate athletics at Arkansas State University. Specifically, the FAR does the following:

1. Meets with individual teams to the discuss role of FAR in promoting academic integrity and student-athlete welfare
2. Checks and signs violation reports to the Sun Belt Conference and the NCAA
3. Assists in investigations of alleged violations
4. Chairs the Intercollegiate Athletic Committee
5. Meets with the president and athletic director to determine institution's position on proposed NCAA legislation
6. Attends the Faculty Athletics Representative Association (FARA) Convention and the Sun Belt meetings
7. Administers the NCAA Rules Certification exam annually
8. Serves on the Compliance Committee
9. Serves on search committees for key athletic personnel
10. Attends monthly "All Staff" meeting for athletics

The Intercollegiate Athletic Committee
The Intercollegiate Athletic Committee (IAC), a shared governance committee, has representation from all campus constituencies and the community. Membership consists of four faculty appointed by the Faculty Senate; the Faculty Athletics Representative appointed by the president; four students appointed by the Student Government Association (one is a student-athlete); one executive staff member appointed by the President; the Dean of University College; two staff members appointed by the Staff Senate; the Student Government Association and the Student Activities Board Presidents; and representatives from the following external organizations: ASU Alumni Association, Indian Club, Letterman's Club, and the Chamber of Commerce Sports Association. The Director of Athletics and the Associate Athletic Director for Student Services serve as ex officio members of the committee.

As one of the shared governance committees on campus, all proposed policy and procedure changes must be announced to all constituencies for input and discussion. The IAC has the opportunity to recommend appropriate policy and procedural changes that affect intercollegiate athletics. The Faculty Athletics Representative has been elected chair of this committee for several consecutive years.

The IAC reviews academic performance, progress toward degree, and graduation rates. The committee also reviews issues concerning student-athlete welfare. (For example, student-athletes expressed concern over the nutritional value of the food being served in the cafeteria. This problem was also identified as an issue concerning all students. One member of the IAC, Dr. Jim Farris, who has expertise in the area, reported that the issue was not one of balanced nutrition offerings, rather it was a matter of educating the students and student-athletes about making good nutritional choices). and includes content regarding nutrition and nutritional choices.) The IAC receives periodic and invited reports from student-athlete advisors, the Senior Associate Athletic Director, and compliance. Such information generates discussion of educational issues.

Athletics Director
The management and control of the athletics department is vested in the Director of Athletics (AD) who reports directly to the university president. The AD is responsible for supervising coaches, staff, and student-athletes. Additionally, the AD is responsible for all other operational issues, including budget matters. Further, the AD oversees the activities of individual sport programs and takes an active role in the planning, development and implementation of the Department of Athletics' programs and policies. Specifically, the AD does the following:

1. Meets with the president to determine institution's position on proposed NCAA legislation
2. Ensures institutional control of the athletics department is maintained
3. Conducts weekly staff meetings with senior athletic personnel
4. Meets monthly with all athletic staff
5. Meets monthly with all head coaches
6. Conducts all investigations into major and secondary violations
7. Signs all self-reporting documents to the Sun Belt Conference and the NCAA
8. Meets with various organizations that support ASU athletics regarding rules compliance. (eg. Indian Club, Letterman Club, Fast Break Club, etc.)
9. Sets the expectations of rules compliance within the athletics department
10. Approves policy and procedures regarding NCAA rules compliance
11. Ensures all expenditures are in compliance with NCAA rules

Other Campus Constituents
The Senior Associate Director of Financial Aid and Scholarships processes and monitors the awarding of all athletic scholarships per NCAA and Title IV regulations and guidelines.

The Program Director in the Registrar's office prepares and determines initial athletic eligibility, transfer athletic eligibility and continuing athletic eligibility according to NCAA guidelines, as well as, preparing and submitting NCAA reports.

The Assistant Director of Admissions handles all admission documentation for all student-athletes and ensures that they meet university admissions requirements.

The Director of Residence Life ensures no athletes are assigned to floors or wings of residence halls where more than 50% of the existing residents are student-athletes.

Athletic Finance Control is charged with overseeing all athletic expenditures.

8. Please provide the composition of the athletics board or committee, if one exists, including titles and positions.

Intercollegiate Athletics
The Intercollegiate Athletics Committee reviews issues involving the welfare of students athletes, the role of athletics in campus life, the athletic program's compliance with ASU, conference, and NCAA regulations, serves as a search advisory committee for key athletic program personnel, reviews the role of existing and potential sports programs, and reviews the athletic budget. Policy recommendations should be forwarded to the President. Membership consists of two students appointed by the Student Government Association (one should be a student-athlete); four faculty appointed by the Faculty Senate; one faculty athletic representative appointed by the President; the Dean of University College; one Executive Staff member appointed by the President; two staff members appointed by the Staff Senate; SGA and SAB Presidents; and representatives from the following external organizations: Alumni Association, Indian Club, Letterman's Club, and the Chamber of Commerce Sports Association. Director of Athletics and Senior Women's Athletic Administrator serve as ex-officio members (non-voting).

Committee membership for 2004-2005:
Jason Marcus Smith - ASU Student
Michelle Leggett - ASU Student-Athlete
Bob Bennett - Associate Professor of Biological Sciences
Tom Fiala - Associate Professor of Teacher Education
Paul Finnicum - Associate Professor of Health, Physical Education, and Sports Sciences
Dan Marburger - Professor of Economics and Decision Systems
George Grant - Dean of the Dean B. Ellis Library
Elaine Poynter - Coordinator of Annual Fund
John Phillips - Alumni Association Representative
Lynn Yarbrough - Indian Club Representative
Louis Nisenbaum - Letterman's Club Representative
Mike Watts - Chamber of Commerce Sports Association
Herman Strickland - Dean of University College
Nonie Wiggins - Chair and Faculty Athletics Representative
Glen Jones - Assistant to the President for Diversity Initiatives
Jake Hampton - Student Government Association
Mary Joshua - Student Activities Board President
Dean Lee - Athletics Director
Randy Kalman - Associate Athletics Director for Ethics and Governance (ex-officio)

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

- Minutes of athletics board or committee meetings.
- Composition of the institution's governing board (including titles and positions).
- Minutes of the institution's governing board meetings. (Please flag those that relate to the athletics program or athletics interests.)
- Published policies of the institution's governing board. (Please flag those that relate to the athletics program or athletics interests.)
- An institutional organizational chart and an athletics department organizational chart.

Evaluation

1. Does the institution demonstrate that the institution's governing board provides oversight and broad policy formulation for intercollegiate athletics in a manner consistent with other units of the institution? **Currently Yes**

2. Does the institution demonstrate that the chief executive officer is assigned ultimate responsibility and authority for the operation and personnel of the athletics program? **Currently Yes**

3. Does the institution demonstrate that appropriate campus constituencies have the opportunity, under the purview of the chief executive officer, to provide input into the formulation of policies relating to the conduct of the athletics program and to review periodically the implementation of such policies? **Currently Yes**

Governance and Commitment to Rules Compliance

Operating Principle

1.3 Rules Compliance

Self-Study Items

1. List all "corrective actions," "conditions for certification" or "strategies for improvement" imposed by the NCAA Division I Committee on Athletics Certification in its first-cycle certification decision (if any) as they relate to Operating Principle 1.3 (Rules Compliance). In each case, provide: (a) the original "corrective action," "condition" or "strategy" imposed; (b) the action(s) taken by the institution; (c) the date(s) of the action(s); and (d) an explanation for any partial or noncompletion of such required actions. Please note, the institution is not required to respond to recommendations for required actions developed by the peer-review team unless those same recommendations were adopted by the Committee on Athletics Certification.

   Arkansas State University had no "corrective actions", "conditions of certification" or "strategies for improvement" imposed by the NCAA Committee on Athletics Certification in its first-cycle certification decision as it related to Operating Principle 1.3 (Rules Compliance).

2. List all actions the institution has completed or progress it has made regarding all plans for improvement/recommendations developed by the institution during its first-cycle certification process for Operating Principle 1.3 (Rules Compliance). Specifically include: (a) the original plan; (b) the actions(s) taken by the institution; (c) the date(s) of the action(s); (d) actions not taken or not completed; and (e) explanations for partial completion. Please note, the institution will not be required to fulfill an element of a first-cycle plan if the element does not affect conformity with an operating principle.

   During its October 19-20, 1997 meeting, the NCAA Committee on Athletics Certification reviewed written materials related to the self-study of athletics completed by Arkansas State University and the campus evaluation visit conducted by peer-review team members April 7-10, 1997. As a normal part of their evaluations, institutions and peer-review teams recommend strategies designed to improve the quality of athletics programs. The NCAA Committee on Athletics Certification considered the recommendations of the institution and the peer-review team and determined that Arkansas State University would be required to:

   1. Expand the institution's written policies and procedures that assign rules-compliance responsibilities to include a more specific and detailed delineation of compliance responsibilities, and consider including a process for involving an individual or office external to the athletics department during the university's investigation of possible rules violations.

   2. Update the institution's plan for having an authority external to the athletics department conduct a written and comprehensive rules-compliance evaluation to include the individual or office that will be responsible for conducting the evaluation and the frequency with which the evaluation will occur. Regarding Item No. 1 above, the university was expected to submit to the NCAA Committee on Athletics Certification no later than September 15, 1998, evidence that this required action had been taken by the institution. Should the institution fail to submit the information requested in the time specified, the committee was to consider whether the institution's certification status be modified.

   After reviewing these plans for improvement, the Arkansas State University Athletics Department developed a policies and procedures manual for athletics to ensure that athletic personnel were informed of the operational procedures of the department. The revised University Intercollegiate Athletics Committee that consisted of athletic personnel, and outside participation of other faculty, staff, and students, began to take a more active role in reviewing the work of the Compliance Coordinator. These plans for improvement were accomplished by September 1998. Finally, the President of Arkansas State University scheduled a review of the Compliance Office, by the NCAA Compliance Services staff for 2000-2001.

3. Describe any additional plans for improvement/recommendations relating to Operating Principle 1.3 (Rules Compliance) developed by the institution since the first-cycle certification decision was rendered by the Committee on Athletics Certification.

The 1996-1997 Arkansas State University NCAA Self-Study Committee recommended the following plans for improvement for operations within the ASU Athletics Department. (Information was obtained from pages 20 through 22 in the section of the report regarding the evaluation and plan(s) for improvement as it related to the Operating Principle: Governance and Commitment to Rules Compliance in the 1996-1997 Arkansas State University NCAA Self-Study Report.)

* The committee recommended that the responsibilities of the Compliance/Academic Coordinator be separated into two positions and that full-time clerical support be provided to the office. These changes were accomplished during the academic year 1998-1999.

* It was recommended that the ASU University Intercollegiate Athletics Committee take a more active role in auditing the Compliance Coordinator. By assigning the University Intercollegiate Athletics Committee the responsibilities of monitoring recruiting, financial aid, and eligibility, Arkansas State University could ensure compliance procedures were completed within the NCAA rules. Involving the University Intercollegiate Athletics Committee would also ensure outside participation by ASU faculty and staff. The President of Arkansas State University would be responsible for ensuring the committee met its charge. This was accomplished during the academic year 1998-1999.

*It was also recommended that the President of Arkansas State University schedule a biennial review of the Compliance Office by the NCAA Compliance Services staff. A biennial review would hold the compliance office accountable for monitoring athletics practices and maintaining exceptional compliance procedures. According to the NCAA Compliance Services Office, the biennial review would be conducted at the request of the institution's president. Upon completion of NCAA certification, the review was conducted during the 2000-2001 academic year.

4. List all actions the institution has completed or progress it has made regarding required actions identified by the NCAA Committee on Athletics Certification during the institution's interim-report process (if applicable) as they relate to Operating Principle 1.3 (Rules Compliance). Specifically, include for each: (a) the required action, (b) the action(s) taken by the institution, (c) the date(s) of these action(s), (d) action(s) not taken or completed, and (e) explanation(s) for partial completion of such required actions.

Arkansas State University was not required to do an interim report between certification cycles; therefore, the NCAA Committee on Athletics Certification required no further actions that related to Operating Principle 1.3 (Rules Compliance) that needed a response.

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

The Indian Club controls all fund raising activities for the ASU Athletic Department. This includes, but is not limited to, annual giving, major gifts, endowments, corporate sponsorships, special events and individual sport booster clubs. The Associate Athletic Director for External Operations oversees all Indian Club activities. Other staff members involved with the Indian Club include the Assistant Athletic Director for Development, the Director of Majors Gifts and an Administrative Assistant. The marketing department staff is responsible for corporate sponsorships and selected special events. A 16-member Board of Directors consisting of ASU supporters from throughout the state of Arkansas meets quarterly to provide input and guidance to the Indian Club. All expenditures made by the Indian Club must be approved by the Associate Athletic Director for External Operations and the Athletic Director.

Support Groups

Additionally, the Indian Club provides athletic donors with other means of supporting the entire athletic program and/or specific sports programs. The Indian Air Force consists of airplane owners who provide flight time for athletic administrators, coaches and teams in lieu of cash donations to the Indian Club. The Wheel Club is made up of automobile dealers who provide vehicles for coach and athletic administrator use. All members of the Indian Air

Force and Wheel Club sign contracts providing them with Indian Club credit, tickets and parking passes in exchange for the services they provide. Indian Club staff members and/or athletic department staff oversee all operations associated with these two groups.

The Touchdown Club (football), Assist Club (men's basketball), Homerun Club (baseball), Fast Break Club (women's basketball), and Lettermen's Club are all organizations within the Indian Club that provide financial support for a specific sport or group. These organizations have volunteer boards that coordinate luncheons, banquets, fundraisers, etc. Each group requires an annual donation for membership. Institutional personnel are not required to serve on support group boards. The Athletic Director or Associate Athletic Director for External Operations must approve all activities and fundraisers for the support groups.

The Indian Club controls all finances for the support groups. All invoices, expenditures deposits, etc. are given to Indian Club office personnel to be recorded and then sent to the Office of Finance on campus for processing. The Associate Athletic Director for External Operations and Athletic Director must approve all expenditures made by these groups. These expenditures are also overseen by athletic finance control.

6. Identify how the institution has organized itself to maintain compliance with NCAA rules. Specify the individual (other than the institution's compliance officer/coordinator) who the CEO designates as being responsible for the institution's rules compliance. Also, include a description of the reporting lines for and responsibilities assigned to the faculty athletics representative, director of athletics, compliance coordinator, coaches, and other key individuals inside and outside athletics (e.g., registrar, financial aid officer, admissions director, internal auditor) who are responsible for documenting and monitoring compliance with NCAA rules, including but not limited to eligibility certification, investigation and self-reporting of violations and monitoring of financial aid.

Director of Athletics
The CEO has appointed the Director of Athletics (AD) as the individual responsible for maintaining compliance with all NCAA rules. The AD reports directly to the CEO.

Associate Director of Athletics for Student Services
This position was created in 2002 in response to the suggestions made during the compliance review by Helen Grant, Associate Commissioner of the Sun Belt Conference. The Academic Advisors for Athletics were moved from reporting to both athletics and University College, to reporting to the Associate AD for Student Services. The Assistant AD for Compliance also reports to the Associate AD for Student Services. The Associate AD for Student Services shares information regarding the academic performance of student-athletes to the AD and other University offices. This individual also reports to the public student-athletes earning distinction on the AD Honor Roll, graduation rates, community service projects and other Student-Athlete Advisory Committee projects.

Assistant Director of Athletics for Compliance
The Assistant Director of Athletics for Compliance provides and documents the interpretations of the rules and regulations adopted by the NCAA and the Sun Belt Conference. The NCAA website and the NCAA manual are used in carrying out these duties. This individual is charged with the responsibility for the development, implementation and monitoring of compliance to the NCAA and the Sun Belt Conference by all constituents associated with ASU athletics. The Assistant Director of Athletics for Compliance directs the investigations into possible NCAA violations and prepares a written report of any violation, which is then submitted to the NCAA and/or the Sun Belt Conference. In addition, the Assistant Director for Compliance is responsible for developing a rules education program. A newsletter entitled "Compliance News" has been initiated and is in its second year of publication. A pamphlet for boosters regarding NCAA rules compliance was developed and distributed in the spring of 2004. This individual meets annually with all student athletes and provides rules education, including, but not limited to, summer employment and drug testing. He/she meets monthly with all coaches and updates them on all proposed and newly adopted NCAA legislation. In addition, this individual maintains all written and electronic records Compliance Assisted Internet (CAI) that are necessary to demonstrate compliance to the NCAA, the Sun Belt Conference and the university.

The Assistant Director of Athletics for Compliance reports to the Associate Director of Athletics for Student Services.

Faculty Athletics Representative
The Faculty Athletics Representative (FAR) is appointed by the CEO from among the tenured faculty. The FAR is a member of the shared governance Intercollegiate Athletic Committee and has been elected chair of the committee

consistently. The duties of the FAR include promoting the welfare of the student-athlete, encouraging academic integrity, and participation in institutional control of intercollegiate athletics at the university. The FAR works with the CEO, the Director of Athletics and the Associate AD for Student Services, and the Assistant Director for Compliance to ensure institutional control and oversight of intercollegiate athletics. The FAR has input into proposed NCAA legislation with the CEO and AD. The FAR has served on the search committees for key athletic personnel. (e.g., Associate AD for Student Services and Assistant AD for Compliance, and women's golf coach.) The FAR also met with AD candidates. The FAR serves on the Compliance Committee, which oversees the eligibility certification process for all student-athletes. The FAR is informed of and participates, when appropriate, in all investigations and reports of possible NCAA violations.

The FAR reports to the CEO.

Program Coordinator for Registrar
The Program Coordinator for Registrar certifies academic eligibility for all student athletes and reports the status to the compliance office. Information on eligibility status is also reported at the monthly compliance meeting.

The Program Coordinator for Registrar reports to the Registrar.

Senior Associate Director of Financial Aid and Scholarships
The Senior Associate Director of Financial Aid and Scholarships monitors and assures compliance with NCAA and Sun Belt Conference regulations pertaining to the receipt of financial aid by recruited student-athletes. This individual certifies the eligibility of student-athletes to participate in athletics competition based on financial aid regulations. Every student-athlete is monitored for the type and amount of financial aid received.

Academic Advisors for Athletics
There are two people who serve as academic advisors for athletics. They support the student-athlete to ensure satisfactory progress toward degree completion and continued eligibility. Academic progress reports are solicited from faculty by these individuals to monitor the student-athlete's academic performance. These reports are solicited at least twice per semester. Degree plans are kept on file for all student-athletes. The Academic Advisors assist the student-athlete in planning a suitable course load each semester. Adjustments in the proposed schedule including dropping or adding a class must be approved by the Academic Advisors for Athletics. The Academic Advisors for Athletics serve on the Compliance Committee and report any student-athlete at risk for not maintaining eligibility. Student-athletes, who are at risk for having deficiencies meet with his/her athletic advisor to develop a plan of action. The athletic advisors monitor compliance with the University, Sun Belt Conference and the NCAA regulations. The athletic advisors receive updates from the various colleges relating to changes in the degree plans. Athletic Advisors for Athletics meet with the visiting student-athletes and share the services offered by this office.

The Academic Advisors for Athletics report to the Associate AD for Student Services.

Athletic Finance Control
Athletic Finance Control reviews expenditures and keeps the Athletic Department and Indian Club in compliance with current financial policies and procedures as well as federal and state laws and regulations. This individual reports to the Director of Administrative Services who then reports to the Vice-president for Finance.

Coaching Staff Members
Each member of the coaching staff (head and assistant coaches) is responsible for ensuring compliance with all NCAA , Sun Belt Conference, and university rules. Each coach is expected to consistently deliver the message of full compliance to all their constituents (donors, alumni, etc.) and their student-athletes. Each coach with recruiting responsibilities complies with the NCAA bylaw 11.5.1 by passing the annual rules certification exam.

The head coaches report to the Director of Athletics.

7. Describe the institution's rules-education efforts for all individuals associated with the athletics department, including student-athletes, coaches, other athletics department staff members, other institutional staff members and representatives of the institution's athletics interests.

An important component of Arkansas State University's compliance program is rules education. An attempt is made to educate a wide variety of groups on NCAA rules and regulations. These groups include, but are not limited to, athletic administration, coaches, university personnel (i.e. administration and faculty), student-athletes, athletic boosters and other friends of the university. Rules education is an on-going process throughout the year.

The President, Faculty Athletics Representative, Athletic Director, and Compliance Office share the responsibility of

overseeing compliance for the University. Listed below are methods used to educate coaches and staff, student-athletes, and boosters and friends.

Coaches and Staff

1. The Sun Belt Conference administers the NCAA coaches certification examination to all head and assistant coaches through each institution's Faculty Athletics Representative . Volunteer and graduate student assistant coaches are also encouraged to take the certification examination. The compliance office issues practice exams and offers review of the exams.

2. At the beginning of each academic year, the President, Athletic Director, the Faculty Athletic representative, the Associate Athletic Director for Student Services and the Assistant Athletic Director for Compliance address the coaches and all staff on the importance of rules compliance. This is reinforced to the head coaches through monthly meetings conducted by the Athletic Director.

a. During this same meeting, coaches and all athletic staff are asked to sign the NCAA Certification of Compliance Form, which is kept on file in the office of the Athletic Director.

3. NCAA rules interpretations are circulated to coaches and staff through regular correspondence and the monthly newsletter entitled Compliance News @State.

4. Each month all head coaches meet with the Athletic Director, the Associate Athletic Director for Student Services and the Assistant Athletic Director for Compliance to discuss compliance related issues. In addition other members of the staff, such as a representative from fundraising and marketing, join periodically to discuss issues that may arise.

5. All staff is reminded of important compliance related issues at monthly staff meetings.

6. All coaches and administrative assistants convene after these monthly meetings with the Assistant Athletic Director for Compliance to share any instances in which compliance was not achieved and how to prevent future violations, discuss compliance related procedures and answer any questions.

7. The Associate Athletic Director for Student Services and the Assistant Athletic Director for Compliance attend weekly senior staff meetings.

8. The Compliance Committee consisting of the Faculty Athletics Representative, Senior Associate Director of Financial Aid and Scholarships, Registrar Office Director, Admissions Office Representative(s), Academic Advisors, Associate Athletic Director for Student Services and Assistant Athletic Director of Compliance, meets monthly to discuss issues such as eligibility, admissions, financial aid and any other NCAA issues that may arise.

9. The Compliance Office website contains information beneficial to coaches and includes a link to recruiting calendars. The URL for the website is http://compliance.asuindians.com/.

Student-Athletes

1. At the beginning of the academic year, the Associate Athletic Director for Student Services, Academic Advisors and the Assistant Athletic Director for Compliance meet with each team to review compliance issues and complete required compliance forms. During this meeting, student-athletes receive:

a. A summary page of NCAA rules
b. A copy of the Summary of NCAA Regulations that was developed by the NCAA
c. A copy of the student-athlete handbook
d. Substance abuse information
e. Information related to gambling

2. Information regarding NCAA rules and issues such as substance abuse is posted in areas such as team locker rooms, weight rooms and other areas where student-athletes go on a regular basis.

3. The Associate Director for Student Services attends meetings of the Student-Athlete Advisory Committee, where proposed legislation is discussed.

4. Any student-athlete interested in employment is required to meet individually with the Assistant Athletic Director for Compliance to complete necessary paperwork.

5. The Compliance Office website contains information pertinent to student-athletes.

6. Student-athletes are encouraged to meet with the Assistant Athletic Director for Compliance to discuss any compliance issues or concerns.

Boosters and Friends

1. The Compliance News @State monthly newsletter is distributed to booster club members and others associated with the athletics program.

2. Compliance related information is occasionally published on a one-page section of game programs.

3. The Compliance Office website provides valuable information for boosters and friends.

4. A brochure entitled "A Guide to NCAA Rules" has been developed by the Compliance Office for distribution to boosters, which explains general NCAA rules and regulations.

5. Public address announcements are used at each contest to address areas such as sportsmanship and national and conference affiliation.

6. Dr. Dean Lee presented the "State of the A-State" to the public in the Spring of 2004 to depict the role of the Department of Athletics.

The above-mentioned methods are used to distribute information to boosters and friends concerning the following:

a. Institutional control and compliance
b. Recruitment of prospective student-athletes
c. Contact with prospects and enrolled student-athletes
d. Student-athlete employment
e. Promotional activities for student-athletes
f. Agents and amateurism
g. Gambling

8. Describe how the institution ensures that rules compliance is a central element in personnel matters for individuals inside the athletics department.

Rules compliance remains a central element in personnel matters at Arkansas State University. One of the ways to ensure this is that each coach in the athletic department agrees to abide by all NCAA rules when signing their contract or letter of appointment at the beginning of each year. As a follow-up at the conclusion of each academic year each athletics department staff member (this extends beyond coaches to secretaries, graduate assistants, administrators, etc.) must sign a document stating that they have reported all NCAA violations throughout the course of the year. Another area that ensures that compliance is a central element in personnel matters is that each coach must pass the annual NCAA recruiting exam that is administered by the Faculty Athletics Representative. Further, at the beginning of each year, the President and Director of Athletics expresses to the entire athletics staff the importance of NCAA rules and that it is the responsibility of each staff member to contribute to institutional control by bringing forth any issue in which they feel compliance may not have been achieved to the Assistant Director of Athletics for Compliance. The Assistant Director of Athletics for Compliance communicates any instances in which compliance may not have been achieved to the Faculty Athletics Representative (appointed by the President) and all violations are self-reported.

9. Describe how the institution ensures that rules compliance is a central element in personnel matters for individuals outside the athletics department who are involved in rules-compliance activities.

Arkansas State University uses various offices to ensure the non-preferential treatment of athletes during the process of admissions. The Assistant Director of Admissions handles all admission documentation for all campus athletes and ensures that they meet university admissions requirements. The Senior Associate Director of Financial Aid and Scholarships processes and monitors the awarding of all athletic scholarships per NCAA and Title 4 regulations and guidelines. The Director of Residence Life ensures no athletes are assigned to floors or wings of residence halls where more than 50% of the residents are student athletes.

In addition, the Program Director in the Registrar's office prepares and determines initial athletic eligibility, transfer athletic eligibility and continuing athletic eligibility according to NCAA guidelines, as well as, preparing and submitting NCAA reports.

All of these groups meet at least annually with the Athletic Department during the monthly all athletic staff meeting.

The Senior Associate Director of Financial Aid and Scholarship and the Program Director in the Registrar's office regularly attend the NCAA and Sun Belt Conference compliance workshops.

10. Please describe the policies and step-by-step procedures that include assignment of specific responsibilities pertaining to rules compliance in the area of initial-eligibility certification. [Note: The institution may use elements of its response to self-study items Nos. 4 and 5 under Operating Principle 2.1 (Academic Standards) when preparing the response to this self-study item.]

The Program Coordinator in the Registrar's Office is responsible for the initial-eligibility certification of all student athletes.

In accordance with the ASU Compliance Policies and Procedures Manual (August 2003), during the recruiting process it is expected that coaches encourage prospective student-athletes to register with the NCAA Clearinghouse and express the necessity of this procedure. Prospects are directed to go to the www.ncaaclearinghouse.net website to register.

Upon receipt of the National Letter of Intent/Grant In Aid Request form, the Compliance Office will attempt to place the prospect on our institution's request list and periodically update coaches as to the prospect's status. All high school prospects must register with the NCAA Clearinghouse. It should be noted that if the Compliance Office creates a record for a prospect, that prospect would no longer be able to register on-line. Also, due to clearinghouse time demands, it is beneficial for prospects to register as soon as possible.

Two-Year Transfers
The Compliance Office will also attempt to place two-year college prospects on the Clearinghouse. Two-year college prospects that were non-qualifiers MUST have their institution send an official (unopened) transcript to the Office of Admissions with a PROOF OF GRADUATION stamp on it to be certified eligible. A two-year prospect that was a qualifier must have completed at least one semester with a minimum 12 hours and 2.0 GPA. Any transfer student that has not registered with the Clearinghouse will be treated as a non-qualifier.

Four-Year Transfers
If a four-year college student attempts to contact a coach, that coach should cease the conversation and seek permission to contact that student from the Compliance Office. Upon receiving notification from a coach that conversation with a four-year college student is desired, the Compliance Office will fax a "transfer request" form to the student's institution. As soon as the Compliance Office receives the form back from that institution, the coach seeking permission to contact will be notified of the decision and a follow-up memo will be sent.

Note: The letter says, in part, "...In accordance with NCAA Bylaw 13.1.1.3, Arkansas State University requests permission to contact xxxx, a student-athlete at your institution, who has attempted to contact our coaches about the possibility of transferring and participating in the sport of xxx. Attached for your consideration is a One-Time Transfer form." The transfer release form asks for permission to contact, obtains information via one-time transfer exception statements, and gathers other eligibility and financial aid information.

It remains impermissible to speak with a four-year college student until approval is obtained from the Compliance Office.

As detailed somewhat in a chart in the ASU compliance manual, those enrolling initially in 2003 and 2004 must meet the current or new initial eligibility standard. A prospective student-athlete could use either the new 14 core-course or the current 13 core-course initial-eligibility requirements to become a qualifier. Elements of the two standards could not be combined to attain qualifier status. Beginning in 2005, all prospective student-athletes must be certified under the 14 core-course standard.

When a prospective student athlete clears the NCAA Clearinghouse or produces an official transcript, the Program Coordinator in the Registrar's Office certifies the student athlete as being eligible or ineligible. The Program Coordinator has access to the NCAA Clearinghouse's website to determine if prospective student athletes have been cleared. Additionally, this individual is mailed a hard copy of form 48-C. Further, the Program Coordinator works closely with the Compliance Office to ensure information regarding prospective student athletes is timely and accurate.

11. Please describe the policies and step-by-step procedures that include assignment of specific responsibilities pertaining to rules compliance in the area of continuing-eligibility certification. [Note: The institution may use elements of its response to self-study items Nos. 4 and 5 under Operating Principle 2.1 (Academic Standards) when preparing the response to this self-study item.]

In accordance with the ASU Compliance Policies and Procedures Manual (August 2003), a midyear transfer is subject to the requirements detailed in the initial eligibility section and is able to use any degree credits to satisfy the requirements. A transfer student-athlete (foreign or domestic) who initially enrolls as a full-time student in any collegiate institution's regular academic term on or after August 1, 2003, will be subject to the new NCAA standards.

Academic Advisors in conjunction with the Associate Athletic Director for Student Services continuously monitor the academic performance of student-athletes. Each student-athlete is monitored for absences, credit-hours, class performance, and progress towards a degree.

All student-athletes must register and drop classes with their respective academic advisor. A checklist is provided to chart progress. Further, academic advisors complete progress toward degree worksheets on a continual basis for each student-athlete throughout their time at Arkansas State. All student-athletes must submit a "class drop form" signed by their head coach or designee, to their academic advisor prior to dropping a class. Forms can be picked up at the office of the student-athlete's academic advisor. Finally, each semester all student-athletes are monitored for their GPA and number of credit hours passed in the preceding term.

All academic information is submitted to the Program Coordinator in the Office of the Registrar for certification of eligibility.

