PRAIRIE VIEW A&M UNIVERSITY

2004-05 Athletics Self-Study

Submitted to the National Collegiate Athletic Association Division I Committee on Athletics Certification

May 3, 2007
# TABLE OF CONTENTS

Committee Members

- Steering Committee Members ................................................................. 2
- Governance and Commitment to Rules Compliance Subcommittee Members .......... 4
- Academic Integrity Subcommittee Members .................................................. 5
- Equity and Student-Athlete Welfare Subcommittee Members ........................... 7

Governance and Commitment to Rules Compliance

- Governance and Commitment to Rules Compliance Operating Principle 1.1 ............ 9
- Governance and Commitment to Rules Compliance Operating Principle 1.1 Plan for Improvement ................................................................. 16
- Governance and Commitment to Rules Compliance Operating Principle 1.2 .......... 17
- Governance and Commitment to Rules Compliance Operating Principle 1.1 Plan for Improvement ................................................................. 30

Academic Integrity

- Academic Integrity Operating Principle 2.1 .................................................... 34
- Academic Integrity Operating Principle 2.2 .................................................... 51
- Academic Integrity Plan for Improvement ...................................................... 65

Equity and Student-Athlete Welfare

- Equity and Student-Athlete Welfare Operating Principle 3.1 .......................... 67
- Equity and Student-Athlete Welfare Operating Principle 3.1 Plan for Improvement .... 85
- Equity and Student-Athlete Welfare Operating Principle 3.2 .......................... 88
- Equity and Student-Athlete Welfare Operating Principle 3.3 .......................... 98
- Equity and Student-Athlete Welfare Operating Principle 3.3 Plan for Improvement .... 110
- Recommendations for Maintenance from the Equity and Student-Athlete Welfare Subcommittee ................................................................. 112

Minority Issues Action Plan ........................................................................... Attached Document
Steering Committee Members

Dr. E. Joahanne Thomas-Smith, Chairperson
   Provost and Senior Vice President for Academic and Student Affairs

Dr. Clinnon Harvey, Co-Chairperson
   Faculty Athletics Representative
   Professor, Mathematics

Mr. LaQuincy Arnold
   President, Student Government Association

Dr. Lauretta Byars
   Vice President for Institutional Relations and Public Service

Ms. Deborah Dungey
   Registrar

Mr. George Edwards
   Director, University Marching Band

Ms. Mary Gooch
   Admissions

Dr. Lee Henderson
   Speaker, Faculty Senate

Mr. George Higgs
   Prairie View A&M University Alumnus
   President, Prairie View Athletic Club

Ms. Mary Lee Hodge
   Vice President for Business Affairs

Dr. Danny Kelley
   Dean, College of Arts and Sciences

Dr. Kelvin Kirby
   Vice President for Student Affairs

Mr. Charles McClelland
   Athletic Director

Dr. Michael McFrazier
   Associate Provost and Vice President for Academic and Student Affairs

Mrs. Bridgett McGowen-Hawkins
   English Instructor, University College
Steering Committee Members continued

Ms. Angela McMorris
   Athletics Compliance Officer, Department of Athletics

Dr. Elizabeth Noel
   Associate Vice President, Research

Lt. Col. Mark Pearson
   Executive Director, Enrollment Management

Ms. Alicia Pete
   Senior Woman Administrator

Dr. Seab Smith
   Professor, Department of Biology

Dr. George Wright
   University President
Governance and Commitment to Rules Compliance Subcommittee Members

Lt. Col. Mark Pearson, Chairperson
   Executive Director, Enrollment Management

Ms. Shayla Myles, Co-Chairperson
   English Instructor, University College

Ms. Deborah Dungey
   Registrar

Mr. James Durant
   Student Senator for Rules and Administration

Mr. Henry Frazier
   Head Coach, Football

Dr. John Fuller
   Professor, Electrical Engineering

Mr. George Higgs
   Prairie View A&M University Alumnus

Ms. Evon McConico
   Prairie View A&M University Alumna
   Panther Backers, Member

Mrs. Lettie Raab
   Executive Director, University College

Mr. Byron Rimm
   Coach, Basketball

Mr. Van Sallier, II
   Human Performance Major, Senior

Mr. Fred Washington
   Vice President, Administration and Auxiliary Services

Ms. Toyelle Wilson
   Assistant Coach, Women's Basketball

Ex-Officio Members

Mr. Charles McClelland
   Athletic Director

Ms. Angela McMorris
   Athletics Compliance Officer, Department of Athletics
Academic Integrity Subcommittee Members

Dr. Elizabeth Noel, Chairperson
   Associate Vice President, Research

Dr. Danny Kelley, Co-Chairperson
   Dean, College of Arts and Sciences

Mr. Don Byars
   Associate Provost for Enrollment Management

Ms. La'Shawn Chambers-Reggans
   Student Senator for Academic and Student Affairs
   Civil Engineering Major, Senior

Mr. John Cochran
   Student-Athlete Academic Advisor
   Coach, Tennis

Mr. George Edwards
   Director, University Marching Band

Ms. Mary Gooch
   Admissions

Dr. Lee Henderson
   Speaker, Faculty Senate

Dr. Harriette Howard Lee-Block
   Department Head, Biology

Dr. Michael McFrazier
   Associate Provost and Vice President for Academic and Student Affairs

Mrs. Sylvia Miller
   Math Instructor, University College

Mrs. Tina Montgomery
   Assistant Registrar

Ms. Angel Smith
   Human Performance Major, Senior

Mrs. Felicia Tarver-Davis
   Coordinator, Athletics Academic Enhancement
   Head Coach, Women's Soccer
Academic Integrity Subcommittee Members continued

Dr. Onimi Wilcox
    Associate Dean, College of Arts and Sciences

Ex-Officio Members

Mr. Charles McClelland
    Athletic Director

Ms. Angela McMorris
    Athletics Compliance Officer, Department of Athletics
Equity and Student-Athlete Welfare Subcommittee Members

Dr. Lauretta Byars, Chairperson
Vice President for Institutional Relations and Public Service

Dr. Kelvin Kirby, Co-Chairperson
Vice President for Student Affairs

Ms. Glenda Johns
Career Services

Dr. Laurette Foster
Associate Professor, Mathematics

Mr. Gabe Lewis
General Manager, Sodexho Campus Services

Mr. Albert Gee
Director, Human Resources

Mr. Carl Moore
Telecommunications and Distribution Services

Mrs. Cynthia Cooper-Dyke
Head Coach, Women’s Basketball

Mr. Paris Kincade
Co-Operative Extension Program

Ms. Mary Lee Hodge
Vice President for Business Affairs

Mr. Jerrel Moore
Receiver Coach, Football
Math Instructor, University College

Mr. Michael Robertson
Head Coach, Baseball

Ms. Marchelle Cain
Student Senator for Athletics
Management Major, Junior

Ex-Officio Members

Mr. Charles McClelland
Athletic Director

Ms. Angela McMorris
Athletics Compliance Officer, Department of Athletics
Equity and Student-Athlete Welfare Subcommittee Members continued

Ex-Officio Members continued

Ms. Alicia Pete
    Senior Woman Administrator
Governance and Commitment to Rules Compliance
Operating Principle
1.1 Institutional Control, Presidential Authority and Shared Responsibilities

Operating Principle 1.1
Self-Study Item: 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. 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 non-completion of such required actions.

No corrective actions or strategies for improvement were imposed by the National Collegiate Athletic Association.

Operating Principle 1.1
Self-Study Item: 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 (Institutional Control, Presidential Authority and Shared Responsibilities). Specifically include: (a) the original plan; (b) the action(s) taken by the institution; (c) the date(s) of the action(s); (d) actions not taken or not completed; and (e) explanations for partial completion. 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 Institution has substantially improved by the following actions:

ORIGINAL PLAN: Currently, the Athletics Director is a part-time position held by Mr. Clifton Gilliard who was also a full-time professor and Assistant Track Coach. Institutional control will be enhanced by the appointment of at least a half-time Athletic Director to coordinate the total Athletic Program. The President was responsible for changing the status of the Athletic Director. The appointment of a half-time Athletic Director will be made by Fall 1998.

ACTION TAKEN/DATE IMPLEMENTED: A full-time athletic director, Mr. Walter Redd, was appointed in the Fall 1998. In 2001, Mr. Charles McClelland was appointed as the full-time athletic director. Mr. McClelland continues to function in the capacity of full-time Athletic Director.

ORIGINAL PLAN: The Athletic Council needs to take a more active part in planning and implementing the athletics program. The Athletic Council will be given a new directive from the President as to their specific duties as of Fall 1998.

ACTION TAKEN/DATE IMPLEMENTED: The President issued the new directives and appointed a new chairperson and board members to the Athletic Council. Dr. Clinnon Harvey, who was appointed by the President as Chairperson, detailed the new mission and duties/responsibilities for the council. The council was charged with the responsibility 'to advise the President in the development and supervision of intercollegiate athletic programs' in accordance with National Collegiate Athletic Association bylaws. The effective dates of the new directive were Fall 1998 and
Fall 2002. The President re-appointed several members to the committee and appointed additional members to the committee in 2005 to continually add new perspectives and ensure accountability.

ORIGINAL PLAN: The Athletics Policy Manual will be updated, distributed and implemented during Spring 1998.

ACTION TAKEN/DATE IMPLEMENTED: The Athletic Policy Manual was updated during 1998. It is reviewed annually and updated when deemed necessary. It was last updated in 2006.

ORIGINAL PLAN: The athletic mission statement will be circulated to the Student-Athlete Advisory Committee, the faculty, the alumni and then to the Athletic Council for their input and approval. The mission statement will then be forwarded to the President by the Director of Athletics during January 1998. After that time, the mission statement will be revised and circulated whenever the University changes its mission statement or changes occur in the athletics program which necessitate revision.

ACTION TAKEN/DATE IMPLEMENTED: The Department of Athletics reviews its mission statement annually under the direction of the Athletic Director and publishes any updates via its website. It was reviewed August 2005 during the staff orientation and compliance training and again in August 2006.

ORIGINAL PLAN: Guidelines that form the basis for fund raising will be circulated to all booster groups by the Athletic Director during Spring 1998. The Athletic Director will also request copies of financial statements and minutes of the meetings.

ACTION TAKEN/DATE IMPLEMENTED: Guidelines for fund raising activities are circulated by the Athletic Director via mail and website to the booster club presidents. Each club is responsible for providing the Athletic Director with copies of yearly financial statements and minutes to meetings.

The Athletic Director meets once per month with the support groups' presidents to update them on the affairs of athletics. Both presidents of the support groups sit on the Athletic Council and are encouraged to participate in NCAA compliance training. The Athletic Director currently has on file copies of financial statements and minutes for both the Athletic Club and the Panther Backers.

Operating Principle 1.1
Self-Study Item: 3
Describe any additional plans for improvement/recommendations relating to Operating Principle 1.1 developed by the institution since the first-cycle certification decision was rendered by the Committee on athletics Certification.

The Institution has executed the following additional plans for improvement:

Based on the decisions and reporting lines, the President has clear and direct oversight of the Athletic Program. Prior to August 2001, the Department of Athletics reported directly to the Vice President of Operations. Beginning in August 2001, reporting lines were re-assigned such that the Department of Athletics now reports directly to the President. A copy of the Athletic Organizational Chart shows that the new reporting lines reflect clear and direct oversight by the President.
The President has also taken a more active role concerning his oversight of the Athletic Council regarding the appointment and reappointment of Athletic Council members to ensure that appropriate campus constituencies have the opportunity to provide input into the formulation of policies relating to the conduct of the athletics program and to periodically review the implementation of the same. The President issued the new directives and appointed a chairperson and board members to the Athletic Council. Dr. Clinnon Harvey, who was appointed by the President as chairperson, detailed the new mission and duties/responsibilities for the council. The council was charged with the responsibility ‘to advise the President in the development and supervision of intercollegiate athletic programs’ in accordance with NCAA. The effective date of the new charge was Fall 1998 and again in Fall 2002. The President re-appointed several members to the committee and appointed additional members to the committee in 2005 to continually add new perspectives and ensure accountability.

**Operating Principle 1.1**

**Self-Study Item: 4**

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

The Institution’s governing board is the Texas A&M University System Board of Regents. Based on the official minutes of the board’s meetings, it has been involved in the following major decisions regarding athletics in the past three years:

- **03-27-03** Granted approval for a proposal regarding the implementation of a fee of $10.00 per credit hour, up to fifteen credit hours attempted (maximum $150.00 per semester), in student fees to support the Department of Athletics Programs to be submitted to the Legislature for dispensation. (Meeting Minutes, March 27-28, 2003)

- **12-03-03** Authorized the President of PVAMU to Execute Employment Contract for Services with the Men’s Head Basketball Coach, Jerome Francis (Minute Order 199-2003)

- **03-26-04** Authorized the President of PVAMU to Execute Employment Contract for Services with the Head Football Coach – Henry Frazier, III (Minute Order 40-2004)

- **02-23-06** Authorized the President of PVAMU to Execute Employment Contract with Athletic Director, Charles McClelland (Minute Order 108-2006)

The Texas A&M University System Board of Regents has shown consistent operation in the making of decisions relating to athletics, as it has made similar types of contract, employment and budgetary decisions across the campus:

- **07-08-03** Appointed Dr. George C. Wright as President (Minute Order 120-2003)

- **07-24-03** Authorized PVAMU to maintain a centralized Revolving Fund Bank Account in Bank of America not to exceed $2,000,000. Employees authorized to sign checks were also designated and approved. (Minute Order128-2003)

- **07-21-05** Appointment of Ms. Mary Lee Hodge as Vice President of Business Affairs (Minute Order I60-2005)
May 03, 2007

Appointmeant of Mr. Fred Washington as Vice President for Administration and Auxiliary Services (Minute Order 161-2005)

One of the members of the Texas A&M University System Board of Regents, Regent Bill Jones, also serves as the Board’s liaison to the University and meets with the Athletic Director quarterly via telephone. The liaison ensures oversight of the Athletic Program for the Texas A&M University System Board of Regents.

Operating Principle 1.1
Self-Study Item: 5
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 the Institution was the final approving authority for the following personnel changes and new construction projects:

Nov 2003 Dismissed C.L. Whittington as Head Football Coach.
Jan 2004 Hired Henry Frazier as Head Football Coach.
May 2005 Dismissed Jerome Francis Head Men’s Basketball Coach.
Jul 2005 Hired Cynthia Cooper as Head Women’s Basketball Coach.
March 2006 Dismissed Darrell Hawkins as Interim Head Basketball Coach.
April 2006 Hired Byron Rimm, III as Head Basketball Coach.

Approved several Capital Improvement Projects:

Spring 2004 Approved construction of a new football practice field.
Fall 2004 Approved construction of new baseball/softball grandstands.
Spring 2004 Approved construction of new soccer field.
Spring 2004 Renovated old locker rooms and created new women’s locker room.
Spring 2005 Approved construction of a new Athletic Building.

Operating Principle 1.1
Self-Study Item: 6
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.

According to the 2006 Athletic Manual, ‘the rules and regulations of the board of regents, the Texas A&M University System and the state of Texas’ laws constitute the final authority on all matters related to the operation and management of the Department of Athletics at Prairie View A&M University.’

The Texas A&M University System Board of Regents receives recommendations from the President and chancellor in certain circumstances regarding decisions that involve intercollegiate athletics at the University. The Texas A&M University System Board of Regents is also responsible for
approving multi-year coaching contracts valued in excess of $200,000 and Capital Improvement Projects valued in excess of $7 million.

The President has the authority to approve any coaching contracts less than $200,000. The chancellor must also approve or disapprove proposals submitted by the President on behalf of the University before they can be reviewed by the Texas A&M University System Board of Regents.

The President has delegated responsibility for the operation and development of intercollegiate athletics at the University and has the authority to review and approve/disapprove any recommendations submitted to him from the Athletic Director, Athletic Council, and/or the Faculty Athletics Representative.

The Vice President for Business Affairs is charged with the administrative authority to carry out necessary operational tasks regarding athletics fiscal affairs. The University's Vice President for Business Affairs has the authority to approve all contracts excluding employment contracts.

The Athletic Council serves in an advisory capacity to the President on matters relating to the development and supervision of intercollegiate athletic programs. The council recommends guidelines and procedures that serve as guides to the intercollegiate athletics program in areas such as athletic awards, scheduling of games, ticket prices, eligibility, and other general athletic policies as contained in the Articles of Administration.

The Faculty Athletics Representative assists the President, Athletic Director, and Athletic Council in monitoring the coordination of compliance efforts and rules education inside the Department of Athletics and among campus entities outside the department. The Faculty Athletics Representative assists the President in determining institutional position on proposed conference and NCAA legislation. He also serves as the institutional representative to conferences on athletic matters.

The Athletic Director is responsible for the overall administration and management supervision of the Intercollegiate Athletics Program at the Institution. He is department head of the Department of Athletics and reports to the Office of the President. He usually serves as either the initiator of issues for decision or a source of background information for the Athletic Council's recommendations and the President's decisions. In some instances, the Athletic Director considers suggestions and/or proposals from other campus entities as the basis for recommendations to the Athletic Council. These entities include, but are not limited to, general University committees, men's and women's intercollegiate athletic teams, University faculty/staff, and students. The Athletic Director is assisted in performing the day-to-day functions of the athletics program by a Sports Information Director, Assistant Athletic Director for Female Sports, and all head coaches.

No other campus constituencies are involved in decision making.

Operating Principle 1.1
Self-Study Item: 7
Please provide the composition of the athletics board or committee, if one exists, including titles and positions.

The Athletic Council of Prairie View A&M University was established under the provisions of the System Policies and Regulations Manual of the Texas A&M University System-Section 18.01, approved February 27, 1995. The provision states:
Per Texas A&M University Board of Regents Minute Order 44-95, ‘Each university component that participates in intercollegiate athletic competition shall have an athletic council nominated by the president of such institution.’ (Approved February 27, 1995)

The role of the Athletic Council is ‘to advise the President in the development and supervision of intercollegiate athletic programs.’ The council may review and make recommendations to the President on any matters pertaining to the enforcement of eligibility rules and regulations established by any athletic conference or national association in which the University holds membership and also review and make recommendations on any pertinent matters related to the University’s intercollegiate athletics programs channeled through the President of the University.

The chairperson of the Athletic Council is directly appointed by the President. Council members are recommended to the council by the chairperson and subsequently appointed to the council by the President. Only the President has the authority to approve appointments.

The Athletic Council is composed of twelve voting members. Council members are appointed for the term of three years except for the student member who serves for one year. The names and titles of the current committee members are listed below:

<table>
<thead>
<tr>
<th>Name</th>
<th>Council Title</th>
<th>University Title</th>
<th>Term Expires</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinnon Harvey</td>
<td>Chairman/Faculty</td>
<td>Developmental Education Coordinator</td>
<td>2008</td>
</tr>
<tr>
<td>Fred Washington</td>
<td>Member/Staff</td>
<td>Vice President of Administrative and Auxiliary Services</td>
<td>2007</td>
</tr>
<tr>
<td>John Gardner</td>
<td>Member/Faculty</td>
<td>Instructor, Developmental Mathematics</td>
<td>2007</td>
</tr>
<tr>
<td>Carl Moore</td>
<td>Member/Faculty</td>
<td>Instructor, Developmental Mathematics</td>
<td>2008</td>
</tr>
<tr>
<td>Ikhlas Sabouni</td>
<td>Member/Faculty</td>
<td>Dean, School of Architecture</td>
<td>2008</td>
</tr>
<tr>
<td>George Brown</td>
<td>Member/Alumnus/Faculty</td>
<td>Professor, Biology</td>
<td>2008</td>
</tr>
<tr>
<td>Mary Gooch</td>
<td>Member/Staff</td>
<td>Director of Admissions</td>
<td>2008</td>
</tr>
<tr>
<td>Don Byars</td>
<td>Member/Staff</td>
<td>Associate Provost for Enrollment Management</td>
<td>2008</td>
</tr>
<tr>
<td>Silas Collins</td>
<td>Member/Staff</td>
<td>Director, Student Center Operations</td>
<td>2008</td>
</tr>
<tr>
<td>John Lewis</td>
<td>Member/Alumnus</td>
<td>President, Panther Backers</td>
<td>2008</td>
</tr>
<tr>
<td>Gabe Lewis</td>
<td>At-Large Member</td>
<td>Sodexho General Manager</td>
<td>2008</td>
</tr>
<tr>
<td>Alexandra Neuls</td>
<td>Student Member</td>
<td>President, Student-Athlete Advisory Committee</td>
<td>2007</td>
</tr>
</tbody>
</table>

Emeritus Members:
- George Higgs: Emeritus Member/Alumnus President, Prairie View Athletic Club National Alumni Association
- Lindsey Weatherspoon: Emeritus Member/Alumnus Professor, Agriculture

Non-Voting Ex-Officio Members—Athletic Administrators:
Charles McClelland Ex-Officio Member Athletic Director
Alicia Pete Ex-Officio Member Assistant Athletic Director for Female Sports
Angela McMorris Ex-Officio Member Senior Woman Administrator Athletic Compliance Officer
### Operating Principle 1.1
#### Plan for Improvement

<table>
<thead>
<tr>
<th>Issues in the Self-Study</th>
<th>Measurable Goals</th>
<th>Steps to Achieve Goals</th>
<th>Responsible Individual</th>
<th>Date of Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>The composition of the Athletic Council does not adequately reflect a cross-representation of the University.</td>
<td>Change the composition of the Athletic Council to reflect university-wide participation.</td>
<td>Review the composition and terms of the Athletic Council to comply with its bylaws.</td>
<td>President and Chairperson, Athletic Council</td>
<td>August 31, 2007</td>
</tr>
</tbody>
</table>
Governance and Commitment to Rules Compliance
Operating Principle
1.2 Rule Compliance

Self-Study Item: 1
List all "corrective actions," "conditions for certification" or strategies for improvement" imposed by the National Collegiate Athletic Association Division I Committee on Athletics Certification in its first-cycle certification decision (if any) as they relate to Operating Principle 1.3. 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 non-completion of such required actions.

No corrective actions or strategies for improvement were imposed by the NCAA.

Operating Principle 1.2
Self-Study Item: 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 (Rules Compliance). Specifically include: (a) the original plan; (b) the action(s) taken by the institution; (c) the date(s) of the action(s); (d) actions not taken or not completed; and (e) explanations for partial completion. 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 actions that the University has taken regarding all plans for improvement are included in the Institution’s response to self-study Item number two in Operating Principle 1.1.

Operating Principle 1.2
Self-Study Item: 3
Describe any additional plans for improving/recommendation relating to Operating Principle 1.2 developed by the institution since the first-cycle certification decisions was rendered by the Committee on Athletics Certification.

Prairie View A&M University is a part of the Texas A&M University System and is governed by the Texas A&M University System Board of Regents, which is responsible for the operation of the University in accordance with Higher Education Rules and Procedures as established by the State of Texas. In accordance with Texas guidelines, the Texas A&M University System has an established set of rules governing the operation of universities within the Texas A&M University System. In addition to and within Texas A&M University System guidelines, Prairie View A&M University has its operating rules and procedures that govern the day-to-day operation of the University. There are specific NCAA guidelines directly related to its Athletic Program that must be incorporated with University, system, and state operating procedures. To assure that the University complies with applicable NCAA rules and regulations, the following three Prairie View A&M University manuals covering athletic rules and regulations apply directly to the student-athlete and athletic personnel, officers, and directors.