As outlined in the "Summary of the New Division I Academic Eligibility Requirements" chart in the ASU compliance manual, those enrolling initially in 2003 and 2004 must meet the current or new initial eligibility standard. A prospective student-athlete could use either the new 14 core-course or the current 13 core-course initial-eligibility requirements to become a qualifier. Elements of the two standards can not be combined to attain qualifier status. Beginning in 2005, all prospective student-athletes must be certified under the 14 core-course standard. When they enter their second year of enrollment they must have 24 semester credits with 18 credits earned during the academic year with a minimum of six credits per term. A maximum of six semester hours of remedial courses may be used in the first year. Upon entering their third year of collegiate enrollment, 18 credits must be earned during the academic year with a minimum of six credits per term. They must declare a degree program and meet 40% of their degree requirements. Entering their fourth year of collegiate enrollment, 60% of their degree requirements must be met again taking a minimum of six credits per term. Eighteen credits must be earned during the academic year and 100% of GPA for graduation number. Those entering their fifth year of collegiate enrollment, again must take six credits per term and 18 credits during the academic year. 80% of degree requirements must be met at the beginning of the enrollment period.

Part-Time Enrollment
A student athlete is responsible to earn 18 semester credit hours in any academic year in which the student-athlete was full time during one or more terms. Part-time hours may be used to fulfill this requirement.

One exception to this rule provides that a student-athlete who enrolls in their first full-time term of collegiate enrollment following the fall term will not be responsible for earning 18 credit hours until he or she has spent a full academic year at the institution.

Summer Credit Hours
Summer credit hours may be used to satisfy the 24-credit-hour requirement when certifying a student-athlete entering his or her second year of collegiate enrollment. Summer hours may also be used to meet the 40/60/80-percent-of-degree requirements.

Remedial, Tutorial or Noncredit Courses
A student-athlete may use remedial, tutorial or noncredit courses earned during his or her first year of collegiate enrollment and when certifying a student-athlete entering his or her second year of collegiate enrollment. These courses may be used to meet the 24-semester credit-hour requirement, but may not exceed six semester total credit hours.

Six Credit Hours
All student-athletes, including those currently enrolled, must successfully complete at least six (6) semester hours in the previous regular academic term of full-time enrollment to be eligible to participate in the next regular academic term.

12. Please describe the policies and step-by-step procedures that include assignment of specific responsibilities pertaining to rules compliance in the area of transfer-eligibility certification. [Note: The institution may use elements of its response to self-study items Nos. 4 and 5 under Operating Principle 2.1 (Academic Standards) when preparing the response to this self-study item.]

Sharon McDaniel, Program Coordinator in the Registrar's Office, is ultimately responsible for certifying eligibility for all student-athletes. Regarding potential transfer student-athletes, partial responsibility is initially delegated to Randy Kalman, Assistant Director of Athletics for Compliance. Athletic department policy requires all coaches or student-athletes interested in speaking with Arkansas State coaches to contact Mr. Kalman. This is necessary to obtain the required permission to contact a potential four-year transfer student. Subsequently, Mr. Kalman will submit a one-time transfer form to the four-year institution and provide Ms. McDaniel with a copy of the completed form once it is returned from the student-athlete's current institution. Ms. McDaniel will evaluate the transcripts of all four-year and two-year college transfers to determine eligibility.

In accordance with the ASU Compliance Policies and Procedures Manual (August 2003), the Compliance Office will attempt to place two-year college prospects in the clearinghouse. Two-year college prospects that were non-qualifiers MUST have their institution send an official (unopened) transcript to the Office of Admissions with a PROOF OF GRADUATION stamp on it to be certified eligible. A two-year prospect that was a qualifier must have completed at least one semester with a minimum 12 hours and 2.0 GPA. Any transfer student that has not registered with the Clearinghouse will be treated as a non-qualifier.

If a four-year college student attempts to contact a coach, that coach should cease the conversation and seek permission to contact that student from the Compliance Office. Upon receiving notification from a coach that conversation with a four-year college student is desired, the Compliance Office will fax a "Transfer Request" form to that student's institution. As soon as the Compliance Office receives the form back from that institution, the coach seeking permission to contact will be notified of the decision and a follow-up memo will be sent. It remains impermissible to speak with a four-year college student until approval from the Compliance Office.

Walk-Ons/Partial & Non Qualifiers
Should a student at Arkansas State University desire to walk-on to an athletic team, that student must complete the try-out procedures. These students will be evaluated for eligibility utilizing the same procedures as for all student-athletes.

A partial qualifier (which will be eliminated beginning Fall 2005) is eligible for financial aid and practice at home facilities, but not competition.

A non-qualifier is eligible only for academic support and may utilize strength and conditioning facilities under the supervision of a strength coach with department wide duties only.

Any prospective student-athlete to Arkansas State University in sports other than football must complete the "Statement of Liability" form in order to utilize the facilities. This indicates that they will follow NCAA, Sun Belt and ASU rules for using the facilities.

13. Please describe the policies and step-by-step procedures that include assignment of specific responsibilities pertaining to rules compliance in the area of investigation and self-reporting of rules violations.

Various efforts are utilized to educate all athletics department personnel, student-athletes, university personnel and representatives of athletics interests on the importance of strict adherence to all Arkansas State University, Sun Belt Conference and National Collegiate Athletics Association rules and regulations. Should an instance occur in which compliance may not have been achieved, each staff member is required to immediately inform the Assistant Director of Athletics for Compliance, who will the take the following steps:

1. Research to determine if a violation has actually occurred and determine which bylaw(s) is (are) associated
2. Notify the Associate Athletic Director for Student Services, Athletic Director, Faculty Athletics Representative, President and any others associated with the infraction
3. Research similar cases and seek conference clarification to determine appropriate rules sanctions and discuss what steps the institution will take
4. If it is determined that a violation has occurred, a written report will then be submitted to both the Sun Belt Conference and the NCAA
5. The University will take any further actions mandated by the NCAA and/or Sun Belt Conference

6. The Assistant Athletic Director for Compliance will inform all coaches and administrative assistants of the incident (s) at monthly meetings to prevent similar violations in other programs

Cases involving a potential major violation an/or issues that are outside the scope of the NCAA will also be reported to legal counsel for assistance. All constituents are encouraged to ask the Compliance Office before carrying out any task that may result in a violation. Further, the Compliance Office is accessible to all groups to provide interpretations and education on the rules to prevent violations.

14. Please describe the policies and step-by-step procedures that include assignment of specific responsibilities pertaining to rules compliance in the area of financial aid.

Office of Financial Aid Policies and Procedures for Awarding Athletic Aid
The office of Student Financial Aid at Arkansas State University has designated the Senior Associate Director of Financial Aid to perform all financial aid duties required by NCAA rules and regulations. This individual is responsible for monitoring all activity that affects student-athletes within the realm of financial aid compliance.

Tracking Student-Athletes and Disbursement of Aid
Athletic scholarship monies are paid to student-athletes upon written notification from the athletic compliance office. This notification provides student information such as name, identification number, address, sport and amount of award. These forms are signed by the head coach of the specific sport, the Assistant Athletic Director for Compliance, the Senior Associate Director of Athletics (for budget control) and the Director of Athletics. Disbursement of funds occurs after each student's full-time enrollment status and eligibility are verified. These funds are credited directly to the student-athlete's account balance.

Awarding non-athletic aid to student-athletes is handled in the same manner as awarding aid to the general student population. Students who have completed all necessary paperwork are packaged by an automated packaging system; however, careful review of all student-athlete files is maintained in order to prevent an over-award.

Completing and Reviewing Squad Lists
It is the responsibility of the Senior Associate Director of Financial Aid to verify and complete specified sections of the squad list. Specifically, the financial aid office completes the "amount of other countable aid" and the "total countable aid" sections of the squad lists. Additionally, the financial aid office verifies the period of award, amount of athletic grant-in-aid, and equivalent amount components of the squad list.

Changes to squad lists are made on an ongoing basis. Complete review of the lists occurs three times per academic year; once at the beginning of the year, once before the particular sport's competition and once in March to correct any discrepancies. Any changes in a student-athlete's financial aid package are reviewed immediately. Any problems due to over-award are handled in the following way:

1. If the over-award is due to excess outside aid, the student is contacted immediately to discuss the sources (e.g. scholarship from local club) and to provide proof of the awards criteria. Depending on several factors the aid could be reduced or revoked in order for the student to remain eligible. Robin Kaloghirou, Senior Associate Director of Financial Aid, monitors all student-athlete financial aid packages. Ms. Kaloghirou works closely with the coaches and Mr. Randy Kalman, Assistant Director of Athletics for Compliance, as well as the individual student-athletes to ensure compliance with NCAA and state legislation.

2. If the over-award is due to excess institutional aid, the student is contacted immediately to discuss the reduction in their athletic aid in order for them to remain eligible.

3. In all matters concerning possible over-award situations, the athletic compliance office is contacted immediately by the financial aid office. In conjunction with the compliance office, the student-athlete is counseled with and informed of the consequences of over-awards. Both offices work diligently to prevent any type of over-award.

Upon completion of each squad list review, it is determined if certification for non-counters must be secured. If so, non-counter student-athletes are discussed with the Assistant Athletic Director for Compliance and certifications are prepared securing all required signatures. All signed certification forms are given to the compliance office for review.

Athletic Award Notification
Beginning April 1, all coaches are contacted by the compliance office and asked to submit lists of all student-athletes whose grant-in-aid is to be renewed, reduced or not renewed. Upon receipt of these lists the compliance office and the financial aid office work together to ensure that all student-athletes are notified of their scholarship status prior to July 1 of the award year. Renewal letters include the amount, duration, conditions and terms of each student-athlete's award. Renewal letters that involve a reduction of aid from the previous year must advise the student of the reduction and provide them the right to an appeal. Non-renewal letters advise the student that their

athletic aid has been canceled and that they have the right to an appeal. All appeals must be submitted on-line at http://finaid.astate.edu/spweb.html and the status of the appeal can be checked after ten working days after submission. Appeals may take longer, however they can be checked any time after the ten days at http://www.campusdirect.com/. The Scholarship and Financial Aid Committee will handle all appeals. This committee is the regular appeals avenue any student would address with financial aid concerns.

Summer Financial Aid
Summer athletics financial aid may be awarded to student-athletes who have spent at least one term during the regular academic year, provided the award is not more than what the student-athlete received during the preceding academic year. The proportionality restriction does not apply to those with exhausted eligibility.

For a non-qualifier to receive summer athletics financial aid, that student must have spent one academic year in residence, have completed 24-hours, be in good academic standing and be awarded aid only in proportion to what the student has agreed to accept for the succeeding academic year.

In the sport of basketball, it is permissible to award summer athletics financial aid prior to initial, full-time enrollment provided: the recipient is admitted, has a minimum of six (6) hours of acceptable academic work (other than physical education activity courses), does not participate in any organized athletics practice activities and the work is not used for the completion of eligibility requirements.

All summer awards are handled in the same manner as aid during the academic year. The Associate Director of Athletics for Student Services handles degree completion awards during summer and/or the regular academic year. Applications for such awards can be obtained from the student-athlete's academic advisor and must be submitted to the Associate Director of Athletics for Student Services by May 1, prior to the award request period.

15. Please describe the policies and step-by-step procedures that include assignment of specific responsibilities pertaining to rules compliance in the area of recruiting.

All coaches are responsible for submitting recruiting records to the compliance office on a weekly basis. The compliance office monitors these records and utilizes the Compliance Assistant internet to check for any instances in which compliance may not have been achieved.

The primary purpose of recruitment monitoring is to be able to accurately reconstruct the activity from the documentation on file. Good record keeping is as simple as legible handwriting and providing sufficient detail.

An individualized recruiting record is maintained in the Compliance Assistant internet (CAi). In order to maintain this record, coaches are required to complete several recruiting forms and submit the information to the Compliance Office.

Checklist
The Compliance Office has established a "Coach's Weekly Checklist" that each coach is required to submit to the Compliance Office every Tuesday. Specifically, the checklist serves as a reminder and verification that coaches have submitted information related to:

1. Contacts/Evaluations
2. Telephone Logs
3. Official Visits
4. Unofficial Visits

Contacts/Evaluations
The Compliance Office has established a "Contact/Evaluation" form that coaches are to use for each and every contact and/or evaluation of a prospective student-athlete. Specifically, the form asks for the following information:

1. Prospect's (or parent's) name
2. Prospect's school
3. Prospect's year in school
4. If the recruiting opportunity is a contact or evaluation
5. Date of contact/evaluation
6. Location of contact/evaluation

Should coaches submit this information on paper, the Compliance Office will enter the information into the CAi and notify coaches if any issues arise. Coaches should note on the required weekly checklist if there were no contacts or evaluations that week.

Telephone Logs
The Compliance Office has established a "Telephone Log" form that coaches are to use for every countable recruiting phone call to a prospective student-athlete. Specifically, the form asks for the following information:

1. Date of call
2. Time of call
3. Prospect's name
4. Telephone number
5. With whom the coach spoke (e.g., parent or prospect)
6. Where the call was made from (e.g., home /office/cell/hotel)

Should coaches submit this information on paper, the Compliance Office will enter the information into the CAi and notify coaches if any issues arise. Coaches should note on the required weekly checklist if there were countable phone calls that week.

Official Visits
In order to be completed in a timely fashion, a coach should begin the procedure for an official visit as soon as s/he feels a visit may be offered. No benefits may be provided to the prospect (i.e. airline ticket) until the visit is approved. The following procedures have been implemented for any official visits:

1. A coach (or designee) must first submit an "Official Visit Request" form to the academic advisor for his/her sport for each prospect that may take an official visit.

2. For the visit to be approved the academic advisor MUST have a copy of the prospective student-athlete's high school or junior college transcript and if the prospective student-athlete is a high school student, the advisor MUST ALSO have a copy of the prospective student-athlete's test score PSAT, SAT, PLAN (or PACT Plus) or ACT.

3. The academic advisor will evaluate this information and submit it to the Compliance Office for approval.

4. The Compliance Office will return the form to that coach once approval status is confirmed. **NOTE** Airline tickets SHOULD NOT be purchased prior to approval from the Compliance Office.

5. A copy of the graduation rates should be sent to each prospect at the first opportunity after contact, but not later than during official visit arrangements.

6. Upon issuance of any student host money each host MUST sign the "Guidelines for Student Hosts" form. This form must be issued prior to the visit for which the student is to serve as host and be submitted to the Compliance Office.

7. Coaches are to notify prospects at the beginning of the visit of the official visit policies.

8. Once the visit is complete, the coach is required to complete the "Official Visit Reporting" form and submit it to the Compliance Office. In addition, the "Official Visit Questionnaire" must be completed by each prospect at the conclusion of the visit.

Unofficial Visits
Each time a prospective student-athlete comes on an unofficial visit, the coach is required to submit an "Unofficial Visit" form. The signature of the coach will serve as verification that Arkansas State did not pay for any portion of the visit and only provided permissible complimentary admissions if applicable.

National Letter of Intent
Should a coach desire to issue a National Letter of Intent the following procedures MUST be followed:

1. The "NLI/GIA Request" form MUST be submitted to the Compliance Office.

a. Upon receipt of the request and completion of the forms, the Compliance Office will also attempt to place the prospective student-athlete on the NCAA Clearinghouse.
b. The Compliance Office will also complete the request form indicating when the forms were issued to the Financial Aid Office and clearinghouse status and return to the coach.

2. The Compliance Office will complete the forms and submit to the Senior Associate Director of Financial Aid for signature.

a. The Compliance Office will attach official graduation rates, a media questionnaire and any other necessary information.

b. Applications for admission and other pertinent information will also be distributed to administrative assistants for mailing.

3. The Senior Associate Director for Financial Aid will then submit the forms to the Athletic Director for signature.

4. The Athletic Director will return the forms to the appropriate administrative assistant for each sport to be mailed at the discretion of the coach.

5. Once a prospective student-athlete has signed and returned the papers, the information should be immediately forwarded to the Compliance Office for review. *Please note: the prospect has 14 days to sign the NLI based on the date of issuance.

6. The Compliance Office has 21 days from the date of the last signature on the NLI to submit the information to the Sun Belt Conference to ensure the validity of the NLI.

7. The Compliance Office will submit the media questionnaire to the Sports Information Department verifying that it is permissible to release the signing of that prospect at the discretion of the coach. *Please note: prior to the signing of the NLI it is only permissible for a coach to confirm whether or not s/he is recruiting a prospect. It is also only permissible to release information one-time. The release of the signing of a prospect MUST be coordinated through the Sports Information Department.

NOTE A four-year transfer student cannot be issued a National Letter of Intent, however the same procedures should be followed for an offer of financial aid.

16. Please describe the policies and step-by-step procedures that include assignment of specific responsibilities pertaining to rules compliance in the area of camps and clinics.

All sports are required to complete the "Sports Camps/Clinics Declaration" form prior to commencement of a camp or clinic and submit to the Compliance Office for approval. Information that is to be provided includes:

1. Sport and each individual working the camp or clinic
2. Dates of the camp or clinic
3. Institutional or non-institutional
4. Any special or reduced admission privileges
5. Any awards and criteria for distribution of the award(s)

Student-Athlete Employment
Great care must be exercised when hiring student-athletes to work at summer camps. The provisions and interpretations of NCAA bylaws related to playing and practice seasons and summer camps are to be followed when student-athletes are employed. If questions arise as to the permissibility of employment, the Compliance Office must be consulted prior to employment. A student-athlete employed at a sports camp or clinic must meet the following criteria:

1. The student-athlete must sign the "Student-Athlete Camp Employment Agreement" form, a copy of which must be sent to the Compliance Office.
2. In the sport of football, members of the football team may not be employed in camps or clinics.
3. A student-athlete must be assigned duties that are of a general supervisory nature with a maximum of 50% of their time allocated to coaching or officiating.
4. Compensation must be commensurate with the regularly accepted rates for camp counselors with similar qualifications and responsibilities.

High School Coaches
High school and two-year college coaches may be invited to speak/lecture at a camp or clinic and receive an honorarium. The honorarium must be documented as an acceptable fee and not excessive in nature.

Brochures for all camps must be approved in advance of printing by the Assistant Vice President for Business and the Assistant Athletic Director for Compliance. Camp brochures can be no larger than a 17" x 22" two-sided sheet when fully opened. Amateurism rules preclude the use of a student-athlete with remaining eligibility, unless the student-athlete is working the camp and pictured in a designated camp counselor section.

Copies of all agreements for products, services or cash donated by corporate sponsors must be sent to the Compliance Office.

17. Please describe the policies and step-by-step procedures that include assignment of specific responsibilities pertaining to rules compliance in other areas (if applicable).

Complimentary Admissions
Complimentary admission procedures for student-athletes are coordinated by both the Compliance Office and the Ticket Office to ensure compliance with NCAA, Sun Belt Conference and Arkansas State University rules and regulations.

Student-Athletes
Any student-athlete requesting complimentary admission(s) for their own sport must complete the "Student-Athlete Request for Complimentary Admissions" form. The Compliance Office uses these forms to generate envelopes and/or pass lists for the ticket office.

Requests must be submitted by 8 am the day before the contest.

Upon entrance to an event, the recipient of the ticket will have to present valid identification and sign for the ticket. At each event, the ticket office will display the designee statement verifying that the recipient has not exchanged any money or item of value for the use of the ticket. After signing for the first event, the signature will be maintained on file and only valid identification will need to be presented in order to expedite the process of entering the event.

Prospective Student-Athletes
Should a coach desire to provide a prospect with complimentary admissions for either an official or an unofficial visit, the coach (or designee) shall submit a list of all names of prospective student-athletes to the Compliance Office. The Compliance Office will then prepare a list for the Ticket Office.

All requests must be submitted by 8 am the day before a game.

Upon entrance to each event, all prospects will have the opportunity to sign for up to three tickets. If a prospect is not on the list in advance s/he will not be provided a ticket.

High School and Two-Year College Coaches
Arkansas State University will honor any valid State of Arkansas coaching card. No list needs to be submitted, however any high school or two-year college coach wishing to utilize his or her coaching card will have to submit the card upon entrance to each event for a maximum of two (2) complimentary admissions. The Ticket Office will denote the name and number of the card as well as how many tickets were issued for each event. The coaches are to submit a valid ID with the coaches card at the time of arrival.

Try-Out Policy
At the beginning of each sport's season, the head coach may conduct walk-on try-outs. Students are permitted to go through a two (2) week try-out period. The coach must send all individuals interested in a try-out to the Compliance Office. To be eligible to try-out the student must complete the "Try-Out Clearance" form. Additionally, the student must receive the approval of the head coach or designee. Once this approval is obtained, the student must then receive approval from the Program Coordinator in the Office of the Registrar.

Next, the student must receive a signature from an athletic trainer indicating that the student has received and passed a preliminary physical examination. Finally, the student must receive a signature from the Compliance Office indicating that the student has completed selected paperwork.

Once the student has completed the above steps, the student will be issued a "Practice Approval" form. This form is then given to the coach indicating that the student is eligible to try-out for a two (2) week period. The Compliance Office also notifies the Director of Strength and Conditioning of approval for the student to try-out.

The coach must notify the Compliance Office within the two (2) week period if the student has made the team. Additionally, the Compliance Office will monitor the two week period and contact the coach regarding the student's status at the end of the try-out period. If the student makes the team, the Compliance Office will notify the appropriate departments who in turn will take the appropriate actions to certify the student for competition.

A student who is added to the team may practice, but not compete for a maximum of 45 days (including the two-week try-out period) prior to certification by the NCAA Clearinghouse. The Compliance Office will work with the Program Coordinator to determine appropriate eligibility.

Student-Athlete Employment
Any employment during the academic year must be initiated by the student-athlete coming to the Compliance Office. At this time the Assistant Athletic Director for Compliance will issue the "Request for Employment During the Academic Year" form and explain rules pertaining to student-athlete employment. The student-athlete will then take

the form to the head coach of his/her sport for signature. Should the coach deny permission for employment the student-athlete can appeal to that sport's administrator. The form will then be taken to the Associate Director of Athletics for Student Services to discuss time and money management. The form will then go to the Assistant Athletic Director for Compliance for verification of contact information.

Summer Employment
Student-athlete are permitted to work during summer provided they are compensated for work actually performed, at a rate commensurate with the going rate for similar work in that locale and their status as a student-athlete is not used for promotion by the company.

At the beginning of each academic year, every student-athlete will complete a "Summer Employment" form. This form will provide information to the Compliance Office about the employment such as, place, contact information, rate of pay, hours worked, etc. The compliance office will then have the ability to check with place(s) of employment for verification of pay rate and work actually performed. Further, the student-athlete's signature on the form verifies that all information is completed to the best of his/her ability.

Fee-for-Lesson
Student-athletes are permitted to provide lessons to person(s) requesting instruction from them provided:

1. Institutional facilities are not used,
2. Playing lessons shall not be permitted,
3. Documentation of the fee payment by the lesson recipient (or his/her family) is provided to the Compliance Office.

A copy of the payment, with verification of the person making the payment and a completed "Fee-For-Lesson" form must be forwarded to the Compliance Office for review and to be filed.

Employment Education
At the beginning of each academic year, all student-athletes are provided a summary of NCAA rules, including information regarding student-athlete employment. The Compliance Coordinator is responsible for sharing and reviewing this information with all student-athletes. During this time, student-athletes are required to complete a summer employment in which they verify legitimate summer work. This form is subsequently reviewed by the Compliance Office.

Prior to commencement of employment during the academic year, each student-athlete must speak with the head coach of their sport, the Associate Director of Athletics for Student Services and the Assistant Athletic Director of Athletics for Compliance. These meetings ensure the student-athlete understands applicable student-athlete employment legislation.

During the Spring semester, the Compliance Office reminds coaches and student-athletes of summer employment legislation and of the requirement to complete the summer employment form upon returning for the next academic year. Additionally, the information related to student-athlete employment is made available online (http://compliance.asuindians.com) for added convenience.

For employment in a camp or clinic, student-athletes must complete the student-athlete camp employment agreement.

Gambling
Arkansas State University makes significant effort to educate student-athletes and staff about the dangers of gambling. The rules education portion of the ASU Compliance Manual describes the manner in which student-athletes and staff are educated.

NCAA Rules on Gambling
According to NCAA Bylaw 10.3, staff members of an institution's athletics department and student-athletes shall not knowingly:

a. Provide information to individuals involved in organized gambling activities concerning intercollegiate athletics competition;
b. Solicit a bet on any intercollegiate team;
c. Accept a bet on any team representing the institution; or
d. Participate in any gambling activity that involves intercollegiate athletics or professional athletics, through a bookmaker, a parlay card or any other method employed by organized gambling.

Arkansas State University is aware of the threat gambling imposes to intercollegiate athletics competition and has taken the following initiatives:

1. Student-athletes are alerted to NCAA rules regarding gambling during the team compliance meetings at the beginning of each Fall semester and are informed of actual stories detailing the impact of gambling.

2. The Assistant Athletic Director for Compliance shows a video on gambling that is produced by the NCAA.

3. The NCAA pamphlet entitled "Don't Bet On It" is distributed at the beginning of each academic year. This pamphlet contains helpful information on saving money, budgeting, and staying out of debt, in addition to its core message on wagering. During this timeframe, student-athletes sign a form indicating if they have bet, or provided information for a bet, on any intercollegiate or professional sports contest.

4. Gambling is discussed periodically in the Compliance News @State monthly newsletter distributed to all coaches and staff and contains real-life examples of the consequences of gambling.

5. The newsletters and other valuable information on gambling are posted on the Compliance Office website.

6. Gambling is periodically discussed during weekly senior staff meetings and at monthly all-staff meetings.

7. Gambling is periodically discussed at Student-Athlete Advisory Committee meetings.

8. NCAA rules pertaining to gambling are included in the student-athlete handbook.

Promotional Activities
An individual shall not be eligible for intercollegiate athletics if the individual accepts any remuneration for or permits the use of his or her name or picture to advertise, recommend or promote directly the sale or use of a commercial product or service of any kind.

If a student-athlete's name or picture appears on commercial items (e.g., T-shirts, playing cards, posters, photographs) or is used to promote a commercial product without the student-athlete's knowledge or permission, the student-athlete and the institution are required to take steps to stop such activity in order to retain the student-athlete's eligibility.

All charitable, educational and non-profit promotional activities involving student-athletes must have prior approval from the Compliance Office. Please complete the "Autographed/Donated Items" form (addendum 2) for all such items. For any permissible, promotional student-athlete appearances, a "Student-Athlete Institutional/Charitable/ Educational Appearance" form (addendum 3-4) must be completed.

Agents
During the team meetings prior to each academic year, all student-athletes must complete a Certification of Amateur Status form that includes information about sports agents, professional contracts and their relationship with boosters.

NCAA Rules on Agents
NCAA Bylaw 12.3.1 stipulates that an individual shall be ineligible for participation in an intercollegiate sport if they have ever agreed (orally or in writing) to be represented by an agent for the purpose of marketing their athletic ability or reputation in that sport.

NCAA Bylaw 12.3.1.1 indicates further that an individual shall be ineligible per 12.3.1 if they enter into a verbal or written agreement with an agent for representation in future professional sports negotiations that are to take place after the individual has completed his or her eligibility in that sport.

NCAA Bylaw 12.3.1.2 states that an individual shall be ineligible if he/she (or his/her relatives or friends) accepts transportation or other benefits from:

Any person who represents any individual in the marketing of his or her athletics ability. The receipt of such expenses constitutes compensation based on athletics skill and is an extra benefit not available to the student body in general; or

An agent, even if the agent has indicated they have no interest in representing the student-athlete in the marketing of the student-athlete's athletic ability or reputation and does not represent individuals in the student-athlete's sport.

Playing and Practice Seasons
The Compliance Office requires that each year every head coach turn in a "Declaration of Playing Season" form. Specifically, the Compliance Office asks for information from each head coach pertaining to:

1. Dates of each segment (where applicable) and the total number of days used.
2. Date practice begins.
3. Date of first competition.

4. Date of last competition.
5. Number of contests and/or dates of competition.

On a monthly basis, coaches are required to submit to the Compliance Office the completed "Monthly CARA Monitoring" form indicating the number of hours spent in the following activities:

1. Practice
2. Competition
3. Weight Training and Conditioning
4. Individual Instruction
5. Meetings

In addition to the items list above, the following procedures are followed: (1) The Compliance Office verifies that student-athletes do not exceed the NCAA maximum daily and weekly hour limitations according to period of season; (2) Each coach is responsible for submitting a "Change in Status" form whenever a coach desires to add or remove a student-athlete; and (3)Arkansas State is required to complete and deliver the "SBC Coaching Certification" form to the Sun Belt Conference Office when there is a change in coaching staff.

Extra Benefits

It is the practice of the Assistant Director of Athletics for Compliance to educate student-athletes on extra benefits at each team meeting and as student-athletes are added to sports teams through individual meetings. Other areas of extra benefits are also monitored by the Compliance Office through working with athletic department members such as the Associate Director of Athletics for External Affairs for annual awards and the Head Athletic Trainer for medical benefits.

18. Indicate the dates of the institution's rules-compliance program evaluation conducted by an authority outside of athletics at least once every four years.

The rules-compliance review was conducted November 15-16, 2001 by Helen Grant, Associate Commissioner of the Sun Belt Conference.

19. Indicate the individual or individuals responsible for conducting the institution's rules-compliance evaluation. Further, describe the process used in selecting this authority outside of athletics to ensure the individual or individuals do not have day-to-day compliance responsibilities for the institution's athletics department and are knowledgeable in NCAA legislation and rules-compliance practices.

Helen Grant, Associate Commissioner of the Sun Belt Conference conducted the compliance review. Ms. Grant has no day-to-day responsibility for Arkansas State University's athletic department. Ms. Grant's duties at the Sun Belt Conference office include education for member institutions in NCAA legislation and rules compliance. Thus, she is knowledgeable in NCAA legislation and rules compliance, and remains current regarding all changes to NCAA rules. The Sun Belt Conference provides this service for its member institutions.

20. The rules-compliance evaluation must consist of a review to determine that the compliance practices are engaged and functioning and must include, at minimum, specific areas. Please indicate by clicking "yes" or "no" which areas were included in the rules-compliance evaluation.

	Yes	No
Initial-eligibility certification.	X	
Continuing-eligibility certification.	X	
Transfer-eligibility certification.	X	
Financial aid administration, including individual and team limits.	X	
Recruiting (e.g., official visit, etc.).	X	
Camps and clinics.	X	
Investigations and self-reporting of rules violations.	X	
Rules education.	X	
Extra benefits.	X	
Playing and practice seasons.	X	
Student-athlete employment.	X	

21. Describe relevant corrective actions planned or implemented from the rules-compliance program evaluation(s).

In response to the rules-compliance program evaluation conducted by the Associate Commissioner of the Sun Belt Conference, the following strategies have been implemented:

1. The Department of Athletics has a formalized mechanism for soliciting input from coaches, student-athletes and staff pertaining to proposed legislation. This mechanisms includes meeting with the Faculty Athetics Representative (FAR), Director of Athletics (AD), Senior Woman Administrator (SWA) and Compliance Coordinator (CC).

2. A Compliance Committee consisting of the FAR, SWA, CC, Admissions, Financial Aid, Registrar and Athletic Academic Advisors has been established. This committee meets monthly to discuss eligibility, financial aid and new legislation.
3. Discontinuation of student-athletes selling game programs
4. Coaches are required to report all earnings not related to athletics.
5. Input was solicited from coaches prior to developing the current procedures for recruitment monitoring. Recruiting logs are now submitted to the Compliance Office on a weekly basis
6. The Office of Financial Aid and the Registrar's Office have access to the Compliance Assistant internet for squad list preparation
7. Academic Advisors assess the full-time enrollment status of all student-athletes on a weekly basis. Student-athletes are also required to contact their academic advisor prior to dropping a course.
8. All student-athletes are required to complete the compliance packet each year.
9. Rules education has been implemented in the athletics department. The entire staff meets monthly and rules education is addressed as necessary. Additionally, the Compliance Coordinator holds a monthly meeting with all coaches and rules education is an item on each agenda. Further, members of the institutional staff receive a monthly newsletter that contains a section related to rules education. Moreover, the student athletes meet by team with the compliance coordinator to be made aware of these concepts. Furthermore, the Compliance Coordinator participates in a monthly conference call with the Sun Belt staff regarding new issues in compliance. This information is utilized to ensure the athletics staff remains current on all issues. Finally, the President and the Director of Athletics meet with all athletic staff regarding rules compliance and sporting behavior at the beginning of each year. Certification forms are completed after this meeting.
10. Practice logs are submitted monthly to the Compliance office and require the signature of each student-athlete and the signature of the respective coach.
11. Each sport is represented at the Student-Athlete Advisory Council's monthly meetings. Agendas are distributed with hope that each representative will share the information with their respective team.
12. A playing season worksheet has been developed and information is submitted into the Compliance Assistant internet.

In response to the suggested areas of improvement from Helen Grant, Associate Commissioner of the Sun Belt Conference, during her 2001 compliance review the following strategies have been planned:

1. The President will approve changes to the Compliance Policies and Procedures Manual.
2. The Compliance Committee will develop a means to evaluate the effectiveness of rules education protocol.

Governance and Commitment to Rules Compliance

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

- List of athletics booster organizations and their officers.
- Description of athletics booster group policies and procedures (e.g., constitution and bylaws).
- Documentation required by the institution to maintain compliance with NCAA rules (e.g., compliance manual, recruiting logs, eligibility files).
- Documentation generated as a result of conference involvement with the institution in reviewing compliance efforts.
- Documentation related to secondary rules violations for the last three years and the institutional response to those violations.
- Conference manual.
- Planning documents related to athletics (if any).
- Job descriptions for individuals inside the athletics department and individuals outside the athletics department who are involved in rules-compliance activities.
- Contracts or letters of appointment for individuals inside the athletics department and individuals outside the athletics department who are involved in rules-compliance activities.
- Personnel evaluation criteria for individuals inside the athletics department and individuals outside the athletics department who are involved in rules-compliance activities.
- Philosophy statements and other applicable sections of policy manuals for individuals inside the athletics department and individuals outside the athletics department who are involved in rules-compliance activities.
- Documentation related to the evaluation of the institution's rules-compliance program by an authority outside of athletics at least once every four years.

Evaluation

1. Does the institution demonstrate that it has in place a set of written policies and procedures that assign specific responsibilities in the areas of rules compliance, including assignment of direct accountability for rules compliance to the individual the chief executive officer assigns overall responsibility for the athletics program? **Currently Yes**

2. Does the institution demonstrate that In critical and sensitive areas, institutional compliance procedures provide for the regular participation of persons outside of the athletics department? **Currently Yes**

3. Does the institution demonstrate that rules compliance is the subject of an ongoing educational effort? **Currently Yes**

4. Does the institution demonstrate that a clear and unambiguous commitment to rules compliance is a central element in all personnel matters for individuals involved in the intercollegiate athletics program? **Currently Yes**

5. Does the institution demonstrate that at least once every three years, its rules-compliance program is the subject of evaluation by an authority outside of the athletics department? **Currently Yes**

Governance and Commitment to Rules Compliance

Elements		Steps		
Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
The Faculty Athletics Representative (FAR) reports to the University President, however their travel budget is housed in the athletics department.	Move the FAR's travel budget from athletics to the President's budget	Make the necessary adjustments to the university's operating budget	President, Athletic Director, Vice President for Finance and Administration	Fiscal Year 2005
The evaluation of the effectiveness of rules education has not been formally addressed.	Develop an evaluation process to assess the effectiveness of rules education.	Develop a system to evaluate the effectiveness of rules compliance.	Compliance Committee	Fiscal Year 2005

Operating Principle

2.1 Academic Standards

Self-Study Items

1. List all "corrective actions," "conditions for certification" or "strategies for improvement" imposed by the NCAA Division I Committee on Athletics Certification in its first-cycle certification decision (if any) as they relate to Operating Principle 2.1 (Academic Standards). In each case, provide: (a) the original "corrective action," "condition" or "strategy" imposed; (b) the action(s) taken by the institution; (c) the date(s) of the action(s); and (d) an explanation for any partial or noncompletion of such required actions. Please note, the institution is not required to respond to recommendations for required actions developed by the peer-review team unless those same recommendations were adopted by the Committee on Athletics Certification.

   Arkansas State University had no "corrective actions", "conditions of certification" or "strategies for improvement" imposed by the NCAA Committee on Athletics Certification in its first-cycle certification decision as it related to Operating Principle 2.1 (Academic Standards).

2. List all actions the institution has completed or progress it has made regarding all plans for improvement/recommendations developed by the institution during its first-cycle certification process as they relate to Operating Principle 2.1 (Academic Standards). Specifically include: (a) the original plan; (b) the actions(s) taken by the institution; (c) the date(s) of the action(s); (d) actions not taken or not completed; and (e) explanations for partial completion. Please note, the institution will not be required to fulfill an element of a first-cycle plan if the element does not affect conformity with an operating principle.

   During its October 19-20, 1997 meeting, the NCAA Committee on Athletics Certification reviewed written materials related to the self-study of athletics completed by Arkansas State University and the campus evaluation visit conducted by peer-review team members April 7-10, 1997. As a normal part of their evaluations, institutions and peer-review teams recommend strategies designed to improve the quality of athletics programs. The NCAA Committee on Athletics Certification determined that Arkansas State University would be required to: (1) Analyze, explain and address (through specific plans for improvement and by appropriate institutional authorities under clearly established and approved policies) the graduation rates of the university's African American student-athletes in the sports of football and men's basketball, consistent with the provisions of NCAA Bylaw 23.2.2.2 (Admissions and Graduation). The university would be expected to submit to the NCAA Committee on Athletics Certification no later than September 15, 1998, evidence that this required action has been taken by the institution. Should the institution fail to submit the information requested in the time specified, the committee would consider whether the institution's certification status be modified.

   The Arkansas State University Athletics Department reviewed graduation rates of the university's African American student-athletes in the sports of football and men's basketball. Since 1997-1998, efforts to increase the graduation rates for all student-athletes has been a priority of the athletic department. Below is a summary of the graduation rates for various Arkansas State University students.

   * All first-time freshmen students, enrolled full-time, have had a 6-year graduation rate as follows:

   6-Year Number Cohort Percent
   Time Period Graduated Size Graduated
   1990-1996 431 1,401 30.8%
   1991-1997 408 1,526 26.7%
   1992-1998 450 1,607 28.0%
   1993-1999 468 1,488 31.5%
   1994-2000 469 1,469 31.9%
   1995-2001 520 1,450 35.9%

1996-2002 559 1,594 35.1%
1997-2003 629 1,693 37.2%

* All first-time freshmen student-athletes, enrolled full-time, and received athletic aid, have had a 6-year graduation rate as follows:
6-Year Number Cohort Percent
Time Period Graduated Size Graduated
1990-1996 19 39 48.7%
1991-1997 15 46 32.6%
1992-1998 14 42 33.3%
1993-1999 20 43 46.5%
1994-2000 16 45 35.6%
1995-2001 28 59 47.5%
1996-2002 14 30 46.7%
1997-2003 23 39 59.0%

* All African American first-time freshmen students, enrolled full-time, have had a 6-year graduation rate as follows:
6-Year Number Cohort Percent
Time Period Graduated Size Graduated
1990-1996 34 205 16.6%
1991-1997 48 258 18.6%
1992-1998 44 300 14.7%
1993-1999 35 178 19.7%
1994-2000 36 167 21.6%
1995-2001 39 201 19.4%
1996-2002 55 222 24.8%
1997-2003 61 233 26.2%

* All African American first-time freshmen student-athletes, enrolled full-time, and received athletic aid, have had a 6-year graduation rate as follows:
6-Year Number Cohort Percent
Time Period Graduated Size Graduated
1990-1996 6 16 37.5%
1991-1997 9 24 37.5%
1992-1998 3 13 23.1%
1993-1999 5 11 45.5%
1994-2000 7 20 35.0%
1995-2001 9 26 34.6%
1996-2002 2 12 16.7%
1997-2003 6 12 50.0%

* All African American first-time freshmen student-athletes who participated in football, enrolled full-time, and received athletic aid, have had a 6-year graduation rate as follows:
6-Year Number Cohort Percent
Time Period Graduated Size Graduated
1990-1996 4 13 30.8%
1991-1997 5 14 35.7%
1992-1998 3 8 37.5%
1993-1999 2 7 28.6%
1994-2000 4 11 36.4%
1995-2001 5 18 27.8%
1996-2002 1 9 11.1%
1997-2003 4 10 40.0%

* All African American transfer student-athletes who participated in football, enrolled full-time, and received athletic aid, have had a 6-year graduation rate as follows:
6-Year Number Cohort Percent
Time Period Graduated Size Graduated
1990-1996 0 1 0.0%
1991-1997 0 0 ——%
1992-1998 1 3 33.3%
1993-1999 1 1 100%
1994-2000 0 1 0.0%

1995-2001 2 4 50.0%
1996-2002 2 4 50.0%
1997-2003 2 4 50.0%

* All African American first-time freshmen student-athletes who participated in men's basketball, enrolled full-time, and received athletic aid, have had a 6-year graduation rate as follows:
6-Year Number Cohort Percent
Time Period Graduated Size Graduated
1990-1996 0 0 ——%
1991-1997 1 3 33.3%
1992-1998 0 1 0.0%
1993-1999 0 1 0.0%
1994-2000 0 2 0.0%
1995-2001 1 3 33.3%
1996-2002 0 0 —-%
1997-2003 0 0 —-%

* All African American transfer student-athletes who participated in men's basketball, enrolled full-time, and received athletic aid, have had a 6-year graduation rate as follows:
6-Year Number Cohort Percent
Time Period Graduated Size Graduated
1990-1996 0 2 0.0%
1991-1997 0 5 0.0%
1992-1998 1 2 50.0%
1993-1999 0 1 0.0%
1994-2000 0 2 0.0%
1995-2001 1 1 100%
1996-2002 1 2 50.0%
1997-2003 2 2 100%

3. Describe any additional plans for improvement/recommendations in the area of Operating Principle 2.1 (Academic Standards) developed by the institution since the first-cycle certification decision was rendered by the Committee on Athletics Certification.

The 1996-1997 Arkansas State University NCAA Self-Study Committee recommended as a plan for improvement for operations within the ASU Athletics Department that all members of the athletics department be informed of the university policy and process regarding admission of students by special exception. It was found that familiarity with such a policy was difficult due to turnover among athletic personnel. It was recommended that the athletics director's office in conjunction with the Academic Support Center for Student-Athletes develop an orientation package for new staff members that contained information regarding this policy and process. The goal was to achieve continuity in providing information regarding such practices. This was accomplished by the 1998-1999 academic year.

4. List all actions the institution has completed or progress it has made regarding required actions identified by the NCAA Committee on Athletics Certification during the institution's interim-report process (if applicable) as they relate to Operating Principle 2.1 (Academic Standards). Specifically, include for each: (a) the required action, (b) the action(s) taken by the institution, (c) the date(s) of these action(s), (d) action(s) not taken or completed, and (e) explanation(s) for partial completion of such required actions.

Not applicable. The university was not required to prepare an interim report.

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

Arkansas State University follows the same admissions policy for all applicants, athletes and non-athletes. Application is made to the Office of Admissions via web-application or traditional mail-in application. A $15 application fee is required at the time of application. Applicants are responsible for submitting high school transcripts, test scores (ACT, SAT, ASSET or COMPASS), proof of immunization, and proof of Selective Service registration (males).

Applications are reviewed by designated members of the admissions staff and the appropriate admission status is determined: unrestricted admission, restricted admission, or non-admissible. The Department of Athletics is not involved in any of the evaluations associated with the initial admission decision.

UNRESTRICTED ADMISSION
A. Graduates of state accredited high schools may be admitted with no restrictions if they:
1. Have an ACT composite score of 19 or higher and scores of 19 or higher on the English, math and reading sections*;
2. Graduate with an overall GPA of 2.500 on eight semesters OR, Earn an overall GPA of 2.75 on six OR seven semesters.**
3. Have successfully completed the state-mandated core.

B. Students who are graduates of home-schools, non-state accredited high schools, or who receive the GED, may be admitted if their composite ACT scores are 19 or higher and they score 19 or higher on the English, math and reading sections.* Additionally, students who are home-schooled or who graduated from non-accredited high schools must provide transcripts which indicate the equivalent of high school graduation with a grade point average of 2.500. The minimum GED score for unrestricted admission is 570 (for students tested after Jan. 1, 2002).

*Or comparable scores on the SAT, ASSET or COMPASS

**Students admitted on six OR seven-semester transcripts must submit evidence of high school graduation by presenting a final, official transcript showing date of graduation.

CORE CURRICULUM FOR UNRESTRICTED ADMISSION
ENGLISH: 4 units with emphasis on writing skills, not to include courses in Oral Communications, Journalism, Drama or Debate.
NATURAL SCIENCE: 3 units with laboratories chosen from Physical Science, Biology, Chemistry, or Physics. Only one unit may come from a Life Science.
MATHEMATICS: 4 units including Algebra I and II, Geometry, and an advanced math course. It is strongly recommended that students take a math course during their senior year.
SOCIAL STUDIES: 3 units including one of American History (does not include Contemporary American History), one of World History (not to include World Cultures, World Geography, or Global Studies), and at least 1/2 unit of Civics or American Government (not to include courses in practical arts).

ADMISSION WITH RESTRICTIONS
Students who do not meet the ACT scores*, grade point average criteria and/or state-mandated core for unrestricted admission may seek admission with restrictions if their high school grade point average is at least a 2.000. Students who are home-schooled or who graduate from non-accredited high schools must provide transcripts, which indicate the equivalent of high school graduation with an overall GPA of 2.000. The minimum GED score for restricted admission is 500 (for students tested after Jan. 1, 2002). Students admitted with restrictions must take the lowest level remediation required as determined by their ACT scores* and enroll in no more than 15 hours during their first semester of enrollment. Students who are missing state-mandated core will be required to enroll in deficiency areas during their first 30 hours of enrollment

*Or comparable scores on the SAT, ASSET or COMPASS

FRESHMAN ASSESSMENT AND PLACEMENT
The Arkansas State Board of Higher Education Freshman Assessment and Placement Program prescribes

statewide minimum standards for determining whether entering freshmen should be placed in college level math and English courses or in developmental courses in math, English composition, and reading. At ASU, students whose scores dictate placement in developmental programs must enroll in those courses during their first academic year. The standards applying to all first-time-entering freshmen who are admitted to enroll in degree programs may be found in the ASU Undergraduate Bulletin.

ENROLLMENT IN DEVELOPMENTAL COURSES
When an entering freshman student's composite ACT score or subject ACT score, SAT score, ASSET score, TSWE score, or COMPASS score requires the student's enrollment in a developmental course(s) in accord with the Arkansas State Board of Higher Education Policy, enrollment in the lowest level developmental course(s) shall be mandatory for the student's first semester of enrollment at Arkansas State University. Students not successfully completing the developmental courses in their first year at Arkansas State University will not be eligible to enroll by web. They must go to University College for advisement and permission to register. In addition, they will be required to enroll in the developmental courses that have not been successfully completed.

INITIAL ELIGIBILITY
Several steps are taken to determine the initial eligibility of a student-athlete. The student-athlete is responsible for sending his/her official high school transcript and for making sure the ACT/SAT testing centers send an official copy of their test scores to the NCAA Clearinghouse. The high school principal or authorized school official is responsible for the 48-H form to be filled out and sent to the Clearinghouse. The ASU Compliance Officer, Randy Kalman, or the high school academic advisor makes contacts with the schools and students to make sure this information is sent correctly. If needed, Sharon McDaniel, Office of the Registrar, may assist. The student athletes must submit their IRLs to the clearinghouse for ASU's reporting. When required, an institutional representative may send information to the Clearinghouse for the student in order to determine where the student stands for participation for practice. Athletes can practice for a two-week grace period until information can be received from the Clearinghouse.

If the student-athlete does not provide their information to the Clearinghouse, then the student-athlete must complete a form stating they have only three years of eligibility. Based on the information provided, the universiity assumes the athlete is a non-qualifier (this is an ASU form only). Partial qualifiers are eligible to practice and receive aid, but they can not compete.

The NCAA Clearinghouse form is sent directly to Sharon McDaniel, Registrar's Office, from the Clearinghouse. This form shows the status of the eligibility including core GPA and ACT/SAT scores.

TRANSFER STUDENT ADMISSION
Transfer student athlete admission also follows the same admissions procedure as non-athletes. Students must submit the completed application along with the $15 application fee. Official transcripts from each higher education institution attended must be provided to the Office of the Registrar. Transfer work will be evaluated by the transfer specialist in this office and applied to the student's record as appropriate. Proof of immunization and registration with the Selective Service is required. Transfer students with fewer than 12 acceptable semester hours will be evaluated for admission and registration as entering freshmen. Students with 13 or more acceptable semester hours and an earned cumulative GPA of 2.00 or greater will be granted registration privileges upon receipt of all admissions credentials. Transfer students with an earned cumulative GPA of less than 2.00 may be granted admission on academic probation if certain criteria are met as stated in the ASU Undergraduate Bulletin.

6. Compare the admissions profiles of student-athletes who received athletics grants-in-aid with the profiles of students in general by submitting the following information for the three most recent academic years: average standardized test scores for freshman student-athletes who received athletics aid (by gender, by racial or ethnic group, and according to the eight sport groups listed in the NCAA Division I graduation rates disclosure form) and for all entering freshmen students (by gender and by racial or ethnic group). [Note: Use the supplied charts and the graduation-rates disclosure form methodology to compile these data.]

Part I-A: Standardized Test Scores, by Gender, for Freshman Students Generally and Freshman Student-Athletes on Athletics Aid

Data for the last three academic years (2001-02, 2002-03 and 2003-04) indicated that the mean standardized test score for the non-athlete freshman students was generally higher than for the athlete freshman students. However, the average cohort size for the non-athlete students was significantly greater (males = 688, females = 848) as compared to the average student athlete cohort (males = 21, females = 18) thus providing for a much greater range

of scores for the non-athlete group. Female athlete test scores differed 0-2% from those of the non-athlete female students. Male athletes ranged from 6-14% lower than non-athlete males. The 2003-04 male athlete cohort showed major improvement in mean scores with a difference of only 6%.

Part I-B: Standardized Test Scores, by Race or Ethnic Group, for Freshman Students Generally and Freshman Student-Athletes on Athletics Aid

Comparison of standardized test scores by race/ethnic group indicated that with the exception of White athletes, average test scores generally were higher for the student athlete cohorts. Again, the variability in cohort size for the White non-athlete students (mean =1247) as compared with the White athlete students (mean = 19) is significant. On average, there was less than 5% difference between the two White student groups.

Part II: GPA and Test Scores, by Sport

Analysis of GPA and test scores by sport shows that the average GPA for all sports is slightly above a "B" average at 3.1 or above. The category of men's other & mixed sports had the highest average GPA and test score (4.0, 97) followed by women's other sports (3.4, 90). Average GPA and test scores for men's and women's basketball were equivalent (3.1, 80). Lowest average test score was reported for football (76) which also had an average GPA of 3.1.

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

Any student, athlete or non-athlete, who does not meet admission requirements may seek special admissions consideration by petitioning the Undergraduate Admissions and Credits Committee, a university shared governance committee. Membership of this committee consists of faculty, staff from enrollment services and student records units, and students. Upon review of the applicant's petition, this committee makes a recommendation to permit or deny admission. Final decision is the responsibility of the Vice-Chancellor for Student Affairs.

8. Compare and explain any differences between the percentage of freshman student-athletes receiving athletics aid who were admitted through any of the processes described in Number 7 above and the percentage of freshman students generally who were so admitted. Provide these comparative data for the three most recent academic years. For the student-athlete data, information should be displayed for each of the sport groups, organized by year, and listed in the NCAA Division I Graduation-Rates supplemental form. [Use the supplied chart to compile these data.]

During the three most recent academic years, no freshman student athletes receiving athletic aid were admitted via the petitioning process described in #7. Special admission of non-athlete freshman students ranged from 2.6-4.3% during this period.

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

A designated Registrar's Office staff member, Sharon McDaniel, is responsible for certifying the initial academic eligibility of transfer student athletes. She reviews all applications to make sure the information is correct and consistent on the university application and other submitted documents. All transcripts are evaluated for transferable course work. When necessary, Ms. McDaniel may contact the other institutions of attendance for clarification of course work not yet posted to the ASU course equivalency database. It is the responsibility of the student athlete to make sure that any associate degree has been posted on his/her transcript or that he/she has applied for graduation at the two year institution, if appropriate.

Once the application has been reviewed and all official transcripts have been received and evaluated, the release form is requested by Sharon McDaniel from Randy Kalman, ASU Compliance Officer. A copy of the release form is maintained in the student athlete's file in the Registrar's Office along with the other documents.

If the student athlete has attended multiple schools, Ms. McDaniel checks requirements for eligibity. Midyear transfer students are checked for all requirements as well. All transfer students are subject to the academic eligibility requirements for percents of degree requirements, hours passed during academic year, GPA percents, and credits earned.

Ms. McDaniel regularly attends NCAA regional compliance meetings and the Sun Belt conference meetings to stay current on all rules and policies. Final authority for certifying initial eligibility for transfer student athletes is provided by Ms. McDaniel.

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

Certification of continuing eligibility is provided through the Registrar's Office by Sharon McDaniel using the athlete's permanent academic record. The Academic Athletic Advisors, along with Sharon McDaniel, keep the academic progress records of the student athletes up-to-date.

Several different requirements are in effect depending on when the student athlete's first full time enrollment occurred.

Year of Initial Collegiate Enrollment

2003-2004 Current or new standards
2005 New Standards (partial-qualifier status eliminated)
2008 16 core courses

Transcripts are used to determine eligibility. The athletes are required to complete 24 hours of acceptable credit in order to compete the next academic year. The transcripts are checked for repeated courses from year to year and for developmental courses. Developmental courses may be counted if used in the student's first year of full time enrollment. Repeated courses can only be used if the first course was not included in the 24 hours or if an "F" grade was obtained.

Beginning with the Fall 1994 term, the 25-50-75 percent rule was placed into effect. The Academic Athletic Advisors evaluate the transcript with the help of discipline academic advisors. They determine if the academic progress or if the 24 hours is applicable towards the student's degree program and make sure that the student-athlete has the required GPA. Sharon McDaniel and the Academic Athletic Advisors jointly go over each transcript and make certain that the student has taken only courses applicable towards his/her degree, and then add elective hours to his/her total hours as needed. This information must be confirmed in writing before the student can be placed on the eligibility list.

This information is recorded on a copy of the transcript kept in the student's athletic file in the Registrar's Office. The number of semesters is recorded in the top left corner, the percent in the top right corner and the years of participation and two-semester total in the bottom right corner. These transcripts are then kept on file for a minimum of seven years.

Progress Toward Degree Requirements

For student-athletes who entered a collegiate institution prior to August 1, 2003, the following requirements must be met:

5th Semester: 25% of Degree; 1.8 NCAA Minimum GPA
7th Semester: 50% of Degree; 1.9 NCAA Minimum GPA
9th Semester: 75% of Degree; 1.9 NCAA Minimum GPA

For student-athletes who entered a collegiate institution prior to August 1, 2003, the following requirements must be met:

3rd Semester: N/A % of Degree; 1.8 NCAA Minimum GPA
5th Semester: 40% of Degree; 1.9 NCAA Minimum GPA
7th Semester: 60% of Degree; 2.0 NCAA Minimum GPA
9th Semester: 80% of Degree; 2.0 NCAA Minimum GPA

Failure to meet the progress toward degree requirements will result in student-athletes ineligibility for competition and dramatically impede progress toward graduation in a timely fashion.

All students at Arkansas State must maintain a cumulative 2.000 grade-point average in order to receive a degree from ASU. Student-athletes who fall below the 2.000 grade-point average in any given semester are placed on academic probation the following semester. Although student-athletes are eligible to participate during this probationary period, failure to raise the cumulative grade-point average to a 2.000 for the probationary period OR at least earn a 2.000 semester grade-point average for that particular semester will result in dismissal from the University. NCAA legislation requires that student-athletes at Arkansas State maintain minimum grade-point average requirements as well. A student-athlete may be on academic probation because he or she does not have a 2.000 grade point average, yet remain in appropriate academic standing to meet NCAA eligibility requirements.

At the start of the fifth semester of full-time enrollment, student-athletes are required to have at least a 1.800 grade point average. At the start of the seventh semester of full-time enrollment and at the start of the ninth semester of full-time enrollment, student-athletes are required to have at least a 1.900 grade point average. Inasmuch as these grade-point averages are below the 2.000 grade-point average required by Arkansas State, student-athletes must keep in mind that they are on probation and may be dismissed unless the grade-point average is raised in accordance with the above-referenced policy.

CREDIT HOUR REQUIREMENTS
To ensure timely graduation and to maintain eligibility at Arkansas State, student-athletes are required to enroll in a minimum of 12 CREDIT HOURS per semester. Arkansas State defines full-time enrollment as 12 credit hours for the semester. At no time should student-athletes drop below 12 hours per semester. Any student-athlete who drops below 12 credit hours is immediately declared ineligible for further practice and competition until he/she is registered for 12 credits again. He/She will not be eligible for competition between semesters. In addition, he/she will not be allowed to check out equipment or use training facilities. Additionally, student-athletes must pass a minimum of six credit hours each semester, a minimum of 18 hours during the regular academic year (i.e. the fall and spring semesters) and 24 hours during the entire academic year, which includes summer sessions.

11. Review the graduation rates for student-athletes who received athletics grants-in-aid, for various student-athlete subgroups and for students generally during the last three years, and comment on any trends or significant changes. Specifically, identify and explain deficiencies in graduation rates for any of the following when compared to the graduation rates of students generally: student-athletes generally, student-athletes of particular sport teams, student-athletes by gender, student-athletes by ethnicity and student-athlete subgroups (i.e., ethnicity) within particular sport teams. If the graduation rate for student-athletes, or for any student-athlete subgroup, is less than the graduation rate for students generally, the institution must analyze, explain and address, as appropriate (1) the magnitude of the difference between the student-athlete (or subgroup) rate; and (2) the trends over the three reporting periods in these rate differences.

Graduation rates for full-time, first-time freshman athletes receiving aid in the 1997-1998 cohort completed graduation in 2003 with an outstanding rate of 59.0% graduation. The six-year graduation rate for this same cohort of non-athlete students was 37.2%. The 6-year graduation rate for the 1997-98 cohort of full-time undergraduate transfer students with athletic aid was 50.0%.

Historically, from 1994 to 1997,the 6-year graduation rate for all full-time, first-time freshmen has averaged 35.0%. During this same period, the graduation rate for full-time, first-time freshmen with athletic aid has ranged from 35.6% to 59.0% with an average of 47.2%

All full-time, first-time freshmen student-athletes receiving athletic aid for each of the last three graduating classes (6 year graduation rate) exceeded the graduation rate of the comparable non-athlete cohorts (average of 48.5% vs. 32.7%). When data were compared for all male and all female student-athletes with non-athlete male and female students during this same period, student athletes exceeded their equivalent non-athlete cohorts. When these peer groups were evaluated by race and gender, in only one instance did the student athlete cohort not exceed its non-athlete cohort. The percentage of Black male athletes graduating in the six-year graduation period of 1996-2002 was 16.7% as compared to 24.8% for Black male non-athletes.

The average graduation rate by sport ranges from 6.7-83.3%. With the exception of men's basketball, all sports exceed the average ASU graduation rate of 35% for all first time freshman students at ASU. The average highest graduation rate of 83.3 is achieved by men's other and mixed sports, women's track and women's other sports. The lowest average graduation rate of 6.7% is reflected for men's basketball as there were no graduates for this sport in the 2002-2003 and 2003-2004 academic years.

Academic Integrity

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

ASU student-athletes must meet the same academic standards and policies as any non-athlete student. Selected academic policies follow with other academic policies available in the current ASU Undergraduate Bulletin.

Minimum Full-Time Enrollment: 12 hours (may include non-credit developmental courses during the first year of enrollment).

Maximum Academic Load: 18 semester credit hours during a regular fall or spring term for students with less than a 3.50 cumulative GPA; 14 total hours during the summer; 21 semester credit hours during a regular fall or spring term for students with a 3.5 or above cumulative GPA; 19 semester credit hours if the last semester of enrollment prior to graduation.

Good Academic Standing: Cumulative GPA of 2.00 on 4.00 scale

Academic Probation and Suspension: Students will receive academic probation at the close of any enrollment period (fall or spring semester) when their current semester or ASU cumulative grade point average (GPA) is below 2.00. Academic probation status will be removed at the end of any enrollment period when both the current semester and ASU cumulative GPA are 2.00 or above. Students receiving academic probation are strongly encouraged to counsel with an academic adviser. Students on academic probation will be suspended for poor scholarship when their current semester and fall or spring ASU cumulative GPA are both below the required 2.00. Students suspended for poor scholarship may apply for readmission under the SCHEDULE OF READMISSION FOLLOWING ACADEMIC SUSPENSION. Exception: Academic eligibility for summer enrollment will not be affected by the
academic status at the close of the spring semester; however, academic performance during the summer may be considered when determining readmission for the fall semester.

Redadmission Following Academic Suspension

First Suspension: Students may seek immediate yet conditional enrollment by making application to the Restart@astate Program through the Office of Advisement Services. Successful completion of program requirements will lead to normal admission the subsequent
semester.
Second Suspension: With approval of the Advisement Services, students will be granted conditional or automatic readmission after one regular semester on suspension.
Third and Subsequent Suspensions: With approval of the Advisement Services, students will be granted conditional or automatic readmission after two regular semesters on suspension.

Students may contact Advisement Services to review the terms for admission through participation in the Restart@astate Program.

Arkansas State University will not accept for transfer any credit earned at other institutions during a period the student is on mandatory suspension at ASU.

Repeating of Courses: Of the first 59 credit hours completed in college, students may repeat up to 18 semester hours in which grades of D or F were earned and have only the last grade counted in computing the grade point average for undergraduate degree requirements. The final semester from which a course can be repeated with grade replacement is the one in which the 59th earned credit hour was completed. Courses may be repeated anytime before the first baccalaureate degree is awarded. The student can select the courses eligible to be repeated as long as these courses meet the requirements below.

1. The student must have earned a grade of D or F in the course.
Note: A grade of F cannot replace a grade of D. If the grade in the first attempt is a D and the grade in the second attempt is an F, both grades will be counted.
2. Students may repeat up to 18 semester hours.
3. All other repeated courses will have both grades counted. Degree hours will be applied only once toward graduation requirements.
4. Students may not repeat for credit any course in which they have earned a grade of C or better.

The student should be aware that the grade of D or F from any previous attempts will remain on the transcript. The previous attempts will be noted with the following "REPEATED (EXCLUDED FROM GPA)." A formal request for recomputation of grade point averages must be completed and filed with the registrar in order to have only the last grade counted for courses that have been repeated. Developmental courses are not included in the "Repeating of Courses" policy. The department chair, the appropriate college dean, and the registrar will determine the application of the repeat course policy in those instances where course numbers and/or titles have been changed at Arkansas State University and for courses completed at other institutions of higher education.

Adding of Courses/Changes in Schedule: Changes in class schedules may be made by the web without charge during the scheduled registration periods. Students will not be permitted to add new courses after the first week of classes of a semester or the first class day of a five-week summer term. Under extenuating circumstances, students may be permitted to add classes after the first week of classes with permission of the instructor, department chair, college dean and associate vice chancellor for academic affairs. If student-athletes need to add or change classes, they must receive the initial approval of the Athletic Academic Advisor.