Athletics Compliance Manual
Responsible Person- Ms. Angela McMorris (Athletics Compliance Officer)
Department of Athletics Policies and Procedures Manual
Responsible Person – Mr. Charles McClelland (Athletic Director)
Student-Athlete Policies and Procedures
Responsible Person – Ms. Felicia Tarver-Davis (Athletics Academic Enhancement Coordinator)

All three manuals have been updated since the last NCAA visit. It is necessary to regularly review the manuals for compliance to changes in University regulations and NCAA requirements. Changes in rules and regulation manuals since the last visit are;

Compliance Manual
A compliance manual was created in 1999 and was reviewed and revised in 2006.

Department of Athletics Policies and Procedures Manual
1. A new section entitled ‘ALTERNATE RECEIVING PROCEDURES FOR GOODS NOT PROCESSED THROUGH CENTRAL RECEIVING’ was added to the updated manual of 2006.

2. Restructured the PENALTIES INVOLVING DRUG USE as follows:

3. ‘Two-game suspension’ was removed as the first offense, leaving ‘private conference with drug coordinator’ as the penalty for the first infraction.

4. The second offense was changed to ‘One game suspension’ from previous ‘suspension for remainder of season.’

5. A two-game suspension for a third offense was added, and ‘suspension for the remainder of the season’ was cited as the penalty for the fourth offense.

6. Under the category of ALCOHOL two additional adverse effects of alcohol were added:
   - Causes insecurity
   - Causes change in body chemistry

Student-Athlete Policies and Procedures
The manual was reviewed and revised in Fall 2006. The practice is to review and revise the manual when there are changes in NCAA eligibility requirements; however, the most recent review and revision in Fall 2006 did not stem from any NCAA eligibility changes.

Operating Principle 1.2
Self-Study Item: 4
Describe how the activities of the institution’s athletic booster groups, support groups and other representatives of the institutions, including whether institutional personnel serve on booster-club, support group or foundation boards.

There are two groups that support Prairie View A&M University athletics: the Panther Backers and the Prairie View Athletic Club. The presidents of both groups sit on the Athletic Council and produce and submit annual financial statements. The Athletic Director meets once per month with the support groups’ presidents to update them on the affairs of athletics. Three Prairie View A&M University athletic personnel are Panther Backers.

In addition to the two booster groups, the national and regional University alumni chapters also provide annual support to the Department of Athletics with fund raising activities.

Operating Principle 1.2
Self-Study Item: 5
Identify how the institution has organized itself to maintain compliance with NCAA rules. Specify the individual (other than the institution's compliance officer/coordinator) whom 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.

The Institution has organized itself in the following manner to maintain compliance with NCAA rules:

The Athletics Compliance Officer reports directly to the Athletic Director who reports directly to the President. The President has designated Mr. Charles McClelland, Athletic Director responsible for the Institution's rules compliance.

Below is the description of the reporting lines and assigned responsibilities of key personnel:

Inside Athletics

The Athletic Director is responsible for determining that the athletics program is developed, administered, and conducted in compliance with the policies and procedures established by national and regional bodies and files any violations received from the Faculty Athletics Representative with the NCAA. He reports directly to the University President.

The Athletics Compliance Office is responsible for monitoring compliance for NCAA rules, verifying eligibility of each team player, training coaches on NCAA rules, and documenting any violations for submission to the Southwestern Athletic Conference or the NCAA.

The women's and men's coaches of the eighteen sports are responsible for training their respective teams and report directly to the Athletic Director. The Athletics Compliance Officer is responsible for monitoring compliance for NCAA rules and eligibility and reports directly to the Athletic Director.

Outside Athletics

The Faculty Athletics Representative serves in an advisory capacity to the Athletic Director and reviews any actions/statements to be made by the Athletic Director that would affect the policies, rules and regulations of the Athletic Program. This position is also responsible for performing all investigations and reports directly to the University President.

The Athletic Council is the advisement board to the President that reviews any actions/statements to be made by the Athletic Director that would affect the policies, rules, and regulations of the Athletic Program; the council reports directly to the University President.

The Director of Undergraduate Admissions is responsible for admitting the student-athlete and accepting transfer credit from other institutions as is outlined in the University catalog for all students and reports to the Executive Director for Enrollment Management who reports to the
The registrar or the registrar’s designee assists the Athletics Compliance Officer with certifying all student-athletes and reports to the Associate Provost for Enrollment Management who reports to the Provost and Senior Vice President for Academic and Student Affairs who reports to the University President.

Effective December 01, 2006, the position of Director of Financial Aid was changed to Assistant Provost for Student Financial Services and reports to the Provost and Senior Vice President for Academic and Student Affairs. The Assistant Provost for Student Financial Services is responsible for packaging, approving, and monitoring all aid to student-athletes to ensure compliance with NCAA rules. Prior to the aforementioned change in December 2006, this position reported to the Associate Provost for Enrollment Management who reports to the Provost and Senior Vice President for Academic and Student Affairs.

The Texas A&M University System’s Internal Auditor’s team performs yearly audits for NCAA compliance and provides feedback/audit findings to the Athletic Director, Vice President for Business Affairs, and the President.

The educational process for NCAA rules and regulations for the athletic staff (i.e. coaches and other athletic staff) along with institutional staff (i.e. financial aid designee) are demonstrated by the periodic training sessions conducted by the Athletics Compliance Officer.

Operating Principle 1.2  
Self-Study Item: 6  
Describe how the institution ensures that rules compliance is a central element in personnel matters for individuals inside the athletics department?

The job descriptions for all athletic personnel are contained in the 2006 revised Athletic Manual. The Position Description Questionnaires should be maintained by the Office of Human Resources and used in all evaluations.

There are no contracts for track, tennis, bowling, or soccer coaches or the Athletic Trainer. These coaching positions do not have Position Description Questionnaires because the coaches receive stipends and the positions are not full-time positions. Job descriptions are issued to them.

Job descriptions for the following Department of Athletics Non-Coaching Staff positions are contained in the 2006 revised Athletic Manual:  
Athletic Director  
Assistant Director of Sports Information/Administration  
Assistant Athletic Director of Women’s Sports  
Recruiting Coordinator  
Athletic Development Officer  
Academic Enhancement Coordinator  
Athletics Compliance Officer (Compliance Coordinator)  
Athletic Secretary  
Athletic Trainer/Sports Medicine Practitioner  
Equipment Manager
Each of these job descriptions contains, at a minimum, the statement under the 'Duties and Responsibilities' that the individual in the position 'must insure total compliance with guidelines of the National Collegiate Athletic Association, Southwestern Athletic Conference and University rules, regulations, policies and procedures.' This emphasizes for all personnel in these positions that NCAA compliance is a core part of their job responsibilities. Further, the Athletic Director's job description articulates that as part of his 'Basic Function' the Athletic Director is responsible to ascertain that the program is administered and conducted in compliance with the policies and procedures established by the Southwestern Athletic Conference, NCAA, Faculty Athletic Council, and the Board of Regents of the Texas A&M University System. The Athletic Director must ensure total compliance with guidelines of the National Collegiate Athletic Association, Southwestern Athletic Conference, and University rules, regulations, policies, procedures.' This language is unequivocal in its focus on the centrality of compliance in the Athletic Director's function.

Job descriptions for the following are contained in the 2006 Revised Athletic Manual:

- Head Baseball Coach
- Head Women's Basketball Coach
- Head Men's Basketball Coach
- Head Football Coach
- Head Golf Coach (Men's and Women's)
- Tennis Coach (Men's and Women's)
- Head Coach, Women's Track and Field
- Head Coach, Men's Track and Field
- Head Softball Coach
- Head Bowling Coach
- Head Volleyball Coach
- Head Women's Soccer Coach
- Assistant Coaches

In each of these coaching related job descriptions, it is stated in the position's 'Basic Function' that the individual in the position 'must ensure total compliance with guidelines of the National Collegiate Athletic Association, Southwestern Athletic Conference, and University rules, regulations, policies, procedures.' Further, in each of these job descriptions, one of the listed 'Duties and Responsibilities' states 'Adheres to, and enforces all policies and procedures as stated in the University, Department of Athletics, Southwestern Athletic Conference and National Collegiate Athletic Association rules and regulations.' The importance of compliance in the requirements for these positions is clear and emphasized in these job descriptions.

The Athletic Director's contract makes numerous remarks regarding the Athletic Director's NCAA compliance responsibilities. It states that 'the UNIVERSITY looks to him as the Athletic Director to adhere to the letter and the spirit of the rules and regulations set forth by the National Collegiate Athletic Association and the Conference.' The section on his 'Duties and Responsibilities' has four specific statements relative to NCAA compliance. He is tasked with developing programs to 'assure that all coaches and personnel are familiar with and in total compliance with current rules, guidelines and enforcement provisions of the university, the CONFERENCE and the National Collegiate Athletic Association.' He is required to 'monitor compliance by [Prairie View A&M University] with all applicable governing constitutions, bylaws, rules and regulations of the conference and National Collegiate Athletic Association and cooperate fully with the [Prairie View A&M University] Compliance Officer to assure compliance and deal affirmatively with non-compliance where discovered.'

May 03, 2007
Page 22 of 124
All of the coaches' contracts have the same basic information regarding compliance:

- They all have a section (4d or 4e) that states they (the coaches) "will not engage in, support or knowingly tolerate any action, violative of any governing constitution, by-law, rule or regulation on the Southwestern Athletic Conference or the National Collegiate Athletic Association."

- They all have a section (5) that states 'In accordance with the UNIVERSITY policies and procedures and pursuant to [National Collegiate Athletic Association] regulations should [an] EMPLOYEE be involved in deliberate and/or serious violation of [National Collegiate Athletic Association] regulations, [the] EMPLOYEE may be suspended with or without pay or may be terminated from employment.'

Most of the Position Description Questionnaires mention adherence to NCAA and Southwestern Athletic Conference regulations. (The Assistant Athletic Director for Female Sports and the two special coordinator positions in football did not explicitly mention NCAA compliance.) The Position Description Questionnaires that do address the subject contain some differences as to how this topic is addressed. Some of the Position Description Questionnaires contain as 'Necessary Qualifications' for certain positions: 'Knowledge of National Collegiate Athletic Association Rules and Regulations.' Other Position Description Questionnaires do not include this as a 'Necessary Qualification.'

Some of the Position Description Questionnaires have some similar ‘Work Performed’ areas that address NCAA compliance:

- Some have: '10% of time ...Adheres to and follow (as written) National Collegiate Athletic Association rules and regulations[.]

- Some have: '10% of time...Develop competitive schedules and make travel arrangements according to National Collegiate Athletic Association, Southwestern Athletic Conference, System and university rules and regulations.'

All members of the athletic staff sign the ‘Certification of Compliance for Staff Members of Athletics Departments’ yearly. By signing this document, each individual certifies that he/she has reported through the appropriate individuals on the campus to the President/chancellor any knowledge of violations of NCAA legislation involving the Institution. In addition, the University also completes the ‘Certification of Compliance for Institutions.’ The University President certifies that the Institution has met the requirements of NCAA Bylaw 30.3, indicating that the University is in compliance with NCAA legislation.

The importance of compliance stressed in all of the documents described above is underscored by training in this area. The NCAA seminars are used as the basis for training of coaches. They cover all of the basic areas of concern such as recruiting, eligibility, financial aid, practice and playing seasons, amateurism, and issues about international students. The NCAA seminars are available as Power Point presentations. These seminars are presented to the coaches by the Athletics Compliance Officer; subsequently, copies of the presentations are given to the coaches to review at a later time. Most of the sessions are held in the summer before the school year begins. Each session is held twice. Further sessions are held during the school year as required.
Prairie View A&M University continues to improve, codify, and institutionalize its NCAA compliance strategies and procedures.

Operating Principle 1.2
Self-Study Item: 7
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.

The revised 2006 Prairie View A&M University NCAA Compliance Manual references the following non-athletic personnel who provide information/service pertinent to NCAA compliance of student-athletes:

Office of Admissions
Coaches and/or the Office of Admissions informs prospective student-athletes to apply to the University via the internet. The Office of Admissions processes application from the internet, transfers the information into the Student Information System, and, if necessary, generates notification to prospective student-athletes of missing materials. The Office of Admissions will render an admissions decision and enter additional information regarding the decision and type of admission (e.g., regular, conditional, top percent of graduating class, et cetera) into the Student Information System. (This is comparable to what is done for all students.) The Athletics Compliance Officer then accesses the Student Information System for prospective student-athletes' admissions status.

Prospective student-athletes must send transcripts to the Office of Admissions. The Transfer and Articulation Coordinator will evaluate and determine the amount of transfer credit the student-athlete is eligible to receive. This is comparable to what is done for all students.

The coach of the respective sport requests that the transfer student-athlete forward his/her transcript to the Office of Admissions for evaluation of transferable credit. The Office of Admissions then forwards the evaluation of the transcript to the Athletics Compliance Officer for a review of eligibility.

Office of Student Financial Services
If the Athletic Director determines that funds are available, then the National Letter of Intent (NLI) is prepared and the recommendation for financial aid is forwarded to the Scholarship Administrator. The Scholarship Administrator reviews the recommendation, approves, and signs the financial aid agreement and then returns the initial award to the Department of Athletics for mailing with the National Letter of Intent.

Based on federal guidelines, the Financial Aid Office sets the amount of the cost-of-attendance and gives that information to Athletics Compliance Officer to determine the value of a full grant-in-aid (tuition, fees, room and board and course-required textbooks).

The Scholarship Administrator approves and signs the Athletic Financial Aid Form and returns to Department of Athletics for mailing and inclusion of National Letter of Intent (if applicable). After the student-athlete enrolls, the Athletics Compliance Officer prepares a listing of students with applicable awards. The listing is approved by the Athletic Director and forwarded to the Scholarship Administrator who then reviews and approves the scholarship listing.
is entered into the Student Information System by Student Financial Aid personnel.

Notifying Returning Student-Athletes of Athletics Awards
The Athletics Compliance Officer determines the eligibility of each student-athlete for the upcoming fall semester. Non-renewal letters are sent to all ineligible student-athletes. The coaches list is sorted into initial, renewal, reduction, and non-renewal letters. The Athletics Compliance Officer prepares award letters and forwards them to the Scholarship Administrator. Prior to July 1, the Scholarship Administrator signs letters and mails or returns them to the Athletics Compliance Officer for mailing. Letters include the terms and conditions of the award and requests the renewal be signed and returned. The student-athlete returns renewal or reduction letter to the Scholarship Administrator who sends the forms to the Athletics Compliance Officer for filing until the student-athlete enrolls. After the student-athlete enrolls, the Athletics Compliance Officer prepares a listing of student-athletes who have received awards. A signed Scholarship/Grant Authorization form is sent to Scholarship Office for review and is then forwarded to the Scholarship Administrator for approval, signature, and posting into the Student Information System.

Non-Renewals and Reductions in Aid
The Athletics Compliance Officer prepares the non-renewal or reduction letter and forwards it to the Financial Aid Office. Non-renewal letters are sent to all ineligible student-athletes. The coaches' list is sorted into initial, renewal, reduction, and non-renewal letters. Prior to July 1 of each year, the Scholarship Administrator signs letters and mails or returns them to the Athletics Compliance Officer for mailing. Included in the non-renewal and reduction letters is an explanation of the student-athlete’s opportunity for a hearing and a date to notify the Scholarship Administrator in writing if a hearing is desired. If a hearing is desired, by a designated date, the student-athlete notifies the Scholarship Administrator. The Scholarship Administrator coordinates the hearing with the Financial Aid Appeals Committee, and the student is given the option of appearing in person or writing a letter. Additionally, the coach involved is invited to address the committee. Once the committee has made a decision, the Scholarship Administrator notifies the student-athlete in writing, copying the Athletics Compliance Officer on the decision. For reductions and those who receive a favorable hearing, after the student-athlete enrolls, a scholarship agreement must be prepared and then the Athletics Compliance Officer prepares a listing of students with awards, which the Director of Athletics approves. The document is forwarded to the Scholarship Administrator for approval, signature, and posting into the Student Information System.

Financial Aid Appeals Committee
Each year, the Athletics Compliance Officer reviews the financial aid appeals procedures with the committee prior to any appeals being conducted. The Athletics Compliance Officer acts as a resource person to the committee. Any student who receives a non-renewal or reduction of scholarship letter is entitled to appeal the status of their scholarship to the committee.

Office of the Registrar
Athletics Compliance Officer will prepare the conference eligibility form and have it reviewed. It is then corrected and then signed by the registrar or a registrar designee, the head coach, and the Athletic Director. It is also signed by the Faculty Athletics Representative. In 2005, the Faculty Athletics Representative’s signature was replaced with the Athletics Compliance Officer’s signature.

Faculty Athletics Representative
The Faculty Athletics Representative and a designated committee are involved in investigations of possible NCAA violations and report the findings to the Athletic Director and the University President.
Operating Principle 1.2
Self-Study Item: 8
Please, describe the policies and step-by-step procedures that include assignment of responsibilities pertaining to rules compliance in other areas (if applicable)?

The following are the step-by-step procedures related to practice and playing seasons:

1. During the summer, the coach develops a practice schedule for the year and gives it to the Athletics Compliance Officer for review.

2. The Athletics Compliance Officer reviews the practice schedule, ensuring that the number of days does not exceed the amount allowed for the season per the NCAA Division I Manual. The countable athletic related activity is also reviewed for compliance.

3. If the practice schedule complies with NCAA guidelines, it is filed by the Athletics Compliance Officer.

4. If the schedule does not meet NCAA guidelines, the practice schedule is returned to the coach for correction. The schedule is corrected and resubmitted to the Athletics Officer until it meets the guidelines.

5. The coach reviews the playing schedule with the Athletic Director who approves the actual competition and authorizes the signing of any contracts.

6. Before publication, the playing schedule is reviewed by the Athletics Compliance Officer to ensure that the minimum number of contests has been met and the maximum number of contests has not been exceeded.

Operating Principle 1.2
Self-Study Item: 9
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 Department of Athletics has a rules-compliance program evaluation conducted externally by the Texas A&M University System Internal Audit Department. Compliance reviews are systemically conducted over a four-year period by qualified System staff auditors. The auditors evaluate approximately a fourth of the eleven rules-compliance requirements each year until a complete review of the entire rules-compliance program is completed in four years. Evidence of that comprehensive review documents the program's compliance.

The University’s Department of Athletics is consistent with the other nine system schools in terms of having its rules-compliance reviews conducted by the Texas A&M University System’s Internal Auditors. By doing so, the University has an external comprehensive review conducted yearly on several rules-compliance requirements. At the end of the four-year cycle, the entire eleven rules-compliance requirements have been reviewed and certified in accordance with NCAA rules and regulations. This method of systemic program review insures that the Institution’s NCAA rules-compliance is being adhered to.

The following dates are the most recent rules-compliance program reviews:
Cycle Period         Release Report Date Number (Project Number)
September 2003 – August 2004    20050504
September 2004 – August 2005    20060506 (Financial Audit Only)
September 2005 – August 2006    20070503

Operating Principle 1.2
Self-Study Item: 10
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.

The University’s Department of Athletics is consistent with the other nine system schools in terms of having its rules-compliance reviews conducted by the Systems’ Internal Auditors. By doing so, the University has an external comprehensive review conducted yearly on several rules-compliance requirements. At the end of the four-year cycle, the entire eleven rules-compliance requirements have been reviewed and certified in accordance with NCAA rules and regulations. This method of systemic program review insures that the Institution’s NCAA rules-compliance is being adhered to.

The following individuals are involved in maintaining NCAA rules compliance. The Texas A&M University System Internal Audit Department provides a high level of professional service to the Texas A&M University System by following established professional standards and ensuring that its auditors have appropriate technical proficiency and educational background as mandated by the Texas Internal Auditing Act.

Staff members participate in professional associations and related certification programs, including the American Institute of Certified Public Accountants, the Institute of Internal Auditors, the Information Systems Audit and Control Association, and the Association of Certified Fraud Examiners. The qualifications of each individual are as follows:

Brian Billington is an Internal Audit Manager for the System Internal Audit Department. He received his Bachelor of Business Administration degree from Texas A & M University in 1988. Prior to joining the System Internal Audit Department in October of 1991, Mr. Billington worked for Brewer, Eyeington, and Company as a Staff Accountant for 2 years in Bryan. Mr. Billington is also a C.P.A., C.I.A., and C.I.S.A.

Kimberly Rutledge is an Information Systems Auditor for the System Internal Audit Department. Ms. Rutledge received her Bachelor of Business Administration in Finance in May 2002. Prior to joining the System Internal Audit Department in September 2004, Ms. Rutledge worked for First American Bank as an Internal Auditor and for RSM McGladrey, Incorporated as a Financial Institution Consultant in Dallas.

Katina Greenlee is a Senior Internal Auditor for the System Internal Audit Department. She received her Bachelor of Business Administration degree in Accounting and Information Systems from the University of Texas-Permian Basin in 1989. She joined the System Internal Audit staff on December 1, 2003. Ms. Greenlee’s accounting background includes investment, tax and oil and gas. Ms. Greelee is a Certified Public Accountant.
Mark Heslip is an Internal Auditor II for the System Internal Audit Department. He received his Bachelor of Business Administration in Accounting and Finance from Texas A&M University. Prior to joining the System Internal Audit Department in December 2006, Mr. Heslip worked for the Vertafore Corporation and the Pechacek, C.P.A. firm.

The Texas A&M University auditing team performs yearly audits for National Collegiate Athletic Association compliance and provides feedback/audit finding to the Athletic Director, Vice President for Business Affairs and the President.

The process of the auditing services uses an independent, risk-based approach. The Compliance Reviews determine the degree of adherence to laws, policies, and procedures. It is reviewed every year, only a fourth of an area, for four years.

The Texas A&M University auditors perform the following when conducting the rules and compliance audit:

1. Auditors arrive on-site.
2. They review and evaluate rules-compliance documents and make recommendations/reports.
3. The University responds to recommendations within initial report.
4. The final report is forwarded to the President of the University.
5. The system forwards a document evidencing completion of audit findings, and the audit report is forwarded to the Texas A&M University System Board of Regents, the chancellor, and the Texas A&M University System.
6. The University’s response will include specific time frames in which to correct any inconsistencies noted in the audit.

Operating Principle 1.2
Self-Study Item: 11
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. Please indicate which areas were included in the rules-compliance evaluation.

<table>
<thead>
<tr>
<th>Initial-eligibility certification</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continuing eligibility certification</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Transfer-eligibility certification</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Financial aid administration, including individual and team limits</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Recruiting (e.g., official visit, etc.)</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Camps and clinics</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Investigations and self-reporting of rules violations</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Rules education</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Extra benefits</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Playing and practicing seasons</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Student-athlete employment</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

Operating Principle 1.2
Self-Study Item: 12
Describe the relevant corrective actions planned or implemented from the rules-compliance program evaluation(s)

The Subcommittee on Governance and Rules Compliance makes the following recommendations based on its findings:

1. **Recommendation:** The Athletics Compliance Officer should report directly to an entity other than the Athletic Director, such as the president.
   **Responsible Party:** President
   **Date of Implementation:** January 1, 2008

2. **Recommendation:** Position Description Questionnaires should be standardized such that all components of work performed include verbiage showing that each element will be performed according to the rules and regulations required by the NCAA.
   **Responsible Party:** Athletic Director
   **Date of Implementation:** August 31, 2007

3. **Recommendation:** A copy of all hiring records should be maintained by Human Resources so as to provide a central location for the storage, maintenance, and retrieval of these documents.
   **Responsible Party:** Athletic Director
   **Date of Implementation:** August 31, 2007

4. **Recommendation:** For all new and renewal contracts for coaches, an affirmative statement is needed to designate that coaches will adhere to NCAA regulations, not just a punitive statement regarding non-compliance.
   **Responsible Party:** Athletic Director
   **Date of Implementation:** May 1, 2007

5. **Recommendation:** Heads of key non-athletic entities (Admissions, Financial Aid, and Registrar) need to properly delegate personnel and responsibilities regarding NCAA rules compliance. These individuals should also be charged with training their personnel regarding adherence to NCAA Rules Compliance.
   **Responsible Party:** Senior Vice President and Provost for Academic and Student Affairs
   **Date of Implementation:** May 1, 2007

6. **Recommendation:** The Athletic Council should have a better cross-representation of the University-at-large.
   **Responsible Party:** President
   **Date of Implementation:** August 31, 2007

7. **Recommendation:** The Athletic Compliance Manual should also contain a mandate that each member of the Athletic Council, presidents of booster clubs, and the directors of the Offices of Admissions, Financial Aid, Recruitment, and the Registrar attend in-service compliance training annually.
   **Responsible Party:** Athletic Director
   **Date of Implementation:** August 31, 2007
8. **Recommendation:** All coaches, members of the Athletic Council, presidents of booster clubs as well as directors of the Offices of Admissions, Financial Aid, Recruitment, and the Registrar must attend in-service compliance training annually.  
**Responsible Party:** Athletic Director  
**Date of Implementation:** August 31, 2007

9. **Recommendation:** The Athletics Compliance Manual should be reviewed and updated annually.  
**Responsible Party:** Athletics Compliance Officer  
**Date of Implementation:** August 31, 2007

10. **Recommendation:** Memorandum of Understanding between Athletic Director and all part-time coaches with no PDQs for coaching needs to be executed at the beginning of the academic year. The memorandum needs to include:
1. Sport to be coached
2. Statement regarding compliance with NCAA rules and regulations
3. Any other performance measures in accordance with performance measures for other coaches with the same authority and responsibilities.  
**Responsible Party:** Athletic Director  
**Date of Implementation:** August 1, 2007
### Operating Principle 1.2
#### Plan for Improvement

<table>
<thead>
<tr>
<th>Issues in the Self-Study</th>
<th>Measurable Goals</th>
<th>Steps to Achieve Goals</th>
<th>Responsible Individual</th>
<th>Date of Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Athletics Compliance Officer reports directly to the Athletic Director, a part of the entity for which she must ensure compliance and report non-compliance.</td>
<td>The Athletics Compliance Officer should report directly to the President.</td>
<td>Review and revise the Position Description Questionnaire to reflect the new reporting lines. The Athletics Compliance Officer should be housed in the University Audit Office and should report daily activities to Vice President for Business Affairs.</td>
<td>President, Athletic Director, and Vice President for Business Affairs</td>
<td>January 1, 2008</td>
</tr>
<tr>
<td>All components of work performed as described in Position Description Questionnaires for personnel inside the Athletic Department do not include verbiage showing that each element will be performed according to the rules and regulations required by the NCAA.</td>
<td>Standardize all components of work performed to include verbiage which reflects that each element will be performed according to the rules and regulations required by the NCAA.</td>
<td>1. Develop a standardized NCAA rules compliance statement for the Position Description Questionnaires. 2. Review, update, and approve electronic Position Description Questionnaires with new compliance.</td>
<td>Athletic Director</td>
<td>August 31, 2007</td>
</tr>
</tbody>
</table>

May 03, 2007
Page 31 of 124
### Operating Principle 1.2
### Plan for Improvement continued

<table>
<thead>
<tr>
<th>Issues in the Self-Study</th>
<th>Measurable Goals</th>
<th>Steps to Achieve Goals</th>
<th>Responsible Individual</th>
<th>Date of Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>There is no central location (e.g., Office of Human Resources) for the storage, maintenance, and retrieval of all hiring records for all athletic personnel.</td>
<td>Designate the Office of Human Resources as the central location for the storage, maintenance, and retrieval of all hiring documents for all athletic personnel.</td>
<td>1. Forward all revised electronic Position Description Questionnaires to Human Resources.&lt;br&gt;2. Relocate all hiring records for all athletic personnel to the Office of Human Resources.</td>
<td>Athletic Director</td>
<td>August 31, 2007</td>
</tr>
<tr>
<td>Existing coaching contracts do not contain an affirmative statement that requires coaches to adhere to NCAA regulations, but instead contain only a punitive statement regarding non-compliance.</td>
<td>Include an affirmative statement in all new and renewal coaching contracts that require coaches to adhere to NCAA regulations.</td>
<td>1. Develop a standardized NCAA affirmative statement for the Position Description Questionnaires.&lt;br&gt;2. Review, update, and approve electronic Position Description Questionnaires with new affirmative statement.</td>
<td>Athletic Director</td>
<td>August 31, 2007</td>
</tr>
</tbody>
</table>
Operating Principle 1.2
Plan for Improvement continued

<table>
<thead>
<tr>
<th>Issues in the Self-Study</th>
<th>Measurable Goals</th>
<th>Steps to Achieve Goals</th>
<th>Responsible Individual</th>
<th>Date of Completion</th>
</tr>
</thead>
</table>
| All department heads of key non-athletic entities (i.e. Offices of Admissions, Financial Aid and the Registrar) do not designate in writing key personnel responsibilities to ensure adherence with NCAA rules compliance and regulations and training in their area. | Each director and key personnel of non-athletic units will have a NCAA rules and compliance statement in his/her respective Position Description Questionnaire. | 1. Develop and distribute a standardized rules and compliance statement for the Position Description Questionnaires.  
2. Responsible supervisors review, update, and approve electronic Position Description Questionnaire with the new compliance statement included. | Provost and Senior Vice President for Academic and Student Affairs  
Executive Director, Enrollment Management  
Associate Provost for Enrollment Management  
Assistant Provost for Student Financial Services | May 1, 2007 |

The Athletics Compliance Manual does not contain a mandate that each of the members of the Athletic Council, presidents of booster clubs and the directors of the Offices of Admissions, Financial Aid, Recruitment and the Registrar attend in-service compliance training annually. | Revise the Athletics Compliance Manual to include a mandate that each of the members of the Athletic Council, presidents of booster clubs and the directors of the Offices of Admissions, Financial Aid, Recruitment and the Registrar attend in-service compliance training annually. | Develop and distribute statement mandating mandatory in-service compliance training for key personnel (directors, club presidents, council members and key personnel). | Athletic Director and Athletics Compliance Officer | August 31, 2007 |
Operating Principle 1.2
Plan for Improvement continued

<table>
<thead>
<tr>
<th>Issues in the Self-Study</th>
<th>Measurable Goals</th>
<th>Steps to Achieve Goals</th>
<th>Responsible Individual</th>
<th>Date of Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>No written agreement regarding sport to be coached, compliance with NCAA rules and regulations, and performance measures in accordance with performance measures for other coaches with the same authority and responsibilities exists between the Athletic Director and part-time coaches who do not have Position Description Questionnaires.</td>
<td>Develop a contract and/or Memorandum of Understanding for part-time coaches without a Position Description Questionnaire executable at the beginning of the academic year.</td>
<td>Develop a contract and/or Memorandum of Understanding between the Athletic Director and each part-time coach without a Position Description Questionnaire. Included in the contract and/or Memorandum of Understanding is the following: 1. Sport to be coached 2. Statement regarding compliance with NCAA rules and regulations 3. Performance measures required for the sport by level of responsibilities. 4. Standardized rules compliance statement and affirmative statements as well.</td>
<td>VP for Business Affairs Athletic Director Head Coaches</td>
<td>August 31, 2007</td>
</tr>
</tbody>
</table>
Academic Integrity
Operating Principle
2.1 Academic Standards

Operating Principle 2.1
Self-Study Item: 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.

No corrective actions, conditions for certification or strategies for improvement were imposed by the NCAA Division I Committee on Athletics Certification in its first-cycle certification decision relating to Operating Principle 2.1 (Academic Standards).

Operating Principle 2.1
Self-Study Item: 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.

ORIGINAL PLAN: Obtain agreement among conference athletic directors to schedule more golf meets in the fall semester rather than continue scheduling the majority of meets in the spring semester.

ACTION TAKEN/DATE IMPLEMENTED: The golf coach has attempted to schedule at least two contests in the fall semester. This action is ongoing.

Operating Principle 2.1
Self-Study Item: 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.

No additional plans for improvement/recommendations in the area of Operating Principle 2.1 (Academic Standards) were made by the Institution since the first-cycle certification decision was rendered by the Committee on Athletics Certification.
Operating Principle 2.1
Self-Study Item: 4
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.

Admission to Prairie View A&M University is open to qualified individuals, regardless of race, color, religion, gender, national origin, or educationally unrelated disability. Academic preparation and commitment to succeed are major criteria for admission to the University. All inquiries about admission, application for admission, and transcripts of credit should be addressed to the Office of Undergraduate Admissions, Prairie View A&M University, P.O. Box 3089, Prairie View, Texas 77446-3089. [Note: As of August 2006, the mailing address is P. O. Box 519, Mail Stop 1009, Prairie View, Texas 77446-1009].

The process and/or criteria used for the admission of student-athletes does not differ from the process for admitting students generally. The 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, are the same for all students. The Department of Athletics does not play a role in the admissions process for student-athletes.

The Office for Undergraduate Admissions is the office/agency vested with the responsibility for admission. The admission process is the same for both regular and student-athletes.

Applicants for admission to the freshman class should submit their application materials as early as possible in their senior year of high school. All students are required to submit the Texas Common Application for admission (available at www.pvamu.edu) and a non-refundable $25.00 processing fee. Transcripts submitted should include all semesters of high school credits as soon as grades are available. Applicants are requested to furnish final records immediately following graduation from high school.

Freshman applicants for college admission are those who have graduated from high school, are nearing completion of high school, have earned a General Equivalency Diploma (GED), or have satisfactorily completed fewer than fifteen 15 transferable semester credit hours. Applicants must satisfy the freshman admission requirements. All freshman applicants must submit results from either the American College Test (ACT) or the Scholastic Aptitude Test (SAT).

All admission procedures and the types of undergraduate admission, including Academic Fresh Start, International Student Admission, and General Transfer Admission are discussed on pages 84-93 of the 2005-2007 Undergraduate Catalog; pages 55-62 in the 2004-05; and pages 43-47 in the 2003-04 Undergraduate Catalog for Prairie View A&M University.

Operating Principle 2.1
Self-Study Item: 5
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.]

The comparison of admissions profiles of student-athletes who received grants-in-aid with the profiles of students in general by gender, by racial or ethnic group, and by sport group is as follows:

FOR FRESHMAN STUDENTS GENERALLY AND FRESHMAN STUDENT-ATHLETES ON ATHLETICS AID
PART I-A: Standardized Test Scores, by Gender

<table>
<thead>
<tr>
<th>Gender</th>
<th>Male Students</th>
<th></th>
<th></th>
<th>Female Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year</td>
<td>Non-Athlete</td>
<td># of</td>
<td>Athlete</td>
<td>Non-Athlete</td>
</tr>
<tr>
<td></td>
<td>Scores</td>
<td>Students</td>
<td>Scores</td>
<td>Scores</td>
</tr>
<tr>
<td>2003-04</td>
<td>805</td>
<td>511</td>
<td>864</td>
<td>44</td>
</tr>
<tr>
<td>2004-05</td>
<td>833</td>
<td>593</td>
<td>898</td>
<td>43</td>
</tr>
<tr>
<td>2005-06</td>
<td>813</td>
<td>522</td>
<td>908</td>
<td>28</td>
</tr>
</tbody>
</table>

In the 2003-04 academic year, 511 males that completed the SAT enrolled at Prairie View A&M University in the freshman cohort. This group had a mean SAT scores of 805. Forty-four, or 8.6% of this group, were student-athletes receiving grants-in-aid. The mean SAT score for the student-athletes was 864 or 7.3% above the mean SAT scores for the general male population.

Correspondently, in the 2003-04 academic year, the freshman female population consisted of 567 individuals that completed the SAT with a mean SAT score of 784. Twenty-eight or 4.9% of this population were student-athletes receiving grants-in-aid. The mean SAT score for the student-athletes was 832 or 6.1% above the mean SAT score for the general female population.

During the 2003-04 academic year, regular unconditional admission included the following standards:
1. An official high school transcript or GED
2. Passage of any state mandated examination used as a high school exit examination
3. High school grade point average that is equal to or greater than a 'C+' (2.50 on a 4.00 scale)
4. SAT score of 820 or an ACT score of 17

During the same academic year, Conditional (Provisional) Admission standards included items 1 and 2 above, but a high school grade point of 2.49 – 2.00 on a 4.00 scale and a SAT score less than 820 or an ACT score less than 17. These data are noted as an indicator that the mean SAT score for the freshman general population cohort was below that of student-athletes and below the mean SAT score for regular admission. Therefore, on the average, the freshman cohort was admitted conditionally and the student-athletes were admitted unconditionally based on standardized test scores.

In the 2004-05 academic year, 593 males that completed the SAT enrolled at Prairie View A&M University in the freshman cohort. This group had a mean SAT scores of 833. Forty-three or 7.3% of this group were student-athletes receiving grants-in-aid. The mean SAT scores for the student-
athletes was 898 or 7.8% above the mean SAT scores for the general male population.

Correspondently, in 2004-05, the freshman female population consisted of 600 individuals that completed the SAT with a mean SAT score of 801. Eighteen or 3% of this population were student-athletes receiving grants-in-aid. The mean SAT score for the student-athletes was 882 or 10.1% above the mean SAT score for the general female population.

During the 2004-05 academic year, regular unconditional admission included the following standards:
1. An official high school transcript or GED
2. Passage of any state mandated examination used as a high school exit examination
3. High school grade point average that is equal to or greater than a ‘C+’ (2.50 on a 4.00 scale)
4. SAT score of 820 or an ACT score of 17

During the same academic year, Conditional (Provisional) Admission standards included items 1 and 2 above, but a high school grade point average range from 2.49 – 2.00 on a 4.00 scale and a SAT score less than 820 or an ACT score less than 17. These data are noted as an indicator that the mean SAT score for the freshman female non-athletic group was less than 820, therefore the admission for this group was conditional.

In the 2005-06 academic year, 522 males completing the SAT enrolled at Prairie View A&M University in the freshman cohort. This group had a mean SAT scores of 813. Twenty-eight or 5.4% of this group were student-athletes receiving grants-in-aid. The mean SAT scores for the student-athletes was 908 or 11.7% above the mean SAT scores for the general male population.

Correspondently, in 2005-06, the freshman female population consisted of 566 individuals that completed the SAT with a mean SAT score of 789. Nineteen or 3.6% of this population were student-athletes receiving grants-in-aid. The mean SAT score for the student-athletes was 812 or 2.9% above the mean SAT score for the general female population.

During the 2005-06 academic year, regular unconditional admission included the following standards:
1. An official high school transcript or GED
2. Passage of any state mandated examination used as a high school exit examination
3. High school grade point average that is equal to or greater than a ‘C+’ (2.50 on a 4.00 scale)
4. SAT score of 820 or an ACT score of 17

During the same academic year, conditional (provisional) admission standards included items 1 and 2 above, but a high school grade point average ≥ 2.50 on a 4.00 scale and an ACT score ≥ 15 or SAT score ≥ 710. These data are noted as an indicator that the mean SAT score for the freshman female athletic group was less than 820; therefore, the admission for this group was conditional.

During each of the three academic years, both the male and female athletes had SAT mean scores above the general freshman population. In each case, except the general male population in 2004-05, the mean SAT score was below the identified score for unconditional admission.
## FOR FRESHMAN STUDENTS GENERALLY AND FRESHMAN STUDENT-ATHLETES ON ATHLETICS AID

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

<table>
<thead>
<tr>
<th>Racial or Ethnic Group – All Entering Freshman Students</th>
<th>2003-04</th>
<th>2004-05</th>
<th>2005-06</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Score</td>
<td># of Students</td>
<td>Score</td>
</tr>
<tr>
<td>American Indian/AN</td>
<td>0</td>
<td>0</td>
<td>885</td>
</tr>
<tr>
<td>Asian/PI</td>
<td>1050</td>
<td>1</td>
<td>1020</td>
</tr>
<tr>
<td>Black</td>
<td>790</td>
<td>1035</td>
<td>814</td>
</tr>
<tr>
<td>Hispanic</td>
<td>915</td>
<td>22</td>
<td>741</td>
</tr>
<tr>
<td>White</td>
<td>926</td>
<td>14</td>
<td>997</td>
</tr>
<tr>
<td>N-R Alien/Other</td>
<td>1050</td>
<td>6</td>
<td>850</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Racial or Ethnic Group – All Entering Freshman Students Athletes on Aid</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003-04</td>
</tr>
<tr>
<td>----------------------------------</td>
</tr>
<tr>
<td>Score</td>
</tr>
<tr>
<td>American Indian/AN</td>
</tr>
<tr>
<td>Asian/PI</td>
</tr>
<tr>
<td>Black</td>
</tr>
<tr>
<td>Hispanic</td>
</tr>
<tr>
<td>White</td>
</tr>
<tr>
<td>N-R Alien/Other</td>
</tr>
</tbody>
</table>
A comparison of standardized test scores by racial or ethnic group revealed the following:

In the 2003-04 academic year, five ethnic groups were represented in the general population. The average SAT score for these groups was 946. Four ethnic groups were represented among student-athletes with an average SAT score of 929. Correspondently, the mean SAT for the same four ethnic groups in the general population was 904. Student-athletes scored higher than non-athletes.

In the 2004-05 academic year, six ethnic or racial groups were represented in the general population. Test scores averaged 885 for the general population and 916 for the five groups representing student-athletes on aid. The average test score for athletes on aid was again higher than the general population.

In the 2005-06 academic year, the general freshman population was represented by six ethnic or racial groups. The student-athletes were represented by only three ethnic or racial groups. The average standardized SAT score for the general population was 911 (860 for the three groups in the general population that were also represented by student-athletes on aid). For student-athletes on aid, the mean SAT score was 897. Student-athletes receiving grants-in-aid had higher SAT scores on average than their counterparts in the general population.

In each of the three years represented in this study, student-athletes receiving grants-in-aid had average standardized SAT scores higher than the corresponding groups in the general population.
### FOR FRESHMAN STUDENT-ATHLETES ON ATHLETIC AID

#### PART II: GPA by Sport Group

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Basketball</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Core GPA:</td>
<td>2.53</td>
<td>3.19</td>
<td>3.03</td>
</tr>
<tr>
<td># of Students:</td>
<td>4</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Baseball</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Core GPA:</td>
<td>3.19</td>
<td>2.90</td>
<td>0</td>
</tr>
<tr>
<td># of Students:</td>
<td>9</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>Cross Country-Track</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Core GPA:</td>
<td>2.72</td>
<td>2.65</td>
<td>2.90</td>
</tr>
<tr>
<td># of Students:</td>
<td>8</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Football</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Core GPA:</td>
<td>2.97</td>
<td>2.72</td>
<td>2.85</td>
</tr>
<tr>
<td># of Students:</td>
<td>22</td>
<td>29</td>
<td>22</td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Core GPA:</td>
<td>2.82</td>
<td>3.17</td>
<td>0</td>
</tr>
<tr>
<td># of Students:</td>
<td>1</td>
<td>4</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Basketball</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Core GPA:</td>
<td>2.89</td>
<td>3.48</td>
<td>3.03</td>
</tr>
<tr>
<td># of Students:</td>
<td>5</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Cross Country-Track</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Core GPA:</td>
<td>2.88</td>
<td>3.05</td>
<td>3.44</td>
</tr>
<tr>
<td># of Students:</td>
<td>9</td>
<td>4</td>
<td>11</td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Core GPA:</td>
<td>3.38</td>
<td>3.24</td>
<td>3.36</td>
</tr>
<tr>
<td># of Students:</td>
<td>13</td>
<td>11</td>
<td>5</td>
</tr>
</tbody>
</table>
FOR FRESHMAN STUDENT-ATHLETES ON ATHLETIC AID
PART II: Test Scores, by Sport Group

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Basketball</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Score:</td>
<td>805</td>
<td>960</td>
<td>920</td>
</tr>
<tr>
<td># of Students:</td>
<td>4</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Baseball</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Score:</td>
<td>924</td>
<td>1005</td>
<td>0</td>
</tr>
<tr>
<td># of Students:</td>
<td>9</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>Cross Country-Track</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Score:</td>
<td>781</td>
<td>928</td>
<td>904</td>
</tr>
<tr>
<td># of Students:</td>
<td>8</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Football</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Score:</td>
<td>879</td>
<td>869</td>
<td>905</td>
</tr>
<tr>
<td># of Students:</td>
<td>22</td>
<td>29</td>
<td>22</td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Score:</td>
<td>900</td>
<td>928</td>
<td>0</td>
</tr>
<tr>
<td># of Students:</td>
<td>1</td>
<td>4</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Basketball</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Score:</td>
<td>900</td>
<td>880</td>
<td>813</td>
</tr>
<tr>
<td># of Students:</td>
<td>5</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Cross Country-Track</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Score:</td>
<td>727</td>
<td>815</td>
<td>785</td>
</tr>
<tr>
<td># of Students:</td>
<td>9</td>
<td>4</td>
<td>11</td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Score:</td>
<td>886</td>
<td>907</td>
<td>872</td>
</tr>
<tr>
<td># of Students:</td>
<td>13</td>
<td>11</td>
<td>5</td>
</tr>
</tbody>
</table>
A comparison of standardized test scores and GPA by sport group revealed the following:

In the 2003-04 academic year, men received aid in each of the five categories with an average SAT of 858. Baseball was the highest with 924. The general male populations had an average SAT of 805. (See For Freshman Students Generally and Freshman Student-Athletes on Athletics Aid Table.)

Women received aid in each of the three categories with an average SAT of 838. Basketball was the highest with a score of 900. The average SAT among the general female populations was 784. (See For Freshman Students Generally and Freshman Student-Athletes on Athletics Aid Table.)

In the 2004-05 academic year, men received grants-in-aid in each of the five categories with an average SAT score of 941. Men’s baseball was the highest. The general male population had an average SAT of 833. (See For Freshman Students Generally and Freshman Student-Athletes on Athletics Aid Table.)

Women received aid in each of the three categories with an average SAT of 867. Women’s Other Sports was the highest at 907. The average SAT for the general female population was 801. (See For Freshman Students Generally and Freshman Student-Athletes on Athletics Aid Table.)

In the 2005-06 academic year, three men’s sport groups were represented as recipients of grants-in-aid. The average SAT score among these groups was 910. Basketball had the highest scores among the groups. The general male population score for the cohort was 813.

Women athletes were represented in each of the three categories. The average SAT score was 823. Women’s Other Sports was again the highest at 872. The mean SAT for the general populations was 789.

In summary, during each of the three years, student-athletes had average SAT scores higher than the general freshman population.

Note: Data are provided for freshmen student-athletes on athletic aid by GPA. No comparisons were made because the GPA data for the general freshman population was not available.

Operating Principle 2.1
Self-Study Item: 6
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.

The Prairie View A&M University Undergraduate Catalog (2003-04, p. 45) indicates that a student who is denied admission to the University may appeal in writing to the Admissions and Academic Standards Committee, Prairie View A&M University, P. O. Box 2715, Prairie View, Texas 77446. In 2004-05, p. 58 and in 2005-07, p. 87, the catalog indicates under the category of Admission Appeal Procedure, ‘that a student who has been denied admission, but has successfully completed a bridge program such as the Academy for Collegiate Excellence and Student Success (ACCESS), who has good scores on state or national examinations that are at or above the norm for test takers in Texas or who have won special recognition for academic achievement may appeal their admissions decision by June 30 in writing to the Associate Provost for Enrollment Management, 315 Memorial
Student Center, Prairie View A&M University, Prairie View, Texas 77446.

The agency vested with the responsibility for the Admission of ALL students is the Office for Admissions. The second-level or subsequent review processes or appeals procedures which may be utilized when students are not automatically admitted are addressed to the Academic Standards Committee in the Office of the Associate Provost for Enrollment Management.