Course Drop Policy: The final date for dropping individual courses is the last day of the tenth week of classes in a semester, the thirty-eighth class day in a ten-week term (class that spans two five week terms), the twenty-sixth class day in an eight-week term, the seventeenth class day in a five-week term, the tenth class day in a three-week term. (Deadlines are published on the Registrar's web page (www.astate.edu) for each semester.) If student-athletes need to drop classes during the semester, they must receive the initial approval of their Athletic Academic Advisor. Course drops after Sunday of the first full week of classes in a regular semester or Friday of the first week of classes in a five-week summer term may be processed via Web for Students until the last day to drop a class for a given term. Failure to follow the proper procedures for dropping courses may result in serious consequences, including (but not limited to) suspension from the team and athletic ineligibility. The student athlete may also be ineligible for receiving financial aid.

ASU Class Attendance Policy: Students should attend every lecture, recitation, and laboratory session of every course in which they are enrolled. Students who miss a class session should expect to make up missed work or receive a failing grade on missed work. Make-up policy is at the discretion of the instructor. Students enrolled in freshman or sophomore level courses (numbered 1000 or 2000) may during a semester miss no more than twice the number of lectures, recitations, laboratory sessions, or other regularly scheduled class activities that would normally be scheduled during a week. Students who miss more than the maximum number of freshman or sophomore level classes may be assigned a grade of F for the course. Students who may be assigned a grade of F in a course because of excessive absences may drop the course without penalty before the deadline for dropping an individual course. In determining whether excessive absences should result in a failing grade, consideration shall be given to the maturity and class standing of the student, the quality of academic work being accomplished by the student, and extenuating circumstances related to such absence.

Students enrolled in junior and senior level courses (numbered 3000 or 4000) will not be assigned a grade of F solely for failing to attend classes. However, instructors shall set forth at the beginning of the semester their expectations with regard to make-up policy for work missed, class participation, and other factors that may influence course grades.

Excused Absence for University-Sponsored Events: It is the policy of Arkansas State University to allow students to participate in university-sponsored events, even when those events cause them to be absent from class. Students participating in university-sponsored events will be excused and given reasonable opportunities to make up missed assignments and exams.

Summer School
Whether student-athletes attend summer school is at the discretion of the head coach in each sport. All summer school courses, whether taken at Arkansas State or at another institution must be approved by the Athletic Academic Advisor. Any ASU student may complete 14 hours of coursework during any combination of enrollments during summer.

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

- A copy of the institution's most recent catalog.
- A copy of the institution's standard or regular, published entrance requirements, including the provisions under which students may be admitted by special exception to the institution's standard or normal entrance requirements.

- Information regularly reported to the chief executive officer, faculty senate or director of athletics concerning the academic performances of sports teams (if any).
- All student-athlete eligibility files (including, when appropriate, final high-school transcripts, high schools' lists of approved core courses, final certification reports, verification of standardized test scores, NCAA student-athlete statements, institutional transcripts, and transfer documentation).
- Information from exit interviews of student-athletes.
- Policies and procedures for the department of intercollegiate athletics (if available).
- University catalog/bulletin.
- Athletics department manual.
- Student-athlete handbook.
- Institutional handbook for students.

Evaluation

1. Does the institution demonstrate that it admits only student-athletes who have reasonable expectations of obtaining academic degrees? If the academic profile of entering student-athletes, as a whole or for any student-athlete subgroup, is significantly lower than that of other student-athlete or comparable student-body groups, is the contrast analyzed and explained by appropriate institutional authorities? **Currently Yes**

2. Does the institution demonstrate that it admits only student-athletes who have reasonable expectations of obtaining academic degrees? If the graduation rate of student-athletes, as a whole or for any student-athlete subgroup, is significantly lower than that of other student-athlete or comparable student-body groups, is this disparity analyzed, explained and addressed (through specific plans for improvement) by appropriate institutional authorities? **Currently Yes**

3. Does the institution demonstrate that academic standards and policies applicable to student-athletes are consistent with those adopted by the institution for the student body in general or the NCAA's standards, whichever are higher? **Currently Yes**

4. Does the institution demonstrate that the responsibility for admission, certification of academic standing and evaluation of academic performance of student-athletes is vested in the same agencies that have authority in these matters for students generally? **Currently Yes**

Academic Integrity

Elements		Steps		
Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Graduation rate of male basketball student athletes is unsatisfactory and is below that of non-student athletles.	Improve graduation rate of male basketball student athletes.	Practice more intrusive academic advising.	Athletic Academic Advisiors, Associate Director of Athletics for Student Services, and discipline specific academic advisors.	Initiate in spring 2005 and continue indefinitely with regular assessment.
		Provide career counseling and career aptitude testing/evaluation.	Associate Director of Athletics for Student Services, Athletic Academic Advisors, coaches, athletic department staff, and other units as determined	Spring 2005 and continue indefinitely with regular assessment

Operating Principle

2.2 Academic Support

Self-Study Items

1. List all "corrective actions," "conditions for certification" or "strategies for improvement" imposed by the NCAA Division I Committee on Athletics Certification in its first-cycle certification decision (if any) as they relate to Operating Principle 2.2 (Academic Support). In each case, provide: (a) the original "corrective action," "condition" or "strategy" imposed; (b) the action(s) taken by the institution; (c) the date(s) of the action(s); and (d) an explanation for any partial or noncompletion of such required actions. Please note, the institution is not required to respond to recommendations for required actions developed by the peer-review team unless those same recommendations were adopted by the Committee on Athletics Certification.

   Arkansas State University had no "corrective actions", "conditions of certification" or "strategies for improvement" imposed by the NCAA Committee on Athletics Certification in its first-cycle certification decision as it related to Operating Principle 2.2 (Academic Support).

2. List all actions the institution has completed or progress it has made regarding all plans for improvement/recommendations developed by the institution during its first-cycle certification process as they relate to Operating Principle 2.2 (Academic Support). Specifically include: (a) the original plan; (b) the actions(s) taken by the institution; (c) the date(s) of the action(s); (d) actions not taken or not completed; and (e) explanations for partial completion. Please note, the institution will not be required to fulfill an element of a first-cycle plan if the element does not affect conformity with an operating principle.

   Arkansas State University had no plans for improvement/recommendations reported in its first-cycle self-study report as it related to Operating Principle 2.2 (Academic Support). The NCAA Committee on Athletics Certification required no additional plans for improvement, and this fact was acknowledged in correspondence at the time of the first-cycle certification.

3. Describe any additional plans for improvement/recommendations in the area of Operating Principle 2.2 (Academic Support) developed by the institution since the first-cycle certification decision was rendered by the Committee on Athletics Certification.

   The 1996-1997 Arkansas State University NCAA Self-Study Committee recommended the following plans for improvement for operations within the ASU Athletics Department. (Information was obtained from pages 25 through 27 in the section of the report regarding the evaluation and plan(s) for improvement as it related to the Operating Principle: Academic Integrity in the 1996-1997 Arkansas State University NCAA Self-Study Report.)

   * The committee recommended that the budget for providing tutorial assistance for student-athletes be increased to a level commensurate with the pay tutors generally receive on campus. It was hoped that this would attract more qualified tutors to the center and increase the quality of instruction provided by the tutors. University College and the athletics department was to support this effort financially. This was accomplished during the 1997-1998 fiscal year.

   * The NCAA Life Skills Program recommended that the advising load for academic advisors located within the Academic Support Center should be no more than one advisor to 100 student-athletes. If the compliance/academic coordinator position becomes a full-time compliance coordinator, the ratio of advisors to student-athletes would be approximately 1 to 144. Due to increase to the advising workload it was recommended that an additional staff be hired. The additional staffing was obtained and funded by the University College and the athletics department. This was accomplished during the 1998-1999 academic year.

* It was recommended by the committee that the position of compliance and academic coordinator be separated into two positions. The compliance coordinator would be responsible for meeting compliance with NCAA rules and regulations. The academic coordinator would focus on providing academic support services for the student-athletes. This change was implemented by the University College and the athletics department and was implemented in 1997-1998.

4. List all actions the institution has completed or progress it has made regarding required actions identified by the NCAA Committee on Athletics Certification during the institution's interim-report process (if applicable) as they relate to Operating Principle 2.2 (Academic Support). Specifically, include for each: (a) the required action, (b) the action(s) taken by the institution, (c) the date(s) of these action(s), (d) action(s) not taken or completed, and (e) explanation(s) for partial completion of such required actions.

Arkansas State University was not required to do an interim report between certification cycles; therefore, the NCAA Committee on Athletics Certification required no additional actions regarding Operating Principle 2.2 (Academic Support).

5. Identify how the institution is organized to provide academic support and advising services to student-athletes (i.e., reporting lines and identification of who does what).

Vice Chancellor for Research and Academic Affairs
Dr. Susan Allen

Dean of University College
Dr. Herman Strickland

Associate Athletic Director
Academic Support Center for Student Athletes
Ms. Melanie Richardson

Athletic Academic Advisors
Ms. Liz Flanagan
Mr. Ron Norman

Ms. Melanie Richardson serves as Associate Athletic Director for Academic Support in which she reports to the Dean of the University College and is supported at 60% from academic funding. She also serves as the Senior Women Administrator and reports to the Athletic Director whose unit provides the remaining 40% of her support.

The Athletic Academic Advisors report to Ms.Richardson who transacts any required actions with the Dean of University College who is a direct report to the Vice Chancellor for Research and Academic Affairs, Dr. Susan Allen. Most academic related matters associated with student athletes and the Academic Support Center are referred to the Associate Vice Chancellor for Academic Affairs, Dr. Lynita Cooksey. As Dr. Cooksey is involved with many of the student success and retention activities for all ASU students, she has frequent interaction with both Dr. Strickland and Ms. Richardson.

Academic Support Center

The ASU Athletics Department in conjunction with University College, a division of Research and Academic Affairs, has developed the Academic Support Center for Student-Athletes and put in place numerous measures to support student-athletes' academic endeavors. The primary objective of the center is to assist student-athletes in successfully obtaining a degree while participating in their respective sport. The center staff strives to provide the guidance and resources to retain and assist the student-athlete in his/her pursuit of educational and athletic success. The Academic Support Center has two locations on campus,the Old Football complex, which houses a state-of-the-art computer lab and the Eugene Smith Center for Excellence in Education. Academic support staff is available at both sites as well as study space, tutorial rooms, and access to computers.

Athletic Academic Support Program Areas

All athletic academic support services are made available to all student athletes. Services are first introduced to new student athletes during their athletic orientation sessions. Student athletes are regularly apprised of these services by the athletic academic advisors, coaches and associated staff.

As the athletic academic support programs report to the Dean of University College who is a direct report to the Chief Academic Officer, activities and services are subject to regular evaluation as are other academic units.

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

a. The specific academic support services offered to student-athletes (if any);
b. Any policies that govern which students can use these services;
c. The mechanisms by which student-athletes are made aware of these services;
d. The mechanism for review of these services by academic authorities outside athletics at least once every three years; and
e. The mechanism for periodic review and approval of these services by academic authorities outside athletics of these services.

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

1. Academic advising. Course selection, class scheduling, degree program assistance, priority registration.

a. The specific academic support services offered to student-athletes, if any.

Each student-athlete works directly with an Athletic Academic Advisor who, in conjunction with the Freshman or Major Advisor, assists student-athletes in developing and implementing an academic plan that allows students to graduate in a timely fashion and maintain satisfactory academic progress in accordance with NCAA and Sun Belt policies while at Arkansas State. Please note that the advice from the Athletic Academic Advisor is supplemental to the guidance of the student-athlete's freshman or Major Advisor. All student-athletes must meet with the Athletic Academic Advisor a minimum of once per semester to complete registration. In addition to providing advisement services, the Athletic Academic Advisors assist in study hall, providing tutors, obtaining progress reports and securing class absence permission.

Priority Registration

Recognizing that the commitments of student-athletes are time consuming, the Office of the Registrar provides for priority registration for student-athletes. This policy allows student-athletes to register for classes during a particular block of time prior to the general student registration period. The procedure is as follows:
The week preceding the dates for priority registration, student-athletes must meet with their respective Athletic Academic Advisor. Student-athletes prepare for this meeting by: reviewing the class schedule provided on Web for Students; selecting courses that meet General Education, major, or free electives requirements; and, if a major has been declared, the student-athlete must meet with his or her major advisor before meeting with the respective Athletic Academic Advisor.

Additionally, all holds (i.e. finance, missing documents, fees, etc.) must be cleared prior to registering for classes. Failure to follow these procedures or missing the deadline for this specified registration period may result in student-athletes not receiving classes that are most beneficial to their schedule and may cause a delay in meeting graduation requirements.

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

All student-athletes are provided with the services of the athletic academic advisors. All ASU students are assigned an academic advisor specific for their major and must meet each semester with this discipline specific academic advisor prior to registration.

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

Student-athletes are made aware of the various advising services through by assigned athletic academic advisors, coaches, and other athletic staff. This information is relayed to student-athletes during each sport's annual meeting at the beginning of each academic year. Additionally, the information will be included in the forthcoming student-athlete handbook.

d. The mechanism for review of these services by academic authorities outside athletics at least once every three years; and

All academic support services are continuously monitored by academic authorities in University College, the Office of Research and Academic Affairs and other academic units as appropriate. The Associate Athletic Director for Academic Support, whose appointment is primarily supported through academics, ensures there is a constant exchange of information between academic authorities.

e. The mechanism for approval of these services by academic authorities outside athletics.

The approval process is initiated through the Dean of University College with final review and approval provided by the Office of Research and Academic Affairs.

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

a. The specific academic support services offered to student-athletes, if any.

The goal of the ASU Athletic Tutorial Program is to provide comprehensive and effective tutorial services for Arkansas State student-athletes. Qualified tutors are selected by the Athletic Academic Advisors to assist student-athletes in understanding certain academic subject matter, developing good study habits and organizational skills. These tutorial services include individual and small group reviews and content-based tutorial. The tutors in the program are committed to providing services that are academically ethical and in compliance with all Arkansas State, Sun Belt and NCAA guidelines for academic integrity and ethical behaviors. Additional tutoring/assistance programs associated with academic departments (English, Mathematics, Biology, Communications) are available for both athletes and non-athletes free of charge.

Student tutors are hired by the staff of the Academic Support Center for Student Athletes. Advertisement for tutors is via consultation with academic departments as well as campus publicity. Potential tutors must make application in person at the Academic Support Center and have completed all courses in which they will be tutoring with a "B" or better. The course grades are verified through the Registrar's Office. The tutor is required to sign a confidentiality statement, receive training in NCAA rules and other appropriate information. Tutoring is available five days a week in the Smith Center (Room 109) and the Library. Tutoring is conducted one on one and in small groups as most appropriate.

Pay scale:
$6.50 for freshman/sophomore level
$7.00 for junior level
$7.50 for senior level.
Occasionally, more is paid depending on the class and/or the tutor.

The athletics department requests feedback from the tutor, as well as the student regarding the progress of the tutorial sessions.

Tutors are available for all student-athletes. Arrangements for tutors are made through the Athletic Academic Advisors. It is strongly urged that student-athletes seek tutorial assistance if the coursework is proving to be difficult or if there is anticipation that the coursework will be difficult.

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

Although there are no written policies concerning the use of tutoring services, tutoring is available to all student-athletes.

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

Tutoring information is provided by the athletic academic advisors, coaches and other members of the athletic staff. Discipline specific advisors also provide information on additional tutoring services that are available to all ASU students.

d. The mechanism for review of these services by academic authorities outside athletics at least once every three years; and

All academic support services are continuously monitored by academic authorities in University College, the Office of Research and Academic Affairs and other academic units as appropriate. The Associate Athletic Director for Academic Support, whose appointment is primarily supported through academics, ensures that there is a constant exchange of information between academic authorities.

e. The mechanism for approval of these services by academic authorities outside athletics.

The approval process is initiated through the Dean of University College with final review and approval provided by the Office of Research and Academic Affairs.

3. Success skills. Study skills, note and test taking, writing and grammar skills, time management skills.

a. The specific academic support services offered to student-athletes, if any.

University College provides credited classes that assist students with developing study skills, note and test taking, time-management, and familiarity with university policies and requirements. Strategies for College Success and Making Connections (First Year Experience - FYE) are two-hour classes taught through the Department of First Year Studies to assist both student athletes and non-athletes in their transition to the university experience. Special sections of the FYE course are often taught for student athletes to assist them with both academic success skills and knowledge of Sunbelt and NCAA policies.

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

Although there are no written policies concerning the use of success skill services, services and activities providing student support skills are available to all student athletes.

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

Student athletes are made aware of those services which assist in developing succes skills through their instructors, academic advisors, academic and student affairs staff, and athletic staff.

d. The mechanism for review of these services by academic authorities outside athletics at least once every three years; and

All academic support services are continuously monitored by academic authorities in University College, the Office of Research and Academic Affairs and other academic units as appropriate. The Associate Athletic Director for Academic Support Services, whose appointment is primarily supported through academics, ensures that there is a constant exchange and review of information with academic authorities.

e. The mechanism for approval of these services by academic authorities outside athletics.

The approval process for student success services is initiated through the Dean of University College with final review and approval provided by the Office of Research and Academic Affairs.

4. Freshman/transfer orientation. Availability, attendance requirements.

a. The specific academic support services offered to student-athletes, if any.

New student orientation is required for all incoming ASU first year students. Several orientations are offered throughout the summer months preceding the fall semester. Information concerning the orientation is provided by the Division of Student Affairs. The orientations consist of 1 or 2 days of on-campus attendance in which student life and academic programming is presented. Students meet with an appropriate academic advisor and register for classes during the orientation period. Transfer students may attend new student orientations or may make an appointment with an academic advisor in their major department for advisement and registration.

The Department of Athletics also offers orientations for new and transfer student athletes. Academic Affairs and Student Affairs personnel, in addition to athletic staff, provide programming for these orientations.

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

All first year (freshman) students are required to attend a new student orientation prior to their first semester of attendance at ASU. Those who enroll after all orientations have been conducted must enroll in a first-year experience seminar or strategies for success class as appropriate. At this time, transfer students may elect to attend new student orientation but are not required to do so.

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

Student athletes are made aware of new student orientation requirements through their coaches, athletic academic advisors, and admissions staff.

d. The mechanism for review of these services by academic authorities outside athletics at least once every three years; and

Not applicable.

e. The mechanism for approval of these services by academic authorities outside athletics.

Not applicable.

5. Academic progress monitoring and reporting. Individual's responsibility, frequency, procedures for periodic grade and attendance checks.

a. The specific academic support services offered to student-athletes, if any.

In order to determine a student-athlete's level of success in class, progress reports are sent to instructors once a month. Instructors are requested to indicate class attendance of student-athletes, whether assignments have been submitted in a timely fashion (or not submitted) and the course grade. Progress reports are then submitted to each student-athlete's Head Coach and are used to advise each student-athlete of his or her academic progress.

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

All student athletes must agree to periodic grade and attendance checks conducted by the staff of the Academic Support Center for Student Athletes and coaches and/or other athletic staff as appropriate.

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

Information is provided by the athletic academic advisors, coaches and other members of the athletic staff.

d. The mechanism for review of these services by academic authorities outside athletics at least once every three years; and

All academic support services are continuously monitored by academic authorities in University College, the Office of Research and Academic Affairs and other academic units as appropriate. The Associate Athletic Director for Academic Support Services, whose appointment is primarily supported through academics, ensures that there is a constant exchange of information between academic authorities.

e. The mechanism for approval of these services by academic authorities outside athletics.

The approval process is initiated through the Dean of University College with final review and approval provided by the Office of Research and Academic Affairs.

6. Study hall. Availability, facilities, policy for mandatory attendance.

a. The specific academic support services offered to student-athletes, if any.

Whether a student-athlete is required to attend study hall is at the discretion of the Head Coach for each sports program. All arrangements for study hall are made through Athletic Academic Advisors. If student-athletes are required to attend study hall, the student-athletes must attend study hall during the days and hours that have been established by the Athletic Academic Advisors. If a student-athlete is unable to attend study hall for any reason, the student-athlete must arrange with the Athletic Academic Advisor to make up the time. Failure to appear at study hall without making arrangements with the Athletic Academic Advisor will be reported to the student-athlete's Head Coach. Discipline for missing required study hall is at the discretion of each Head Coach.

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

No written policies govern which students can use study hall services. All student athletes are eligible.

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

Student athletes are made aware of study hall requirements through their head coach and/or athletic academic advisor.

d. The mechanism for review of these services by academic authorities outside athletics at least once every three years; and

All academic support services are continuously monitored by academic authorities in University College, the Office of Research and Academic Affairs and other academic units as appropriate. The Associate Athletic Director for Academic Support Services, whose appointment is primarily supported through academics, ensures that there is a constant exchange of information between academic authorities.

e. The mechanism for approval of these services by academic authorities outside athletics.

The approval process is initiated through the Dean of University College with final review and approval provided by the Office of Research and Academic Affairs.

7. Assistance for special academic needs. Provisions for diagnosis and treatment of learning disabilities.

a. The specific academic support services offered to student-athletes, if any.

Disability Services offers a variety of beneficial support services to students with disabilities. Assistance and accommodations are provided on an individual basis and are determined by a student's disability

documentation. Appropriate accommodations should be requested by the student, after verification of his or her disability is received. All student-athletes who qualify for accommodations are strongly urged to utilize the services provided.

Support services provided by the Office of Disability Services include: Orientation and Registration, Intake and Assessment, Note taking, Test Administration with Accommodations, Reader Services, Computer and Technology Demonstrations for all Students, Physical Adaptations inside and outside of the classroom, Guidance and Counseling, Adaptive Physical Education Course, Priority Registration, and Interpreter Services. For additional information regarding receipt of these services, please contact the Athletic Academic Advisors.

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

Any ASU student who has a documentable disability may use the services of the Office of Disability Services. Students who may need assessment/evaluation for learning disabilities may receive assistance from the Counseling Center.

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

Information concerning assistance for special academic needs is available to student athletes from athletic academic advisors, discipline academic advisors, counseling center staff, and other athletic, academic and student services staff.

d. The mechanism for review of these services by academic authorities outside athletics at least once every three years; and

All academic support services are continuously monitored by academic authorities in University College, the Office of Research and Academic Affairs and other academic units as appropriate. The Associate Athletic Director for Academic Support Services, whose appointment is primarily supported through academics, ensures that there is a constant exchange of information between academic authorities.

e. The mechanism for approval of these services by academic authorities outside athletics.

The approval process is initiated through the Dean of University College with final review and approval provided by the Office of Research and Academic Affairs.

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

a. The specific academic support services offered to student-athletes, if any.

Because of the fundamental nature of communication and mathematics, ASU requires that all students be assessed in written communication and mathematics skills as part of the general education requirement. The Collegiate Assessment of Academic Proficiency (CAAP) exam is used for this assessment. Administration of the CAAP exam is required by state law for general education assessment as well. All students undergo assessment upon completion of required courses in these areas. Students who receive satisfactory scores on both assessments will be free to choose any additional course from among those listed as enhancement courses. A student who does not receive a satisfactory score on a general education assessment of communication will be required to choose from among those courses specially designated as Communication Enhancements. Likewise, a student who does not receive a satisfactory score on a general education assessment of mathematics will be required to choose from among those courses specially designated as Mathematics Enhancements. NOTE: Students receiving unsatisfactory scores in both areas will be required to complete a total of six hours of enhancements, rather than the standard three hours. The intent of this policy is to provide opportunities for additional development in these fundamental areas if a student's scores indicate that he or she has not yet mastered them.

Entrance exam scores such as the ACT, SAT, ASSET and COMPASS are used for determining placement at the freshman level.

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

Required of all ASU students.

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

Student athletes are made aware of these requirements through admissions staff, academic and athletic advisors.

d. The mechanism for review of these services by academic authorities outside athletics at least once every three years; and

Not applicable as this is a university requirement that is reviewed and assessed by other means.

e. The mechanism for approval of these services by academic authorities outside athletics.

Not applicable as this is a university requirement that is approved by other means.

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

a. The specific academic support services offered to student-athletes, if any.

No mentoring program is currently available.

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

Not applicable.

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

Not applicable.

d. The mechanism for review of these services by academic authorities outside athletics at least once every three years; and

Not applicable.

e. The mechanism for approval of these services by academic authorities outside athletics.

Not applicable.

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

a. The specific academic support services offered to student-athletes, if any.

First Year Studies, a unit of University College, is a comprehensive program of preparatory studies to improve language functions (vocabulary, spelling, reading, and writing) and study skills. The services of the program are available to all students in the university, but freshman students who have an ACT test score that falls below legislated minimum standards in English and Reading are required to enroll in specific courses. Students on academic warning, students being provisionally admitted (transfer students who do not meet admission requirements), or students being readmitted (students dismissed for academic reasons) to the university may also be required to enroll in this program.

The Right Start Program (RSP) is one component of First Year Studies developed to serve students whose ACT composite falls below 19. The RSP serves students who are at risk of failure. Based on ACT subscores, students are required to register for appropriate developmental courses. In addition, these students are required to take Strategies for College Success course during their first semester and are advised by Freshman Studies faculty.

In addition to the academic progress monitoring and reporting provided by Athletic Academic Support Services, the Advising Center sponsors an Early Alert Program or EAP where by faculty may refer students with absenteeism, study skill problems or other needs to academic advisors at the center. The advisors will make an effort to contact these students and assist them through referral to tutoring, counseling or other service areas to assist them in getting back on track for academic success. A newly implemented program provided by Advising Services is the First Steps Mentoring Program which requires all first year students to visit with a mentor (faculty, staff and administrators) approximately 4-5 weeks into the semester. The mentor explores such areas as academic success or distress, personal adjustment, and other topics with the student. Referrals are made if tutoring, financial aid or other services are needed. The student is encouraged to stay in touch with their mentor.

The Restart@state Program for students who have been placed on academic suspension permits conditional enrollment during the suspension period. Students must sign an agreement with ASU through Advisement Services that spells out the terms for continued enrollment. A series of intrusive measures to help master key study skill practices as well as identify personal life management strategies are explored throughout the semester.
1. Students must participate in a one-credit study skills/life management class - Restart@state Seminar.
2. Students may enroll in no more than 13 additional hours. (14 total with the Restart Seminar listed above.) However, students may enroll in fewer than 14 hours.
3. Students must maintain a minimum of a 2.0 semester GPA.
4. Students must adhere to the freshman/sophomore level attendance policy in all classes regardless of class leniency.
5. Students must meet with their academic advisor at least twice during the semester.

Student Counseling and Psychological Services Center
The Student Counseling and Psychological Services Center is committed to helping students benefit as much as possible from their experience at Arkansas State. This support may include helping students to perform better academically, to cope with emotions, or to be more effective in relationships with others. The University environment can be exciting and challenging. It also can be highly stressful since students may face academic pressures as well as pressures from family, friends, and loved ones at the same time. While the counselors work with students who may be experiencing a crisis, the goal of the center is to help students deal with their concerns before they develop into problems that are more serious. Psychologists and counselors, counseling interns, and counseling practicum students perform Counseling Center services. All clinical staff are licensed and services are always performed by those whose skills and training are appropriate to the task.

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

These services are available to all ASU students who meet the appropriate criteria.

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

Student athletes are made aware of these services through their athletic and academic advisors, instructors and other university staff.

d. The mechanism for review of these services by academic authorities outside athletics at least once every three years; and

Not applicable as these are university programs.

e. The mechanism for approval of these services by academic authorities outside athletics.

Not applicable as these are university programs.

11. Post-eligibility programs. Availability of scholarships, assistantships and academic support.

a. The specific academic support services offered to student-athletes, if any.

Student-athletes who have exhausted their eligibility may be eligible to receive an athletic scholarship to complete their bachelor's degree. Aid will be administered on a semester-to-semester basis.
Student-athletes who have exhausted their eligibility may only apply for the scholarship if ALL of the following criteria are met.

1. The student-athlete earned at least a 2.00 grade point average;
2. The student-athlete needs no more than 30 hours to earn a degree;
3. The student-athlete must have completed at least eight semesters;
4. The student-athlete must have no remaining eligibility in their primary sport;
5. The student-athlete must not have received five years of aid;

In the application, student-athletes will be required to identify the coursework they will complete in order to receive their bachelor's degree. The coursework and the sequence of the coursework must be certified by the student-athlete's major advisor. The student-athlete is not permitted to deviate from the stated plan or withdraw from courses that will jeopardize the receipt of a degree. Failure to follow the stated sequence of course work may result in removal of the awarded aid.

Additionally, student-athletes will also be responsible for assisting the Athletics Department, the Academic Support Center or the Office of Compliance for no less than ten (10) hours per week. Duties may include, but are not limited to: tutoring, office assistance, study hall monitoring, game day promotional activities. Failure to work these hours may result in grade holds being placed on the student-athlete's account and reimbursement of the aid to the department of athletics.

Other Degree Completion Scholarships are available through endowments in honor/memory of a member of the Arkansas State University family.

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

Written scholarship policy applies to student-athletes who have exhausted their eligibility and meet ALL of the following criteria.

1. The student-athlete earned at least a 2.00 grade point average;
2. The student-athlete needs no more than 30 hours to earn a degree;
3. The student-athlete must have completed at least eight semesters;
4. The student-athlete must have no remaining eligibility in their primary sport;
5. The student-athlete must not have received five years of aid;

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

Student athletes are made aware of the post-eligibility scholarship through their coaches, athletic academic advisors, other members of the athletic staff and the Office of Financial Aid and Scholarship.

d. The mechanism for review of these services by academic authorities outside athletics at least once every three years; and

Scholarship requirements are reviewed regularly by the University Financial Aid and Scholarship shared-governance committee.

e. The mechanism for approval of these services by academic authorities outside athletics.

University Financial Aid and Scholarship Committee; University Administrators

Evaluation

1. Does the institution demonstrate that adequate academic support services are available for student-athletes? **Currently Yes**

2. Does the institution demonstrate that student-athletes are encouraged and assisted in reaching attainable academic goals of their own choosing? **Currently Yes**

3. Does the institution demonstrate that, when it is determined that student-athletes have special academic needs, these needs are addressed? **Currently Yes**

4. Does the institution demonstrate that the support services are approved and reviewed periodically by academic authorities outside the department of intercollegiate athletics? **Currently Yes**

Operating Principle

2.3 Scheduling

Self-Study Items

1. List all "corrective actions," "conditions for certification" or "strategies for improvement" imposed by the NCAA Division I Committee on Athletics Certification in its first-cycle certification decision (if any) as they relate to Operating Principle 2.3 (Scheduling). In each case, provide: (a) the original "corrective action," "condition" or "strategy" imposed; (b) the action(s) taken by the institution; (c) the date(s) of the action(s); and (d) an explanation for any partial or noncompletion of such required actions. Please note, the institution is not required to respond to recommendations for required actions developed by the peer-review team unless those same recommendations were adopted by the Committee on Athletics Certification.

Arkansas State University had no corrective actions, conditions of certification or strategies for improvement imposed by the NCAA Committee on Athletics Certification in its first-cycle certification decision as it related to Operating Principle 2.3 (Scheduling).

2. List all actions the institution has completed or progress it has made regarding all plans for improvement/recommendations developed by the institution during its first-cycle certification process as they relate to Operating Principle 2.3 (Scheduling). Specifically include: (a) the original plan; (b) the actions(s) taken by the institution; (c) the date(s) of the action(s); (d) actions not taken or not completed; and (e) explanations for partial completion. Please note, the institution will not be required to fulfill an element of a first-cycle plan if the element does not affect conformity with an operating principle.

Arkansas State University had no plans for improvement/recommendations reported in its first-cycle self-study report as it related to Operating Principle 2.3 (Scheduling). The NCAA Committee on Athletics Certification required no additional plans for improvement, and this fact was acknowledged in correspondence at the time of the first-cycle certification.

3. Describe any additional plans for improvement/recommendations in the area of Operating Principle 2.3 (Scheduling) developed by the institution since the first-cycle certification decision was rendered by the Committee on Athletics Certification.

The NCAA Committee on Athletics Certification recognized that the 1996-1997 NCAA Peer-Review team made a good faith effort in offering various recommendations to improve Arkansas State's athletics program. However, Arkansas State University was obligated to take specific actions, only for those items noted in the Certification Status and Strategies for Improvement sections of the certification report, which included improvement plans developed by the institution. The NCAA Committee on Athletics Certification elected not to include other recommendations that appeared in the peer-review team's report.

4. List all actions the institution has completed or progress it has made regarding required actions identified by the NCAA Committee on Athletics Certification during the institution's interim-report process (if applicable) as they relate to Operating Principle 2.3 (Scheduling). Specifically, include for each: (a) the required action, (b) the action(s) taken by the institution, (c) the date(s) of these action(s), (d) action(s) not taken or completed, and (e) explanation(s) for partial completion of such required actions.

Arkansas State University was not required to do an interim report between certification cycles; therefore, the NCAA Committee on Athletics Certification required no further actions for Operating Principle 2.3 (Scheduling).

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

No formal written practices are currently in place. The Athletic Director and coaching staff consult the academic calendar and avoid the scheduling of competitions during final exam periods. It has been the policy of the university to prohibit participation in athletic competitions during the final exam period. Should a tournament or other unscheduled competition arise during this time, the Athletic Director may request an exception from the Associate Vice Chancellor for Academic Affairs. Academic advisors (athletic and discipline specific) make every effort to schedule student classes prior to practices. When this is not possible, the coaching staff makes accommodations for the student athlete so that he/she can attend required classes.

Student athletes provide each of their instructors with a list of scheduled competitions at the beginning of each academic semester which may conflict with their scheduled class period. University policy provides for any student who is absent from class while representing the university on official business to make up missed work.

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

The Academic Progress Monitoring and Reporting practice allows instructors to verify class attendance of student-athletes. These reports are submitted to each student-athlete's head coach. The Athletic Academic Advisors work closely with each head coach to provide official written verification for student-athletes who miss class time due to competition. Instructor's have sole discretion in deciding how, and when, work is to be completed for missed classes. Further, it is the responsibility of the student-athlete to consult with the instructor prior to making an athletic trip to make arrangements for missed assignments and be aware of all deadlines for making up missed classes and assignments. Student-athletes participating in university-sponsored events will be given reasonable opportunities to make up missed assignments and exams. This information is provided in the student-athlete handbook as well as during the new student-athlete orientation sessions.

It is the practice of Arkansas State University to allow all students to participate in university-sponsored events, even when those events cause them to be absent from class. Such events include athletics competition and travel to athletics competition but not practice. Thus, student-athletes are expected to attend classes unless traveling for athletic competition.

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

As university policy approved by the ASU Board of Trustees allows for student athletes and other students who miss class due to official university functions to be given the opportunity to make-up missed work, there is no other policy associated with excessive absences from class due to sports.

8. Describe the means by which the institution's policies and procedures regarding the scheduling of athletics competition and practices (e.g., missed class policy) are communicated to student-athletes.

Information concerning class attendance, class scheduling, participation in practice and competition are communicated to student athletes by their Athletic Academic Advisor, coaches and other members of the athletic staff. The information is provided in the ASU Student Athlete handbook and is explained during new student athlete orientations. Students are reminded of this information during team meetings and other activities.

Evaluation

1. Does the institution demonstrate that written policies are established in all sports to minimize student-athletes? conflicts with class time and/or final examination periods due to participation in intercollegiate athletics, consistent with the provisions of Constitution 3.2.4.12? **Currently No**

Academic Integrity

Elements		Steps		
Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
No written policies related to the scheduling of intercollegiate athletics competitions and practices exist	Develop written policies and guidelines for the scheduling of intercollegiate athletics competitions and practices	Review current practices concerning scheduling of competitions and practices; develop written policies and guidelines.	Athletic Director in consultation with the Office of Research and Academic Affairs	Initiate policy development spring 2005

Academic Integrity

FOR FRESHMAN STUDENTS GENERALLY AND FRESHMAN STUDENT-ATHLETES ON ATHLETICS-AID

PART I-A: Standardized test Scores, by Gender

		Gender							
		Male Students		Male Student-Athletes		Female Students		Female Student-Athletes	
	Academic Year	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students
Average Standardized Test Score	2001-2002	89	700	78	18	88	946	86	17
	2002-2003	90	743	76	20	89	810	86	19
	2003-2004	87	622	81	24	87	789	87	19

Name of person completing this chart: Dr. Kathryn Jones
Title: Director of Institutional Research

Academic Integrity

FOR FRESHMAN STUDENTS GENERALLY AND FRESHMAN STUDENT-ATHLETES ON ATHLETICS-AID

PART I-B: Standardized Test Scores, by Racial or Ethnic Group

		Racial or Ethnic Group - All Entering Freshman Students											
		Am. Ind. / AN		Asian / PI		Black		Hispanic		White		Other	
	Academic Year	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students
Average Standardized Test Score	2001-2002	86	6	84	10	72	228	89	19	91	1372	86	11
	2002-2003	78	4	88	17	69	235	85	11	93	1262	81	24
	2003-2004	83	6	84	14	70	228	86	16	91	1107	83	40

		Racial or Ethnic Group - All Entering Freshman Student-Athletes on Aid											
		Am. Ind. / AN		Asian / PI		Black		Hispanic		White		Other	
	Academic Year	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students
Average Standardized Test Score	2001-2002	95	1		0	73	10	80	2	86	18	84	4
	2002-2003		0		0	71	15		0	88	17	84	7
	2003-2004		0		0	73	15	94	2	90	23	86	3

Name of person completing this chart: Dr. Kathryn Jones
Title: Director of Institutional Research

Academic Integrity

FOR FRESHMAN STUDENT-ATHLETES ON ATHLETICS-AID

PART II: GPA and Test Scores, by Sport Group

		Sport Group															
		Football		Men's Basketball		Baseball		Men's Track/Cross Country		Men's Other Sports and Mixed Sports		Women's Basketball		Women's Track/ Cross Country		Women's Other Sports	
	Academic Year	Core GPA	# of Students	Core GPA	# of Students	Core GPA	# of Students	Core GPA	# of Students	Core GPA	# of Students	Core GPA	# of Students	Core GPA	# of Students	Core GPA	# of Students
Average Core Course GPA	2001-2002	3.1	16	3.4	1	3.5	1		0		0	3.4	2	3.3	4	3.3	7
	2002-2003	2.9	16	3.3	1		0		0		0	3.1	3	3.7	2	3.5	11
	2003-2004	3.2	15	2.6	1	3.1	2	3.2	5	4	1	2.8	3	3.3	6	3.3	5
	Academic Year	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students
Average Standardized Test Score	2001-2002	79	16	70	1	84	1		0			90	2	78	4	89	11
	2002-2003	73	16	72	1		0	79	1	96	2	70	3	93	2	89	14
	2003-2004	76	15	98	1	85	2	86	5	99	1	80	3	85	6	91	10

Name of person completing this chart: Dr. Kathryn Jones
Title: Director of Institutional Research

Academic Integrity

SPECIAL-ADMISSIONS INFORMATION

FOR FRESHMAN STUDENTS GENERALLY
AND FRESHMAN STUDENT-ATHLETES ON ATHLETICS AID, BY YEAR

				Sport Group (Freshman)							
	Year	All Freshman Students	All Freshman Student-Athletes on Athletics Aid **	Baseball	Men's Basketball	Football	Men's Track/Cross Country	Men's Other Sports and Mixed Sports	Women's Basketball	Women's Track/Cross Country	Women's Other Sports
% of Special Admits	2000-2001	3%	0%	0%	0%	0%	0%	0%	0%	0%	0%
	2001-2002	3%	0%	0%	0%	0%	0%	0%	0%	0%	0%
	2002-2003	4%	0%	0%	0%	0%	0%	0%	0%	0%	0%

Name of person completing this chart: Dr. Kathryn Jones
Title: Director of Institutional Research

Fiscal Integrity

Operating Principle

3.1 Financial Practices

Self-Study Items

1. List all "corrective actions," "conditions for certification" or "strategies for improvement" imposed by the NCAA Division I Committee on Athletics Certification in its first-cycle certification decision (if any) as they relate to Operating Principle 3.1 (Financial Practices). In each case, provide: (a) the original "corrective action," "condition," or "strategy" imposed; (b) the action(s) taken by the institution; (c) the date(s) of the action(s); and (d) an explanation for any partial or noncompletion of such required actions. Please note, the institution is not required to respond to recommendations for required actions developed by the peer-review team unless those same recommendations were adopted by the Committee on Athletics Certification.

Not applicable.

2. List all actions the institution has completed or progress it has made regarding all plans for improvement/recommendations developed by the institution during its first-cycle certification process that relate to Operating Principle 3.1 (Financial Practices). Specifically include: (a) the original plan; (b) the actions(s) taken by the institution; (c) the date(s) of the action(s); (d) actions not taken or not completed; and (e) explanations for partial completion. Please note, the institution will not be required to fulfill an element of a first-cycle plan if the element does not affect conformity with an operating principle.

Not applicable.

3. Describe any additional plans for improvement/recommendations in the area of Operating Principle 3.1 (Financial Practices) developed by the institution since the first-cycle certification decision was rendered by the Committee on Athletics Certification.

Not applicable.

4. List all actions the institution has completed or progress it has made regarding required actions identified by the NCAA Committee on Athletics Certification during the institution's interim-report process (if applicable) as they relate to Operating Principle 3.1 (Financial Practices). Specifically, include for each: (a) the required action, (b) the action(s) taken by the institution, (c) the date(s) of these action(s), (d) action(s) not taken or completed, and (e) explanation(s) for partial completion of such required actions.

Not applicable.

5. List all revenue sources for intercollegiate athletics that are under the clear accounting and financial control of the institution.

Not applicable.

6. List all other sources (i.e., those not under the accounting and financial control of the institution) generating revenue on behalf of the institution's intercollegiate athletics program, including outside foundations.

Not applicable.

7. Describe the step-by-step process for budget development and approval, and highlight any areas that may differ from the institution's standard or normal budgeting procedures.

Not applicable.

8. Prepare a description for those sources of revenue under the institution's direct control and prepare a description for revenue sources not under the institution's direct control.

Not applicable.

9. Describe the process used in selecting the independent auditor for the institution's external financial audit for intercollegiate athletics that verifies the institution is in compliance with Constitution 6.2.3, including any methods used to ensure the independent nature of the auditor.

Not applicable.

10. Describe the institution's efforts to ensure the audit that verifies the institution is in compliance with Constitution 6.2.3 meets the standards of the NCAA Financial Audit Guidelines.

Not applicable.

11. Describe relevant corrective actions planned or implemented from the three most recent external financial audits.

Not applicable.

12. Describe the ways in which your institution approves expenditures for intercollegiate athletics, including a description of different procedures based on various sources of funding (e.g., booster and support group funds, state funds vs. restricted/foundation funds).

Not applicable.

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

- Copies of the institution's three most recent external (per Constitution 6.2.3.1) and internal (if any) financial audits for intercollegiate athletics.
- Documentation (e.g., management letters, executive summaries) from the institution's three most recent external audits that verifies the institution is in compliance with Constitution 6.2.3 (annual independent financial audit requirement).
- Copies of all athletics staff members' most recently completed and signed statements related to the reporting and approval of athletically related income and benefits from sources outside the institution, per NCAA Bylaw 11.2.2.

Evaluation

1. Does the institution demonstrate that all funds raised for and expended on athletics are subject to institutionally defined practices of documentation, review and oversight? **Currently Yes**

2. Does the institution demonstrate that all expenditures from any source for athletics are approved by the institution? **Currently Yes**

Fiscal Integrity

3. Does the institution demonstrate that budget and audit procedures for athletics are consistent with those followed by the institution generally and with the provisions of NCAA Constitution 6.2? **Currently Yes**

4. Does the institution demonstrate that the institution's annual budget for athletics is approved by the institution's chief executive officer or designee from outside the athletics department? **Currently Yes**

5. Does the institution demonstrate that an annual financial audit is performed by a qualified auditor who is not a staff member of the institution and who is selected by the chief executive officer or designee from outside the athletics department? **Currently Yes**

Fiscal Integrity

Operating Principle

3.2 Fiscal Management and Stability

Self-Study Items

1. List all "corrective actions," "conditions for certification" or "strategies for improvement" imposed by the NCAA Division I Committee on Athletics Certification in its first-cycle certification decision (if any) as they relate to Operating Principle 3.2 (Fiscal Management and Stability). In each case, provide: (a) the original "corrective action," "condition," or "strategy" imposed; (b) the action(s) taken by the institution; (c) the date(s) of the action(s); and (d) an explanation for any partial or noncompletion of such required actions. Please note, the institution is not required to respond to recommendations for required actions developed by the peer-review team unless those same recommendations were adopted by the Committee on Athletics Certification.

Not applicable.

2. List all actions the institution has completed or progress it has made regarding all plans for improvement/recommendations developed by the institution during its first-cycle certification process that relate to Operating Principle 3.2 (Fiscal Management and Stability). Specifically include: (a) the original plan; (b) the actions(s) taken by the institution; (c) the date(s) of the action(s); (d) actions not taken or not completed; and (e) explanations for partial completion. Please note, the institution will not be required to fulfill an element of a first-cycle plan if the element does not affect conformity with an operating principle.

Not applicable.

3. Describe any additional plans for improvement/recommendations in the area of Operating Principle 3.2 (Fiscal Management and Stability) developed by the institution since the first-cycle certification decision was rendered by the Committee on Athletics Certification.

Not applicable.

4. List all actions the institution has completed or progress it has made regarding required actions identified by the NCAA Committee on Athletics Certification during the institution's interim-report process (if applicable) as they relate to Operating Principle 3.2 (Fiscal Management and Stability). Specifically, include for each: (a) the required action, (b) the action(s) taken by the institution, (c) the date(s) of these action(s), (d) action(s) not taken or completed, and (e) explanation(s) for partial completion of such required actions.

Not applicable.

5. Explain the institution's philosophy with respect to the funding of the athletics program.

Not applicable.

6. Using the institution's established budgetary format, prepare a list of both projected and actual athletics revenues (by source) and expenditures (by budget category) for the three most recently completed fiscal years. In doing so, make sure that all athletics administrative costs are included. Provide any revenues and expenditures on a sport-by-sport basis. To add a sport to the list, please click "Add Sport to List."

7. Describe the institutional procedures that are in place to address any deficit in the intercollegiate athletics budget incurred during any fiscal year(s).

Not applicable.

8. Outline the sources, uses and amounts of funds received by the intercollegiate athletics program from nonathletics department and/or noninstitutional sources.

Not applicable.

9. Identify the sources, uses and amounts of athletics department surplus and/or reserve funds.

Not applicable.

10. Describe how the university will accommodate future financing needs of the intercollegiate athletics program or plans to respond to changing conditions based upon the institution's future financing projections.

Not applicable.

11. Using the institution's Equity in Athletics Disclosure Act survey forms, athletic department budget reports, and other appropriate documentation for the three most recent years for which the information is available, evaluate each of the following areas for every sport sponsored by the institution. On the basis of this review, state the institution's determination of its ability to provide relatively full and stable opportunities to student-athletes in each sport in the specific areas of:

a. Coaching;
b. Scholarships;
c. Recruiting;
d. Operating expenses (e.g., travel, facilities, equipment); and
e. Percentage of the sport budget that has to be obtained each via fundraising (i.e., by institutional entities, department, team and individual student-athletes).

To add a sport to the list, please click "Add Sport to List."

12. Using your institution's NCAA Sports Sponsorship Report for the three most recent academic years indicate whether the institution meets the Division I membership requirements for sports sponsorship and scholarships.

Not applicable.

Evaluation

1. Does the institution provide evidence that the management and fiscal practices of the institution assure the financial stability necessary for providing all student-athletes with relatively full and stable opportunities for athletics participation? **Currently Yes**

Fiscal Integrity

Operating Principle

3.3 Established Fiscal Policies and Procedures

Self-Study Items

1. List all "corrective actions," "conditions for certification" or "strategies for improvement" imposed by the NCAA Division I Committee on Athletics Certification in its first-cycle certification decision (if any) as they relate to Operating Principle 3.3 (Established Fiscal Policies and Procedures). In each case, provide: (a) the original "corrective action," "condition," or "strategy" imposed; (b) the action(s) taken by the institution; (c) the date(s) of the action(s); and (d) an explanation for any partial or noncompletion of such required actions. Please note, the institution is not required to respond to recommendations for required actions developed by the peer-review team unless those same recommendations were adopted by the Committee on Athletics Certification.

Not applicable.

2. List all actions the institution has completed or progress it has made regarding all plans for improvement/recommendations developed by the institution during its first-cycle certification process that relate to Operating Principle 3.3 (Established Fiscal Policies and Procedures). Specifically include: (a) the original plan; (b) the actions(s) taken by the institution; (c) the date(s) of the action(s); (d) actions not taken or not completed; and (e) explanations for partial completion. Please note, the institution will not be required to fulfill an element of a first-cycle plan if the element does not affect conformity with an operating principle.

Not applicable.

3. Describe any additional plans for improvement/recommendations in the area of Operating Principle 3.3 (Established Fiscal Policies and Procedures) developed by the institution since the first-cycle certification decision was rendered by the Committee on Athletics Certification.

Not applicable.

4. List all actions the institution has completed or progress it has made regarding required actions identified by the NCAA Committee on Athletics Certification during the institution's interim-report process (if applicable) as they relate to Operating Principle 3.3 (Established Fiscal Policies and Procedures). Specifically, include for each: (a) the required action, (b) the action(s) taken by the institution, (c) the date(s) of these action(s), (d) action(s) not taken or completed, and (e) explanation(s) for partial completion of such required actions.

Not applicable.

5. Describe the policies and standard operating procedures that help to ensure that all expenditures for athletics are handled in accordance with NCAA, conference and institutional rules including:

a. Identification of person(s) responsible for these areas; and
b. Means of monitoring compliance with these rules.

Not applicable.

6. Describe the university's policies and standard operating procedures for ensuring that prospects do not receive recruiting inducements (e.g. official visit procedures, policies regarding staff travel advances for recruiting trips/expenses, etc.) contrary to NCAA, conference and institutional rules, including:

   a. Identification of person(s) responsible for these areas;
   b. Means of monitoring compliance with these rules; and,
   c. Means of ensuring that only institutional or athletics department funds are expended in these areas.

Not applicable.

7. Describe the university's policies and standard operating procedures for ensuring that enrolled student-athletes do not receive extra benefits (e.g., per diem policies, student-host reimbursement procedures, financial aid review policies, equipment checkout/retrieval procedures, etc.) contrary to NCAA, conference and institutional rules, including:

   a. Identification of person(s) responsible for these areas;
   b. Means of monitoring compliance with these rules; and,
   c. Means of ensuring that only institutional or athletics department funds are expended in these areas.

Not applicable.

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

- Monitoring records or other documentation for the most recent year, related to impermissible recruiting inducements and prohibited extra benefits (e.g., official visit records, off-campus recruiting records, team travel forms, records related to distribution of meal money, entertainment expenses, equipment).

Evaluation

1. Does the institution demonstrate that it has in place fiscal policies and standard operating procedures to ensure that prospective student-athletes are not provided with impermissible recruiting inducements? **Currently Yes**

2. Does the institution demonstrate that it has in place fiscal policies and standard operating procedures to ensure that enrolled student-athletes are not provided with benefits that are expressly prohibited by NCAA legislation? **Currently Yes**

3. Does the institution demonstrate that it has in place fiscal policies and standard operating procedures to ensure that all expenditures for athletics are handled consistently in accordance with NCAA, conference and institutional rules? **Currently Yes**

Operating Principle

4.1 Gender Issues

Self-Study Items

1. List all "corrective actions," "conditions for certification" or "strategies for improvement" imposed by the NCAA Division I Committee on Athletics Certification in its first-cycle certification decision (if any) as they relate to Operating Principle 4.1 (Gender Issues). In each case, provide: (a) the original "corrective action," "condition" or "strategy" imposed; (b) the action(s) taken by the institution; (c) the date(s) of the action(s); and (d) an explanation for any partial or noncompletion of such required actions. Please note, the institution is not required to respond to recommendations for required actions developed by the peer-review team unless those same recommendations were adopted by the Committee on Athletics Certification.

During its October 19-20, 1997 meeting, the NCAA Committee on Athletics Certification reviewed written materials related to the self-study of athletics completed by Arkansas State University and the campus evaluation visit conducted by peer-review team members April 7-10, 1997. Based upon the information submitted, the committee determined that the institution should be certified with conditions. However, the university had to develop a comprehensive written institutional plan for addressing gender equity in the athletics program before full certification was granted. This plan had to be developed through broad-based campus participation and had to receive formal institutional approval. Further, the institution was required to submit written evidence of these actions no later than September 15, 1998.

Beginning in 1997-1998, the ASU Director of Athletics, along with other athletic and university personnel, prepared an institutional plan for addressing gender equity in the intercollegiate athletics program at Arkansas State University. The following describes actions taken as a result of implementing the institutional plan.

* During 1997-1998, a clearly defined and active role for Senior Woman Administrator was incorporated within ASU's athletic administrative structure by the Director of Athletics. In order to achieve more equitable scholarship opportunities for women beginning in 1997-1998, under the oversight of the Director of Athletics and Senior Woman Administrator, all seven women's sports competed with the full complement of scholarship opportunities.

* Beginning in 1997-1998, the Director of Athletics, Senior Woman Administrator, Associate Athletic Director and Director of Convocation Center Facilities monitored the scheduling of facilities. This effort ensured equitable practice/playing times were provided to women's basketball and women's volleyball. Further, female student-athletes received equal access to prime practice times in the arena with men's basketball. Finally, when the women's soccer program was initiated, the university committed to provide a dedicated women's facility for the sport of soccer. (Currently, women's soccer has a dedicated facility for the sport.)

* In June 1997, the Director of Athletics approved the hiring of a full-time certified female athletic trainer to meet the needs of the female student-athlete in the athletic training room. On-going efforts have been made to employ a full-time female certified athletic trainer to help oversee training room facilities and student-athlete injury, illness and health issues, and provide care for female student-athletes.

* Since 1997-1998, ASU's President, Director of Athletics, Vice President for Finance, and University Personnel Director, have worked to make the salaries of men's and women's coaches more equitable. Attempts have been made to increase the salaries for the women's basketball coaches to bridge the gap between men's and women's basketball coach's salaries. Furthermore, other funding opportunities for increasing coach's salaries for women's sports have been sought. Supplemental income for coaches from outside non-institutional sources has included television shows, summer camps, and monies from additional private sources. The Director of Athletics, with the approval of the ASU President and Board of Trustees, has worked to develop incentive or bonus packages for all sports. The Director of Athletics is also continuing to work to meet goals of being competitive at the salary and income level as compared to other NCAA Division I universities.

* Beginning in 1997-1998, the Director of Athletics, Vice President for Finance, and University Personnel Director worked to increase employment opportunities both in coaching and administration for women. Actions included the following: (1) The marketing and promotions department was reorganized and restructured to include representation for women's athletics in Fall 1997. (2) A female academic advisor was hired to alleviate the shortage of adequate

academic support services available to student-athletes. (3) To equalize the men's and women's basketball program in regards to coaching staffs, a third full-time assistant for women's basketball was hired during the 1996-1997 academic year. (4) In 1998, the women's golf coach position was elevated to a full-time position.

Since 1998-1999, efforts have been made by the ASU President, Director of Athletics, Senior Woman Administrator, Vice President for Finance, Director of Human Resources, Faculty Athletics Representative, Intercollegiate Athletics Committee, and Compliance Officer to ensure that equitable athletic opportunities are available for ASU male and female student-athletes. The following describes the actions that have been taken since 1998-1999.

* In Spring 1999, interest surveys of prospective women students were conducted by the Office of Institutional Research and Planning along with the assistance of the Senior Woman Administrator for Athletics to consider which sport(s) to add to ASU's intercollegiate program.

* The ASU President and Board of Trustees approved the appropriation of $100,000 in April, 1999, for the initial funding of a new women's soccer program at Arkansas State. Funds were added to the women's soccer budget through state and institutional sources beginning in 2000-2001. The University administration and the Department of Athletics secured plans for the construction of a new soccer facility to be available for competition in 2000.

* ASU President and the Director of Athletics selected a group of individuals with the University, the community, and with interest in athletics to serve as a research advisory committee. The purpose of the committee was to obtain information designed to help athletic department personnel provide a competitive soccer program and to hire a knowledgeable, experienced coach who meets the equity requirements for Title IX and NCAA Gender Equity Operating Principle. A new women's soccer coach was hired and began employment September 1999.

* ASU's participation in soccer competition began during the 2000-2001 academic year. The addition of women's soccer brought the total of competitive intercollegiate sports at Arkansas State University to fifteen—eight women's and seven men's.

* In Spring 2003, additional interest surveys were conducted by the Office of Institutional Research and Planning along with the Student Government Association to determine which sports are preferred by currently enrolled and prospective female students.

* The ASU President and Director of Athletics reviewed Title IX, NCAA requirements, State, and University budget guidelines and continued to explore the potential expansion of Arkansas State University's athletic program.

* With the hiring of a head coach for women's soccer, an assistant coach for that sport was hired and began work September 2000. The Director of Athletics has worked with the ASU President and Board of Trustees, Vice President for Finance, and Director of Human Resources to elevate the salaries of these positions to meet the standards of comparable NCAA programs.

* In 2003-2004, it was announced that ASU would add bowling as an intercollegiate sport for women, to begin competition in 2004-2005. The addition of women's bowling brought the total of competitive intercollegiate sports at Arkansas State University to sixteen: nine for women and seven for men.

* Ongoing efforts since 2000 have been made by the ASU President, Director of Athletics, Vice President for Finance, and Director of Human Resources with approval by the ASU Board of Trustees to seek additional athletic personnel as women's athletic opportunities have increased. The requests to add these athletic staff have been completed and submitted to the University Planning Committee each spring for consideration.

2. Report on the implementation of the plan to address gender-equity issues developed by the institution during its first-cycle certification process. Specifically, include: (a) the original plan, (b) the action(s) taken by the institution, (c) the date(s) of the action(s), (d) action(s) not taken or not completed, and (e) explanation(s) for partial completion. [Please note: within gender-equity written plans, specific numerical targets may place an institution at legal risk and are not expected nor should they be included in an institution's written plan. If an institution has already submitted a plan to the committee that includes specific hiring numbers, the committee will not hold the institution accountable for achieving those specific numerical targets. Rather, the committee advises institutions to submit plans that have broad, flexible non-numeric hiring goals.]

Arkansas State University had no plans for improvement/recommendations reported in its first-cycle self-study report as it related to Operating Principle 3.1 (Gender Issues). The NCAA Committee on Athletics Certification

required no additional plans for improvement, and this fact was acknowledged in correspondence at the time of the first-cycle certification

3. Describe any additional plans for improvement/recommendations in the area of Operating Principle 4.1 (Gender Issues) developed by the institution since the first-cycle certification decision was rendered by the Committee on Athletics Certification.

The 1996-1997 Arkansas State University NCAA Self-Study Committee recommended the following plans for improvement for operations within the ASU Athletics Department. (Information was obtained from pages 19 through 20 in the section of the report regarding the evaluation and plan(s) for improvement as it related to the Operating Principle: Commitment to Equity in the 1996-1997 Arkansas State University NCAA Self-Study Report.)

* The committee recommended that the athletics department develop a policy that ensured continuous compliance with the NCAA operating principle that addresses gender equity. While the NCAA Gender Equity Task Force Report and Title IX do not require absolute proportionality or "quotas," they do require that an athletics program fully and effectively accommodate the interest and abilities of both genders. Review of gender equity issues have been ongoing since 1997-1998.

* Another recommendation was for the athletics department to develop a plan to increase intercollegiate sports opportunities for women students by August 1997. This plan has been ongoing since September 1998.

* It was also recommended that the ASU Athletics Department and the Office of Finance develop an improved budgeting and expenditure reporting procedure to distinguish between expenditures made on behalf of men's sports and expenditures made for women's sports. The new procedures were implemented during the 1998-1999 fiscal year.

* It was recommended that the policy and action steps of the athletics department be monitored by the University Intercollegiate Athletics Committee. This has been an ongoing process since 1998-1999.

4. List all actions the institution has completed or progress it has made regarding required actions identified by the NCAA Committee on Athletics Certification during the institution's interim-report process (if applicable) as they relate to Operating Principle 4.1 (Gender Issues). Specifically, include for each: (a) the required action, (b) the action(s) taken by the institution, (c) the date(s) of these action(s), (d) action (s) not taken or completed, and (e) explanation(s) for partial completion.

Not applicable. The university was not required to prepare an interim report.

5. Explain how the institution is organized to further its efforts related to the gender issues operating principle for both athletics department staff and student-athletes and provide evidence that matters concerning gender equity are monitored, evaluated and addressed on a continuing basis.

Arkansas State University Athletics works to ensure that it provides proper and equitable opportunities to people of both genders. This objective is actively pursued for the benefit of our student-athletes and athletics staff, seeking the equitable balance in the recruitment and retention of quality men and women required for building and maintaining a strong intercollegiate athletics program.

ASU Athletics has added women's soccer and women's bowling since its last NCAA certification process, showing its continued progress toward gender equity. ASU will continue to seek opportunities to narrow the discrepancy between opportunities offered to men and women in its intercollegiate athletics program. Furthermore, the current Director of Athletics has directed each coache to utilize all existing scholarships. This charge is of benefit to both men and women, allowing numerous scholarships that were available but underutilized in the past to be granted to worthy student-athletes. This process brings more quality men and women to the ASU campus and enhances the competitiveness of the ASU intercollegiate athletics program.

Student-athletes continue to receive an opportunity to express themselves and learn more about gender equity initiatives through the Student-Athlete Advisory Committee (SAAC) which directly interacts with the Senior Women's Administrator (SWA)/Associate AD for Student Services. At the time of its last NCAA certification process, ASU had its SWA title tied to its Assistant AD for Media Relations title. In its new location, the SWA has much more time to dedicate to the monitoring and development of gender equity while student-athletes benefit from much greater

access and communication with the office holder. Finally, enhancing the SWA position (from an assistant to associate AD) allows gender equity to be championed since greater access is provided to the most important and influential members of intercollegiate athletics and the university community.

ASU coaches have also continued to make improvements regarding gender equity. Since the last certification process, only the women's basketball program, among all women's sports, has failed to improve its office location. Soccer, track and cross country enjoy new office buildings of their own. Women's golf, tennis and volleyball have new office spaces. One of the top fundraising priorities expressed by the current Director of Athletics is to provide a new office space for women's basketball.