Unconditional admission requires a student to have an ACT score of 17 or greater or SAT score of 820 or greater, and grade point average of 2.5 or greater on a 4.0 scale in addition to an official high school transcript or GED and passage of any state mandated examination used as a high school exit examination.

Students who do not meet the aforementioned requirements for unconditional admission but show potential for success in college are admitted on a conditional basis. In most instances, the minimum SAT is 710 or ACT is 15 for conditional admission. Students are admitted on a conditional (provisional) basis if the appeal is granted by the committee, then signed off by the Provost and Senior Vice President for Academic and Student Affairs. Decisions regarding conditional admission are made on an individual basis and usually refer to a waiver of the deadline for admission rather than a waiver of the requirements.

Operating Principle 2.1
Self-Study Item: 7
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 6 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.]

There are no differences between the percentage of freshman student-athletes receiving athletic aid who were admitted through the appeal process described in number 6 above verses students generally admitted into the university. The admission requirements must be met by all students seeking admission to the university. Thus, there are no special admission requirements for student-athletes receiving athletics aid. All students adhere to the same university admission and admission appeal process.

In the 2003-04 academic year, the average SAT score for men’s basketball was 805 versus the required unconditional admission score of 820 and 781 for cross country/track versus 820. For women’s cross country/track, the average SAT was 727 versus 820. In each instance, the average test scores were within the minimum requirements of 710 for conditional admission via appeal.

In the 2004-05 academic year, women’s cross country/track student-athletes averaged 815 versus 820. This score is within the range for conditional admission via appeal.

In the 2005-06 academic year, men’s basketball had an average score of 813 and cross country/track had an average score of 785. Both scores were within the range for conditional admission.

During each of the years noted, individuals within the general populations were admitted conditionally with average SAT scores of less than 820 but above 710.
In the 2003-04 and 2004-05 academic years, the average SAT score for the general population indicated that they had a majority of individuals that were admitted conditionally. Since the student-athletes represented ten percent or less of the general population, the percentage of freshman student-athletes receiving athletic aid and admitted conditionally was minimal.

Operating Principle 2.1
Self-Study Item: 8
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.

The step-by-step sequence of actions taken by the Institution to certify initial eligibility for transfer student-athletes is as follows:

1. The initial action is taken by the transfer student-athlete to notify the head coach of the respective sport of his/her interest in transferring.

2. The coach notifies the Athletic Director of the transfer student-athlete's interest in seeking a transfer.

3. The Athletic Director or head coach notifies and seeks release from the transfer student-athlete's current institution. No further communication by the Athletic Director or head coach with the prospective transfer student-athlete may take place until release is secured.

4. Upon securing release of the prospective transfer student-athlete from the current institution, the Athletic Director notifies the head coach and sends a copy of the release documentation to the Athletics Compliance Officer.

5. The coach instructs the transfer student-athlete to forward an official transcript to Prairie View A&M University's Office of Admissions for evaluation of transferable credit.

6. The Office of Admissions conducts the evaluation and forwards the information to the student-athlete's proposed academic department, the identified head coach, and the Athletics Compliance Officer.

7. After checking the Student Information System to verify approved transfer hours, the Athletics Compliance Officer renders an eligibility recommendation for the transfer student-athlete and notifies the head coach of the respective sport.

8. If the recommendation is favorable, then the head coach must inform the transfer student-athlete to follow-up and complete the normal admissions process.

9. The transfer student-athlete’s name is included on the potential eligibility list and processed with all other potential team members.

The individual responsible for certifying initial eligibility is the Athletics Compliance Officer.
Operating Principle 2.1
Self-Study Item: 9
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.

The step-by-step sequence of actions taken by the Institution to certify the continuing eligibility for transfer student-athletes is as follows:

1. Coaches submit the names of all student-athletes for certification eligibility to the Athletics Compliance Officer.

2. Using the grades and degree audits certified by the Office of the Registrar, the Athletics Compliance Officer determines whether each student-athlete has met eligibility requirements for financial aid, practice, and competition.

3. The Athletics Compliance Officer completes an eligibility worksheet using the degree audit in the Student Information System and forwards the list to each head coach. A reason is designated for students who have been deemed as ineligible.

4. The Athletics Compliance Officer prepares the conference eligibility form and has it reviewed for accuracy by the registrar or the registrar’s designee. After being finalized, it is signed by the registrar or the registrar’s designee, the head coach, the Athletic Director, and the Faculty Athletics Representative. As of August 2005, the Athletics Compliance Officer signs the form instead of the Faculty Athletics Representative.

5. Any student-athlete deemed ineligible may appeal the decision to the Athletics Compliance Officer or the academic department for re-evaluation.

6. The Athletics Compliance Officer forwards the conference eligibility forms to the Southwestern Athletic Conference Office based on the following schedule:
   a. Third Friday in August: bowling, cross country, football, volleyball
   b. First Monday in November: basketball and indoor track
   c. First Monday in February: baseball, golf, outdoor track, softball, tennis

In the event the university decides to have a spring sport season begin during the fall semester, then the eligibility forms are due to the Southwestern Athletic Conference before the first contest.

Supplemental reports may be filed during the sport’s playing season as long as it is prior to the date of a student-athlete’s first competition.

The individual responsible for certifying continuing eligibility for student-athletes is the Athletics Compliance Officer.

Operating Principle 2.1
Self-Study Item: 10
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.

A consistent trend in the graduation rates for student-athletes who received athletics grants-in-aid indicates that there has been a consistent percentage difference between student-athletes and the general student population. When compared to the general student graduation rates, student-athletes receiving student grants-in-aid have averaged, over the three year cycle, eighteen percentage points above the general student population in graduation rates.

**GRADUATION RATES**

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>All Students</th>
<th>Student-Athletes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1998-1999</td>
<td>46%</td>
<td>60%</td>
</tr>
<tr>
<td>1999-2000</td>
<td>31%</td>
<td>61%</td>
</tr>
<tr>
<td>2000-2001</td>
<td>35%</td>
<td>46%</td>
</tr>
</tbody>
</table>

As noted in the following chart, when comparing male to female athlete graduation rates to the general student graduation rates, male and female athletes graduated at a higher rate in each year.

**GRADUATION RATES BY GENDER**

<table>
<thead>
<tr>
<th>Enrolled Year</th>
<th>Graduation Year</th>
<th>Male Students</th>
<th>Female Student</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Non-Athlete</td>
<td>Athlete</td>
</tr>
<tr>
<td>1998-1999</td>
<td>2003-2004</td>
<td>28%</td>
<td>54%</td>
</tr>
<tr>
<td>1999-2000</td>
<td>2004-2005</td>
<td>28%</td>
<td>53%</td>
</tr>
<tr>
<td>2000-2001</td>
<td>2005-2006</td>
<td>28%</td>
<td>43%</td>
</tr>
</tbody>
</table>

When comparing graduation rates by racial or ethnic group, black student-athletes represent the highest percentage among the graduates. The average rate was 64% for student-athletes versus 36% for the general student population over the three-year period. Among white student-athletes, the graduation rate was lower – 20% for student-athletes compared to 23% for the general student population. During each academic year, there were no Hispanic graduates in the athletic cohort. For each of the three years included in this analysis, the graduation rate was generally higher for student-athletes than for the general population.
### GRADUATION RATES BY RACIAL OR ETHNIC GROUP

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Non-Athlete</td>
<td>Athlete</td>
<td>Non-Athlete</td>
</tr>
<tr>
<td>American Indian/AN</td>
<td>0</td>
<td>0</td>
<td>**</td>
</tr>
<tr>
<td>Asian/PI</td>
<td>0</td>
<td>0</td>
<td>**</td>
</tr>
<tr>
<td>Black</td>
<td>37%</td>
<td>64%</td>
<td>37%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>39%</td>
<td>**</td>
<td>44%</td>
</tr>
<tr>
<td>White</td>
<td>24%</td>
<td>25%</td>
<td>26%</td>
</tr>
<tr>
<td>N-R Alien/Other</td>
<td>19%</td>
<td>0</td>
<td>27%</td>
</tr>
</tbody>
</table>

When comparing graduation rates by sport group, in most sport groups there were fifteen or fewer individuals graduating within each sport category; however, the graduation rate was typically higher than the non-athletes in that cohort year. Therefore, as noted earlier, the graduation rate of student-athletes within each cohort was at a higher rate than in the general population.

### GRADUATION RATES BY SPORT GROUP

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Basketball</td>
<td>40% (6-10)</td>
<td>46% (11-15)</td>
<td>25% (1-5)</td>
</tr>
<tr>
<td>Baseball</td>
<td>75% (6-10)</td>
<td>80% (6-10)</td>
<td>0</td>
</tr>
<tr>
<td>Cross Country/Track</td>
<td>78% (6-10)</td>
<td>70% (6-10)</td>
<td>67% (1-5)</td>
</tr>
<tr>
<td>Football</td>
<td>46% (20+)</td>
<td>100% (1-5)</td>
<td>45% (1-5)</td>
</tr>
<tr>
<td>Other</td>
<td>0</td>
<td>0</td>
<td>50% (1-5)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Basketball</td>
<td>44% (6-10)</td>
<td>63% (1-5)</td>
<td>100% (1-5)</td>
</tr>
<tr>
<td>Cross Country-Track</td>
<td>78% (6-10)</td>
<td>70% (6-10)</td>
<td>0</td>
</tr>
<tr>
<td>Other</td>
<td>87% (11-15)</td>
<td>81% (20+)</td>
<td>33% (1-5)</td>
</tr>
</tbody>
</table>

### Operating Principle 2.1

**Self-Study Item: 11**

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.

The academic standards and policies contained in the university's catalog/bulletin, Department of Athletics manual, student-athlete handbook and/or institutional handbook for students outline and describe the same academic standards and policies. The university's catalog provides academic standards and policies under the heading 'General Academic Information' (2005-07, pp. 101-111). There are no exceptions noted in either document specific to student-athletes.
Operating Principle 2.1
Self-Study Item: 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.

Duplicate item, No response required.

Operating Principle 2.1
Self-Study Item: 13
Describe the procedures used by the institution to monitor missed class time for student-athletes.

Prairie View A&M University requires regular class attendance. Attending all classes supports full academic development of each learner whether classes are taught with the instructor physically present or via distance learning technologies such as interactive video. Excessive absenteeism, whether excused or unexcused, may result in a student’s course grade being reduced or an assignment of a grade of ‘F’. Absences are accumulated beginning with the first day of class during the regular semester and summer terms. Each faculty member will include the University’s attendance policy in each course syllabus and is responsible for monitoring class attendance. The procedures for monitoring missed class time are the same for all students.

Operating Principle 2.1
Self-Study Item: 14
Analyze, explain and address missed class time that has been determined by the institution to be significant or excessive for any sport(s).

The university’s attendance policy is published in each undergraduate catalog under the section ‘Academic Information and Regulations’ with the heading class attendance policy. This policy, which is outlined on page 111 of the current (2005-2007) undergraduate catalog, defines excessive absences as an ‘accumulation of one week of unexcused absences (for the number of clock hours equivalent to the course)’. The catalog is published every two years and can also be viewed on Prairie View A&M University’s website, www.pvamu.edu. Every Prairie View A&M University student may access a copy of this catalog and policy (hard copy or via the web).

All class absences due to participation in athletic events are considered excused absences for student-athletes. These student-athletes are allowed to makeup any course work missed due to their participation or attendance of athletic events on behalf of Prairie View A&M University.

In 1997, golf was noted as the only sport for which missed class time was considered excessive. Corrective actions have been taken to reduce missed class time by scheduling some fall semester contests. Currently, no sport has been determined by the Institution to have significant or excessive missed class time due to participation in sport activities.
Operating Principle 2.1
Self-Study Item: 15
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.

All student-athletes at Prairie View A&M University are required to attend the annual student-athlete meeting conducted by the Athletic Director. Each student-athlete is given a Prairie View A&M University Department of Athletics Student-Athlete Handbook which explains all procedures and policies (including the class attendance policy) set forth by the university as well as the NCAA. In addition to the Department of Athletics Student-Athlete Handbook, the university's Student Handbook, university catalog, and the Prairie View A&M University website serve as resources for students on all university policies and procedures.
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?

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?

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?

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.

YES

5. Does the institution demonstrate that written policies related to scheduling are established in all sports to minimize student-athletes' conflicts with class time and/or final examination periods due to participation in intercollegiate athletics, consistent with the provisions of Constitution 3.2.4.13?

YES
Academic Integrity
Operating Principle
2.2 Academic Support

Self-Study Item: 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.

No corrective actions, conditions for certification, or strategies for improvement were imposed by National Collegiate Athletic Association Division I Committee on Athletics Certification in its first-cycle certification decision as they relate to Operating Principle 2.2 (Academic Support).

Operating Principle 2.2
Self-Study Item: 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.

The Institution developed plans for improvement/recommendations relating to Operating Principle 2.2 Academic Support. The following actions have been completed or are in Progress for each action listed in the plan.

Action Plan 1: Life Skills Enrichment Program
ACTION TAKEN/DATE IMPLEMENTED: During the period between Spring 1998-2000, with the exception of the NCAA post-eligibility scholarship program for academically qualified athletes who have completed eligibility, there was no post-eligibility program to include special intensive academic assistance, pre-professional guidance, and personal development delivered in an organized, systematic manner and assessed for effectiveness. A program to assist student-athletes in progressing to graduation placement to include student-athletes who complete eligibility prior to completing the degree, was outlined. The NCAA CHAMPS/Life Skills Program was initiated. The dates of this action were Spring 2000 through January 2003. No parts of these actions were left incomplete.

Action Plan 2: Academic Oversight
ACTION TAKEN/DATE IMPLEMENTED: Improved coordination among academic and athletic personnel to ‘close the loop’ relative to communication, encouragement, advisement, assessment, and NCAA compliance monitoring. There will be several mechanisms for academic oversight of these services. The Athletic Academic Enhancement Program Officer is charged with the oversight and approval of the Academic Enhancement Program Services. In addition to the oversight provided...
by the Athletic Academic Enhancement Program Officer, the Athletic Director will provide guidance for coordination among all services on campus. The dates of this action were Fall 1998 to the present. No parts of these actions were left incomplete.

**Action Plan 3: Study Hall Program**

**ACTION TAKEN/DATE IMPLEMENTED:** Increase the student-athlete’s chance of remaining eligible for athletic participation and increase his/her chances of graduating within six years. The Study Hall Program is designed to assist those student-athletes who have academic difficulties or who have failed to satisfactorily perform and/or comply with the rules and regulations of the Academic Enhancement Program. The Athletic Academic Enhancement Program Officer and/or the head coach for the sport can assign student-athletes to the study hall program at any time. The program is conducted Monday through Thursday from 7:00 p.m. to 9:30 p.m. in the W. R. Banks Building on the second floor. Tutors will be available to assist student-athletes in their academic classes.

The activities coordinated by the Division of Academic Enhancement, housed in University College, are available to all students. The mission of the University College Division of Academic Enhancement is to promote the academic success of all Prairie View A&M University students by providing a comprehensive array of academic enhancement services and activities. These programs provide students with the assistance they need based on their individual academic requirements from basic skills development to academic support for all college level classes to enhanced learning opportunities for scholars. The dates of these actions were Fall 1997 through Spring 2001. No parts of these actions were left incomplete.

**Action Plan 4: Academic Enhancement Computer Lab**

**ACTION TAKEN/DATE IMPLEMENTED:** Organize computer services and Internet access within the Athletic Program to support student tutorials, research, and homework preparation. The lab will provide state-of-the-art instructional technology support for the Study Hall Program described in Action Plan 3. The dates of these actions are Fall 1997 to the present. Completion of these actions is ongoing with a focus on increasing the size of the laboratory via more computers.

**Operating Principle 2.2**

**Self-Study Item: 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.

No additional plans for improvement/recommendations were made in the area.

**Operating Principle 2.2**

**Self-Study Item: 4**

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).

The University is organized to provide academic support and advising services through the programs within the Office of Academic and Student Affairs.

First time, full-time freshmen, including those admitted to the University Scholars Program, and transfer students who have earned less than twenty-four credit hours, are initially advised, tested and registered in University College. University College works closely with the academic...
departments to insure appropriate advisement and to facilitate the registration process.

Registration is the selection of classes following appropriate advisement. A student has not completed registration and is not entitled to university privileges until required fees have been paid. Persons planning to register for classes for the first time or who are returning to the university after being disenrolled for one or more previous regular semesters should be sure that they have met the university’s admission requirements. It is recommended that students provide immunization documentation to include tuberculosis screening. Applicants for any category of admission will not be permitted to register in courses offered at the main campus in Prairie View, Texas or at any distant site where courses are offered, if admissions requirements have not been met.

Effective September 1, 2003, the Texas Academic Skills Program law was repealed and replaced by the Texas Success Initiative. The Texas Success Initiative requires students to be assessed in reading, writing, and math skills prior to enrolling in college and to be advised based on the results of the assessment. Texas Success Initiative exemptions based on test scores are available. A complete discussion of the Texas Success Initiative guidelines are provided in the university catalog (2005-2007, p. 99).

Prairie View A&M University will use the approved Texas Higher Education Assessment as the assessment tool for Texas Success Initiative. Before a student will be allowed to enroll at Prairie View A&M University, he/she must have valid documentation on file for an exemption or must take the Texas Higher Education Assessment prior to enrolling in any college level classes. Prairie View A&M University will only accept COMPASS, ACCUPLACER, or ASSET scores when documented on an official transcript. (2005-2007 University Catalog, pp. 100-101).

Transfer students who have earned twenty-four or more credits and have satisfied their Texas Success Initiative requirements will be advised and registered in their respective major departments. Transfer students who have earned twenty-four or more credits but have not satisfied their Texas Success Initiative requirements will be required to report to the Office of Testing and Tracking, currently located in room 137 of the Delco Building for Texas Success Initiative advisement and registration in appropriate developmental classes prior to advisement and registration in their major departments. For questions about the Texas Success Initiative or the Texas Higher Education Assessment, the University Scholars’ Program, the Developmental Studies Program, or the Center for Academic Support, the student should contact the Division of Academic Enhancement.

If the student selects a second major or selects a minor, the student should meet with an advisor in the department, school, or college offering the second major or minor. (University Catalog, 2005-07, p. 103).

Operating Principle 2.2
Self-Study Item: 5
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 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.
   [NOTE: This support service is available to ALL students and is not specific to student-athletes.]

   - Academic Advising
   - Freshmen/Transfers with fewer than thirty hours are advised by University College

The University College team consists of professional advisors that respond to the mission of the University College Division of Academic Advisement, which is to provide holistic, effective, accessible advisement for incoming freshmen and other special populations and to serve as a resource for departmental advisement. This division is committed to providing centralized support and referral services for the students in University College. The team also provides proactive monitoring of student academic progress and one-on-one major and career counseling.

   - Student-athletes are monitored by the University College team until they have declared a major in which they will then be advised and monitored by the academic department for the major
   - The Department of Athletics Office of Academic Enhancement currently provides advising assistance through a professional advisor who also serves as the liaison between University College and the Department of Athletics.
   - Guidance concerning course scheduling
   - Assistance during add/drop period
   - Information on NCAA and institutional academic requirements
   - Information on major degree programs
   - Assistance in declaring and/or changing major

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

Academic advising is provided for ALL students. Identified members of sports teams have one advisor within the University College team responsible for specialized guidance as needed. In addition, all advisors within University College assist with advisement of new and transfer students as needed.

c. The mechanisms by which students are made aware of these services.

ALL students are provided information regarding academic advising during new student orientation activities held prior to the beginning of each fall/spring or summer semester. Additionally, during the first week of classes, the Department of Athletics conducts an orientation session for ALL student-athletes.

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

The University Academic Council has the following major areas of responsibility and authority:
1) Review, develop and recommend to the President of the University, through the Provost and
Vice President for Academic Affairs, and the Deans, any and all policies, proposals, procedures and actions relating to the development, maintenance, and continuous improvement of quality undergraduate education at Prairie View A&M University.

2) Provide oversight for the development, coordination, and dissemination of undergraduate admissions policies to include separate criteria for admission to specific undergraduate programs.

3) Develop methods of assisting the Office for Academic Affairs with maintaining consistently high quality and intellectual integrity in the academic programs at Prairie View A&M University.

4) Promote quality, through the conduct of course and program reviews and monitoring of effectiveness and efficiency.

The University Academic Council is responsible for providing oversight for all academic programs and services.

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

The University Academic Council has the following major areas of responsibility and authority:

1) Review, develop and recommend to the president of the university, through the Provost and Vice President for Academic Affairs, and the deans, any and all policies, proposals, procedures and actions relating to the development, maintenance, and continuous improvement of quality undergraduate education at Prairie View A&M University.

2) Provide oversight for the development, coordination, and dissemination of undergraduate admissions policies to include separate criteria for admission to specific undergraduate programs.

3) Develop methods of assisting the Office for Academic Affairs with maintaining consistently high quality and intellectual integrity in the academic programs at Prairie View A&M University.

4) Promote quality, through the conduct of course and program reviews and monitoring of effectiveness and efficiency.

The University Academic Council is responsible for providing oversight for all academic programs and services.

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.
[NOTE: This support service is available to ALL students and is not specific to student-athletes.]

The Center for Academic Support provides academic enhancement for the entire university community. The Center staff provides individual and group tutoring, supplemental instruction, graduate and professional exam preparation and academic workshops in study skills and content specific topics. Prairie View A&M University students are encouraged to visit the Center for Academic Support, which is equipped with ample resources to include computing equipment, reference texts, and instructional programs visual aids. Trained peer tutors, graduate assistants, and volunteer tutors are ready to assist students with their studies, either on an individual or group basis in over thirty subject fields in core and specialized curricula.
University College provides study groups for difficult courses. Referrals to appropriate academic assistance are made for areas throughout the University. Study hall sessions are required for students identified with academic needs. The Center for Academic Support is located in the John B. Coleman Library in Room 209, and its services are available 8:00 a.m. – 11:00 p.m., Monday – Thursday and Friday, 8:00 a.m. – 5:00 p.m. The library also provides internet tutorials and resources for students, including student-athletes.

The aim is to provide students with a variety of resources designed to enhance learning. Educational resources in the center include: current textbooks, audio, video, study skills materials, computer instructional programs, study guides, and test preparation support services. Campus wide tutoring is also provided by the Center for Academic Support in the club house of the upperclassmen housing complex on Monday and Wednesday.

The Department of Athletics Office of Academic Enhancement provides student-athletes with the opportunity to receive academic assistance from tutors through the University’s Center for Academic Support.

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

ALL students may utilize the services of the Center for Academic Support, and the same policies apply to all.

c. The mechanisms by which students are made aware of these services.

Departmental orientation program, general student orientation, web sites, flyers, newspaper announcements, radio announcements, advisor/faculty/coach notifications are examples of the means by which students are made aware of the Center for Academic Support services.

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

The University Academic Council is responsible for providing oversight for all academic programs and services.

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

The University Academic Council is responsible for providing oversight for all academic programs and services.

3. Success Skills - Study skills, note and test taking, writing and grammar skills, time management. [NOTE: This support service is available to ALL students and is not specific to student-athletes.]

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

Student-athletes have access to the University’s Center for Academic Support and the University College Division of Academic Enhancement. Each unit addresses components of success skills.
b. Any policies that govern which students can use these services.

ALL students may utilize the services of the Center for Academic Support, and the same policies apply to all.

c. The mechanisms by which students are made aware of these services.

Departmental orientation program, general student orientation, web sites, flyers, newspaper announcements, radio announcements, advisor/faculty/coach notifications are examples of the means by which students are made aware of the Center for Academic Support services.

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

Currently, services are reviewed by athletics personnel. Review and recommendations should be provided by the University Academic Council.

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

The University Academic Council is responsible for providing oversight for all academic programs and services.

4. Study Hall - Availability, facilities, policy for mandatory attendance.

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

The improvement/recommendations plan for establishing a study hall was initiated following the 1997 certification. The plan has been completed and continuously improved based on feedback from participants. Study hall hours and days have been adjusted to facilitate the needs of student-athletes and coaches. Allowing student-athletes to attend study hall on their free time works conveniently for students and it helps ensure they get a chance to study because times do not conflict with games or practices.

Availability: Study Hall was located in the Owens-Franklin Health Center on campus in Room B22 during the 2003-2006 academic years. Study Hall was re-located in Fall 2006 to the New Athletic Building.

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

Policy

Each student-athlete who is a freshman/transfer student or has a grade point average below a 2.5 and ineligible student-athletes must spend four hours per week in the Athletic Academic Enhancement Lab Study Hall Program until positive progress has been documented. Student-athletes may visit the lab one hour per day for four days out of the week to earn their hours or they may earn four hours by spending two hours a day in the lab for two nonconsecutive days. Students can only do one hour or two hours in the lab at a time. Thirty minute intervals will not be calculated.
Rules
1. Student-athletes must bring student identification card to the lab in order to access the computer or check out supplies.
2. No talking, sleeping, eating, or drinking in lab.
3. Computers will be used only for researching and typing papers.
4. No chatting on the web, checking email, downloading music or games will be allowed.
5. All student-athletes are required to bring material to read or study.

Consequences
If a student-athlete does not attend mandatory study hall and earn the prescribed weekly hours, the following consequences will take into effect:

First Offense: The following week study hall hours for the student-athlete will roll over thus the athlete must spend eight hours in study hall.
Second Offense: The student-athlete will not be allowed to practice until all study hall hours have been completed.
Third Offense: Temporary suspension from participation in athletic events.

c. The mechanisms by which students are made aware of these services.
Student-athletes are made aware of this service during orientation and regular team meetings.

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

The study hall program described herein is designed for student-athletes ONLY. Currently, services are reviewed by athletics personnel. Review and recommendations should be provided by the University Academic Council.

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

Currently, there is no periodic approval of this service by academic authorities outside athletics.

5. Freshman/Transfer Orientation - Availability, attendance requirements.
[NOTE: This support service is available to ALL students and is not specific to student-athletes.]

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

All newly admitted student-athletes are required to go through a mandatory orientation to familiarize them with university life and help finalize all University business prior to classes beginning. Beginning with the first week of class, the Department of Athletics schedules an athletic orientation which provides these students with access to student-athlete handbooks and makes them aware of available academic services. The Athletics Compliance Officer gives a presentation covering NCAA eligibility rules and regulations during a team meeting before practice starts for each sport.

The CHAMPS/Life Skills Program is for athletes and is introduced during this orientation session. Pamphlets about the program are disseminated. The program is committed to a comprehensive
program of life skills that provides educational experience and services to develop well-balanced lifestyles for student-athletes to encourage growth in decision-making, planning and fulfillment of career and life goals. The program is also designed to enhance the quality of the student-athlete experience within the Prairie View A&M University setting.

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

The University provides an orientation program for all freshman and transfer students. However, the program described herein is required of all student-athletes.

c. The mechanisms by which students are made aware of these services.

Student-athletes are made aware of the athletic orientation program during general student orientation and through the guidance of the coach for each sport group.

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

Currently, services are reviewed by athletics personnel. Review and recommendations should be provided by the University Academic Council.

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

The University Academic Council has the following major areas of responsibility and authority:

1) Review, develop and recommend to the President of the University, through the Provost and Vice President for Academic Affairs, and the deans, any and all policies, proposals, procedures and actions relating to the development, maintenance, and continuous improvement of quality undergraduate education at Prairie View A&M University.

2) Provide oversight for the development, coordination, and dissemination of undergraduate admissions policies to include separate criteria for admission to specific undergraduate programs.

3) Develop methods of assisting the Office for Academic Affairs with maintaining consistently high quality and intellectual integrity in the academic programs at Prairie View A&M University.

4) Promote quality, through the conduct of course and program reviews and monitoring of effectiveness and efficiency.

The University Academic Council is responsible for providing oversight for all academic programs and services.

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

[NOTE: This support service is available to ALL students and is not specific to student-athletes.]

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

Reports are sent once a semester to professors to keep coaches and the Department of Athletics Office of Academic Enhancement up-to-date on progress and attendance. Student-athletes are given travel excuses. They are provided to instructor by student-athlete for excused absences. Progress
reports are used to determine which student-athletes need academic assistance as well as those who are missing class.

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

Academic monitoring for student-athletes applies to ALL athletes. A similar monitoring program of activities may be required of other groups and/or by academic programs as deemed appropriate.

c. The mechanisms by which students are made aware of these services.

Student-athletes are made aware of the academic monitoring and reporting requirement during the Department of Athletics orientation session.

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

Currently, services are reviewed by athletics personnel. Review and recommendations should be provided by the University Academic Council.

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

The University Academic Council is responsible for providing oversight for all academic programs and services.

7. Assistance for special academic needs - Provisions for diagnosis and treatment of learning disabilities.
[NOTE: This support service is available to ALL students and is not specific to student-athletes.]

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

The Office for Disability Services is responsible for achieving and maintaining program accessibility for all students who self-identify as having an officially documented disability (Rehabilitation Act, Section 504 and Americans with Disability Act). Students are encouraged to become self-advocates; however, the Office for Disability Services provides leadership in advocating for removal of attitudinal and physical barriers that may impede successful progression toward achievement of the student’s educational objectives.

Students requesting service through the Office for Disability Services must submit all documentation and meet all eligibility requirements each semester. Services are determined based on individual assessment, but generally involve academic adjustments that will support the student’s access to programs and services within the University.

As indicated on the course syllabus and in other venues, persons with disabilities are encouraged to self-identify and enlist services of the Office of Disability Services as early as possible. Reasonable accommodation may include: extended testing time, one-on-one test environments, preferential seating, note-taking assistance, interpreter services for course work and course-related assignments, additional time to complete assignments, reduced written work, coordination of barrier-free housing, access to handicap parking, hard copies of class notes, as well as use of adaptive chairs,
tables and computers, registration, add/drop and third-party fee payment, and book voucher assistance.

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

All students are eligible for the services provided by the Office for Disability Services.

c. The mechanisms by which students are made aware of these services.

The student-athlete is made aware of this service during orientation.

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

The University Academic Council is responsible for providing oversight for all academic programs and services.

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

The University Academic Council is responsible for providing oversight for all academic programs and services.

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

[NOTE: This support service is available to ALL students and is not specific to student-athletes.]

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

No specific academic support services regarding learning assessments are provided for athletes. The services provided are for all students.

The University College Division of Academic Enhancement is designed to promote the academic success of all students by providing a comprehensive array of academic enhancement services and activities. The programs provide students with the assistance they need based on their individual academic requirements from basic skills development to academic support for all college level classes to enhanced learning opportunities for scholars. Among the four goals of the Division, to provide appropriate testing, tracking, assessment and evaluation services that support student success, is directly related to providing learning assessments.

After a student gains admittance to the University, the student is assigned an academic advisor. During advisement, the students are provided the opportunity to voluntarily disclose a disability. The student is directed to the Office of Testing and Diagnostic Services to complete a program application. If accompanied by proper documentation, the completed application constitutes the initial self-identification process and request for accommodations. Faculty and staff should refer any student who discloses a disability and/or requests accommodations to the Office of Diagnostic Testing and Disability Services.

Any admitted student, eighteen years of age or older, who is experiencing academic difficulties and suspects that the academic limitations may be due to a learning disability may be referred for
diagnostic testing. Following an interview and application process, if accepted for testing, students may be administered a psycho-educational battery of diagnostic tests which includes a standardized test of intelligence and tests to determine their developmental levels in the areas of reading skills, reading comprehension, math calculation, math reasoning, written language, oral expression, and spelling.

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

ALL students have access to the aforementioned services.

c. The mechanisms by which students are made aware of these services.

Information regarding student services is disseminated during orientation and advisement and, in some cases, via classes.

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

The University Academic Council is responsible for providing oversight for all academic programs and services.

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

The University Academic Council is responsible for providing oversight for all academic programs and services.

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

Mentoring is an informal program of activities at the university. It results from a mutual agreement between individuals. No specific program is outlined.

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 students 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.

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

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

Assistance for at-risk students is described in Item 7 and 8 above.

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 students 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.

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

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

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

Post-eligibility programs for fifth-year degree completion scholarships are made available to student-athletes through the Department of Athletics. The intent and mission of the Athletic Program is to ensure degree completion opportunities to those who complete their academic and athletic obligations. Fifth-year student-athletes are granted waivers upon the recommendation of the coach and the approval of the Athletic Director.

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

Fifth-year student-athletes in good academic standing are eligible for scholarship consideration in all sport groups.

c. The mechanisms by which students are made aware of these services.

Athletic Student Handbook and orientation sessions conducted by the Department of Athletics.

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

Currently, review is not provided by authorities outside athletics.

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

Currently, there is no periodic approval of this service by academic authorities outside athletics.
Evaluation
1. Does the institution demonstrate that adequate academic support services are available for student-athletes?

Yes

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

Yes

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

Yes

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

Yes

5. Does the institution demonstrate that there is a commitment to the fair treatment of student-athletes, particularly in their academic role as students?

Yes
### Operating Principle 2.2
### Plan for Improvement

<table>
<thead>
<tr>
<th>Program Area</th>
<th>Issue(s)</th>
<th>Measurable Goals</th>
<th>Steps to Achieve Goal</th>
<th>Individuals Responsible for Implementation</th>
<th>Timetable for Completion of Work</th>
</tr>
</thead>
</table>
| Compliance Office | Personnel Increase | Improve the capacity of the Athletic Compliance Office by increasing the responsibilities of the Office and the number of staff. | 1. Change Athletics Compliance Officer to Director of Athletics Compliance.  
2. Employ an Assistant Director.  
3. Employ a staff assistant. | Provost and Senior Vice President for Academic and Student Affairs  
Athletic Director Assistant  
Athletic Director for Female Sports Athletic Council | Complete by December 2007 |
| Academic Advisor | Personnel Increase | Identify and assign the number of academic advisors to have a 1:50 ratio of advisor to student-athletes inclusive of all sport groups. | 1. Identify advisors for all classification levels.  
2. Coordinate services between athletic advisors and academic advisors for all student-athletes.  
3. Ensure academic progression standards for both NCAA and the University are met.  
4. Increase responsibilities of Advisors to include coordination of event scheduling with student-athletes' instructors.  
5. Monitor academic responsibilities of student-athletes. | Athletic Director  
Provost and Senior Vice President for Academic and Student Affairs | Initiate for Fall 2007. Complete assignment of advisors for Spring 2008. |
### Operating Principle 2.2
#### Plan for Improvement continued

<table>
<thead>
<tr>
<th>Program Area</th>
<th>Issue(s)</th>
<th>Measurable Goals</th>
<th>Steps to Achieve Goal</th>
<th>Individuals Responsible for Implementation</th>
<th>Timetable for Completion of Work</th>
</tr>
</thead>
</table>
| Academic Support Services    | Coordination between Department of Athletics and general University support services needs improvement. | Increase coordination between general University support services and Department of Athletics support services to enhance tutoring and study hall availability for student-athletes. | 1. Document and report results of support services for enhancement of academic performance of student-athletes.  
2. Outline plans and implementation strategies for initiation of mentoring and post-eligibility programs.  
3. Conduct annual assessment of student-athlete participation in all student support programs.  
4. Assess and document effectiveness of specialized athletic academic support program activities to include Computer Lab and Life Skills Enhancement programs. | Athletic Director Assistant  
Athletic Director for Female Sports  
Athletics Compliance Officer  
Provost and Senior Vice President for Academic and Student Affairs | Fall 2007 – Ongoing with annual reviews |
Equity and Student-Athlete Welfare
Operating Principle
3.1 Gender Issues

Operating Principle 3.1
Self-Study Item: 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 (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.

The Department of Athletics incorporated into its Athletic Program Women's National Collegiate Athletic Association Division I level Softball. Subsequently, there was an increase in the attendance at female sporting events. In 1998, the Department of Athletics began to highlight its accomplishments in female sports by actively promoting successes in women's basketball, softball, track, and volleyball.

The Department of Athletics appointed an Assistant Athletic Director for Female Sports in 2002 as recruiting coordinator for all sports.

In 2003, equity increases for women's basketball, soccer, track, and volleyball sports were granted.

In terms of facilities, the Department of Athletics in 2003 formulated and implemented a plan to incorporate comparable female locker space. A conversion of male locker facilities to female locker facilities was completed. Efforts were taken to include privacy and care that is necessary for meeting standards required of locker facilities for female student-athletes. Additional plans are being discussed to add additional facilities that could adequately accommodate locker facilities for all student-athletes.

In order that student-athletes are involved in all aspects of the Athletic Program and to allow for opportunities to advance ideas, voice dissatisfactions, or state non-fulfillment of equity, the Department of Athletics organized and implemented the Student-Athlete Advisory Committee in Spring 1996. The Student-Athlete Advisory Committee meets twice monthly and is comprised of two to three student-athletes from each sport. Members of the Student-Athlete Advisory Committee are student-athletes selected by their teammates and/or their coaches. Minutes and correspondence are available for the academic years 2002-03 through 2005-06.

Operating Principle 3.1
Self-Study Item: 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 actions(c) not taken or 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's 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.]

ORIGINAL PLAN: Scholarship money spent on men’s basketball and women’s basketball is not equitable.

ACTION TAKEN/DATE IMPLEMENTED: Since 2003, the scholarship budget for women’s basketball exceeded the scholarship budget for men’s basketball.

ORIGINAL PLAN: Locker room space is not equitable.

ACTION TAKEN/DATE IMPLEMENTED: In 2003, the visiting team male locker room was renovated and converted into a female locker room.

ORIGINAL PLAN: Scheduling of facilities needs to reflect equitable opportunities for the weight room.

ACTION TAKEN/DATE IMPLEMENTED: In the Fall 2004, the athletics department designed weight room facilities in a fashion that allowed maximum participation and allows equity in use by female and male athletes. The schedule considers all sports and has been developed in such a way that it is flexible and able to address possible conflicts as they may occur.

ORIGINAL PLAN: Equity in recruiting

ACTION TAKEN/DATE IMPLEMENTED: Every year more money is spent on recruiting for women’s sports.

ORIGINAL PLAN: Equity in salaries

ACTION TAKEN/DATE IMPLEMENTED: The salaries were realigned in 2003. Equity increases for the coaches of women’s sports of basketball, soccer, track and volleyball were granted.

ORIGINAL PLAN: Media exposure of women’s programs needs to be equitable.

ACTION TAKEN/DATE IMPLEMENTED: In 2004, an assistant sports information director was hired. This position provided the manpower to create more media coverage and press releases for female sports. A web page with detailed information on women’s sports was developed. A media guide for women’s basketball was also produced.

ORIGINAL PLAN: Scholarship levels for the under-represented sex.

ACTION TAKEN/DATE IMPLEMENTED: In 2003, the scholarship budgets for all women’s sports were increased. Those women’s sports with equivalent male sports have higher scholarship budgets.

Operating Principle 3.1

Self-Study Item: 3
Describe any additional plans for improvement/recommendations in the area of Operating Principle 3.1 (Gender Issues) develop by the institution since the first cycle certification decision was rendered by the Committee on Athletics Certification.

As a result of promises made by the Institution during the first cycle, the successes of female sports and the growing interest and participation in this area spearheaded in 2002 the funding of women’s soccer. Three scholarships were designated for this sport. Additionally, a women soccer field was added. Also, the head women’s basketball coach position was upgraded to a full-time position, and the assistant women’s basketball coach position was upgraded to a full-time position in 2005.

Operating Principle 3.1
Self-Study Item: 4
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.

The position of Senior Woman Athletic Administrator was created to respond to gender issues related to both the Department of Athletics staff and student-athletes. In 2002, this position was elevated to Assistant Athletic Director for Female Sports. This position has the responsibility for continually monitoring, evaluating, and addressing matters concerning gender equity. This position also has budget signature authority.

The University and the Department of Athletics have not experienced gender issues of any great magnitude that required disposition. However, the Department of Athletics will utilize a standing procedure with the Student-Athlete Advisory Committee if there is a need for a gender issue review of an incident. The procedure is the matter(s) is brought before the Student-Athlete Advisory Committee where there is a discussion and, if found necessary, investigation of allegation(s) and documentation of the incident. After the Student-Athlete Advisory Committee review and a determination that more attention is needed, a written report is submitted to the Assistant Athletic Director for Female Sports and the Athletic Director for further assessment and action. Whatever the outcome, the athletic administration assessment is then forwarded to the Student-Athlete Advisory Committee with explanations of what action(s) will be taken. The Student-Athlete Advisory Committee documents the case and files it under an appropriate incident file. If matters are brought before the athletic administration first, the athletic administration will forward the case(s) to the Student-Athlete Advisory Committee which will follow the standing procedures outlined.

The Student-Athlete Advisory Committee and the Assistant Athletic Director for Female Sports share the responsibility of evaluating and monitoring gender issues. The Assistant Director of Female Sports is the sponsor for the Student-Athlete Advisory Committee and, on a continuous basis, monitors, evaluates, and addresses gender issues as part of her office operations.

The Assistant Sports Information Director for Female Sports, hired in Fall 2004, is responsible for focusing greater visibility on female sports. For example, he has increased media coverage and press releases for female sports and has also developed a web page with detailed information on female sports.
Operating Principle 3.1

Self-Study Item: 5

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 available, analyze, explain and address discrepancies in the data between male and female student-athletes and comment on any trends or significant changes.

In reviewing the Equity in Athletics Disclosure Act survey forms for 2002, 2003, and 2004 the following summary statements can be made:

- When more recruiting dollars are spent on recruiting female student-athletes, the number of female student-athletes is greater.
- The amount of revenues received from female sports is considerably less than that received from male sports.
- The total revenues from men's sports have had periods of both increases and decreases.
- Beginning 2005 through 2006, female sports have had a slight increase in revenues.
- The trend is toward an increase in the total expenses for male and female sports.
- Male sports' percentage total of operating expenses increased by 2.7% whereas female sports' percentage total of operating expenses decreased by 2.7%. However, when comparing years 2005 and 2006, female sports had a 2% increase in operating expenses in contrast to a 14.26% increase in operating expense for male sports.
- The trend is toward an increase in student-athletes since 2002, but the numbers remained relatively stable for men and women from 2005 through 2006.

Operating Principle 3.1

Self-Study Item: 6

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. Athletic Scholarships. Scholarship dollars to be awarded to women and men at the same proportion as their respective rate of participation in the intercollegiate athletics program.

   a. Describe how the institution has ensured a complete study of each of the areas,

The Department of Athletics makes every effort to ensure that balance occurs in the awarding of scholarships to male and female athletes. Analysis and reviews are conducted on an annual basis to create a fair and equitable situation in the awarding of scholarships to all student-athletes. Although the amount of scholarships awarded to female student-athletes over the last three years is less than those awarded to male student-athletes, there is an upward trend for female student-athletes. From 2002 to 2004, the amount of scholarship dollars for female student-athletes increased by 49.3% while the dollars for male student-athletes increased by 54.8%. From 2004 to 2006, the amount of scholarship dollars for female student-athletes decreased by 1.7% while the dollars for...
male student-athletes increased by 28.5%. In 2004, 2005, and 2006, the amounts of male athletic scholarships were $402,451; $521,071; and $669,444, respectively. In the same years, the amounts of female athletic scholarships were $322,127; $278,885; and $316,733, respectively. However, reviewing the actual dollar amounts does not adequately reflect the reality of the funds. This imbalance exists for at least two reasons. First, the University has more male student-athletes than female student-athletes. In particular, the University’s football program creates a major imbalance in the number of male and female student-athletes. Secondly, the University has a large number of student-athletes receiving local, state, and/or federal financial aid, and/or scholarships. Before a student-athlete is awarded a scholarship, the student-athlete’s financial status is evaluated. If that student-athlete qualifies for financial aid, then the athletic scholarship is reduced to match the allowable amount necessary to cover the expenses for enrollment in school for a given semester. Athletic scholarships are awarded after financial aid makes awards.

b. Provide data demonstrating the institution’s status/commitment, including resource allocation, across each of the area.

The Department of Athletics conducts an annual review of the scholarship budget. In 2003, Prairie View A&M University increased its athletic scholarships, and women’s sports received a disproportionate amount of this increase. However, because Prairie View A&M University has more male student-athletes than female student-athletes, this increase is not reflected in the total dollar amounts. Although females comprise 42% of the student-athletes, they received 49% of the increase in dollars rather than 42%. As funds become available, emphasis will be placed on achieving this goal.

c. Identify areas of deficiency and comment on any trends, and

Presently, the ratio of scholarships favors allocating more dollars for male student-athletes over female student-athletes. The Department of Athletics will constantly monitor the ratio of male student-athletes receiving scholarships in comparison to female student-athletes to ensure that the ratio is harmonious with participating student-athletes.

Another area of deficiency is the inability of the Athletic Program to award its student-athletes with full scholarships. The program is dependent upon many of the student-athletes receiving financial aid. If the student-athlete is awarded a partial scholarship but does not receive financial aid that does not have to be repaid, then the student-athlete is privy to monies from the Department of Athletics that would pay for tuition, tuition-related fees, room, board, and required textbooks.

d. Explain how the institution’s future plan for gender issues addresses each areas.

The Department of Athletics will continuously monitor the ratio of athletic participation by male student-athletes and female student-athletes. If the ratio gets closer or reverses, then the department will respond accordingly. The goal is be consistent in the evaluation and implementation of gender issues. Furthermore, future plans include continuing to evaluate the status of scholarships and striving to decrease the Department of Athletics’ dependence on financial aid as funds will allow. The Department of Athletics is striving to become less dependent in its effort to award scholarships to its student athletics.

2. Accommodations 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 each of the areas,

Prairie View A&M University’s percentage of female student-athletes to male student-athletes has increased over the years. From 2002 to 2003, a 4% increase was evidenced by the change in the percentage of female student-athletes from 38% to 42%. This increase resulted from the addition of soccer. From 2005 to 2006, there was a 23% increase in female student-athletes. During the same period, there was a 2.2% increase in male student-athletes. The percentages of male and female student-athletes varied little from 2003 to 2006.

Prairie View A&M University feels compelled to offer a number of female sports to complement its female student enrollment. Currently, there are ten female sports, eight male sports, and no plans for adding any additional sports. The funding and skill level of the prospective student-athletes would be a limiting factor if a decision is reached to add any female sport.

b. Provide data demonstrating the institution’s status/commitment, including resource allocation, across each of the areas,

The Equity in Athletics Disclosure Act reports reveal that the number of male and female student-athletes increased from 2002 to 2006: male student-athletes increased in number by forty-one, and female student-athletes increased in number by twenty-six. Much of the increase in female student-athletes occurred as a result of the addition of women’s soccer.

c. Identify areas of deficiency and comment on any trends, and

If the decision is made to add another sport, the funding and skill level of prospective student-athletes would be a limiting factor. In each case where it was decided to add a sport, Prairie View A&M University met the challenge financially and committed itself to provide quality in the sport by recruiting outstanding student-athletes to compete. Within the guidelines of the NCAA and the Southwestern Athletic Conference rules, recruitment efforts were maximized, and the gap between male student-athletes and female student-athletes at the University was shortened.

d. Explain how the institution’s future plan for gender issues addresses each of the areas.

Currently there are ten female sports, eight male sports, and no plans for adding any sports. The funding and skill level of the prospective student-athletes would be a limiting factor if the University decides to add a female sport. However, the University and the Department of Athletics continuously review options that will possibly provide opportunities to enhance gender equity in most of the University’s sports.