The women's basketball program has made substantial gains in many areas since the last evaluation visit. First, the coaches have enjoyed salary increases and the head coach has signed a multi-year extension, the first-ever for the coach of an ASU women's sport. Second, women's basketball enjoyed increased exposure through game broadcasts via the World Wide Web and its own AM flagship station for the entire 2003-04 campaign. In 2004-05, ASU will be one of a few programs in the nation to have a FM flagship station for women's basketball. The games will remain accessible via the World Wide Web. Additionally, two vehicle stipends have been allocated to women's basketball in recent years, while one has been allocated to women's golf.

A corporate fundraising campaign and ticket sales guarantee, combined with a strong lobbying effort, landed ASU the opportunity to host a WNIT postseason game in 2003-04. ASU's efforts culminated in the 3rd largest crowd among 16 first-round WNIT games. Women's basketball finished its 12th straight season averaging more than 1,000 fans per game.

Football, men's basketball, women's basketball and baseball all have equitable exposure in the form of print ads, radio ads, ticket brochures, schedule cards and game programs. The remaining sports receive equitable treatment in the form of schedule cards and community outreach programs.

6. Using your institution's completed Equity in Athletics Disclosure Act survey form and worksheets for the three most recent academic years for which the information is available, analyze, explain and address discrepancies in the data between male and female student-athletes and comment on any trends or significant changes.

Athletic Aid
Athletic aid for all sports has increased over the last three-years, 2001, 2002 and 2003 for both male and female student-athletes. Only two sports reflected a decrease during the same time frame, Men's and Women's Golf in 2002 and Women's Track in 2002. The Men's Golf program recovered the $1,304 decrease in 2003, including an additional $394. Women's Golf recovered more potently from a $1,359 decrease with a $4,913 increase in 2003 aid over 2002. Women's Track also suffered a minimal decline in aid in 2002, $793, but recovered in 2003 with a $21,315 increase.

In programs where both women and men participate, women on average receive less aid per student-athlete awarded. The average award for women in basketball has been less than men for the last three-years. In golf, women receive more aid per scholarship awarded and have done so for the last three-years. Due to the increase in women's track awards from 19 in 2002 to 24 in 2003, there was a decrease in the average award per student-athlete.

Recruiting Expenses
Female athletes comprised 36% (376 of 1,053 total participants) of all athletes from 2000-2003. Recruiting expenses for women athletes for the three-year period exceeded their representation with 38% of the total recruitment budget. In each of the three-years, the recruitment expenses for women athletes exceeded the average recruitment expense for male athletes by as little as $4 in 2000-2001 to $131 ($531 for males compared to $644 for females) per athlete in 2001-2002.

Team Travel Expenses
All teams travel by the same modes of transportation to their sites within the conference and in non-conference play as well. At the head coach's discretion, each team member may receive the same per diem as prescribed by the state of Arkansas for state employees and travel. Expenditures can vary each year depending on the travel schedule for each team in conference and non-conference play. The conference extends south to Florida and west to Idaho, Utah and New Mexico. Men compose approximately 65% of the athletes over the three-year period and consumed a smaller percentage of the budget each year (70% - 2001, 69% - 2002 and 66% - 2003). Individually, the average travel expense per player over the three-years was $999 for men and $909 for females. When

comparing male and female basketball over the three-year period, men's basketball exceeded women basketball in travel by $40,256, which could be attributed to the respective playing schedules, guarantee games, and sizes of the travel parties. In the same period, women's golf exceeds men's golf by more than $14,000 and women's track exceeds men's track by more than $4,000.

Equipment Expenses
Concerning the average cost of equipment per student, more is spent on male athletes. There are only three sports for which equipment expenses can be compared: basketball, golf, and track.

Men's and women's golf, and men's and women's track, spent close to the same amount per student on equipment. (NOTE: During 2000-01, equipment expenditures for women's golf came from Indian Club monies).

Expenses for men's basketball exceeded women's basketball by 175% in 2000-01, by 57% in 2001-02, and by 39% in 2002-03. There were no equipment lists available for men's basketball for 2000-01 and 2001-02. There are apparent differences in the type and quality of equipment. During the three-year period, men received new uniforms twice and women once. Historically, the men's program purchases larger quantities of shoes, shorts and shirts per player.

Operating Expenses
An analysis of the past three years did not reveal any significant trends that would suggest an inequitable balance of operating expenditures between male and female sports teams.

On a year-to-year basis, the expenditures per team sport relative to total expenditures were essentially the same for both men and women when compared separately and on an individual team sport basis, as a percent to overall total operating expenditures. For 2000-01, 71.1% of total operating expenses were attributed to men sports and 28.9% to women sports. For 2001-02, it was 71.3% men to 28.7% women and for 2002-03, it was 69.6% men to 30.4% for women.

Comparison of the three team sports that are played by both men and women did not indicate any significant variance between male and female on a year to year comparison. In reviewing the percent to total operating expenses per team sport between women and men, the trend from year to year indicates the push to equal percentage distribution as a percent to total.

On a per capita basis, greater variance exists between the operating expenses of women's and men's sports.

For 2000-01, women's per capita expense was 27.01% less than men's and for 2001-02, it was 20.01% less and for 2002-03, it was back to 27.66% less. Travel remains the primary driver of this variance. The football schedule causes variances from year-to-year.

Total Participants
Over the three-year period, total participants for men totaled 677 compared to 376 for women. In such sports as basketball (47 males to 43 females) and track (196 males to 189 females), the numbers are more comparable. Men and Women's golf have become equal in the number of participants (6 each) in 2002-03. With each year, the teams became more equitable in numbers from 12 men in 2000 compared to 7 women; to 9 men in 2001 compared to 6 women; and equal in 2002-03 with 6 members each.

Total Student-Athletes on Athletic Aid
The average athletic aid to women over the three-year period was $889 less than men. Men comprised approximately 61% to 66% in numbers over the three years and received from 66% to 67% of the scholarship budget. The large percentage can be attributed to the number of men (394) compared to women (227) receiving aid and the large number of football players (222). Athletic aid can also be influenced by residency. The larger the number of athletes from out-of-state for any sport (male or female), will raise the amount of aid received. Grant-in-aid for in-state residents is $5,610 less than students with out-of-state residency, thus causing an increase in the aid to that particular sport. With males having almost 80% more athletes than women, it increases the likelihood of more males than women receiving out-of-state grants-in-aid.

Total Equivalencies
The institution has placed a special emphasis on utilizing all available equivalencies. In women's sports in 2000-01, 2001-02 and 2002-03, the equivalencies utilized were 59.14, 60.18 and 64.11, respectively. These are out of a possible 71 available scholarships. In 2000-01, the institution was using only 83.3 percent of its equivalencies but by 2002-03 that percentage had risen to 90.3. This growth was primarily due to soccer raising its equivalency number from 6.2 to 11.85 during this time period.

The most significant area regarding the use of equivalencies is with Women's Tennis. Tennis has eight scholarships to award but has not consistently awarded all of its scholarships. The awards rate has ranged from 6.5 scholarships in 2001-02 to 6 scholarships in 2002-03.

Additionally, the equivalency awards in Women's Cross Country/Track and Field has declined during this period from a high of 17.42 (out of 18) in 2000-01 to 14.9 in 2001-02 and 15.76 in 2002-03. The data also reveals that Women's basketball has not used its full complement of equivalencies.

Further, the institution has been less consistent with men's sports. Of a possible 126.97 equivalencies, 109.13, 105.18 and 112.89 were utilized in 2000-01, 2001-02 and 2002-03, respectively. The percentage of equivalencies has grown from 82.8 to 88.9. This trend results from a change in athletics administration.

The key to men's equivalencies is football. Football used a high of 76 scholarships in 2002-03. However, with 85 scholarships, football scholarships comprise 67% of men's equivalencies (126.97). Thus, equivalency usage of 71 and 68.5 scholarships in 2000-01 and 2001-02 severely impact men's equivalency figures.

It should be noted that Baseball, which in accordance with NCAA penalties, offered less than its full complement of 11.7 scholarships during this time, will have its full complement 2004-05. Further, Men's basketball during 2002-03 dropped to 11.5 equivalencies from its full complement of 13. Men's track which had not been utilizing its full complement of 12.69 actually exceeded its allotment by .05 in 2002-03 resulting in a violation that was self-reported.

Finally, the total number of equivalencies offered by the institution during this period was 197.8. The addition of women's bowling will raise that number to 202.8 and allow the institution to retain its Division I-A status.

7. Using the program areas for gender issues, please:

a. describe how the institution has ensured a complete study of each of the areas,
b. Provide data demonstrating the institution's status/commitment, including resource allocation, across each of the areas,
c. Identify areas of deficiency and comment on any trends, and
d. Explain how the institution's future plan for gender issues addresses each of the areas.

[Note: The institution may want to refer to the equitable medical care section of the NCAA Sports Medicine Handbook Guideline No. 1-A as a guide in responding to Item No. 9 of the program area checklist.]

1. Athletics Scholarships. Scholarship dollars to be awarded to women and men at same proportion as their respective rate of participation in the intercollegiate athletics program.

a. Describe how the institution has ensured a complete study of this area.

An NCAA Self-Study Committee was established to review all areas. A sub-committee consisting of faculty, staff and students examined equity and gender issues. One area of responsibility for this group was to review the use of athletic aid.

b. Provide data demonstrating the institution's status/commitment, including resource allocation, across this area.

Participation rates and athletic aid data from the past three-years, 2001 to 2003, was compiled and compared. An analysis was performed on the participation rates, number of athletes awarded aid and the amount of aid dollars awarded of both men and women. The rates were compared between genders in total and each sport in which both genders participated.

All athletic scholarships are fully funded to the level permitted and constantly monitored for compliance.

c. Identify areas of deficiency and comment on any trends.

Based on the data examined, certain trends can be seen. Scholarship dollars have been awarded to women athletes at a rate very close to their participation rates in total and per sport. When considering all sports, in 2001-02 women participated at a rate of 35.74% and 34% of the total aid dollars went to women. This trend continued through 2002-03.

In some sports, women are awarded at a higher rate than that of their participation.

This trend will be monitored more closely by the institution to ensure equality.

d. Explain how the institution's future plan for gender issues addresses this area.

Athletic scholarships will be fully awarded and funded to meet the guidelines of the NCAA.

2. Accommodation of Interests and Abilities. Participation proportionate to enrollment; history and continuing practice of program expansion for underrepresented sex; and/or, fully and effectively accommodate underrepresented sex; equivalent levels of competition. Please note, when presenting gender-equity plans for the future, institutions must clearly identify methods (e.g., proportionality, history of program expansion, etc.) for addressing accommodation of interests and abilities.

a. Describe how the institution has ensured a complete study of this area.

An NCAA Self-Study Committee was established to review this area. A sub-committee consisting of faculty, staff and students examined equity and gender issues.

b. Provide data demonstrating the institution's status/commitment, including resource allocation, across this area.

The University offers 15 varsity sports, seven for males and eight for females as reported in the Equity in Athletics Disclosure Act for 2000-2003. Women's Bowling was added in 2004 demonstrating the University's commitment to program expansion.

c. Identify areas of deficiency and comment on any trends.

In 2002-03, women made up 57.7% of the student population and males made up 42.3% of the student body. In 2002-03 in athletics, women made up 37.7% of the student-athletes. Another women's varsity sport was added in 2004 to increase the number of women's sports and to help bring the number of women and men athletes more closely to equity in number of participants and representation of the student body.

d. Explain how the institution's future plan for gender issues addresses this area.

The Athletic department will continue to assess the sports offered for both women and men to assess its efforts in making accommodations and meeting the interests of the study body.

3. Equipment and Supplies. Quality; amount; suitability; maintenance and replacement; availability of equipment and supplies.

a. Describe how the institution has ensured a complete study of this area.

An NCAA Self-Study Committee was established to review this area. A subcommittee consisting of faculty, staff and students examined equity and gender issues.

b. Provide data demonstrating the institution's status/commitment, including resource allocation, across this area.

Each team and/or sport is provided with the equipment and supplies needed to competitively compete and practice in their sport. All efforts are made to reach the desires of the coaches and athletes in regards to providing equipment and supplies regardless of sport.

c. Identify areas of deficiency and comment on any trends.

Overall, the dollar amounts expended on equipment and supplies for male student-athletes exceeded the the amounts expended on female student-athletes. Small differences were observed when comparing women's and men's track, and women's and men's golf. However, the differences between men's and women's basketball were significant. While the differential in expenditures is narrowing, significant differences remain. Despite the differentials, all teams are provided with the equipment and supplies necessary to compete and practice, as requested by the head coaches.

d. Explain how the institution's future plan for gender issues addresses this area.

The Athletic Department will continue to maintain equity in equipment and supplies for all sports regardless of gender through periodic evaluations with the coaching staff of each sport.

4. Scheduling of Games and Practice Time. Number of games; number, length, and time of day of practices; time of day of games; preseason and postseason opportunities.

a. Describe how the institution has ensured a complete study of this area.

An NCAA Self-Study Committee was established to review all areas. A sub-committee consisting of faculty, staff and students examined equity and gender issues. The subcommittee reviewed the scheduling and practice policies with the coaches and administrators involved in scheduling and examined all sports schedules for the past three-years.

b. Provide data demonstrating the institution's status/commitment, including resource allocation, across this area.

Scheduling of contests for our varsity sports is a team effort between the coaches and the administration. The challenge of scheduling at ASU is to balance the competitive side of the schedule with financial and academic considerations. All schedules, regardless of gender, are bound by Sun Belt Conference and NCAA requirements for starting dates, number of contests allowed and when the games may be scheduled. All sports are encouraged and adequately funded to play the maximum number of contests allowed under NCAA rules. Shared venue scheduling, such as women's and men's basketball, is a process worked out through the head coaches and senior administrators in an equitable manner.

c. Identify areas of deficiency and comment on any trends.

Scheduling of practice times was reviewed by the subcommittee. The men's and women's teams have equal access to all facilities. When conflicts arise with shared venues (such as in men's and women's basketball), the coaches and administrators have worked out a plan for equal practice time. No practice time problems were noted by the subcommittee. The subcommittee concluded Arkansas State University is fair and equitable in dealing with practice and competition scheduling, regardless of gender. An assistant director of athletics for facilities and event management was hired to coordinate scheduling of facilities, among other duties.

d. Explain how the institution's future plan for gender issues addresses this area.

The Athletics Department will continue to monitor and maintain equity in access for practice and scheduling of contests for equity for all sports.

5. Travel and Per Diem Allowance. Modes of transportation; housing furnished during travel; length of stay before and after competitive events; dining arrangements and per diem.

a. Describe how the institution has ensured a complete study of this area.

An NCAA Self-Study Committee was established to review this area. A sub-committee consisting of faculty, staff and students examined equity and gender issues. The subcommittee reviewed the travel policies with the coaches and administrators involved in scheduling and examined all sports travel and per diem for the past three-years.

b. Provide data demonstrating the institution's status/commitment, including resource allocation, across this area.

In 2002-03, women's travel and lodging amounted to approximately 50% of the travel for men's. Women expenditures were higher in basketball and golf. Travel per diem is based upon state policy set forth by the State of Arkansas. All accommodations and modes of travel are made by the coaching staff in accordance with the scheduled event, and parity exists in the type of lodging, mode of travel and per diem provided. Men's travel was approximately $2,975 per student over the three-year period compared to $2,463 for women sports. Much of the difference can be attributed to scheduling of football games with the great distance traveled and the number associated with that size of travel party.

c. Identify areas of deficiency and comment on any trends.

Average travel per male student-athlete over the three-years was $512 higher than the average travel for female student-athletes over the same period. As mentioned previously, much of this can be attributed to football scheduling, the number of student-athletes associated with the football program, the expense associated with traveling great distances with a large number of students, and the cost of football charter flights. Conference realignment continues to impact our football scheduling.

d. Explain how the institution's future plan for gender issues addresses this area.

Travel plans will continue to be made in conjunction with the coaching staff to determine the best travel mode, time of travel, accommodations and per diem.

6. Tutors. Availability - procedures and criteria for obtaining assistance; Assignment - qualifications, training, experience, etc.; Compensation - rate of pay, pupil loads, qualifications, experience, other terms and conditions of employment.

a. Describe how the institution has ensured a complete study of this area.

An NCAA Self-Study Committee was established to review this area. A sub-committee consisting of faculty, staff and students examined equity and gender issues. The subcommittee reviewed the tutor policies with the Academic Support staff and administrators involved in scheduling.

b. Provide data demonstrating the institution's status/commitment, including resource allocation, across this area.

Tutoring for athletics is primarily performed in the university's library and is coordinated through the Academic Support for Student-Athletes program within University College. One academic support counselor is housed in the Athletic Department, and a second is housed in University College. The staff consists of four full-time personnel (two males and two females) with an administrative assistant. Two members of the staff are referred to as academic advisors (one male and one female), and they monitor the tutoring and academic needs of the athletes.

Should an athlete need tutoring, he/she makes contact with an academic advisor. The academic advisor will locate a tutor and put the athlete and tutor in touch with each other. Services are performed in the university library, unless some other arrangement is made between the tutor and athlete due to the tutor's needs.

The athletes are informed of the tutoring program during recruitment. At the beginning of the fall semester, an orientation is held for each sport. The tutoring process is discussed during the orientation program with details on the procedure, location of services, and whom to contact for services.

The tutor load is determined by the tutor. Tutors are allowed to work up to 20 hours per week at a rate of $6.50 - $8.00 per hour determined by the tutor's qualifications, course tutored and tutor's classification. Graduate students may receive as much as ten dollars per hour. These rates are the standard rates across campus.

Tutor qualifications include having a 3.00 or higher cumulative grade point average and/or a 3.00 average or higher in the course being tutored and prior experience is an added plus, but not a requirement. Tutor training includes an overview of the process by the Academic advisors (in 2004, a specific training program for tutors was developed with certified trainers providing the instruction) covering such matters as payroll, hours worked, location, confidentiality, and FERPA. An emphasis is placed on the tutors not doing the work for the student-athletes.

c. Identify areas of deficiency and comment on any trends.

Other than the need for additional funding for the entire program, no apparent differences were found.

d. Explain how the institution's future plan for gender issues addresses this area.

Tutoring is assigned based on need, not gender. No preference is given to any athlete or sport. At this time, no need exists to address any issues.

7. Coaches. Availability - full time, part time, assistant, and graduate assistants; Assignment - training, experience, professional standing, and other professional qualifications; Compensation - rate of compensation, duration of contracts, conditions relating to contract renewal, experience, nature of coaching duties, working conditions, and other terms and conditions of employment.

a. Describe how the institution has ensured a complete study of this area.

An NCAA Self-Study Committee was established to review this area. A subcommittee reviewed this area of the self-study for issues and concerns.

b. Provide data demonstrating the institution's status/commitment, including resource allocation, across this area.

Availability:

The number of salaried coaches per sport is as follows: football (10), men's basketball (4), women's basketball (4), men's and women's track and field (4- includes 2 part-time), baseball (3), women's volleyball (2), women's soccer (2), men's golf (1), women's golf (1), women's tennis (1), women's bowling (1).

Assignment:
All coaches are selected based on competitive analysis of candidates for the position, which includes looking at experience, professional reputation, professional qualifications and previous work experience and success.

Compensation:
Previously, only football and men's basketball head coaches had multi-year contracts. (NOTE: The baseball head coach began a multi-year contract in 2003-04 and the women's basketball head coach in 2004-05). Conditions regarding contract renewal for each coach related to the following: annual evaluation by the athletic director, winning percentage, academic success of athletes, NCAA compliance by coach and staff, recruiting, strength of schedule, conduct of athletes, management performance, conduct of coaches on-and-off-the field, community service, budgeting, and fan support/attendance. Rates of compensation include a competitive salary within our conference and use of a car or stipend for the head coach of each sport (or his/her designated assistant).

c. Identify areas of deficiency and comment on any trends.

Men's and women's basketball do not have comparable office spaces. Additionally, men's basketball has a director of operations and a secretary solely for that sport. The women's basketball secretary also supports baseball and Indian Club.

d. Explain how the institution's future plan for gender issues addresses this area.

Continuous discussion of compensation and benefit packets will be done during the annual evaluation held by the Athletic Director. Equity adjustments will be made where needed and as funds are available.

8. Locker Rooms, Practice and Competitive Facilities. Quality, availability, and exclusivity of practice and competitive facilities; quality and availability of locker rooms; maintenance and preparation of practice and competitive facilities.

a. Describe how the institution has ensured a complete study of this area.

An NCAA Self-Study Committee was established to review this area. A sub-committee consisting of faculty, staff and students examined equity and gender issues. The subcommittee reviewed the facilities with an Athletic administrator involved in scheduling.

b. Provide data demonstrating the institution's status/commitment, including resource allocation, across this area.

The areas reviewed are listed below with a short description of findings.

The training rooms and weight rooms are utilized by all student-athletes.

(1) Football
Practice and Competitive Facilities
Quality: Good. Appropriate equipment and space are provided
Availability: Outdoor facilities are available as needed. Indoor use of facilities is scheduled as needed due to weather. Scheduling is coordinated with other sports teams
Exclusivity: Yes
Maintenance and Preparation: Good. Regularly-scheduled through Facilities Management

Locker Rooms
Quality: Good
Availability: Always
Exclusivity: Yes

(2) Men's Basketball
Practice and Competitive Facilities
Quality: Good. Appropriate equipment and space are provided.
Availability: Use of facilities is scheduled as needed and coordinated with other sports teams.
Exclusivity: No

Locker Rooms
Quality: Good
Availability: Always
Exclusivity: Yes

(3) Women's Basketball
Practice and Competitive Facilities
Quality: Good. Appropriate equipment and space are provided
Availability: Use of facilities is scheduled as needed and coordinated with other sports teams
Exclusivity: No

Locker Rooms
Quality: Good
Availability: Always
Exclusivity: Yes

(4) Women's Soccer
Practice and Competitive Facilities
Quality: Good. Appropriate equipment and space are provided
Availability: Outdoor facilities are available as needed
Exclusivity: Yes
Maintenance and Preparation: Good. Regularly scheduled through Facilities Management.

Locker Rooms
Quality: Good
Availability: Always
Exclusivity: Yes

(5) Men's Golf
Practice and Competitive Facilities
Quality: Good, Jonesboro Country Club, RidgePointe Country Club, and Sage Meadows Country Club, Appropriate equipment and space are provided
Availability: Outdoor facilities are available as needed.
Exclusivity: No
Maintenance and Preparation: Good. Regularly scheduled through golf pros

Locker Rooms - None

(6) Women's Golf
Practice and Competitive Facilities
Quality: Good, Jonesboro Country Club, RidgePointe Country Club, and Sage Meadows Country Club, Appropriate equipment and space are provided.
Availability: Outdoor facilities are available as needed
Exclusivity: No
Maintenance and Preparation: Good. Regularly scheduled through golf pros

Locker Rooms - None

(7) Women's Volleyball
Practice and Competitive Facilities
Quality: Good. Appropriate equipment and space are provided
Availability: Scheduling is coordinated with other sports teams
Exclusivity: No

Locker Rooms
Quality: Good
Availability: Always
Exclusivity: Yes

(8) Baseball
Practice and Competitive Facilities
Quality: Good. Appropriate equipment and space are provided
Availability: Outdoor facilities are available as needed, Indoor use of facilities is scheduled as needed due to weather, Scheduling is coordinated with other sports teams
Exclusivity: Yes

Locker Rooms
Quality: Good
Availability: Always
Exclusivity: Yes

(9) Men's and Women's Track and Field
Practice and Competitive Facilities
Quality: Very Good. Appropriate equipment and space are provided.
Availability: Outdoor facilities are available as needed. Indoor use of facilities is scheduled as needed due to weather. Scheduling is coordinated with other sports teams.
Exclusivity: No

Locker Rooms
Quality: Very Good

Availability: Always
Exclusivity: No

(10) Women's Tennis
Practice and Competitive Facilities
Quality: Poor surface, located at the Health, Physical Education and Sport Science Building
Availability: Outdoor facilities are available as needed
Exclusivity: No
Maintenance and Preparation: Poor

Locker Rooms - None

Overall, the locker rooms, practice, and competitive facilities across all sports are rated good. The conclusion is based on observations and comments from coaches and teams.

c. Identify areas of deficiency and comment on any trends.

Deficiencies existed from 2000-04 for the baseball staff in regard to access to computer technology. Network lines to replace the use of modems were not run to the complex until fall 2004.

d. Explain how the institution's future plan for gender issues addresses this area.

The Athletics Department will continue to monitor and maintain equity in the competitive facilities, locker rooms and practice facilities.

9. Medical and Training Facilities and Services. Availability of medical personnel; availability and quality of weight training, and conditioning facilities; availability and qualifications of athletics trainers; health, accident, and injury insurance coverage.

a. Describe how the institution has ensured a complete study of this area.

An NCAA Self-Study Committee was established to review this area. A sub-committee consisting of faculty, staff and students examined equity and gender issues. The subcommittee reviewed the scheduling of the weight room, facilities and medical personnel.

b. Provide data demonstrating the institution's status/commitment, including resource allocation, across this area.

The following were considered in evaluating medical and training facilities and services:
1. Availability of trainers. There are seven trainers: three full-time (three males), two part-time (one male and one female) and two graduate assistants (one male and one female). The full-time trainers are assigned to football, men's basketball and women's basketball. Part-time trainers have been assigned to track and baseball while the two graduate assistants have been assigned to soccer and volleyball. No specific trainers have been assigned to men's golf, women's golf or tennis, but are available as needed. Assignments of trainers to specific sports were made by the certified head athletic trainer based primarily on the potential for injury.

2. Pre-participation medical exam. All student-athletes are required to have a pre-participation examination.

3. Health insurance. The Athletics Department has budgeted $106,000 for medical expenses. Equal access is available for students eligible for the special assistance fund. All medical expenses are initially applied to primary (parental) coverage first. What is not covered by the primary coverage is then paid for out of the medical expenses budget.

4. Equitable medical care. All student-athletes have equal access to medical personnel.

5. There are two training facilities, the Convocation Center and the football complex. Each sport uses one of the two facilities. All student-athletes have equal access to the training facilities.

6. Strength and conditioning. There is a head strength coach and an assistant strength coach. They each work with all programs, with the head strength coach working primarily with football. Strength programs are developed in conjunction with the assigned strength coach, the sport coach, the assigned trainer and the team doctor. Further, there are two weight room facilities: one in the basketball/indoor track arena and one in the football complex. Depending on the participation location of the sport, each sport uses one of the two facilities. All student-athletes have equal access to the weight room facilities at times most convenient for them.

c. Identify areas of deficiency and comment on any trends.

All sports do not have a full-time trainer. However, all student-athletes will continue to have access to the head trainer and team physicians.

d. Explain how the institution's future plan for gender issues addresses this area.

The institution will continue to monitor and address needs in this area based on safety for the athletes.

10. Housing and Dining Facilities and Services. Housing provided; special services as part of housing; dining arrangements.

a. Describe how the institution has ensured a complete study of this area.

An NCAA Self-Study Committee was established to review all areas. A sub-committee consisting of faculty, staff and students examined equity and gender issues. The subcommittee reviewed the scheduling and practice policies with the coaches and administrators involved in scheduling and examined all sports schedules for the past three-years.

b. Provide data demonstrating the institution's status/commitment, including resource allocation, across this area.

Arkansas State University provides non-separate housing, dining facilities and services for student-athletes and non-athletes.

Arkansas State University does not provide separate housing, dining facilities and services for student-athletes and non-athletic students. All students eat in the same dining facilities and share the same meals. All residential housing is assigned by student classification (freshman, sophomore, etc,) and sex. Any services provided are provided to all students and are non-specific in nature when it comes to student-athletes vs. non-student-athletes or gender.

c. Identify areas of deficiency and comment on any trends.

Male first-year students live in the Twin Towers residence hall. Standards at Twin Towers do not meet those of the other residence halls on campus (bathrooms located within suites in other residence halls, compared to common shared bathrooms for each floor in Twin Towers).

d. Explain how the institution's future plan for gender issues addresses this area.

Arkansas State University broke ground on a new residence hall for upperclassmen in January 2005. With the opening of this residence in 2006, the all-male Twin Towers residence hall will be razed causing all first-year male students to be relocated to other residence halls. This change in residence hall will place male and females students in comparable residence halls.

11. Publicity. Availability and quality of sports information personnel; access to other publicity resources; quantity and quality of publications and other promotional devices.

a. Describe how the institution has ensured a complete study of this area.

A committee representative interviewed the Director of Athletic Media Relations to obtain a recent history and analysis of the staffing patterns and adherence to principles of gender equity in the Media Relations Office.

b. Provide data demonstrating the institution's status/commitment, including resource allocation, across this area.

The Athletic Media Relations Office at Arkansas State University consists of three full-time employees, a Director and two Assistant Directors. The Media Relations Office also utilizes a minimum of three student workers throughout the school year. These students are paid a small stipend provided for in the budget as "scholarship" monies. The Media Relations Office also relies on volunteer help. With respect to diversity, the 2004-05 staff will include a female Caucasian director, two male Caucasian assistants, two female Caucasian student/volunteers and three male African-American student workers.

Coverage for the 16 sports is divided among the full-time staff. Director Gina Bowman works with football, cross country (men and women), indoor and outdoor track and field (men and women), women's tennis and women's bowling, and she handles all administrative duties. Assistant Director Bill Bowen works with football, men's basketball, and men's and women's golf. Assistant Director Matt McCollester works with volleyball, soccer, women's basketball and baseball. All full-time staff members rely on student help and volunteers to work every home athletic contest (keeping statistics, runners, quotes, etc.) The Media Relations Office also staffs home events for every sport and quite a few road contests whenever the travel budget permits. Student-athletes from the men's and women's programs are promoted equally.

The Media Relations Staff meets frequently to outline the publication production for the academic year. Each sport has a media guide compiled by the Media Relations Office with consultation from the head coach. Publishing numbers and size of publication vary due to the following items: budget, recruiting efforts, media interest, and history of program (for example: ASU's football history and number of team members are lengthier than women's soccer; therefore, there are more pages in football).

Media Relations staff members maintain membership in appropriate organizations which lend themselves to publicizing men's and women's athletics on an equal basis. The Media Relations Office adheres to all standards and procedures set down by the NCAA, the Sun Belt Conference and Arkansas State University. The Media Relations Office is sensitive to gender and diversity issues in college athletics. There are no class distinctions allowed in the Media Relations and insensitivity to racial and gender issues is not tolerated.

c. Identify areas of deficiency and comment on any trends.

During the last certification procedure, it was determined that the Athletic Media Relations Office, due to the addition of the women's soccer program, needed a fourth position. That position was subsequently added; however, when the athletic administration changed in 2001, the fourth position was transferred from Media Relations to Athletic Marketing in order to accommodate the increased need for technical support of the Athletics Web site.

d. Explain how the institution's future plan for gender issues addresses this area.

The Athletics Department will continue to maintain a balance of coverage for each sport via distribution of tasks with staff.

12. Support Services. Administrative, secretarial, and clerical support; office space.

a. Describe how the institution has ensured a complete study of this area.

A committee representative interviewed staff members of the Athletic Department to obtain information on staffing patterns, office space, and clerical support.

b. Provide data demonstrating the institution's status/commitment, including resource allocation, across this area.

The support that administration provides to all of the programs is equitable.

c. Identify areas of deficiency and comment on any trends.

Each team sport receives the same game management attention. However, women's sports have not received the same level of marketing support as has men's basketball and football.

Administrative support staff distribution does not appear to be equitable among sports: Football - 2; Men's Basketball - 1; Women's Basketball, Baseball, and the Indian Club share one (1) support person; Men's and Women's Golf, Men's and Women's Track and Field, Women's Volleyball, Women's Tennis, and Women's Bowling share one (1) support person.

d. Explain how the institution's future plan for gender issues addresses this area.