3. Equipment and Supplies. Quality; amount; suitability; maintenance and replacement availability of equipment and supplies.

a. Describe how the institution has ensured a complete study of each of the areas,

All properties of the University belong to the State of Texas and are subject to the state’s statutes covering properties. All equipment is marked with an identification number provided by the
b. Provide data demonstrating the institution's status/commitment, including resource allocation, across each area.

The budget for all sports is prepared by the Athletic Director after consultation with head coaches and other administrators within the Department of Athletics. This working relationship allows for an opportunity for positive experiences for student-athletes and to ensure equity between sports and male and female student-athletes. After approval by the University's Vice President and Chief Financial Officer, each sport receives an annual budget. The head coach of each sport may be given flexibility to adjust some line items to enhance his/her sport and recruitment activities as long as it does not interfere with laws, rules, and policies of the University and the State of Texas.

Funds spent on equipment and supplies during years 2004, 2005, and 2006 are as follows

<table>
<thead>
<tr>
<th></th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male Sports</td>
<td>$85,982</td>
<td>$80,393</td>
<td>$133,509</td>
</tr>
<tr>
<td>Female Sports</td>
<td>$66,040</td>
<td>$54,750</td>
<td>$56,413</td>
</tr>
</tbody>
</table>

Over the years of 2004, 2005, and 2006, the Equity in Athletics Disclosure Act Reports revealed an increase in the dollars spent for equipment and supplies for male sports whereas female sports experienced a decrease.

In 2004, the University entered into an agreement with Russell Athletics in which female sports was the primary beneficiary of this agreement. As a result, fewer institutional dollars were needed to be spent on female sports.

c. Identify areas of deficiency and comment on any trends, and

The Equity in Athletics Disclosure Act reports for 2004 through 2006 indicate male sports experienced an increase in dollars spent for equipment and supplies over the past three years whereas female sports experienced a decrease in funds.

d. Explain how the institution's plan for gender issues addresses each of the areas.

Football, baseball, and men's basketball generate more revenue than the other sports and require more operating expenses. The Department of Athletics does not anticipate any change in the trend of more expense dollars for some male sports than female sports. However, the Athletic Director will monitor equipment expenditures to ensure that equity in female sports is not compromised and will allow opportunity for improvement when needed.

4. Scheduling of Games and Practice Times. 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 each of the areas,

Female sports have priority on game and practice times in shared facilities. Volleyball and men's and women's basketball are the only sports that share facilities. Conference games for men's basketball
and women's basketball are scheduled by the Southwestern Athletic Conference. For non-conference games, the men's basketball and women's basketball coaches meet to determine the schedule. The goal is to continue with the present arrangement where no conflicts exist.

All conference games in basketball are double-headers with female student-athletes playing first. No changes are anticipated for the future.

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

All facilities and facility schedules are under the control of the Athletic Director. Every effort is made to ensure equal practice time. Each sport’s team coach makes an annual submission of his/her desired practice schedule to the Athletic Director prior to the start of the season. The Athletic Director checks for conflicts and negotiates with teams with incompatible schedules. If compromise is not reached, then the Athletic Director will make the decision to resolve the conflict(s). If a conflict involves a male and female sport, the Athletic Director will invoke section I of the Department of Athletics Policy and Procedures that states women's sports have priority on games and practice time.

c. Identify areas of deficiency and comment on any trends, and

There are no outstanding issues that need addressing related to practices, games, and events. The Department of Athletics continuously monitors schedules to ensure that each team sport has equal access to practice facilities and the weight room.

d. Explain how the institution's future plan for gender issues addresses each of the areas.

The Department of Athletics has full confidence in the plan of action instituted for facility usage and practice times. Therefore, the goal of the Department of Athletics is to continue with the present arrangement where no conflicts exist.

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 each of the areas,

Prairie View A&M University is a state-regulated agency and is governed by the statutes enacted by the State of Texas concerning the travel of employees. According to the Prairie View A&M University Athletics Policies and Procedures Manual, ‘all individuals’ and teams' expenses will be paid for in cash while on trips.’ All head coaches are responsible for the teams' lodging arrangements when traveling. The head coaches of all sports except women's track have the option of either paying for student-athletes' meals not to exceed the per diem amount or giving the per diem amounts to the student-athletes. Women's track gives the per diem amounts to the student-athletes.

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

The Athletic Director determines the amount of cash each student-athlete is given for his/her meals; the current allotment is $25 per day per student-athlete.
c. Identify areas of deficiency and comment on any trends, and

The prescribed mode of travel is dictated by University policy; however, with the consent of the Athletic Director, each coach may determine the type of travel for each competition depending upon factors such as distance of travel, required absences from class of student-athletes, and/or other factors affecting said travel. The per diem allowance is governed by statutes enacted by the State of Texas. These factors governing travel and per diem allowance will remain in force.

d. Explain how the institution's future plan for gender issues addresses each of the areas.

Travel and per diem allowance for male and female student-athletes are the same. Factors affecting a particular sport may determine mode of transportation used for coaches, student-athletes, and other staff. For instance, in one sport, equipment requirements and/or length of stay will be used in determining vehicle(s) used in traveling. There are no changes anticipated for the future in this regard.

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 each of the areas,

Tutoring services are available to all student-athletes through the Center for Academic Support located in the John B. Coleman Library in Room 209. The Center for Academic Support provides academic enhancement for the entire University community. The Center for Academic Support staff members provide individual and group tutoring, supplemental instruction, graduate and professional exam preparation, and academic workshops in study skills and content specific topics. This program is continuous in its efforts to assist student-athletes regardless of their circumstances. Participation is required of all first year student-athletes and for upperclassmen with cumulative GPAs less than 2.5. The Department of Athletics may make referrals to the Center of Academic Support when deemed necessary. Academic progress reports are required from professors and instructors of these student-athletes as well as tutorial progress reports from tutors. This information is submitted to the Department of Athletics' academic coordinator for counseling purposes.

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

The Center for Academic Support maintains sign-ins of all students, including student-athletes, who utilize its services.

c. Identify areas of deficiency and comment on any trends, and

No deficiencies or trends are noted in this area.

d. Explain how the institution's future plan for gender issues addresses each of the areas.
There will be a continuing effort to improve in this area. The University and the Department of Athletics are committed to plans for improving the student-athlete six-year graduation rate.

7. Coaches. Availability - full time, part time, assistant, and graduate assistants; Assignment - training, experience, professional standing, and other professional qualifications; Compensation - rates 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 each of the areas,

Based on the 2004 Equity in Athletics Disclosure Act Reports, Prairie View A&M University has more male head coaches than female head coaches. Currently, there are three full-time male head coaches for football, men's basketball, and baseball and only one full-time female head coach for women's basketball. For years 2005 and 2006, this trend remains.

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

Currently, there are three full-time male coaches for football, men's basketball, and baseball and only one full-time female coach for women's basketball. There are three part-time coaches for men's sports compared to seven part-time coaches for women's sports. None of the part-time or full-time coaches for men's sports are women, and only two of the seven part-time coaches for women's sports are female. There are five full-time assistant male coaches that are male and one full-time assistant female coach.

In the 2005-06 academic year, the six men's sports' head coaches for 3.75 FTE received a total of $325,897 in salaries and benefits while women's sports' eight head coaches for 2.7 FTE received a total of $129,20 in salaries and benefits. This indicates that men's sports had more full-time head coaches, and these coaches were paid more in athletic dollars than the women's sports coaches. In terms of assistant coaches, men's sports had twelve assistant coaches for 8.25 FTE who were paid a total of $412,166. Women's sports had three assistant coaches for 1.45 FTE who were paid a total of $50,800. Even though eight of these assistant coaches for men's sports were devoted to football, it demonstrates a disparity between men's and women's sports in terms of positions and salaries.

c. Identify areas of deficiency and comment on any trends, and

Prairie View A&M University needs to move toward having full-time, non-teaching assistant coaches in every sport and more full-time and part-time female coaches. Only the revenue-generating sports (men's basketball, football, and baseball) have full-time, non-teaching head and assistant coaches.

d. Explain how the institution's future plan for gender issues addresses each of the areas.

The goal is to increase non-teaching, full-time head and assistant coaches. Future plans are to continue to increase the positions and salaries. Prairie View A&M University needs to hire
more female head coaches as well as increase the number of full-time, non-teaching assistant coaches.

8. Locker Rooms, Practice and Competitive Facilities. Quality, availability, and exclusivity of practice and competitive facilities; quality and availability of locker rooms; maintenance and preparation of practice and competitive facilities.

a. Describe how the institution has ensured a complete study of each of the areas,

As a result of a recommendation from the first cycle self study, the University made it possible for the installation of locker facilities for female student-athletes. In 2003, construction started for the renovation of existing locker space previously occupied by male student-athletes. The purpose was to begin an important step in providing locker space equal to that of male student-athletes. The construction was the beginning of steps in addressing the welfare of female student-athletes. Presently, locker space is available for football, men's basketball, and men's track and can be used by baseball if the sport so elects to utilize the space. Locker space is also available for women's basketball, soccer, track, and softball. In 2006, a new soccer field was completed, and during the same period, improvements to the softball field were made. Seating was added to baseball, softball, and women's soccer to satisfy code requirements. Also, weight room availability is more accommodating for female student-athletes. There is a commitment on the part of the University and Department of Athletics to continue the practice of improving measures for female student-athletes. The hiring of an Assistant Athletic Director for Female Sports in 2002 helps to keep the focus on the University and the Department of Athletics' commitments for improving all aspects of facilities for female student-athletes.

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

In Fall 2004, women's soccer was given its own field. Funds were invested and the field was brought up to standard in Spring 2005.

In Fall 2004, plans were developed to improve the women softball stadium and add more seats. This project was completed in Spring 2006.

c. Identify areas of deficiency and comment on any trends, and

There is no identifiable deficiency to list in this area. The completion of a new soccer field; improvements to the softball field; addition of seating to baseball, softball, and women's soccer fields; and accommodation of female student-athletes in weight room areas are creating a more positive atmosphere that is essential in the University and Department of Athletics' recruiting efforts and serves to let the University's student-athletes know that the University and the Athletic Program are concerned for their well-being.

d. Explain how the institution's future plan for gender issues addresses each of the areas.

The University will continue to expand facilities for female sports as funds become available. Already the University has made strides to bring equity in terms of locker facilities for female student-athletes, expanding the softball facilities, and building a soccer field for female sports. The Department of Athletics constantly reviews and analyzes plans and activities to ensure that female
student-athletes' welfare are considered in future building improvements and/or when new structures are designed and built.

9. Medical and Training Facilities and Services.

a. Describe how the institution has ensured a complete study of each of the areas,

The Sports Medicine Center is housed in the Owens-Franklin Health Center on the campus of Prairie View A&M University. Only one certified trainer is available to respond to the needs of student-athletes involved in eighteen sports, intramural athletes, cheerleaders, and band members. Although, the trainer has student assistants to support him, times will exist when a team is practicing or competing and does not have access to a certified trainer. The goal is to assign a student trainer to every sport, but because the students are used for this effort, the desired outcome is not always possible.

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

Medical expenses incurred by all athletes due to illness or injury in games, practice or in traveling as a team is covered by the University's insurance policy. The Owens-Franklin Health Center is in direct charge of the medical program for all athletes. The ultimate responsibility for the decision as to whether or not an athlete may practice or compete in sports rests with the Owens-Franklin Health Center. In terms of training facilities, the athletic trainer has formulated rules for the use of the training room that will enable him to work in an atmosphere that meets professional standards and gender requirements.

c. Identify areas of deficiency and comment on any trends, and

The lack of trained, certified medical trainers raises questions regarding safety as Prairie View A&M University does not have an appropriate plan for supervision of practice, competition, and travel. It is questioned as to whether the Institution places its certified medical trainer in a compromising situation by having him responsible for so many sports activities where student-athletes may be practicing or competing in various locations.

d. Explain how the institution's future plan for gender issues addresses each of the areas.

Emphasis has been placed on ensuring that there are female student trainers. Presently there are more female student trainers than male student trainers. These trainers assist the University's full-time trainer in all sports. The goal of the Department of Athletics is to have an assigned trainer for each sport. Recently, a female doctor has been added to the staff that assists with the Athletic Program.

10. Housing and Dining Facilities and Services.

a. Describe how the institution has ensured a complete study of each of the areas,

All student-athletes have access to the same housing and dining facilities, depending on the availability. Dining facilities are located in the Memorial Student Center with food provided
through Sodexho Campus Services. On-campus housing is privatized and is provided through American Campus Communities.

b. Provide data demonstrating the institution’s status/commitment, including resource allocation, across each of the areas.

Student-athletes may choose to live in on-campus housing or live in off-campus facilities. If residing on-campus full scholarships include room and board. Student-athletes awarded full scholarships with off-campus living status receive a stipend for room and board. The student-athletes with a combination of financial aid and scholarship or financial aid only receive the amount awarded to off-campus students according to the financial aid package awarded to them for the given semester. The costs of room and board for off-campus student-athletes are not to exceed the cost of on-campus room and board. All students have access to the same dining facilities in the Memorial Student Center. Meal plans are available for students living on-campus or off-campus.

c. Identify areas of deficiency and comment on any trends, and

There is no recognizable deficiency noted in these areas, and there are no plans for change.

d. Explain how the institution’s future plan for gender issues addresses each of the areas.

Female and male student-athletes have equal access to housing and dining facilities at Prairie View A&M University. The University does not anticipate that changes will be necessary to address any particular gender issue.

II. Publicity.

a. Describe how the institution has ensured a complete study of each of the areas,

In an effort to promote all sports, attention was focused on women’s sports. As a result, on-campus and local community promotions were started to increase awareness and participation at these athletic events. An Assistant Sports Information Director position was created and staffed in 2004; the position’s primary focus was on female sports. Subsequently, game notes and media guides for women’s basketball have been produced, the appearance and utility of the web page have been enhanced, and there has been a greater dissemination of general information related to female sports (e.g. announcement of national and all conference honors, team and individual student-athlete achievements). Although the position of Assistant Sports Information Director currently is not staffed, the duties of that position are carried out by athletics personnel.

b. Provide data demonstrating the institution’s status/commitment, including resource allocation, across each of the areas,

Full-time media relations staff is available for all sports. The staff develops media guides for football and basketball (female and male) and provides press releases, game coverage, and articles published on the University’s web site following each competition. As a goal, the University is committed to media coverage and press releases for all sports.

c. Identify areas of deficiency and comment on any trends, and
Female sports have little media coverage. Women’s basketball is the only female sport that has a media guide whereas both men’s basketball and football have media guides. There is a need to increase the staff and visibility of female sports.

d. Explain how the institution's future plan for gender issues addresses each of the areas.

The Department of Athletics recognizes that female sports need more visibility. The department will embark on a plan to increase the publicity and media coverage of female sports. To start, the Assistant Athletic Director for Sports Information is providing pre- and post-game information on softball and women’s basketball. Plans are to include the other sports with similar information.

12. Support Services
a. Describe how the institution has ensured a complete study of each of the areas,

The Athletic Program has only one support person who provides administrative, secretarial, and clerical support for all eighteen sports. Graduate assistants and work-study students are utilized to support the staff person.

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

The athletic department utilizes work-study students through the University's student employment program and graduate assistants to provide support services vital in the daily support operation necessary to effectively conduct an athletic program of the size of Prairie View A&M University's program. Each coach and the athletic administrative staff are responsible for selecting their graduate assistants and/or work-study students.

c. Identify areas of deficiency and comment on any trends, and

The Athletic Program has grown tremendously over the years. The need for addition support staff is evident in the complexities generated from the addition of more male and female sports. More care is necessary with regard to student-athlete welfare, equipment, record keeping, scheduling (competition, practices and other events), publicity, addressing transportation issues, facilities issues, et cetera. Essentially, more support staff is needed to accommodate the eighteen sports.

d. Explain how the institution's future plan for gender issues addresses each of the areas.

The existing support staff accommodates both male and female sports. The Department of Athletics will make necessary adjustment if the need arises.

The existing support staff accommodates both male and female sports. The Department of Athletics will make necessary adjustment if the need arises.

13. Recruitment of Student-Athletes
a. Describe how the institution has ensured a complete study of each of the areas,
The Department of Athletics is governed by the University’s written policies for recruiting all students. In addition to those policies, the Department of Athletics must follow NCAA and Southwestern Athletic Conference student recruitment policies.

Each head coach is responsible for recruiting student-athletes for his/her sport. The Athletic Director provides each head coach the opportunity to recruit the athletes he/she wants to bring to the campus and then holds the coach responsible for recruiting according to the rules published in the NCAA Division I Manual and Athletics Policies and Procedures Manual. The Athletic Director then evaluates each coach on the success of his/her team.

b. Provide data demonstrating the institution’s status/commitment, including resource allocation, across each of the areas,

The Department of Athletics’ commitment to creating gender equity is displayed from the Equity in Athletics Disclosure Act reports for 2004, 2005 and 2006. In 2004, 73.05% more athletic student aid dollars were provided for women’s basketball than for men’s basketball. In 2005 and 2006, the amount was more equalized to 29.32% in 2005 and 4.14% in 2006. For these years, the percentage favored men’s basketball.

c. Identify areas of deficiency and comment on any trends, and

The Equity in Athletics Disclosure Act reports for 2004, 2005, and 2006 reflect more dollars spent on male student-athlete recruitment than on female student-athlete recruitment. The 2005 and 2006 Equity in Athletics Disclosure Act reports show a gap closing between dollars spent for recruitment activity for male and female sport teams.

The 2005 Equity in Athletics Disclosure Act report showed male recruiting expenses were $20,339, and female recruiting expenses were $8,903.

The 2006 Equity in Athletics Disclosure Act report showed male recruiting expenses were $28,135, and female recruiting expenses were $15,684.

The 2005 Equity in Athletics Disclosure Act report showed women’s basketball recruitment expenses were $4,126, and men’s basketball recruitment expenses totaled $2,127.

The 2005 Equity in Athletics Disclosure Act report showed women’s basketball recruitment expenses were $7,890, and men’s basketball recruitment expenses totaled $2,349.

The largest athletic program in the Department of Athletics is football and had a recruitment expense total of $15,336 and $20,912 for Equity in Athletics Disclosure Act report years 2005 and 2006, respectively.

There are more female sports than male sports at the University. Some leverage should be given to providing more dollars for recruiting female athletes. About 33% of all the dollars spent on recruitment activities are used for the recruitment of female student-athletes.

d. Explain how the institution's future plan for gender issues addresses each of the areas.
The Department of Athletics appointed a Senior Woman Administrator prior to the last self-study. Issues of gender, including recruitment, are to be addressed by this administrator. The level of commitment by the University is demonstrated by the fact that female student-athlete participation in collegiate sports at Prairie View A&M University has drastically increased. The additional of female sports has shown that the University is serious about the improvement of gender participation.

Operating Principle 3.1
Self-Study Item: 7
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 the 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.

The plan was developed by the Equity Subcommittee which has broad-based participation including University faculty and staff members. The individuals represent several offices across the campus, which include Undergraduate Recruitment, Career Services, Mathematics, Academic Enhancement-Mathematics, Sodexho Campus Services, Cooperative Extension, Institutional Relations and Public Service, Finance and Administration, and Athletics. Members of the Equity and Student-Athlete Welfare Subcommittee visited the sports facilities, especially the women locker room and met with members of the Student-Athlete Advisory Committee, the Athletics Compliance Officer, and the Athletic Director.

Once the plan was developed, it was submitted to the chairperson of the self-study steering committee for review and comments. After review by the steering committee, the plan will be placed on the Prairie View A&M University web page for public review and comments.

Operating Principle 3.1
Self-Study Item: 8
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.

The plan was developed by the Equity and Student-Athlete Welfare Subcommittee, which has broad-based participation including members of University faculty and staff. The individuals represent several offices across the campus, which include Undergraduate Recruitment, Career Services, Mathematics, Academic Enhancement-Mathematics, Sodexho Campus Services, Cooperative Extension, institutional Relations and Public Service, Finance and Administration,
and Athletics. Members of the Equity and Student-Athlete Welfare Subcommittee visited the sports facilities, in particular, the women’s locker room.

Once the plan was developed, it was submitted to the chairperson of the self-study steering committee for review and comments. After review by the steering committee, the plan will be placed on the Prairie View A&M University web page for public review and comments.
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
## Operating Principle 3.1
### Plan for Improvement

<table>
<thead>
<tr>
<th>Program Areas</th>
<th>Goals</th>
<th>Issue</th>
<th>Conform with Operating Principle</th>
<th>Steps to Achieving Goal</th>
<th>Date of Completion</th>
<th>Responsible Person</th>
</tr>
</thead>
<tbody>
<tr>
<td>Athletic Scholarships</td>
<td>Increase scholarship available to female student-athletes</td>
<td>More scholarships are awarded to male student-athletes than to female student-athletes</td>
<td>Create proportional gender equity between female student-athletes and male student-athletes</td>
<td>Increase the proportion al number of scholarships for female student-athletes that will correspond to the number of scholarships awarded to male student-athletes in a similar sport.</td>
<td>09/2009</td>
<td>Athletic Director</td>
</tr>
<tr>
<td>Medical and Training Facilities</td>
<td>Increase the number of certified athletic trainers to accommodate each sport.</td>
<td>The Department of Athletics does not have available, at times, trainer supervision at practices, competitions, and travel.</td>
<td>Satisfy gender equity requirements by ensuring that athletic activities will have available certified trainers to serve coaches, staff, female and male student-athletes.</td>
<td>Increase number of certified athletic trainers, and post the name(s) of certified trainer(s) responsible for particular sporting events regardless of competition or non-competition.</td>
<td>09/2012</td>
<td>Athletic Director</td>
</tr>
</tbody>
</table>
Operating Principle 3.1
Plan for Improvement continued

<table>
<thead>
<tr>
<th>Program Areas</th>
<th>Goals</th>
<th>Issue</th>
<th>Conform with Operating Principle</th>
<th>Steps to Achieving Goal</th>
<th>Date of Completion</th>
<th>Responsible Person</th>
</tr>
</thead>
<tbody>
<tr>
<td>Publicity</td>
<td>Increase the media exposure for female sports equal to that of male sports.</td>
<td>Female sports have little media coverage. Women’s basketball is the only female sport that has a media guide.</td>
<td>Gender equity will be satisfied as the athletics department increases media visibility for female sports.</td>
<td>Add media guides for other female sports, and release for female sports at the same time media information that is released for male sports.</td>
<td>09/2009</td>
<td>Athletic Director</td>
</tr>
</tbody>
</table>
Operating Principle 3.1  
Plan for Improvement continued

<table>
<thead>
<tr>
<th>Program Areas</th>
<th>Goals</th>
<th>Identifiable Deficiencies</th>
<th>Conform with Operating Principle</th>
<th>Steps to Achieving Goal</th>
<th>Date of Completion</th>
<th>Responsible Person</th>
</tr>
</thead>
<tbody>
<tr>
<td>Support Services</td>
<td>Increase the number of support staff to assist with male and female sports.</td>
<td>The Department of Athletics has only one support person that provides administrative, secretarial, and clerical support for eighteen sports.</td>
<td>In order to conform to gender equity, the Department of Athletics will create staff positions that will equally support female and male sports and their staff.</td>
<td>Increase the support staff and specify duties and the sports for which the new staff persons will be responsible.</td>
<td>09/2009</td>
<td>Athletic Director</td>
</tr>
</tbody>
</table>
## Operating Principle 3.1
### Plan for Improvement continued

<table>
<thead>
<tr>
<th>Program Areas</th>
<th>Goals</th>
<th>Identifiable Deficiencies</th>
<th>Conform with Operating Principle</th>
<th>Steps to Achieving Goal</th>
<th>Date of Completion</th>
<th>Responsible Person</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recruitment of Student-Athletes</td>
<td>Make available to female sports recruiters proportionally more dollars for recruiting activities.</td>
<td>The EADA reflects more dollars are spent on male student-athlete recruitment than on female student-athlete recruitment.</td>
<td>By increasing the dollars for recruiting female student-athletes that corresponds to similar sports will reflect gender equity being achieved.</td>
<td>Outline expense requirements for both male and female recruiting activities. Then show that dollars to be spent were closely matched for both genders.</td>
<td>09/2009</td>
<td>Athletic Director</td>
</tr>
<tr>
<td>Coaches</td>
<td>Increase the number of full and part-time female coaches.</td>
<td>There is a need to move toward having full-time non-teaching assistant coaches in every female sport.</td>
<td>Because the majority of the sports without full-time non-teaching coaches are female sports, the need is to add full-time non-teaching coaches to the ranks of those sports that have them. This will enhance the gender equity for coaches.</td>
<td>Increase the number of qualified coaching candidates, especially female candidates applying for coaching positions. Structure job description s and post openings on website.</td>
<td>09/2009</td>
<td>Athletic Director</td>
</tr>
</tbody>
</table>
Equity and Student-Athlete Welfare

Operating Principle

3.2 Minority Issues

Operating Principle 3.2
Self-Study Item: 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 (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 non-completion 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.