The athletics department will develop a means for redistributing support services in a manner that is more equitable among the different sports.

13. Recruitment of Student-Athletes. Equal opportunities for professional personnel to recruit; availability of financial and other resources for recruitment; equivalent benefits, opportunities, and treatment of prospective athletes.

a. Describe how the institution has ensured a complete study of this area.

The NCAA Certification Committee has been established. A sub-committee has been formed to address this issue.

b. Provide data demonstrating the institution's status/commitment, including resource allocation, across this area.

Recruitment resources are not allocated by gender, rather each coach is provided with the resources needed to meet their recruitment objectives.

c. Identify areas of deficiency and comment on any trends.

The women's recruiting budget comprises 38% of the total recruiting budget. Despite this deficiency, the percentage of the recruitment budgets by gender are reflective of the percentage of participants by gender.

d. Explain how the institution's future plan for gender issues addresses this area.

Currently, the institution does not have a plan to address this given the absence of any immediate need.

8. Using the "plan for improvement" section, please provide a written, stand-alone institutional plan for addressing gender equity for the future in the intercollegiate athletics program. The plan must address all 13 program areas for gender issues as listed previously; however, an evaluation mechanism to monitor the institution's status in those program areas without deficiencies is acceptable, provided the identification of such a mechanism is included in the institution's gender-issues plan. Further, the plan must extend at least five years into the future and be active at all times. [Note: Please see this web site for an example format outlining all required elements of a plan.]

Within gender-equity written plans, specific numerical targets may place an institution at legal risk and are not expected nor should they be included in an institution's written plan. The committee advises institutions to submit plans that have broad, flexible non-numeric hiring goals.

Please see the attached gender-equity plans for improvement.

9. Describe the institution's efforts to ensure the plan for addressing gender equity for the future of the intercollegiate athletics program was developed through a process involving broad-based participation and received institutional approval.

A university committee was formed as part of the NCAA Certification process to review gender equity. Participation on the committee including representatives from administration, staff, faculty, and students. Interviews with Athletic department staff, student-athletes, faculty and staff were included as part of the review. Once a draft copy of the plan was formulated, the plan was placed on the university's webpage and the entire campus was asked to provide suggestions and comments regarding the plan.

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

- Documentation assessing the institution's goals and actions regarding Title IX (if applicable).
- Equity in Athletics Disclosure Act survey forms and worksheets. [Please note: For confidentiality purposes, the committee will permit an institution to provide the EADA worksheets with salary information in the form of a percentage.]

Evaluation

1. Has the institution implemented its approved gender-equity plan from the previous self-study? **Currently Yes**

2. Has the institution provided an explanation from appropriate institutional authorities if its gender-equity plan was modified or not fully carried out? **Currently Yes**

3. Has the institution demonstrated that it is committed to, and has progressed toward, fair and equitable treatment of both male and female student-athletes and athletics department personnel? **Currently Yes**

4. Has the institution formally adopted a written plan for the future for the intercollegiate athletics program that ensures the institution maintains a program, or continues progress toward a program, which is equitable for both genders? **Currently Yes**

5. Has the institution developed a plan that includes measurable goals the institution intends to achieve, steps the institution will take to achieve those goals, persons responsible and timetables? **Currently Yes**

Equity, Welfare and Sportsmanship

Elements		Steps		
Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
The university currently offers an insufficient number of scholarships for women.	Increase the number of women's scholarships awarded	Conduct a feasibility study for adding a women's sport.	Board of Trustees, President, Athletic Director	Fall 2007
Female participation in athletics does not equal the female student population level.	Improve rates of participation between women and men	Increase recruitment of women walk-on participants.	Athletic Director, Sport Liaisons, Head Coaches, Compliance Coordinator	Fall 2006 (Ongoing)
		Implement roster management whereby a floor is set for females and a ceiling established for males.	Athletic Director, Sport Liaisons, Head Coaches, Compliance Coordinator	Fall 2006
		Continue to award the maximum number of scholarships for each sport	Athletic Director, Sport Liaisons, Head Coaches, Compliance Coordinator	Fall 2004, Currently on-going
Equipment and Supplies	Annually assess and compare supplies and equipment needs for the women's and men's basketball programs and make adjustments to ensure equitable treatment.	Continue to address this differential by having coaches present budget proposals based on needs and equity	Athletic Director, Head Coaches, Equipment Managers, Sports Liaisons, Athletic Business Manager	Currently on-going
		Conduct annual assessments of equipment and supplies inventories.	Athletic Director, Head Coaches, Equipment Managers, Sports Liaisons, Athletic Business Manager	Fall 2005 and annually thereafter
		Work to secure and maintain shoe and apparel contracts	Athletic Director, Head Coaches, Equipment Managers, Sports Liaisons, Athletic Business Manager	Fall 2005 and annually thereafter
Coaches salaries	Continue to work for fair and equitable salaries, based on Sun Belt Conference comparisons	Conduct an annual evalauation of coaches, including a review of salaries and budget	Athletic Director, Head Trainer, Senior Woman Administrator, Senior Associate Athletic Director	Spring 2005 and annually thereafter

Equity, Welfare and Sportsmanship

Elements		Steps		
Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Administrative salaries and promotions	Continue to ensure initial salaries and subsequent promotions are awared in an equitable manner	Conduct an annual review of administrative salaries and budgets.	Athletic Director	Spring 2005 and annually thereafter
		Monitor the promotion process to ensure comparable employees are treated equitably.	Athletic Director, University President	Spring 2005 and annually thereafter
Facilities: a. Baseball lacks computer network access b. Women's basketball offices are inferior to those of other coaches. c. Women's tennis courts are in poor condition.	a. Connect the baseball offices to the university's computer network b. Construction of women's basketball offices c. Construction of women's tennis courts	a. Schedule the work with Information and Technology Services b. Identify and raise necessary funds c. Identify and raise necessary funds	a. ITS, Facilities Manager, Athletic Business Manager b. University Administration, Athletic Director, Athletic Business Manager, Indian Club Director c. University Administration, Athletic Director, Athletic Business Manager, Indian Club Director	a. Fall 2005 b. Fall 2009 c. Fall 2009
The allocation of clerical and secretarial support to women's sports is not equitable.	Provide equitable support among all sports.	Determine the extent to which support positions can be reallocated among the various sports and reallocate accordingly.	Athletic Director, Athletic Business Manager, Senior Woman Administrator	Fall 2006
		Conduct a feasibility study for increasing the number of support personnel allocated to female sports.	Athletic Director, Athletic Business Manager, Senior Woman Administrator	Spring 2006.
Average travel and per diem allowances are not equal for female and male participants.	Ensure all travel and per diem allowances are distributed in a consistent manner to student-athletes in each sport.	Annually review the travel and per diem allowances by sport and address any unexplained discrepancy by adjusting allowances accordingly.	Athletic Director, Senior Woman Administrator, Athletic Business Manager	Spring 2005 and annual review thereafter
Maintain support for tutoring of student-athletes	Ensure the institution continues to make tutoring services available to student athletes	Continue to provide access to tutoring for all student-athletes in need of academic assistance.	Senior Woman Administrator, Faculty Athletics Representative, University Intercollegiate Athletics Committee	Currently on-going

Equity, Welfare and Sportsmanship

Elements		Steps		
Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Scheduling Games and Practice Times	Maintain fairness and equity in scheduling practice times and competitive events	Continue to review practice and competition schedules to ensure fair and equity.	Senior Woman Administrator, Head Coaches, Director of Facilities	Currently on-going
Recruitment of Student-Athletes	Continue to ensure that all coaches have sufficient recruitment resources and that all recruitment resources are distributed equitably	The Director of Athletics will visit with each coach regarding the sufficiency of all recruitment resources, equivalent benefits, opportunities, and treatment of prospective athletes	Athletic Director	Currently on-going
The university does not have the additional media relations personnel as indicated in the initial self-study report.	Continue to ensure that each sport has quality sports information personnel assigned to it	Reassess the decision to transfer the new (2001) Media Relations position to the Athletic Marketing area	Athletic Director, Athletic Business Manager, Senior Woman Administrator	Fall 2005 and annual review thereafter
		Develop proposals for reassigning/ reallocation personnel from the Marketing Department to Media Relations.	Athletic Director, Athletic Business Manager, Senior Woman Administrator	Fall 2006 and annual review thereafter.
Housing and Dining Facilities and Services	Provide quality student housing, dining facilities, and services for all student-athletes.	Continue to monitor all areas of housing, dining, and services for quality and accommodation of student-athletes.	Student Athlete Athletics Committee, Intercollegiate Athletics Committee, Senior Woman Administrator	Currently on-going
All sports do not have a full-time trainer.	Ensure all student-athletes continue to have access to medical professionals and quality trainers.	Continue to ensure that each student-athlete has access to team physicians and the head trainer.	Athletic Director, Head Trainer, Senior Woman Administrator, Senior Associate Athletic Director	Fall 2005 and annual review thereafter
		Continue to provide high-quality graduate assistants or part-time trainers to assist in each sport.	Athletic Director, Head Trainer, Senior Woman Administrator, Senior Associate Athletic Director	Currently on-going
		Communicate the availability of all medical and training resources to each student-athlete.	Athletic Director, Senior Woman Administrator, Senior Associate Athletic Director	Fall 2005 and annually thereafter

Operating Principle

4.2 Minority Issues

Self-Study Items

1. List all "corrective actions," "conditions for certification" or "strategies for improvement" imposed by the NCAA Division I Committee on Athletics Certification in its first-cycle certification decision (if any) as they relate to Operating Principle 4.2 (Minority Issues). In each case, provide: (a) the original "corrective action," "condition" or "strategy" imposed; (b) the action(s) taken by the institution; (c) the date(s) of the action(s); and (d) an explanation for any partial or noncompletion of such required actions. Please note, the institution is not required to respond to recommendations for required actions developed by the peer-review team unless those same recommendations were adopted by the Committee on Athletics Certification.

During its October 19-20, 1997 meeting, the NCAA Committee on Athletics Certification reviewed written materials related to the self-study of athletics completed by Arkansas State University and the campus evaluation visit conducted by peer-review team members April 7-10, 1997. Based upon the information submitted, the committee determined that the institution should be certified with conditions. Before the institution could be considered for full certification, Arkansas State University had to develop a comprehensive written institutional plan for addressing minority opportunities in the intercollegiate athletics program developed through broad-based campus participation and had received formal institutional approval. The institution would submit written evidence of these actions no later than September 15, 1998.

Beginning in 1997-1998, the ASU Director of Athletics and along with other athletic and university personnel prepared an institutional plan for addressing minority opportunities in the intercollegiate athletics program at Arkansas State University. The following describes the results of the actions taken as the result of implementing the institutional plan.

* Under the guidance of the ASU Director of Athletics and Senior Woman Administrator, on-going efforts since 1998 have been made to increase the diversity of the coaching and administrative staff. The following women and/or minority employees are currently in employed at ASU as of August 2004: (a) Senior Woman Administrator, African-American female; (b) one Academic Advisor, African-American male; (c) one Women's Basketball Assistant Coach, African-American female; (d) Director of Strength and Conditioning, Hispanic male; (e) two Men's Basketball Assistant Coaches, two African-American males; (f) two Assistant Football Coaches, two African-American males; (g) one part-time Assistant Track and Field Coach, African-American female; (h) one Assistant Coach Soccer, African-American male; (i) Head Women's Golf Coach, one Caucasian female; (j) Head Women's Tennis Coach, one Caucasian female; (k) three Assistant Coaches in Women's Athletics, Caucasian females; (l) Director of Marketing, Caucasian female; and (m) Assistant Director of Athletics, Caucasian female.

* To increase the diversity of the Athletic Department staff, the ASU Director of Athletics and Senior Woman Administrator have monitored and reviewed the ethnic mix of athletic department employees since 1998.

* As of 1997-1998, the ASU Director of Athletics, Senior Woman Administrator, Faculty Athletics Representative, Associate Athletic Director, Student-athlete Advisory Committee, Intercollegiate Athletics Committee, Department of Human Resources, and Compliance Officer have worked to provide diversity training in the Department of Athletics. Action taken has included the following: (1) revised the mission statement for the Athletics Department; (2) appointed Diversity Task Force to continually study and evaluate the development and understanding of all-inclusive athletics department and student-athlete welfare productivity based on diversity and multi-cultural adaptation; (3) required staff members to attend diversity seminars; (4) increased profile of Student-Athlete Advisory Committee to include diversity issues; (5) strengthened diversity education of student-athletes; and (6) the ASU President has appointed minority members to the Intercollegiate Athletic Committee.

* Beginning in 1999, the Office of Human Resources, Office of Training and Development, Office of Disability Services, and Office of Diversity Initiatives began providing training seminars and classes which covered topics pertaining to sexual harassment, diversity, and disability sensitivity. All University personnel including athletic staff are required to attend these seminars. Records of attendance by all personnel attending the classes are kept and are on file in the Office of Human Resources or other appropriate offices.

2. Report on the implementation of the plan to address minority issues developed by the institution during its first-cycle certification process. Specifically, include: (a) the original plan, (b) the action(s) taken by the institution, (c) the date(s) of the action(s), (d) action(s) not taken or not completed, and (e) explanation(s) for partial completion. [Please note: Within minority-issues written plans, specific numerical targets may place an institution at legal risk and are not expected nor should they be included in an institution's written plan. If an institution has already submitted a plan to the committee that includes specific hiring numbers, the committee will not hold the institution accountable for achieving those specific numerical targets. Rather, the committee advises institutions to submit plans that have broad, flexible non-numeric hiring goals.]

Arkansas State University had no plans for improvement/recommendations reported in its first-cycle self-study report as it related to Operating Principle 3.2 (Minority Issues). The NCAA Committee on Athletics Certification required no additional plans for improvement, and this fact was acknowledged in correspondence at the time of the first-cycle certification.

3. Describe any additional plans for improvement/recommendations in the area of Operating Principle 4.2 (Minority Issues) developed by the institution since the first-cycle certification decision was rendered by the Committee on Athletics Certification.

The 1996-1997 Arkansas State University NCAA Self-Study Committee recommended the following plans for improvement for operations within the ASU Athletics Department. (Information was obtained from pages 19 through 20 in the section of the report regarding the evaluation and plan(s) for improvement as it related to the Operating Principle: Commitment to Equity in the 1996-1997 Arkansas State University NCAA Self-Study Report.)

* The committee recommended that the athletics department develop a policy that ensures continuous compliance with the NCAA operating principle that addresses minority issues. Review of minority issues has been ongoing since 1997-1998.

* Another recommendation was that the athletics department would examine the absence of minorities at various institutional personnel levels to determine appropriate actions. Action steps were developed with implementation beginning in 1998-1999.

* It was recommended that the policy and action steps of the athletics department be monitored by the University Intercollegiate Athletics Committee. This has been an ongoing process since 1998-1999.

4. List all actions the institution has completed or progress it has made regarding required actions identified by the NCAA Committee on Athletics Certification during the institution's interim-report process (if applicable) as they relate to Operating Principle 4.2 (Minority Issues). Specifically, include for each: (a) the required action, (b) the action(s) taken by the institution, (c) the date(s) of these action(s), (d) action (s) not taken or completed, and (e) explanation(s) for partial completion.

Not applicable. The university was not required to prepare an interim report.

5. Explain how the institution is organized to further its efforts related to the minority-issues operating principle for both athletics department staff and student-athletes and provide evidence that matters concerning minority issues are monitored, evaluated and addressed on a continuing basis.

Arkansas State University is committed to diversity and the concept that each member of our community is a valued participant. Dr. Glen Jones serves as Assistant to the President for Diversity Initiatives and as such monitors issues across the campus pertaining to minority students/athletes with others in key positions within the Athletic Department. During the self-study period, diversity was demonstrated in our staff with the following personnel: Senior Staff - African-American 2 in 2001-02 and 1 in 2002-03; Hispanic 1 in 2002-03; Assistant Coaches - Hispanic 1 for 2001-03. Minorities on the faculty-based Intercollegiate Athletics Committee included 5 African-Americans in 2002-03. Any issues or concerns with minority students received special attention from the staff and campus. The institution has developed a diversity plan which applies to the entire campus.

6. For the three most recent academic years, provide the racial or ethnic composition for full-time senior administrative athletics department staff members (i.e., assistant athletics directors up through the athletics director level); other full- and part-time professional (i.e., non-clerical) athletics department staff members (such as trainers, ticket managers, academic support staff, and facility managers, even if the position is not funded by or does not report to the athletics department); full- and part-time head coaches; full- and part-time assistant coaches (including graduate assistant and volunteer coaches); faculty-based athletics board or committee (e.g., faculty senate subcommittee on athletics, faculty athletics committee) members, and other advisory or policy-making group (e.g., governing board for athletics, student-athlete advisory committee) members (if any). [Note: Use the supplied chart to compile the data requested in this self-study item.]

Please see the attached chart.

7. For the three most recent academic years, provide the racial or ethnic composition for student-athletes who received athletics aid and for students generally. [Note: Use the supplied chart to compile the data requested in this self-study item.]

Please see the attached chart.

8. For the three most recent academic years, provide the racial or ethnic composition of student-athletes who received athletics aid by the eight sport groups listed in the graduation-rates disclosure form. Also, for those sports not at the varsity level for three years, indicate the year in which the sport was recognized by the institution as a varsity sport. [Note: Use the supplied chart to compile the data requested in this self-study item.]

Please see the attached chart.

9. Using the program areas for minority issues please:

a. Describe how the institution has ensured a complete study of each of these areas,
b. Provide data demonstrating the institution's commitment across each of the areas,
c. Identify areas of deficiency and comment on any trends, and
d. Explain how the institution's future plan for minority issues addresses each of the areas.

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

a. Describe how the institution has ensured a complete study of this area.

As part of the NCAA Certification process, a diverse sub-committee was formed to exam the Equity, Welfare and Sportsmanship section. The sub-committee consisted of three students (President of the Student Government Association - Caucasian male; African-American male student-athlete; Caucasian female student-athlete), staff (one African-American male; one Latino female; one Caucasian male, two Caucasian females), faculty (one Latino male, one Caucasian female), and one coach (Caucasian male). Institutional documents were reviewed to properly respond to this area.

b. Provide data demonstrating the institution's commitment across this area.

The institution's commitment is evidenced in a number of ways including the hiring of an Assistant to the President for Diversity Initiatives in July of 2002.

During the Fall semester of 2003, the President of Arkansas State University established a Task Force to develop a diversity plan for the institution. The Diversity Plan was completed and is currently available for review by the members of the ASU community before being submitted to the President for formal submission to the Board of Trustees. ASU's commitment is expressed via that document in the following definition: "Diversity is a continuous process embracing the ideal of inclusion by accepting each person as an equal and valued member of the university community."

During the Spring semester of 2004, 24 staff, administrators and faculty members of ASU were trained as Diversity Trainers. Starting in the summer of 2004, each faculty, staff, and administrator on the ASU campus will partcipate in a two hour diversity training/sensitivity awareness session.

c. Identify areas of deficiency and comment on any trends.

No deficiencies were noted.

d. Explain how the institution's future plan for minority issues addresses this area.

The institution has an on-going effort to enhance diversity by focusing on the recruitment and retention of a diverse student body, administration, faculty, and staff.

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

a. Describe how the institution has ensured a complete study of this area.

As part of the NCAA Certification process, a diverse sub-committee was formed to exam the Equity, Welfare and Sportsmanship section. The sub-committee consisted of three students (President of the Student Government Association - Caucasian male; African-American Football player; 1 Caucasian female), staff (one African-American male; one Latino female; one Caucasian male, two Caucasian females), faculty (one Latino male, one Caucasian female), and one coach (Caucasian male). Institutional documents were reviewed to respond to this area.

b. Provide data demonstrating the institution's commitment across this area.

The institution submits an annual report on its diversity status to the Arkansas Department of Higher Education and Arkansas Legislative House and Senate Interim Committee on Higher Education. This information is provided to meet the requirements of Arkansas Legislative Act 1091 of 1999. Each department on the ASU campus, including Athletics, submits a progress report to demonstrate what has been done in the area of diversity and plans for the immediate future.

c. Identify areas of deficiency and comment on any trends.

No deficiencies were noted.

d. Explain how the institution's future plan for minority issues addresses this area.

The annual report provides an opportunity for annual review and plans for the future.

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

a. Describe how the institution has ensured a complete study of this area.

As part of the NCAA Certification process, a diverse sub-committee was formed to exam the Equity, Welfare and Sportsmanship section. The sub-committee consisted of three students (President of the Student Government Association - Caucasian male; African-American male student-athlete; Caucasian female student-athlete), staff (one African-American male; one Latino female; one Caucasian male, two

Caucasian females), faculty (one Latino male, one Caucasian female), and one coach (Caucasian male). Institutional documents were reviewed to respond to this area.

b. Provide data demonstrating the institution's commitment across this area.

Efforts to enhance diversity begin with diversity in the Senior Administrative staff and coaching staff (see response to 3.2 #5 for diversity composition). Staff and coaches are included on University's committees, which include representation on the Diversity Task Force. The institution's commitment to diversity is carried to the athletes via the Senior staff and coaches by example and service to the University in relating and being participants in the Diversity Plan.

With any hiring of staff and coaches, the individual's ability to enhance diversity is a consideration.

The Student-Athlete Advisory Committee is an integral component of the Department of Athletics, the campus and the community. The committee consists of two student-athletes from each of Arkansas State's 16 men's and women's sports programs and a representative from the Student Government Association.

The charge of the committee is to address issues that arise from their fellow student-athletes, students and the Jonesboro community. The committee meets monthly to discuss NCAA legislation and its potential impact on student-athletes, community service projects and any current issues. The Associate Director of Athletics for Student Services serves as staff liaison and reports the minutes of these meetings at the staff meetings of the Senior Athletics Administration.

c. Identify areas of deficiency and comment on any trends.

No deficiencies were noted.

d. Explain how the institution's future plan for minority issues addresses this area.

These issues will be addressed through the institution's Diversity Plan.

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

a. Describe how the institution has ensured a complete study of this area.

As part of the NCAA Certification process, a diverse sub-committee was formed to exam the Equity, Welfare and Sportsmanship section. The sub-committee consisted of three students (President of the Student Government Association - Caucasian male; African-American male student-athlete; Caucasian female student-athlete), staff (one African-American male; one Latino female; one Caucasian male, two Caucasian females), faculty (one Latino male, one Caucasian female), and one coach (Caucasian male). Institutional documents were reviewed to properly respond to this area.

b. Provide data demonstrating the institution's commitment across this area.

The institution has no set goals for minority enrollment other than to increase the diversity of ASU campus by making it an institution welcoming to all. The African-American population in the state of Arkansas is approximately 17%. ASU's enrollment of African-American students is approximately 15%. ASU's enrollment of African-American first-year students for the Fall of 2004, was approximately 25%, up from approximately 17% in 2003.

The commitment is further observed through the recruiting process. In addition to the normal recruiting process, one Admission's representative has the additional responsibility of recruiting in the areas with high concentrations of minority students. Additional assistance is provided by the United Voices Gospel Choir, special relationships formed with African-American pastors in surrounding counties, a Discover Diversity Leadership program (an overnight campus visit for minority student leaders), special programs sponsored with the Strong-Turner Association (the African-American Alumni Association of ASU). A director of Multicultural Affairs also supports the mission of the institution by providing programs geared

toward the retention of minority students. More than 10 minority Registered Student Organizations exist on campus to provide support in the recruitment and retention of minority students.

c. Identify areas of deficiency and comment on any trends.

No deficiencies were noted.

d. Explain how the institution's future plan for minority issues addresses this area.

The institution's future plan for enrollment of minority students is expressed in the institution's diversity plan and will also be addressed in the forthcoming reports of the university's Enrollment Management Committee.

5. Comparison of Populations Examination of the student population and comparison of the percentage of minority student-athletes in all sports, by sport, to ensure that there are no signs of discrimination revealed through the recruitment practices of the institution.

a. Describe how the institution has ensured a complete study of this area.

As part of the NCAA Certification process, a diverse sub-committee was formed to exam the Equity, Welfare and Sportsmanship section. The sub-committee consisted of three students (President of the Student Government Association - Caucasian male; African-American Football player; one Caucasian female), staff (one African-American male; one Latino female; one Caucasian male, two Caucasian females), faculty (one Latino male, one Caucasian female), and one coach (Caucasian male). Institutional documents were reviewed to respond to this area.

b. Provide data demonstrating the institution's commitment across this area.

Coaches continue to recruit a diverse pool of athletes. The minority population of ASU students is approximately 15% whereas minority participation in Athletics is 75% of the participants; 5% baseball; 82% men's basketball; 67% football; 44% Men's track/cross country; 0 % men's other sports and mixed sports; 38% Women's basketball; 52% Women's track/cross country; and 6% women's other sports.

c. Identify areas of deficiency and comment on any trends.

Coaches continue to have difficulty securing minority representation in certain sports. Minority representation is much higher in some sports than in the general student body and minimally represented in others.

d. Explain how the institution's future plan for minority issues addresses this area.

The institution's future plan for enrollment of minority students is to have a student body reflective of the university service area with an emphasis on the Mississippi Delta. Additionally, coaches will be encouraged to recruit members of groups that are underrepresented onto their teams.

6. Participation in Governance and Decision-Making Involvement of minority student-athletes in the governance and decision-making processes of the athletics department, and provision of leadership opportunities (e.g., participation on student-athlete advisory committee) for minority student-athletes.

a. Describe how the institution has ensured a complete study of this area.

As part of the NCAA Certification process, a diverse sub-committee was formed to exam the Equity, Welfare and Sportsmanship section. The sub-committee consisted of three students (President of the Student Government Association - Caucasian male; African-American Football player; one Caucasian female), staff (one African-American male; one Latino female; one Caucasian male, two Caucasian

females), faculty (one Latino male, one Caucasian female), and one coach (Caucasian male). Institutional documents were reviewed to respond to this area.

b. Provide data demonstrating the institution's commitment across this area.

The Student Athlete Advisory Committee is an integral part of not only the Department of Athletics, but to the campus and community as well. The committee consists of two student-athletes from each of Arkansas State's 16 men's and women's sports programs and a representative from the Student Government Association.

The charge of the committee is to address matters that arise from their fellow student athletes, students and the Jonesboro community. The committee meets monthly to discuss NCAA legislation and its potential impact on student athletes, community service projects and any current issues. The Associate Director of Athletics for Student Services serves as staff liaison and reports the minutes of these meetings at the staff meetings of the Senior Athletics Administration.

c. Identify areas of deficiency and comment on any trends.

No deficiencies were noted.

d. Explain how the institution's future plan for minority issues addresses this area.

Minority students will continue to be encouraged to participate in leadership roles in the governance and decision-making processes.

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

a. Describe how the institution has ensured a complete study of this area.

As part of the NCAA Certification process, a diverse sub-committee was formed to exam the Equity, Welfare and Sportsmanship section. The sub-committee consisted of three students (President of the Student Government Association - Caucasian male; African-American male student-athlete; Caucasian female student-athlete), staff (one African-American male; one Latino female; one Caucasian male, two Caucasian females), faculty (one Latino male, one Caucasian female), and one coach (Caucasian male). Institutional documents were reviewed to respond to this area.

b. Provide data demonstrating the institution's commitment across this area.

Position openings in the coaching staff and administrative units in Athletics are advertised through the Human Resource office with additional outreach to members of the Black Coaches Association or/and other minority representatives across campus or colleagues across the country. Every effort is made to ensure a diverse pool of applicants for each position. Additional support is added with consultation with the Assistant to the President for Diversity Initiatives.

c. Identify areas of deficiency and comment on any trends.

No deficiencies were noted.

d. Explain how the institution's future plan for minority issues addresses this area.

The current process of additional outreach to members of the Black Coaches Association and contact with colleagues will continue in the hiring process.

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

a. Describe how the institution has ensured a complete study of this area.

As part of the NCAA Certification process, a diverse sub-committee was formed to exam the Equity, Welfare and Sportsmanship section. The sub-committee consisted of three students (President of the Student Government Association- Caucasian male; African-American male student-athlete; 1 Caucasian female student athlete), staff (one African-American male; one Latino female; one Caucasian male, two Caucasian females), faculty (one Latino male, one Caucasian female), and one coach (Caucasian male). Institutional documents were reviewed to respond to this area

b. Provide data demonstrating the institution's commitment across this area.

The university has an Intercollegiate Athletics Committee to review issues involving the welfare of student-athletes, the role of athletics in campus life, the athletic program's compliance with ASU, conference, and NCAA regulations. Membership includes two students appointed by the SGA (one should be a student-athlete). (This is addressed more fully under 3.3 #4).

c. Identify areas of deficiency and comment on any trends.

No deficiencies were noted.

d. Explain how the institution's future plan for minority issues addresses this area.

The institution will continue its efforts to build a more inclusive campus environment by establishing specific programs that address the needs and issues affecting minority student athletes.

10. Using the "plan for improvement" section, please provide a written, stand-alone institutional plan for addressing minority issues for the future in the intercollegiate athletics program. The plan must address all eight program areas for minority issues as listed previously; however, an evaluation mechanism to monitor the institution's status in those program areas without deficiencies is acceptable, provided the identification of such a mechanism is included in the institution's minority-issues plan. Further, the plan must extend at least five years into the future and be active at all times. [Note: Please see this web site for an example format outlining all required elements of a plan.]

Within minority-issues written plans, specific numerical targets may place an institution at legal risk and are not expected nor should they be included in an institution's written plan. The committee advises institutions to submit plans that have broad, flexible non-numeric hiring goals.

Please see the attached plan for improvement.

11. Describe the institution's efforts to ensure the plan for addressing minority issues for the future in the intercollegiate athletics program was developed through a process involving broad-based participation and received institutional approval.

The Gender-Equity Subcommittee was responsible for drafting the plan for address minority issues in the future. This subcommittee submitted all draft plans to the NCAA Certification Steering Committee for review and approval. Once approved by the steering committee, the campus community was invited to review and comment on all plans. The steering committee and the subcommittee were comprised for students, faculty and staff from different segments of the campus.