The Institution was not required to submit a first-cycle written plan for improvement. The University and Department of Athletics conform to the operating principle regarding minority issues. Prairie View A&M University was established in 1876 as a Historically Black College or University. Currently, over ninety percent of the students are African American. The Department of Athletics maintains special concern for students of all ethnic groups and varied backgrounds. Such concerns will be guided and maintained by the Minority Issues Action Plan.

Operating Principle 3.2
Self-Study Item: 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.]

The Institution was not required to submit a first-cycle written plan for improvement. As a Historically Black University, the Department of Athletics will attempt to align with the University’s goals of achieving diversity. Minority issues will be maintained and evaluated in accordance with the Minority Issues Action Plan.

Operating Principle 3.2
Self-Study Item: 3
Describe any additional plans for improvement/recommendations in the area of Operating Principle 3.2 (Minority Issues) developed by the institution since the first-cycle certification decision was rendered by the Committee on Athletics Certification.
The Prairie View A&M University Department of Athletics developed a Minority Issues Plan to maintain and evaluate the eight program areas in accordance with NCAA guidelines.

Operating Principle 3.2
Self-Study Item: 4
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.

Within the various administrative components of Prairie View A&M University are the Office of Recruitment, Office of Institutional Research, and Office of Human Resources. The Department of Athletics has a designated position of Recruiting Coordinator with a well-defined job description. The Recruiting Coordinator will work with and access information from the aforementioned administrative offices to provide data and services to support the activities’ monitoring and evaluation required within the Minority Issues Action Plan.

The Recruiting Coordinator reports to the Athletic Director and is responsible for monitoring all phases of recruiting for all sports. The Recruiting Coordinator must ensure total compliance with the guidelines of the NCAA; Southwestern Athletic Conference; and University rules, regulations, policies and procedures. In addition, the Recruiting Coordinator and the Athletics Compliance Officer must ensure compliance within the Department of Athletics Policies and Procedures and the Student-Athlete Policies and Procedures. The Rules and Procedures on Discrimination, which include Equal Opportunity and Program Accessibility, are provided in the Student-Athlete Policies and Procedures, which also includes the Prairie View A&M University Grievance Policy and Appeals Procedures which cites the Prohibition Against Discrimination.

The Office of Recruitment is primarily responsible for the recruitment activities for the University. On occasion, the Office of Recruitment coordinates with the Athletics Recruiting Coordinator and vice versa in efforts to help maintain the goals cited in the mission and Minority Issues Action Plan.

The Office of Human Resources has staff employment and employee relations services as a responsibility. In addition, the office is responsible for policies which govern discrimination and equal opportunity for all. Any staffing action is coordinated by the Office of Human Resources, which will ensure that fair employment practices and a procedure is conducted free of discrimination. Thus, the office will assist the Department of Athletics in the staff hiring process and ensure that diversity goals are visible.

The Office of Institutional Research provides information and support for planning, administering, and evaluating academic and administrative programs in ways to continuously improve the University. The office publishes the Prairie View A&M University Fact Book, which captures the enrollment in various formats – gender, ethnicity, and others. The Department of Athletics can utilize the Fact Book to compare the diversity status in athletics with the general population of the University.

Operating Principle 3.2
Self-Study Item: 5
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.]

See the attached charts on Racial or Ethnic Composition, Athletics and Selected Institutional Personnel.

Operating Principle 3.2
Self-Study Item: 6
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.]

See the attached charts on Racial or Ethnic Composition, Students Generally and Student-Athletes on Athletics Aid.

Operating Principle 3.2
Self-Study Item: 7
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.]

See the attached charts on Racial or Ethnic Composition, Men’s and Women’s Sports Teams.

Operating Principle 3.2
Self-Study Item: 8
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 each of these program areas,
The Institution set the following measurable goals:
1. Maintain commitment to diversity.
2. Increase the participation of diverse student-athletes in the Athletic Program.

The Institution will take the following steps to achieve the goals:
1. Review of written department policies on diversity by broad-based campus group.
2. Identify sports that are historically underrepresented by diverse students.
3. Identify current participation trends of diverse student-athletes in the Department of Athletics.
4. Examine retention and graduation rates for student-athletes to identify potential areas of success or concern, and develop support programs as needed.
5. Document recruitment strategies used by coaches to identify diverse student-athletes.

b. Provide data demonstrating the institution's commitment across each of the areas

Equity and Student-Athlete Well-Being: Self-Study Item Numbers 5, 6, and 7 for operating principle 3.2, Parts A, B, and C (charts) support the following:

1. Part A: Institutional personnel are diverse among Blacks, Hispanics, and Whites.
2. Part B: As with the general student population, the student-athlete population is diverse among Asian/PIs, Blacks, Hispanics, Whites, and Others.
3. Part C: Student-athletes who receive athletic aid are also diverse among Asian/PIs, Blacks, Hispanics, Whites, and Others.

c. Identify areas of deficiency and comment on any trends, and

There are no deficiencies noted at this time.

d. Explain how the institution's future plan for minority issues address each of the areas.

The Institution will continue to use the Minority Issues Action Plan on a cyclic basis to maintain no deficiencies in the various areas.

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 each of these program areas,

The Institution set the following measurable goals:
1. Monitor the Department of Athletics' activities for consistency with the developed goals and objectives set forth in the institution and Department of Athletics written commitments to diversity.
2. Develop relationships with other student service offices.
3. Evaluate the effectiveness of diversity recruitment and retention.

The Institution will take the following steps to achieve the goals:
1. Include the commitment to diversity as part of the executive staff's strategic planning and evaluation process and distribute.
2. Collect data designed to assess progress toward diversity.
3. Data will be collected concerning diversity issues from the student-athlete survey and exit interviews and reviewed by the compliance committee.
4. Examine and monitor methods and assess personnel to improve support services.
5. Monitor retention of diverse students and staff.

b. Provide data demonstrating the institution’s commitment across each of the areas.

Collect data on an annual basis for Equity and Student-Athlete Well-Being: Self-Study Item Numbers 5, 6, and 7 for operating principle 3.2, Parts A, B, and C (charts).

c. Identify areas of deficiency and comment on any trends, and

There are no deficiencies noted at this time.

d. Explain how the institution’s future plan for minority issues address each of the areas.

The Institution will continue to use the Minority Issues Action Plan on a cyclic basis to maintain no deficiencies in the various areas.

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 each of these program areas,

The Institution set the following measurable goals:
1. Continue to use the current structure and organization to promote equity.
2. Maintain diversity among coaches, staff, and student-athletes.

The Institution will take the following steps to achieve the goals:
1. Compile and maintain lists of possible candidates for open or replacement positions.
2. Utilize networking contacts to help locate diverse candidates.
3. Recruit diverse candidates for available positions and plan for attrition within the Department of Athletics.
4. Identify and maintain compliance with diversity goals and University policies and procedures.
5. Assess and enhance compensation as appropriate to attract and retain a diversity of staff and coaches.
6. Monitor and review the Institution’s structure and organization for promoting diversity in athletics.
7. Submit report to the faculty committee on athletics by athletics director and associate athletics director.
8. Utilize a graduate/undergraduate position for minority/diverse administrative position.
10. Continue conducting senior exit interviews to determine their experience and ideas for improvement.
11. Arrange for prospective minority student-athletes to meet with minority/diverse faculty and staff on campus.
b. Provide data demonstrating the institution's commitment across each of the areas.

Equity and Student-Athlete Well-Being: Self-Study Item Numbers 5, 6, and 7 for operating principle 3.2, Parts A, B, and C (charts) support the following:

Part A: Institutional personnel are diverse among Blacks, Hispanics, and Whites.
Part B: As with the general student population, the student-athlete population is diverse among Asian/PIs, Blacks, Hispanics, Whites, and Others.
Part C: Student-athletes who receive athletics aid are also diverse among Asian/PIs, Blacks, Hispanics, Whites, and Others.

c. Identify areas of deficiency and comment on any trends, and

There are no deficiencies noted at this time.

d. Explain how the institution's future plan for minority issues address each of the areas.

The Institution will continue to use the Minority Issues Action Plan on a cyclic basis to maintain no deficiencies in the various areas.

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 each of these program areas,

The Institution set the following measurable goal:
Set enrollment and graduation goals for minority student-athletes in proportion to the goals set by the Institution.

The Institution will take the following steps to achieve the goal:
1. Work with admissions and enrollment departments to determine annual enrollment numbers for minority students.
2. Specifically, the athletics department shall encourage and solicit minority students to apply for departmental internships and professional development programs.

b. Provide data demonstrating the institution's commitment across each of the areas,

Part B: As with the general student population, the student-athlete population is diverse among Asian/PIs, Blacks, Hispanics, Whites, and Others.
Part C: Student-athletes who receive athletics aid are also diverse among Asian/PIs, Blacks, Hispanics, Whites, and Others.

c. Identify areas of deficiency and comment on any trends, and

There are no deficiencies noted at this time.

d. Explain how the institution's future plan for minority issues address each of the areas.
The Institution will continue to use the Minority Issues Action Plan on a cyclic basis to maintain no deficiencies in the various areas.

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 each of these program areas,

The Institution set the following measurable goal:
Increase the diverse representation among programs.

The Institution will take the following steps to achieve the goal:
1. Provide educational information to coaches and administrators of the available campus resources for minority/diverse student-athletes and staff.
2. Review at the student-athlete orientation meeting the importance of the minority/diversity issues and the role of the student-athletes in creating a non-discriminatory environment.
3. Provide a supportive and inclusive climate for minority/diverse student-athletes and staff members.
4. Encourage head coaches of each of these programs to ensure that aggressive recruitment of minorities, is a part of their annual recruitment efforts.
5. Specifically, the Department of Athletics shall encourage and solicit minority students to apply for departmental internships and professional-development program.

b. Provide data demonstrating the institution's commitment across each of the areas,

Part C: Student-athletes who receive athletics aid are also diverse among Asian/PIs, Blacks, Hispanics, Whites, and Others.

c. Identify areas of deficiency and comment on any trends, and

There are no deficiencies noted at this time.

d. Explain how the institution's future plan for minority issues address each of the areas.

The Institution will continue to use the Minority Issues Action Plan on a cyclic basis to maintain no deficiencies in the various areas.

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 each of these program areas,

The Institution set the following measurable goals:
1. Maintain priority on selecting diverse representation for Student-Athletes Advisory Committee.
2. Involve minority coaches and staff on search committees.
3. Provide professional development opportunities.

The Institution will take the following steps to achieve the goals:
1. Encourage administrative staff and coaches in the Department of Athletics to participate in campus-wide organizations, events, and committees.
2. Target minority student-athletes on each team to generate interest in serving on student-athlete advisory committees.
3. Require professional development experiences for minority coaches and staff.

b. Provide data demonstrating the institution's commitment across each of the areas,

1. The Student-Athlete Advisory Committee has a diverse student representation.
2. Part A: Institutional personnel are diverse among Black, Hispanic, and White.
3. Part B: As with the general student population, the student-athlete population is diverse among Asian/PIs, Blacks, Hispanics, Whites, and Others.
4. Part C: Student-athletes who receive athletics aid are also diverse among Asian/PIs, Blacks, Hispanics, Whites, and Others.

c. Identify areas of deficiency and comment on any trends, and

There are no deficiencies noted at this time.

d. Explain how the institution's future plan for minority issues address each of the areas.

The Institution will continue to use the Minority Issues Action Plan on a cyclic basis to maintain no deficiencies in the various areas.

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 each of these program areas,

The Institution set the following measurable goal:
To increase the number of female and minority coaches and staff members within the athletics department.

The Institution will take the following steps to achieve the goal:
1. Consult with the offices of human resources management, equal opportunity programs and campus diversity to develop strategies to successfully identify and recruit applicants from diverse and under-represented groups.
2. In order to identify qualified minority candidates, maintain direct telephone communication with the Executive Director of the Black Coaches Association and/or the Chair of the Minority Opportunity Interests Committee.
3. Each member institution should strive to interview a diverse pool of candidates.
4. Take two or more weeks to make a final decision when selecting a new coach or administrator.
5. Adhere to diversity hiring policies and procedures as required on campus.
6. Advertise open positions in publications that reach diverse populations.
7. Provide diversity education to staff throughout academic year.
8. Develop faculty-coach minority mentor program.

b. Provide data demonstrating the institution's commitment across each of the areas,

1. Part A: Institutional personnel are diverse among Blacks, Hispanics, and Whites.
2. Part C: Student-athletes who receive athletics aid are also diverse among Asian/PIs, Blacks, Hispanics, Whites, and Others.

c. Identify areas of deficiency and comment on any trends, and

There is no deficiency noted at this time.

d. Explain how the institution's future plan for minority issues address each of the areas.

The Institution will continue to use the Minority Issues Action Plan on a cyclic basis to maintain no deficiencies in the various areas.

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 each of these program areas,

The Institution set the following measurable goal:
Communicate current programs available to all minority students and request feedback from student-athletes on the types of issues affecting them.

The Institution will take the following steps to achieve the goal:
1. Provide educational guidance for coaches to increase the ability to attract and retain minority/diverse student-athletes.
2. Review at the student-athlete orientation meeting the importance of the minority/diversity issues and the role of the student-athlete in creating a non-discriminatory environment.
3. Annually survey all minority student-athletes through exit interviews to provide feedback to the department regarding the needs and issues affecting minority student-athletes.

b. Provide data demonstrating the institution's commitment across each of the areas,

Review student-athlete surveys and exit interviews to confirm compliance with Minority Issues Action Plan and program goals.

c. Identify areas of deficiency and comment on any trends, and

The documenting of how information from surveys and exit interviews is used is deficient.

d. Explain how the institution's future plan for minority issues address each of the areas.

The Institution will continue to use the Minority Issues Action Plan on a cyclic basis to maintain no deficiencies in the various areas.
Operating Principle 3.2
Self-Study Item: 9
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.]

The Minority Issues Action Plan is a stand-alone plan designed to address all minority issues. It will be reviewed annually to ensure compliance with NCAA and University policies and procedures. A Review and Checklist for Section 3.2 will be used to document the review process and improvements implemented from previous reviews.

Operating Principle 3.2
Self-Study Item: 10
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 Minority Issues Action Plan will be reviewed by the Athletic Council, the Athletic Director, and the University President. An approval/coordination page will be maintained on file as documentation for institutional approval.
Evaluation

1. Has the institution implemented its approved minority-opportunities plan from the previous self-study?

Currently Yes. (The Institution was not required to submit a first-cycle written plan for improvement.)

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. (The Institution was not required to submit a first-cycle written plan for improvement.)

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
Operating Principle 3.2
Plan for Improvement

<table>
<thead>
<tr>
<th>Program Area</th>
<th>Issue(s)</th>
<th>Measurable Goals</th>
<th>Steps to Achieve Goal</th>
<th>Responsible Individual</th>
<th>Date of Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institutional and Athletics Department Commitment</td>
<td>The institution was not required to submit a first-cycle written plan for improvement.</td>
<td>1. Maintain commitment to diversity. 2. Increase the participation of diverse student-athletes in the athletic program.</td>
<td>1. Review of written department policies on diversity by broad-based campus group. 2. Identify sports that are historically underrepresented by diverse students. 3. Identify current participation trends of diverse student athletes in the DOA. 4. Examine retention and graduation rates for student-athletes to identify potential areas of success or concern, and develop support programs as needed. 5. Document recruitment strategies used by coaches to identify diverse student athletes.</td>
<td>Athletic Director, Assistant Athletic Director for Female Sports, Coaches, and Academic Advisor</td>
<td>Ongoing Review Annually</td>
</tr>
</tbody>
</table>
Operating Principle 3.2  
Plan for Improvement continued

<table>
<thead>
<tr>
<th>Program Area</th>
<th>Issue(s)</th>
<th>Measurable Goals</th>
<th>Steps to Achieve Goal</th>
<th>Responsible Individual</th>
<th>Date of Completion</th>
</tr>
</thead>
</table>
| Evaluation   | The institution was not required to submit a first-cycle written plan for improvement. | 1. Monitor the athletics department activities for consistency with the developed goals and objectives set forth in the institution and athletics department’s written commitments to diversity.  
2. Develop relationships with other student service offices.  
3. Evaluate the effectiveness of diversity recruitment and retention. | 1. Include the commitment to diversity as part of the executive staff's strategic planning and evaluation process and distribute.  
2. Collect data designed to assess progress toward diversity.  
3. Data will be collected concerning diversity issues from the student-athlete survey and exit interviews and reviewed by the compliance committee.  
4. Examine and monitor methods and assess personnel to improve support services.  
5. Monitor retention of diverse students and staff. | Athletic Director, Coaches, and Athletics Compliance Officer | Ongoing Review Annually |

May 03, 2007  
Page 102 of 124
**Operating Principle 3.2**

**Plan for Improvement continued**

<table>
<thead>
<tr>
<th>Program Area</th>
<th>Issue(s)</th>
<th>Measurable Goals</th>
<th>Steps to Achieve Goal</th>
<th>Responsible Individual</th>
<th>Date of Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organization and Structure</td>
<td>The institution was not required to submit a first-cycle written plan for improvement.</td>
<td>1. Continue to use the current structure and organization to promote equity. 2. Maintain diversity among coaches, staff and student-athletes.</td>
<td>1. Compile and maintain lists of possible candidates for open or replacement positions. 2. Utilize networking contacts to help locate diverse candidates. 3. Recruit diverse candidates for available positions and plan for attrition within the Department of Athletics. 4. Identify and maintain compliance with diversity goals and University policies and procedures. 5. Assess and enhance compensation as appropriate to attract and retain a diverse staff. 6. Monitor and review the institution’s structure and organization for promoting diversity in athletics. 7. Athletic Director and Assistant Athletic Director for Female Sports submit report to the faculty committee on athletics.</td>
<td>Athletic Director, Assistant Athletic Director for Female Sports, and Athletics Compliance Office</td>
<td>Ongoing Review Annually</td>
</tr>
</tbody>
</table>
### Operating Principle 3.2
Plan for Improvement continued

<table>
<thead>
<tr>
<th>Program Area</th>
<th>Issue(s)</th>
<th>Measurable Goals</th>
<th>Steps to Achieve Goal</th>
<th>Responsible Individual</th>
<th>Date of Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organization and Structure</td>
<td>The institution was not required to submit a first-cycle written plan for improvement.</td>
<td>1. Continue to use the current structure and organization to promote equity. 2. Maintain diversity among coaches, staff and student-athletes.</td>
<td>8. Utilize a graduate/undergraduate position for minority/diverse administrative position. 9. Document, track, and evaluate effectiveness in progress towards minority/diverse staffing efforts. 10. Continue conducting senior exit interviews to assess experiences and ideas for improvement. 11. Arrange for prospective minority student-athletes to meet with minority/diverse faculty and staff on campus.</td>
<td>Athletic Director, Assistant Athletic Director for Female Sports, and Athletics Compliance Office</td>
<td>Ongoing Review Annually</td>
</tr>
<tr>
<td>Enrollment</td>
<td>The institution was not required to submit a first-cycle written plan for improvement.</td>
<td>1. Set enrollment and graduation goals for minority student-athletes in proportion to the goals set by the institution.</td>
<td>1. Work with admissions and enrollment offices to determine annual enrollment numbers for minority students. 2. The Department of Athletics shall encourage and solicit minority students to apply for departmental internships and professional development programs.</td>
<td>Athletic Director, coaches, Assistant Athletic Director for Female Sports, academic support staff, Admissions Administrator, and Office of Enrollment Management</td>
<td>Fall Semester Ongoing Annually</td>
</tr>
</tbody>
</table>
Operating Principle 3.2
Plan for Improvement continued

<table>
<thead>
<tr>
<th>Program Area</th>
<th>Issue(s)</th>
<th>Measurable Goals</th>
<th>Steps to Achieve Goal</th>
<th>Responsible Individual</th>
<th>Date of Completion</th>
</tr>
</thead>
</table>
| Comparison of Populations | The institution was not required to submit a first-cycle written plan for improvement | 1. Increase the diverse representation among programs.                        | 1. Provide educational information to coaches and administrators of the available campus resources for minority/diverse student-athletes and staff.  
2. Review at the student-athlete orientation meeting the importance of the minority/diversity issues and the role of student-athletes in creating a non-discriminatory environment.  
3. Provide a supportive and inclusive climate for minority/diverse student-athletes and staff members.  
4. Encourage head coaches of each program to ensure aggressive recruitment of minorities is a part of annual recruitment efforts.  
5. The Department of Athletics shall encourage and solicit minority students to apply for departmental internships and professional- | Athletic Director; Assistant Athletic Director for Female Sports, and Athletics Compliance Officer | Fall Semester  
Ongoing  
Annually |
Participation in Governance and Decision Making

The institution was not required to submit a first-cycle written plan for improvement.

1. Maintain priority on selecting diverse representation for Student-Athletes Advisory Committee (SAAC).
2. Involve minority coaches and staff on search committees.
3. Provide professional development opportunities.

1. Encourage administrative staff and coaches in the Athletic Department to participate in campus-wide organizations, events and committees.
2. Target minority student-athletes on each team to generate interest in serving on Student-Athlete Advisory Committee.
3. Require professional development experiences for minority coaches and staff.

Athletic Director, Assistant Athletic Director for Female Sports, coaches, and staff

Fall Semester
Ongoing
Annually

Employment Opportunities

The institution was not required to submit a first-cycle written plan for improvement.

1. To increase the number of female and minority coaches and staff members within the athletics department.

Consult with the offices of human resources management, equal opportunity programs and campus diversity to develop strategies to successfully identify and recruit applicants from diverse and underrepresented groups. Specifically:
1. In order to identify qualified minority candidates, each school should have direct telephone communication with the Executive Director of the Black Coaches Association.

Athletic Director, Assistant Athletic Director for Female Sports, coaches, and staff

Fall Semester
Ongoing
Annually
and/or the Chair of the Minority Opportunity Interests Committee.
2. Each member institution should strive to interview a diverse pool of candidates.
3. Take two or more weeks to make a final decision when selecting a new coach or administrator.
4. Adhere to Affirmative Action hiring policies and procedures as required on campus.
5. Advertise open positions in publications that reach diverse populations.
6. Provide diversity education to staff throughout academic year.
7. Develop faculty-coach minority mentor program.

| Programs and Activities | The institution was not required to submit a first-cycle written plan for improvement. | Communicate current programs available to all minority students and request feedback from student-athletes on the types of issues affecting them. | I. Provide educational guidance for coaches to increase the ability to attract and retain minority/diverse student-athletes. 2. Review at the student-athlete orientation meeting the importance of the minority/diversity issues and the role of the student-athlete | Athletic Director, Assistant Athletic Director for Female Sports, coaches, and staff | Fall Semester | Ongoing | Annually |
in creating a non-discriminatory environment.
3. Annually survey all minority student-athletes through exit interviews to provide feedback to the department regarding the needs and issues affecting minority student-athletes.
Equity and Student-Athlete Welfare
Operating Principle 3.3
Self-Study Item: 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 (Student-Athlete Welfare). In each case, provide: (a) the original "corrective action," 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.