Evaluation

1. Has the institution implemented its approved minority-opportunities plan from the previous self-study? **Currently Yes**

2. Has the institution provided an explanation from appropriate institutional authorities if its minority-issues plan was modified or not carried out fully? **Currently Yes**

3. Has the institution demonstrated that it is committed to, and has progressed toward fair and equitable treatment of all minority student-athletes and athletics department personnel? **Currently Yes**

4. Has the institution formally adopted a written plan for the future for the intercollegiate athletics program that ensures the institution maintains a program, or continues progress toward a program, which expands opportunities and support for minority student-athletes and athletics personnel? **Currently Yes**

5. Has the institution developed a plan that includes measurable goals the institution intends to achieve, steps the institution will take to achieve those goals, persons responsible and timetables? **Currently Yes**

Equity, Welfare and Sportsmanship

Elements		Steps		
Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Annual Evaluation of Institutional and Athletics Department Commitment to Minority Opportunities.	Continue to endorse, communicate and implement the university's diversity plan	Discuss the plan with senior athletic staff and coaching staff	Athletic Director, Assistant to the President for Diversity Initiatives.	2005-2009 On-going
		Invite the Assistant to the President for Diversity Initiatives to discuss the plan, and plan expectations, with all personnel	Athletic Director	2005-2010
		Continue to provide data for Annual Minority Retention Report as required by the state of Arkansas	Athletic Director	2005-2010 On-going
Comparison of Populations	Coordinate recruitment of student athletes with the Assistant Director of Admissions (Minority Student Recruitment)	Establish a committee with representatives from the Office of Admissions, Director of Multicultural Affairs, Office of Diversity, minority coaches and minority athletes to examine all relevant data for signs of discrimination	Senior Woman Administrator	Fall 2005 and on-going thereafter
Participation in Governance and Decision-Making	Continue to encourage minority student participation on committees	Recommend and encourage specific minority student-athletes to serve various university committees	Senior Woman Administrator	2005-2010 On-going
Employment Opportunities	Continue efforts to ensure a diverse pool of applicants for position openings	Continue to advertise in minority publications and access minority networks	Athletic Director, Assistant to the President for Diversity Initiatives, Human Resources	2005-2010 On-going
		Solicit potential candidates from members of the Black Coaches Association, minority colleagues, and the NCAA's Fellows Leadership Development Program	Athletic Director, Assistant to the President for Diversity Initiatives, Human Resources	2005-2010 On-going
		Continue additional solicitation of potential candidates beyond normal advertising	Athletic Director, Assistant to the President for Diversity Initiatives, Human Resources	2005-2010 On-going

Equity, Welfare and Sportsmanship

Elements		Steps		
Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Enrollment	Continue to recruit and enroll student-athletes, in all programs, from underrepresented groups in a manner consistent with the university's goals and objectives.	Continue to monitor participation levels of minority students in all sports	Senior Woman Administrator	On-going
		Visit with each head coach to discuss the importance of diversity within their sport and provide assistance in recruiting student-athletes from diverse backgrounds	Senior Woman Administrator, Director of Athletics	Fall 2005
Programs and Activities	Develop and implement programs that directly address the needs and issues affecting minority students	Establish a broad-based, diverse committee whose purpose is to develop and implement the desired programs	Senior Woman Administrator, Associate Vice-Chancellor for Student Affairs, Associate Vice-Chancellor for Research and Academic Affairs	Fall 2005
Evaluation	a. Continue to work within the framework of the Office of Affirmative Action b. Continue to work within the framework of the university's diversity plan	An annual review of the athletics department by the Diversity Officer for compliance with the diversity plan	Athletic Director, Assistant to the President for Diversity Initiatives	2005-2010 On-going
Organization and Structure.	Develop diversity accountability standards.	The Director of Athletics and the Assistant to the President for Diversity Initiatives will develop a plan, consistent with the University's Recruitment and Selection Plan, to hold athletics personnel accountable for developing diverse applicant pools	Director of Athletics, Assistant to the President for Diversity Initiatives	On-going

Operating Principle

4.3 Student-Athlete Welfare

Self-Study Items

1. List all "corrective actions," "conditions for certification" or "strategies for improvement" imposed by the NCAA Division I Committee on Athletics Certification in its first-cycle certification decision (if any) as they relate to Operating Principle 4.3 (Student-Athlete Welfare). In each case, provide: (a) the original "corrective action," "condition" or "strategy" imposed; (b) the action(s) taken by the institution; (c) the date(s) of the action(s); and (d) an explanation for any partial or noncompletion of such required actions. Please note, the institution is not required to respond to recommendations for required actions developed by the peer-review team unless those same recommendations were adopted by the Committee on Athletics Certification.

   Arkansas State University had no "corrective actions", "conditions of certification" or "strategies for improvement" imposed by the NCAA Committee on Athletics Certification in its first-cycle certification decision as it related to Operating Principle 3.3 (Student-Athlete Welfare).

2. List all actions the institution has completed or progress it has made regarding all plans for improvement/recommendations developed by the institution during its first-cycle certification process as they relate to Operating Principle 4.3 (Student-Athlete Welfare). Specifically include: (a) the original plan; (b) the actions(s) taken by the institution; (c) the date(s) of the action(s); (d) actions not taken or not completed; and (e) explanations for partial completion. Please note, the institution will not be required to fulfill an element of a first-cycle plan if the element does not affect conformity with an operating principle.

   Arkansas State University had no plans for improvement/recommendations reported in its first-cycle self-study report as it related to Operating Principle 4.3 (Student-Athlete Welfare). The NCAA Committee on Athletics Certification required no additional plans for improvement, and this fact was acknowledged in correspondence at the time of the first-cycle certification.

3. Describe any additional plans for improvement/recommendations in the area of Operating Principle 4.3 (Student-Athlete Welfare) developed by the institution since the first-cycle certification decision was rendered by the Committee on Athletics Certification.

   The 1996-1997 Arkansas State University NCAA Self-Study Committee recommended the following plans for improvement for operations within the ASU Athletics Department. (Information was obtained from pages 19 through 20 in the section of the report regarding the evaluation and plan(s) for improvement as it related to the Operating Principle: Commitment to Equity in the 1996-1997 Arkansas State University NCAA Self-Study Report.)

   * The committee recommended that the athletics department develop a policy that ensures continuous compliance with the NCAA operating principle that addresses student-athlete welfare. Review of student-athlete issues has been ongoing since 1997-1998.

   * It was recommended the athletics department secure funding for tutors in the Academic Support Center. This was accomplished by the 1998-1999 academic year.

   * Another recommendation by the committee was that the athletics department would separate the responsibilities of the academic and compliance coordinator, and an academic advisor will be added to the Academic Support Center. This was accomplished during 1998-1999.

   * It was also recommended that the policy and action steps of the athletics department be monitored by the University Intercollegiate Athletics Committee. This has been an ongoing process since 1998-1999.

4. List all actions the institution has completed or progress it has made regarding required actions identified by the NCAA Committee on Athletics Certification during the institution's interim-report process (if applicable) as they relate to Operating Principle 4.3 (Student-Athlete Welfare). Specifically, include for each: (a) the required action, (b) the action(s) taken by the institution, (c) the date(s) of these action(s), (d) action(s) not taken or completed, and (e) explanation(s) for partial completion.

Not applicable. The university was not required to prepare an interim report.

5. Explain how the institution is organized to further its efforts related to the student-athlete welfare operating principle and provide evidence that matters concerning student-athlete welfare are monitored, evaluated and addressed on a continuing basis.

The physical and educational welfare of the student-athletes are of great concern to the institution. In addition to the athletics administration who vests primary responsibility of overseeing student-welfare issues with its Associate Director of Athletics for Student Services, two shared governance committees have the authority to address such issues: The Student-Athlete Advisory Committee and the Intercollegiate Athletics Committee.

The Student-Athlete Advisory Committee is an integral part of not only the Department of Athletics, but to the campus and community as well. The committee consists of two student-athletes from each of Arkansas State's 16 men's and women's sports programs and a representative from the Student Government Association.

The charge of the committee is to address matters that arise from their fellow student-athletes, students and the Jonesboro community. The committee meets monthly to discuss NCAA legislation and its potential impact on student-athletes, community service projects and any current issues. The Associate Director of Athletics for Student Services serves as staff liaison and reports the minutes of these meetings at the staff meetings of the Senior Athletics Administration.

Student welfare issues are also addressed by the faculty and administration through the Intercollegiate Athletics Committee. This committee consists of four student representatives appointed by the Student-Government Association, one of whom is a student-athlete, four faculty members appointed by the Faculty Senate, the faculty athletics representative appointed by the president, one executive staff member appointed by the president, the Dean of University College, two staff members appointed by the Staff Senate, Student Government Association President, Student Activities Board President, and representatives from external organizations including, the Alumni Association, Indian Club, Letterman Club and the Chamber of Commerce Sports Association. The Director of Athletics and the Senior Woman Administrator serve as ex-officio members.

The charge of the Intercollegiate Athletics Committee is to review issues involving the welfare of student-athletes and the role of athletics in campus life, the athletics program's compliance with institutional, Sun Belt Conference and NCAA regulations. Any policy recommendations are forwarded to the Assistant to the President for Diversity Initiatives.

The Student-Athlete Advisory Committee and the Intercollegiate Athletics Committee have administrative reporting lines that extend beyond athletics. This structure ensures that issues concerning student-athletes are addressed globally by the institution and not confined to the Department of Athletics.

6. Describe the institution's educational enhancement programs (e.g., education regarding career guidance counseling; personal counseling; health and safety; alcohol and other drug guidelines [see the NCAA Sports Medicine Handbook, Guideline No.1-E]; non-academic components of life skills programs) available to student-athletes. Describe practices/procedures in place to encourage and assure student-athletes' access to these programs.

The services of the Office of Career Services are available to all students. These services include topics such as job location, interviewing skills, etiquette lessons, resume preparation, and on-campus interviews. Counselors are also available to conduct presentations to individuals or student groups, including student-athletes.

Personal counseling and career advice are provided free of charge by the University's Counseling Center. Licensed professionals are available to assist any student.

Health and Safety issues are addressed by the University Counseling and Health Centers through a series of presentations ranging from alchol to drug education. Additionally, workshops on time-management, stress management, selecting a major, diversity training, and other life skills issues are available for presentation to any group or individual students by various departments on campus.

7. Describe the institution's process for conducting the student-athlete exit interviews required by NCAA Constitution 6.3.2 and the means by which this information is used to better the student-athlete experience. Describe other avenues available to student-athletes to provide input.

The institution is committed to enhancing the intercollegiate athletics experience for all of its student-athletes. It realizes that exit interviews are an essential evaluation tool for determining whether the student-athlete has had a valuable experience, whether the time demands on the student-athlete were appropriate and whether the student-athlete had any concerns regarding the administration of the student-athlete's sport program.

Historically, the responsibility of conducting the exit interviews was vested with the Director of Athletics (AD). The AD would select certain student-athletes whose eligibility was exhausted and pose 25 questions to the selected student-athletes in individual interviews. Such interviews were confidential and were conducted in a manner that encouraged open and honest responses from the selected student-athlete. Upon the conclusion of the exit interviews, the Director of Athletics would analyze the information and incorporate the information in the decision making process regarding the specific sport program, the time demands on the student-athlete and how to enhance the experience of the student-athlete.

There have been many changes in the athletics administration since the previous certification. Since 1997, there have been four different directors of athletics, four compliance coordinators, two faculty athletics representatives and two senior woman administrators. With such turnover, particularly at the director of athletics level, the institution failed to utilize formal, written procedures to conduct exit interviews with student-athletes. The institution will have these procedures in place by the end of spring 2005.

The data collected from these interviews will be distributed to the athletics administration, head coaches, the Student-Athlete Advisory Committee, and the Intercollegiate Athletics Committee in order to determine how to best serve the student-athletes. The interviews will be conducted by the sports liaisons. Additionally, the student-athletes are free to speak with the Director of Athletics, the Associate Director of Athletics for Student Services, the Faculty Athletics Representative, the Assistant to the President for Diversity Initiatives, the Associate Vice Chancellor for Student Affairs or their respective sport liaison (e.g., the Senior Associate Director of Athletics for Internal Affairs, the Associate Director of Athletics for External Affairs, the Associate Director of Athletics for Student Services or the Assistant Director of Athletics for Marketing) for any student-athlete welfare related reason.

8. Describe the institution's and/or athletics department's written grievance and/or appeals procedures available to student-athletes in areas mandated by NCAA legislation (i.e. financial aid and transfers) and in other areas (e.g. harassment, hazing, abusive behavior, sexual orientation). Also, identify the individual(s) responsible for overseeing the administration of the grievance and/or appeals procedures and describe the means by which the grievance and/ or appeals procedures are communicated to student-athletes and staff.

Financial Aid
The Assistant Director of Financial Aid and the University Financial Aid and Scholarships Committee are responsible for the withdrawal, reinstatement and appeal of financial aid awards. The policies relating to appeal financial aid decisions are contained in the student handbook and are posted on the university's website (http://finaid.astate.edu/finaid.html).

Scholarships or financial aid may be withdrawn from any student who fails to make satisfactory academic progress as required by the Satisfactory Progress Policy. Once it is determined that a student has not made satisfactory academic progress, a letter is sent notifying them of the deficiency and of resulting consequences. Typically, students are placed on academic probation for one semester, giving them the opportunity to raise their grade point average to the required minimum level.

Students may appeal to have their eligibility restored if there are extenuating circumstances related to their academic progress. Extenuating circumstances are typically identified as situations beyond the student's control that do not allow them to successfully complete the semester; such situations may include unplanned medical conditions, victim of a severe crime, or a participant in a vehicle accident. While these situations do not ensure

approval of an appeal, they are examples of situations that have been reviewed in the past. Students may only submit their appeals in writing and must follow the guidelines outlined in the Satisfactory Progress Policy.

Transfers
If an ASU student-athlete requesting to speak to another institution contacts the Compliance Office, the Compliance Office will notify the Head Coach of the sport involved. When the coach grants permission, a letter of release is sent from the Compliance Office to the institution that the student-athlete desires to engage.

When a coach denies the request, the Compliance Office notifies the appropriate sport liaison who immediately discusses the reason for the denial with the coach and student-athlete. If the release is still denied, the Compliance Office informs the student-athlete in writing and offers a hearing opportunity within 14 days. When a hearing is desired, the student-athlete will schedule the hearing with Student Affairs. The Student Affairs Grievance Committee will render a decision to the student-athlete and the athletic department.

In areas of harassment, hazing, abusive behavior, or sexual orientation, the student will file a report with either University Police Department, Residence Life (if they live on campus), or the Office of Student Conduct, Rights, and Responsibilities. The report is investigated and students are punished accordingly. The Student Code of Conduct, which begins on page 28 of the student handbook, identifies misconduct and procedures for correction. The appeal process is listed under the heading Judicial Process on pages 32-38 of the student handbook which is located on the ASU website.

The compliance officer attends team meetings at the beginning of the school year to advise students of processes and to let them know that he is available at any time to assist with any problems the student-athlete might have. Students receive "Navigating for Success: A Primer on University Policies" during new student orientation. This handout directs students to the Student Handbook on the ASU website.

The student-athlete handbook is in the process of being revised. It will include grievance procedures and will be distributed annually to student-athletes upon its revision.

The university has an Intercollegiate Athletics Committee to review issues involving the welfare of student-athletes, the role of athletics in campus life, the athletic program's compliance with ASU, Sun Belt Conference, and NCAA regulations. Membership includes two students appointed by the SGA with one one the students being a student-athlete.

9. Describe the institution's educational and support programs in the area of sexual orientation. Also, describe the institution's structure and/or policies that ensure the provision of a safe environment for all students, including student-athletes with diverse sexual orientations.

An NCAA Self-Study Committee was established to review all areas. A sub-committee consisting of faculty, staff and students examined equity and gender issues. One area of responsibility for this group is to review programs and support for athletes with diverse sexual orientations. An analysis was performed of all programming and polices relating to support for students with diverse sexual orientations.

Arkansas State University offers programming and support on diverse lifestyles and cultures, including alternate sexual orientations. The Counseling Center goes to classrooms to offer diversity programs that encourage appreciation of differences, tolerance and understanding. While these programs are provided on a request basis from faculty, all First Year Experience courses include this training as a part of the curriculum. Student-athletes participate in these courses. More specialized workshops are also available upon request that delve more deeply into the subject of sexual orientation with the goal of helping students understand one another. These topics include sexual harassment, date rape, and sexually transmitted diseases. The Student Health Center also provides educational materials and workshops focusing on alternative sexual orientations.

Individual counseling is also available to all students of a different sexual orientation to help them in any way possible.

A registered, recognized student organization, the Gay/Straight Alliance, is very active on campus and provides support to students with alternative sexual orientations. This group is open to all students and encourages participation from straight, homosexual, bi-sexual, transsexual, and transgender students. In the spring 2004 semester, the Gay/Straight Alliance sponsored a town hall meeting on gay issues. The event was attended by faculty, staff and students. ASU faculty, staff and students formed the panel and addressed several concerns gay students had regarding safety and tolerance. The staff participants included the Assistant to the President for Diversity Initiatives, Director of the Counseling Center, Associate Vice Chancellor for Student Affairs, University Police Department officers, and faculty advisors.

The Office of Training and Development also provides mandatory training for all employees on sexual harassment and diversity. Faculty and staff participate in these programs and are taught how to deal with situation where students are involved and seek guidance regarding sexual orientation or other sexual issues.

Programming and education are keys to providing a safe inclusive environment for all our students, including student-athletes. Students are encouraged by faculty and staff to not only participate in the programming but to also seek out faculty and staff to help in any situation. This open line of communication works well to keep our students safe and help them meet their educational and athletic goals.

10. Identify the mechanisms in place to ensure the health and safety of student-athletes and the administrator(s) responsible for the institutional awareness of health, safety (including travel) and sports medicine policies. Describe the process by which these policies and guidelines are disseminated within the athletics department, who receives this information and how these issues are addressed within the athletics department. [Note: The institution may want to refer to the equitable medical care section of the NCAA Sports Medicine Handbook Guideline No. 1-A as a guide in responding to this self-study item.]

Arkansas State University adheres to the NCAA's Guideline 1-A for sports medicine administration.

Dr. Dean Lee, Director of Intercollegiate Athletics, Mr. Doug Abel, Senior Associate Director of Athletics, and Mr. Ron Carroll, Head Athletic Trainer, provide the primary leadership for administration of health, safety, travel and sports medicine policies within the Athletics Department. These individuals communicate the policies and practices to associates and to staff members through staff meetings, e-mails, and written documents.

ASU has a clearly stated "Notice of Privacy Practices" form, a copy of which is provided to each student-athlete. The notice describes how and under what circumstances medical information about the student may be used and disclosed.

The Athletic Department produces a four-page guide that outlines the Sports Medicine and Athletic Training Services. A copy of the guide is provided to each prospective student-athlete during a recruiting visit. The guide includes information on the Sports Medicine staff, the Athletic Training staff, the facilities, and a list of services. Services include prevention of injury or illness; evaluations/recognition of injury or illness; management/treatment and disposition; rehabilitation; organization/administration of records, medical histories, insurance; and education/counseling.

The Athletic Department also sends a letter each year to each student-athlete and parents, describing the policies pertaining to medical care for student-athletes. This includes policies regarding athletic medical exams, medical histories, medical care, financial aspects, insurance procedures, and campus medical facilities.

The Athletic Department provides a handbook of information for each student-athlete. A section on sports medicine services and procedures is included.

11. Describe the institution's emergency medical plan for practices and games. [Note: The institution may want to refer to the emergency care section of the NCAA Sports Medicine Handbook Guideline No. 1-A as a guide in responding to this self-study item.]

This plan identifies Emergency Care Teams by staff, sport and facility along with contact numbers for emergency units, emergency supplies information, gates and key information, and severe weather sites identification for each location.

12. Describe the institution's written emergency plan for the athletics program and specific coverage for out-of-season workouts, strength training and skills sessions. [Note: The institution may want to refer to the emergency care section of the NCAA Sports Medicine Handbook Guideline No. 1-A as a guide in responding to this self-study item.]

Arkansas State University has a written emergency action plan for each institutional facility where student-athletes may be conditioning (in-season or out-of-season), practicing, or competing at any given time. ASU also has an emergency action plan for off-campus venues. The plans adhere to the standards set forth in the NCAA's Guideline 1a, Sports Medicine Administration, and Guideline1f, Emergency Care and Coverage. Each of the seven different emergency plans is organized into six sections that provide key information: the emergency care team; available

telephones; gates, keys and lock information; emergency supplies; severe weather; and other emergency procedures.

13. Using the program areas for student-athlete welfare issues please:

a. Describe how the institution studies these topics as they apply to all student-athletes;
b. Provide data demonstrating the institution's commitment to these issues for all student-athletes; and
c. Explain how the institution will address these topics in the future for the welfare of all student-athletes.

1. Evaluation. Periodic review of athletics department activities for consistency with goals and objectives set forth in the institution's and athletics department's written commitments to student-athlete welfare, including the evaluation of the effectiveness of mechanisms to ensure the health and safety of student-athletes.

a. Describe how the institution studies these topics as they apply to all student-athletes.

The institution studies these topics currently through discussion meetings held by the senior athletics staff, the Intercollegiate Athletics Committee, and the Student-Athlete Advisory Committee are also groups that participate in these meetings. Additionally, each year the Department of Athletics secures the services of training professionals to provide on-site training in areas such as: abstinence, etiquette, first-aid awareness, and sexual harassment.

b. Provide data demonstrating the institution's commitment to these issues for all student-athletes.

The Associate Athletic Director holds discussion meetings with coaches to gather the feedback provided by the students. She in turn reviews the information in an effort to create programs or to coordinate the training needed to target problem areas. Additionally, the Associate Athletic Director has an open-door policy to provide an inviting environment for students to just drop by to address issues.

Certified athletics trainers and strength and conditioning coaches are available to address any concerns in the areas of health and safety. These individuals and their programs are evaluated annually.

c. Explain how the institution will address these topics in the future for the welfare of all student-athletes.

Currently, the Student Handbook for Athletes is under review. The Associate Athletics Director will make the necessary modifications to ensure the student concerns are addressed and new policies are added as needed.

2. Organization and Structure Policies, and/or organization, and/or activities of the athletics program and its activities to help enhance student-athlete welfare.

a. Describe how the institution studies these topics as they apply to all student-athletes.

Once final review and editing has occurred, the Student Handbook for Athletes will include new policies in areas such as sports medicine, food, and compliance.

b. Provide data demonstrating the institution's commitment to these issues for all student-athletes.

Historically, data has been provided through attendance of seminars and training sessions. This year, data will be provided through participation in a student survey as well as attendance at the Sun Belt Conference SAAC meetings.

c. Explain how the institution will address these topics in the future for the welfare of all student-athletes.

The institution will address these topics through constant practice and implementation of its policies.

3. Participation in Governance and Decision-Making Involvement of student-athletes in the governance and decision-making processes of the athletics department (including the student-athlete advisory committee).

a. Describe how the institution studies these topics as they apply to all student-athletes.

The institution studies these topics through the coordination of periodic discussion meetings held by senior staff, Intercollegiate Athletics Committee, and the Student-Athlete Advisory Committee (SAAC).

b. Provide data demonstrating the institution's commitment to these issues for all student-athletes.

SAAC currently participates in the legislative process as it relates to decision making.

c. Explain how the institution will address these topics in the future for the welfare of all student-athletes.

The institution will address these issues by providing on-going training in areas of health and safety, sexual harassment awareness, drug education, and sexual activity.

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

a. Describe how the institution studies these topics as they apply to all student-athletes.

The institution encourages student-athletes to participate in surveys designed to assess student need. Subsequently, this information is used to establish programs. Another method of collecting data regarding issues affecting student-athletes is to conduct on-going meetings with the students.

b. Provide data demonstrating the institution's commitment to these issues for all student-athletes.

Data reflects that the Athletics Department has called upon professional trainers, such as the St. Bernards Consulting Group and Student Activities Board, to provide training in areas such as drug awareness and nutrition.

c. Explain how the institution will address these topics in the future for the welfare of all student-athletes.

The institution will address these issues by using the information gathered from student-athletes to establish new programs and to expand existing programs that address the needs and issues affecting student-athletes.

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

- Facilities schedule for practice and competition.

- Sports schedules.
- Sports marketing materials.
- Media guides.
- Institution's student-athlete handbook or, if no such handbook exists, institution's method(s) for conveying athletics policies and procedures to student-athletes.
- Written materials (e.g., forms) used to document student-athlete exit interviews.
- Institution's and/or athletics department written grievance and/or appeal procedures available to student-athletes in areas mandated by NCAA legislation and in other areas.

Evaluation

1. Does the institution demonstrate a commitment to the fair treatment of student-athletes, particularly in their academic role as students? **Currently Yes**

2. Does the institution provide evidence that the welfare of student-athletes and the fairness of their treatment is monitored, evaluated and addressed on a continuing basis? **Currently Yes**

3. Does the institution have established grievance or appeal procedures available to student-athletes in appropriate areas? **Currently Yes**

4. Does the institution provide evidence that the institution has in place programs that protect the health of and provide a safe environment for its student-athletes? **Currently Yes**

Equity, Welfare and Sportsmanship

Elements		Steps		
Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
The university does not have written procedures for conducting exit interviews with student-athletes.	Develop a formal mechanism for conducting exit interviews with student-athletes	The Department of Athletics will form a committee to develop written procedures for conducting exit interviews with student-athletes.	Director of Athletics, Faculty Athletics Representative, Senior Woman Administrator	Spring 2005
		Complete and distribute the Student-Athlete Handbook	Senior Woman Administrator	Fall 2005

Operating Principle

4.4 Sportsmanship and Ethical Conduct

Self-Study Items

1. List all "corrective actions," "conditions for certification" or "strategies for improvement" imposed by the NCAA Division I Committee on Athletics Certification in its first-cycle certification decision (if any) as they relate to Operating Principle 4.4 (Sporting and Ethical Conduct). In each case, provide: (a) the original "corrective action," "condition" or "strategy" imposed; (b) the action(s) taken by the institution; (c) the date(s) of the action(s); and (d) an explanation for any partial or noncompletion of such required actions. Please note, the institution is not required to respond to recommendations for required actions developed by the peer-review team unless those same recommendations were adopted by the Committee on Athletics Certification.

Not applicable.

2. List all actions the institution has completed or progress it has made regarding all plans for improvement/recommendations developed by the institution during its first-cycle certification process as they relate to Operating Principle 4.4 (Sporting and Ethical Conduct). Specifically include: (a) the original plan; (b) the actions(s) taken by the institution; (c) the date(s) of the action(s); (d) actions not taken or not completed; and (e) explanations for partial completion. Please note, the institution will not be required to fulfill an element of a first-cycle plan if the element does not affect conformity with an operating principle.

Not applicable.

3. Describe any additional plans for improvement/recommendations in the area of Operating Principle 4.4 (Sporting and Ethical Conduct) developed by the institution since the first-cycle certification decision was rendered by the Committee on Athletics Certification.

Not applicable.

4. List all actions the institution has completed or progress it has made regarding required actions identified by the NCAA Committee on Athletics Certification during the institution's interim-report process (if applicable) as they relate to Operating Principle 4.4 (Sporting and Ethical Conduct). Specifically, include for each: (a) the required action, (b) the action(s) taken by the institution, (c) the date(s) of these action (s), (d) action(s) not taken or completed, and (e) explanation(s) for partial completion.

Not applicable.

5. Explain how the institution is organized to further its efforts related to sporting and ethical conduct and provide evidence that matters concerning sporting and ethical conduct are monitored, evaluated and addressed on a continuing basis.

Not applicable.

6. Provide the institution's written policies and procedures on sporting and ethical conduct.

Not applicable.

7. Describe any sanctions that may be levied for inappropriate behavior by all individuals associated with the intercollegiate athletics program.

Not applicable.

8. Describe the institution's method(s) for communicating the institution's sporting and ethical conduct policies and procedures to all individuals associated with the intercollegiate athletics program.

Not applicable.

9. Describe the institution's educational activities/programs in the area of violence, abuse and harassment committed by student-athletes.

Not applicable.

10. Describe educational activities related to sporting and ethical conduct for student-athletes, coaches, institutional staff members, boosters, support groups (e.g., alumni, cheerleaders) and all others associated with the intercollegiate athletics program.

Not applicable.

11. Describe mechanisms the institution has in place to review and monitor the effectiveness of its sporting and ethical conduct policies and procedures. Also, provide a brief description of incidents that have been reviewed through these mechanisms in the last three years.

Not applicable.

12. Describe specific incidents over the last three years that shed light on the institution's commitment to the values of sporting and ethical conduct (e.g., citations or sanctions from the conference office, sanctions or reprimands from the NCAA for conduct during its championships, awards received by the institution or its athletes for exemplary behavior in this area).

Not applicable.

Evaluation

1. Does the institution demonstrate that in the area of intercollegiate athletics, it is committed to these fundamental values of sporting and ethical conduct? **Currently Yes**

2. Does the institution have established a set of written policies and procedures for this area? **Currently Yes**

3. Does the institution demonstrate that educational activities related to sporting and ethical conduct exist for individuals and groups associated with the intercollegiate athletics experience? **Currently Yes**

4. Does the institution provide evidence that the effectiveness of activities in this area are monitored, evaluated and addressed on a continuing basis? **Currently Yes**

RACIAL OR ETHNIC COMPOSITION

ATHLETICS AND SELECTED INSTITUTIONAL PERSONNEL

		Racial or Ethnic Group																	
		Am. Ind./AN (N)			Asian/PI (N)			Black (N)			Hispanic (N)			White (N)			Other (N)		
	Year	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Ser Adm Ath Dept	F	0 tive	0	0	0	0	0	1	1	2	1	1	0	11	13	13	0	0	0
Ot Profe Ath Dept	F	0 al	0	0	0	0	0	0	0	0	1	1	1	10	9	10	0	0	0
	P	s 0	0	0	0	1	1	1	1	2	0	0	0	4	7	5	0	0	0
Head Coac	F	0	0	0	0	0	0	0	0	0	0	0	0	9	9	9	0	0	0
	P	0	0	0	0	0	0	0	0	0	0	0	0	2	2	2	0	0	0
Assi Coac	F	0	0	0	0	0	0	6	6	4	1	1	1	12	12	14	0	0	0
	P	0	0	0	0	0	0	1	1	1	0	0	1	9	9	8	0	0	0
Tot (f Athl De Pers	F	0	0	0	0	0	0	7	7	6	3	3	2	42	43	46	0	0	0
	P	0	0	0	0	1	1	2	2	3	0	0	1	15	18	15	0	0	0
Fac B a Ath Boa Com Mem		- 0 l s r e	0	0	0	0	0	6	4	2	0	0	0	10	13	13	3	2	3

Equity, Welfare and Sportsmanship

O t Advi P o M a G r Mem		r or - g o	0	0	0	0	0	0	1	1	1	0	0	0	4	4	4	0	0	0

Name of person completing this chart: Dr. Kathryn Jones
Title: Director of Institutional Research

Equity, Welfare and Sportsmanship

RACIAL OR ETHNIC COMPOSITION

STUDENTS GENERALLY AND STUDENT-ATHLETES ON ATHLETICS AID

	Racial or Ethnic Group																	
	Am. Ind./AN (N)			Asian/PI (N)			Black (N)			Hispanic (N)			White (N)			Other (N)		
Year	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
All Students	21	18	18	54	54	47	1084	1023	1018	58	50	58	6023	6218	6194	143	121	120
Student-Athletes	1	1	2	0	2	3	93	73	62	3	3	5	104	84	88	36	30	21

Name of person completing this chart: Dr. Kathryn Jones

Title: Director of Institutional Research

Equity, Welfare and Sportsmanship

RACIAL OR ETHNIC COMPOSITION
MEN'S AND WOMEN'S SPORTS TEAMS

	Racial or Ethnic Group																	
	Am. Ind./AN (N)			Asian/PI (N)			Black (N)			Hispanic (N)			White (N)			Other (N)		
Sports Year	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Baseball	0	0	1	0	0	1	1	0	0	0	0	0	21	18	17	2	2	1
Men's Basketball	0	0	0	0	0	0	9	7	7	0	0	0	2	2	4	1	1	1
Football	0	0	0	0	1	2	59	47	37	0	1	2	25	22	22	4	0	0
Men's Track / Cross Country	0	0	0	0	0	0	6	5	6	1	0	1	5	3	3	5	7	3
Men's Other Sports and Mixed Sports	0	0	0	0	0	0	0	0	0	0	0	0	4	3	4	2	3	1
Women's Basketball	0	0	0	0	0	0	5	4	6	0	0	0	7	6	6	1	1	1
Women's Track / Cross Country	0	0	0	0	0	0	12	9	6	1	2	2	11	4	6	3	3	5
Women's Other Sports	1	1	1	0	1	0	1	1	0	1	0	0	29	26	26	18	13	9
Total	1	1	2	0	2	3	93	73	62	3	3	5	104	84	88	36	30	21

Name of person completing this chart: Dr. Kathryn Jones
Title: Director of Institutional Research