No corrective actions were needed.

Operating Principle 3.3
Self-Study Item: 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 3.3 (Student-Athlete Welfare). Specifically include: (a) the original action plan; (b) the action(s) taken by the institution; (c) the date (s) of the action(s); (d) actions not taken or not completed; and (e) explanations for partial completion. 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.

ORIGINAL PLAN: The Department of Athletics will institute an exit interview policy and procedure form.

ACTION TAKEN/DATE IMPLEMENTED: In 1999, the exit interview instrument was developed and administered by the Senior Woman Administrator each semester. This policy continues to be in effect.

Operating Principle 3.3
Self-Study Item: 3
Describe any additional plans for improvement/recommendations in the area of Operating Principle 3.3 (Student-Athlete Welfare) developed by the institution since the first-cycle certification decision was rendered by the Committee on Athletics Certification.

Beginning in 2005, the Prairie View A&M University Department of Athletics received monies from the NCAA Opportunity Fund which were allocated to provide student-athletes scholarships to attend summer school.

Operating Principle 3.3
Self-Study Item: 4
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 University offers a number of programs and services that are designed to assist in the academic, social and spiritual lives of the students and enhance the growth and maturity of the entire student population. Such programs include sponsored University tutorial services, social graces and ethics programs, health issues, and substance abuse and awareness programs. The Substance Abuse Coordinator, Counseling Services, Division of Academic Enhancement, and the Athletic Training/Sports Medicine Drug Coordinator help provide the general student body, which includes student-athletes, support in the areas of goal setting, time management, diversity awareness, stress management, substance abuse awareness, sport nutrition, and sexual responsibility. Additionally, the student government, student ministries, and mentoring services are available to the general student population. While the aforementioned are offered to and accessible by all current enrollees, there are some programs designed exclusively for student-athletes. For example, the Student-Athlete Advisory Committee is comprised of currently registered varsity team student-athletes. This committee promotes efficient communication among the Department of Athletics, administration, coaches, staff, student-athletes, and campus personal. The Student-Athlete Advisory Committee creates awareness and encourages involvement in all programs within the Department of Athletics and campus.

Operating Principle 3.3
Self-Study Item: 5
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. I-E]; non-academic components of life skills programs) available to student-athletes. Describe practices/procedures in place to encourage and assure student-athlete's access to these programs.

The Prairie View A&M University Department of Athletics Academic Enhancement Program Coordinator sees that student-athletes receive supplemental advising on both general education and major requirements. She takes on the role of tracking and monitoring the academic progress of all student-athletes. Progress reports are requested from each student-athlete's professor at a minimum of once per semester. The progress reports provide information on each student-athlete's attendance, attitude, participation, and academic progress in the classroom. This information is used to identify problem areas and make recommendations for improvement. The Prairie View A&M University Department of Athletics Academic Enhancement Program Coordinator and members of her team serve as liaisons to the rest of the University community to provide appropriate referrals to other campus resources and departments.

Student-athletes are required to attend study-hall four hours per week. If the student fails to meet the required weekly hours, the hours will roll over into the following week. A report is given to the head coach in each respective area. Failure to complete the study-hall time will result in suspension from an athletic event until the hours are completed.

It is mandatory for all student-athletes with less than a 2.5 grade point average to attend study-hall. This mandatory study-hall includes all freshmen and transfer students. If a student-athlete's academic progress does not improve after attending study-hall, a tutor is then recommended for additional one-on-one assistance.

This information is provided to all student-athletes at the beginning of each semester during a general assembly and in the student-athlete handbook.
A staff member from the University College Academic Advisement Center is assigned to coordinate all levels of activity of the Academic Advisement Center for all freshmen, including freshmen student-athletes, who reside on campus. Freshmen meet with personnel from the Academic Advisement Center twice per semester during their first year of attendance. These meetings are to ensure students are adjusting well to the rigors and demands of campus life and classes. This also provides the opportunity to address any concerns that the freshman may have. All freshmen are encouraged to meet with personnel from the center and to participate in programs designed to make their college experience meaningful, enjoyable, and hassle free.

Career Guidance Counseling
Career counseling is available to assist student-athletes in exploring career opportunities through the University's placement and career development activities. Twice during the school year the Career Placement Center sponsors Career Opportunity Festivals that are geared toward the exploration of careers and job availability. The Center provides a career interest inventory program that facilitates the career/major search process. Individual appointments with placement career coordinators are also available at the center.

Personal Counseling
The Student-Athlete Handbook indicates that individual counseling and referral for personal problems is available and confidential. The on-campus Owens-Franklin Health Center provides personal counseling to students. Students have access to the center’s services 24 hours a day via the center’s emergency phone line. Student-athletes can also receive spiritual counseling when needed primarily through services of the Johnson-Philip All Faiths Chapel.

Health and Safety
The Prairie View A&M University Department of Public Safety operates 24 hours daily and provides police, fire, civil defense, and other emergency services to the University. Officers enforce University regulations as well as county and municipal ordinances and federal laws. As peace officers, they are vested with all powers, privileges, and immunities of peace officers while in the performance of the duties.

Additionally, to promote the safety and security of the campus and its community members, Prairie View A&M University has established the Environmental Health and Safety Department. Deans, department heads, directors, and supervisors are responsible for the establishment and preservation of safe conditions and safe practices within their area of jurisdiction. Briefings, meetings, announcements, and posters are provided to promote safety and familiarize student and personnel with safety policies and procedures.

Alcohol and Other Drug Guidelines
The Prairie View A&M University Substance Abuse Program Coordinator provides the athletes with an Orientation on Drugs and Alcohol with the goal of preventing any type of drug abuse. Student-athletes are educated about the physical and mental problems of drug abuse. The policy informs the student-athlete of the intent to the test for the use of narcotics, the Department of Athletics’ position on the use of narcotics, and the penalties that will be enforced for those who use narcotics. Students are requested to provide their consent to the provisions of the policy. Refusal to comply with testing will result in immediate suspension from a scholarship. If the student-athlete is tested positive for alcohol and/or other drug use, the student is required to attend three mandatory
alcohol and/or other drug counseling sessions (first offense). These sessions demonstrate the harmful effects to him/her, to the family and others. Additionally, these sessions include the 'facts and myths' of marijuana. If there is a second offense, then the student-athlete is suspended from one athletic event and is required to attend a mandatory five alcohol and/or other drug counseling sessions and participate in a one-on-one counseling session with the Substance Abuse Program Coordinator. If the offense is severe and has affected or cause injury to another person, the student-athlete is suspended until completion of requirement treatment recommended by the Substance Abuse Program Coordinator. If there is a third offense, the student-athlete is suspended from two athletic events. A fourth offense will result in suspension for the remainder of the athletic season.

**CHAMPS Life/Skills**
The NCAA CHAMPS Life/Skills Program at Prairie View A&M University is committed to providing a comprehensive program of life skills that provides educational experience and services to develop a well-balanced lifestyle for student-athletes. It encourages growth in decision-making, planning and fulfillment of career and life goals and enhances the quality of student-athletes' experience with the Prairie View A&M University setting. Specifically, the CHAMPS/Life Skills Program:

1. Supports efforts of every student-athlete toward intellectual development and graduation. Uses athletics as preparation for success in life.
2. Meets the changing needs of student-athletes.
3. Promotes respect for diversity among student-athletes.
4. Enhances interpersonal relationships in the lives of student-athletes.
5. Assists student-athlete’s ownership of his/her academic, athletic, personal, and social responsibilities.
6. Promotes the student-athlete’s ownership of his/her academic, athletic, personal, and social responsibilities.
7. Enhances partnerships between Prairie View A&M University and surrounding communities for the purpose of education.
8. Encourages the development of leadership skills.

**Operating Principle 3.3**
**Self-Study Item: 6**
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.

Prairie View A&M University’s Assistant Athletic Director for Female Sports, who also serves as the volleyball coach, conducts exit interviews with graduating student-athletes. The graduating student-athlete is required to complete a Student-Athlete Exit Interview Questionnaire which covers seven areas of concern: personal history information, coaching of athletes, athletic activities, gender issues, facilities and services, regulations (National Collegiate Athletic Association, Conference, et cetera), academic issues, and extracurricular activities. Once the graduating student-athlete completes the questionnaire, a formal face-to-face exit interview takes place further expounding on topics from the completed Student-Athlete Exit Interview Questionnaire. Exit interviews for graduating student-athletes are held following completion of the sport and prior to spring, fall, and summer graduations.
The interview discussions are held in strict confidence. The Assistant Director for Female Sports
provided an example of one coach being removed because of information a student reported in the
exit interview which was substantiated in follow-up interviews with the coach.

Presently, student-athletes have at their disposal the Student-Athlete Advisory Committee to
further their cause to promote a better relationship between athletic units and themselves. The
Student-Athlete Advisory Committee is comprised of two representatives from each sport and meets
periodically throughout the academic year. Minutes of the meetings are kept on file. Students are
also encouraged to share their experiences with their coaches and are encouraged to contact the
Assistant Director for Female Sports if they specify concerns they prefer to discuss with her.

Operating Principle 3.3
Self-Study Item: 7
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.

The Prairie View A&M University Student-Athlete Policies and Procedures Manual identifies the
Prairie View A&M University Grievance Policy and Appeals Procedures. The manual states that
Prairie View A&M University 'prohibits all forms of discrimination, to include discrimination on
the basis of age, color, disability, ethnic origin, national origin, religion, race, sex, sexual orientation,
or veteran status. Included in this is the prohibition against discrimination on the basis of sex with
regards to participation in educational programs or activities, as defined by Title IX of the
Educational Amendments of 1972. PVAMU prohibits retaliation against anyone who files a
complaint or participates in an investigation concerning discrimination.'

Student Grievances Procedures are also outlined in the Prairie View A&M University
Administrative Procedures Manual. The 2006-07 Prairie View A&M University Student Calendar
also provides a detailed description of the process, which is listed in the table of contents. Student-
athletes will be informed that this information is available in the Student-Athlete’s Handbook which
is posted on the Department of Athletics’ web page.

Student-athletes are informed in the Student-Athlete Policies and Procedures Manual of the appeals
and hearing procedures for financial aid. The student-athlete is informed in writing when his/her
financial aid is to be reduced or cancelled during the period of the award. The written notification
informs the student-athlete of the procedures for requesting a hearing and a copy of the institution's
policies and procedures, including the deadline by which the student-athlete must request the
hearing.

The Grievance/Appeals Procedure for Transfer Student-Athletes is published in the Student-Athlete
Manual. If a student-athlete wishes to transfer to another university, the student must notify the
Department of Athletics in writing of his/her intention and request a letter to grant a release. The
Department of Athletics responds, and the student-athlete is able to appeal the decision to the
Transfer Student Appeal Board, which makes the final decision.
Operating Principle 3.3
Self-Study Item: 8
Describe the institutions 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.

Every member of the University community is provided a copy of the Prairie View A&M University Policy Against Sexual Harassment. This policy is reviewed in new faculty, staff, and student orientations. The brochure contains the University's Policy Statement Against Sexual Harassment as well as the process and procedures for reporting if one is a victim or witnesses harassment.

Every student-athlete is provided a copy of the Student-Athlete Policies and Procedures Manual which has a section entitled 'Rules and Procedures on Discrimination, Harassment, and Privacy' which explains the University’s policies. These policies are reviewed with each student-athlete at the beginning of the academic year. All members of the University community are encouraged to report any incidents of harassment to the Equal Opportunity office where they will be thoroughly investigated.

The Owens-Franklin Health Center offers educational support in this area. Personal counseling is available through the health center for any concern a student might identify.

Operating Principle 3.3
Self-Study Item: 9
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.

Prairie View A&M University is committed to a campus environment that protects the safety and the environment of the students, employees, vendors and the public.

The Owens-Franklin Health Center is in direct charge of the medical program for all student-athletes. The ultimate responsibility for the decision as to whether a student-athlete may practice or compete in sports rest with the health center. Medical examinations conducted by the health center are required for all student-athletes. Student-athletes are not allowed to check out equipment, practice, or participate in any activities until they have submitted proof of having completed the medical examination.

The primary responsibility for the development and maintenance of the University’s health and safety program is assigned to the University’s Environmental Health and Safety Department. Specific responsibilities of the department shall include:
- identifying potentially hazardous conditions.
- developing clear, written instructions and guidelines to foster safe work environments and maintain compliance with all applicable federal, state and system health and safety standards.
- monitoring for compliance
- assisting and advising departments
The primary objective of the varsity athletic program is to emphasize the prevention of injuries through conditioning, good preparation, and by the use of good protective equipment.

Department heads, including the Director of Athletics and other supervisory personnel are responsible for implementing and ensuring compliance with approved environmental health and safety standards, guidelines, regulations and procedures. Specific responsibilities shall include: a. establishing and maintaining a culture of safety within their department or subunit thereof; b. responding to safety audits; c. monitoring for and ensuring compliance; d. identifying affected employees; and e. providing training and information.

All travel must be approved by the Director of Athletics or the Provost and Senior Vice President for Academic and Student Affairs. For each trip, the coach must have a travel manifest (itinerary and participants) completed to be routed as follows:
   a. The University Police Department will receive a manifest of all groups traveling.
   b. University police must sign the manifest and then it will then be submitted to the travel office.
   c. All administrators and head coaches must submit a manifest of all the students traveling with emergency contact information.

Operating Principle 3.3
Self-Study Item: 10
Describe the institution's emergency medical plan for practices and games.

The Emergency Medical Plan (Emergency Action Plan) for practices and games is documented in the Department of Athletics’ Policies and Procedures Manual. The Athletic Injury/Illness Emergency Protocol outlines the procedures to be carried out by appropriately trained student athletic trainers or certified athletic trainers. The following roles are included in the Emergency Action Plan:
   1. Immediate care of the injured/ill athlete(s)
   2. Retrieval of emergency equipment
   3. Activation of Emergency Medical System and
   4. Directing EMS to the scene


When injuries occur, athletics training staff members work closely with the injured student-athlete and coaches to ensure a safe and expeditious return to play. In addition, the Owens-Franklin Health Center provides the general student body with comprehensive health-care services.

Operating Principle 3.3
Self-Study Item: 11
Describe the institution's written emergency plan for the athletics program and specific coverage for out-of-season workouts, strength training and skills sessions.

There shall be at least one trained individual at all practices, competitive events, conditioning, and skill sessions. The minimal training is first aid, Cardiopulmonary Resuscitation, and the prevention
of disease transmission (blood borne pathogens). These individuals include the Certified Athletic Trainer, student athletic trainer, coaches, and staff supervisors of game management. Appropriate emergency first aid steps must be taken in accordance with the level of certification that each trained member of the emergency care team has. These procedures are specified in the Policies and Procedures Manual. It also indicates that the Owens-Franklin Health Center is in direct charge of the medical program for all athletes. No student-athlete is permitted to check out equipment, practice, or participate in any activities until he/she has completed the medical examination.

Although the University has a trained individual and a coach at all practices and competitive events, the trained individual is often a student trainer as the Athletic Program has only one certified trainer. The committee recommends that the University consider strategies for increasing the availability of Certified Athletic Trainers.

The Policies and Procedures Manual indicates that the trainer is responsible for insuring an ambulance with trained attendants at all home football games to provide emergency care.

No specific plan of coverage for out-of-season workouts and strength training and skills sessions was available. The student manual did indicate, however, that "all athletics equipment issued to the student-athlete is owned by the State of Texas and cannot be worn or used outside of practice or competition. Athletic equipment cannot be worn or used out of season."

Operating Principle 3.3
Self-Study Item: 12
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 institutions commitment to these issues for all student-athletes.
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.

Student welfare issues are gender items addressed by the Student-Athlete Advisory Committee when presented by individuals or a group and data are provided to the Department of Athletics through the student-athlete exit interviews. The Assistant Athletic Director for Female Sports meets regularly with the Student-Athlete Advisory Committee to assess student feedback on the athletic programs. Feedback gained from these meetings is shared with the Athletic Director. Likewise, the Assistant Athletic Director for Female Sports administers the exit interviews to student-athletes of all sports, which she collects, analyzes, and presents the feedback to the Athletic Director.

b. Provide data demonstrating the institution's commitment to these issues for all student-athletes.
The data supporting the Institution’s commitments are found in the responses provided in the results of the exit interview summaries. All exit interviews are kept on file in the Assistant Athletic Director for Female Sports' office. The exit interviews require student-athletes to provide feedback in several areas: personal, coaching, athletic activities, gender issues, facilities and services, regulations, academic issues, and extracurricular activities. Copies of the exit interviews are available for review.

c. Explain how the institution will address these topics in the future for the welfare of all student-athletes.

Exit interviews are conducted at the end of the spring, fall, and summer semesters for each graduating student-athlete at the end of his/her season. This procedure is ongoing although it is not clear how the Institution will address these topics in the future for the welfare of all student-athletes. The Assistant Athletic Director for Female Sports retains in her office all exit interviews.

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.

The Athletic Director and the Assistant Athletic Director for Female Sports are responsible for monitoring student-athlete welfare issues. These individuals handle student-athlete complaints, monitor equity issues, and discuss student-athlete welfare issues with the appropriate staff members. The Department of Athletics also has the Athletic Council, which periodically reviews the policies, organization, and activities of the Department of Athletics to enhance student-athlete welfare.

b. Provide data demonstrating the institution's commitment to these issues for all student-athletes.

Copies of the Student-Athlete Exit Interview Form and Student-Athlete Advisory Committee’s minutes are maintained in the Assistant Athletic Director for Female Sports' office after being shared with the Athletic Director. The Student-Athlete Advisory Committee’s minutes are shared with the Athletic Director and University President. Additionally, the Faculty Athletics Representative periodically observes competitions, practices, study sessions, and informally interacts with student-athletes. He provides verbal feedback of his observations to the Athletic Director, Department of Athletics Academic Enhancement Program Coordinator, and the Athletics Compliance Officer.

c. Explain how the institution will address these topics in the future for the welfare of all student-athletes.

The above procedures will be ongoing throughout the recertification period.

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.

Student-athletes have an opportunity to participate in the governance and decision-making processes in the Department of Athletics through the Student-Athlete Advisory Committee. Two members from each sport participate on the Student-Athlete Advisory Committee, which meets regularly; the meetings are open to all who want to attend.

b. Provide data demonstrating the institution's commitment to these issues for all student-athletes.

Minutes of the Student-Athlete Advisory Committee meetings are kept on file and are open for review.

c. Explain how the institution will address these topics in the future for the welfare of all student-athletes.

The same procedure that is currently used and described in 3b will be continued throughout the recertification process.

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 following program is available for student-athletes:

The NCAA CHAMPS Life/Skills Program at Prairie View A&M University is committed to providing a comprehensive program of life skills that provides educational experience and services to develop a well-balanced lifestyle for student-athletes. It encourages growth in decision-making, planning and fulfillment of career and life goals and enhances the quality of student-athletes’ experience with the Prairie View A&M University setting.

Drug and Alcohol Program
The Department of Athletics provides an orientation on drugs and alcohol with the goal of preventing any type of drug abuse. Student-athletes are educated about the physical and mental effects of drug use and drug abuse. All student-athletes are required to participate in the orientation.

The Athletic Trainer makes periodic reports to the Athletic Director regarding the effectiveness of the drug screening and counseling program. The policies of the Department of Athletics are strictly adhered to. Random drug screening is conducted by the NCAA at least once a year. Thirty student-athletes were screened in the last test conducted February 2007. The penalty for a positive test is one-year suspension. The Department of Athletics is fully committed to provide education, testing, and treatment programs to those who have related problems.

The following programs are available for all students, including student-athletes:

Career Guidance Counseling
Career counseling is available to assist student-athletes in exploring career opportunities through the University’s career services and outreach development activities.

**Personal Counseling**  
The Student-Athlete Policies and Procedures indicate that individual counseling and referral for personal problems is available and confidential through the Owens-Franklin Health Center. Students have access to the center’s services twenty-four hours a day via the emergency phone line.

**Health and Safety**  
The Prairie View A&M University Department of Public Safety operates twenty-four hours a day and provides police, fire, civil defense, and other emergency services to the University. Officers enforce University regulations as well as county and municipal ordinances and state and federal laws.

b. **Provide data demonstrating the institution's commitment to these issues for all student-athletes.**

Each center and program maintains student data on an individual case basis. Because of the confidential nature of the assistance provided to student-athletes, these data are housed in secured files.

c. **Explain how the institution will address these topics in the future for the welfare of all student-athletes.**

The University will continue to utilize these services for the welfare of student-athletes throughout the next recertification period.
Evaluation
1. 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?
Yes

2. Does the institution have established grievance or appeal procedures available to student-athletes in appropriate areas?
Yes

3. 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?
Yes
### Operating Principle 3.3
### Plan for Improvement

<table>
<thead>
<tr>
<th>Program Area</th>
<th>Issue(s)</th>
<th>Measurable Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certified Athletic Trainer</td>
<td>There is a need for an increase in personnel in the Department of Athletics.</td>
<td>Improve the capacity of the Department of Athletics to ensure a Certified Athletic Trainer is present for all events.</td>
</tr>
<tr>
<td>Student Exit Interviews</td>
<td>There is a need to improve the documentation and use of student-athlete assessments/comments.</td>
<td>Develop Student Recommendations List</td>
</tr>
<tr>
<td>Exit Interviews</td>
<td>The Assistant Athletic Director for Female Sports, who also serves as the head volleyball</td>
<td>Personnel other than the Assistant Athletic Director for</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Steps to Achieve Goal</th>
<th>Individuals Responsible for Implementation</th>
<th>Timetable for Completion of Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certified Athletic Trainer</td>
<td>1. Pursue additional Certified Athletic Staff 2. Support certification training for current staff</td>
<td>Athletic Director and Assistant Athletic Director for Female Sports Athletic Council</td>
<td>Complete by December 2010</td>
</tr>
<tr>
<td>Student Exit Interviews</td>
<td>1. Receive input from student-athlete exit interviews 2. Receive input from the Student-Athlete Advisory Committee 3. Receive input from student-athlete assessments of academic counseling 4. Incorporate student input within operational activities, policies and procedures</td>
<td>Athletic Director, Assistant Athletic Director for Female Sports, Athletics Compliance Officer, and Athletics Academic Enhancement Coordinator</td>
<td>Initiate for Fall 2007 Annual Cyclic Review</td>
</tr>
<tr>
<td>Exit Interviews</td>
<td>Appoint personnel other than the Assistant</td>
<td>Athletic Director and Provost and Senior Vice President for</td>
<td>Fall 2007</td>
</tr>
<tr>
<td>Participating in University Offered Student Programs</td>
<td>There appears to be a lack of documentation of student-athlete participation in University programs designed for student welfare.</td>
<td>Improve student-athlete participation in general student-welfare programs</td>
<td>1. Assign a staff person with the responsibility to promote and document student-athlete participation in general student-welfare programs. 2. Present reports of participation during compliance reviews</td>
</tr>
<tr>
<td>------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Special topics impacting student-athletes</td>
<td>Athletic Department review of special topics impacting student-athletes</td>
<td>Address issues and circumstances which impact student-athletes as reported by concerned persons</td>
<td>1. Document and address issues and circumstances reported by concerned persons. 2. Provide evidence of appropriate response.</td>
</tr>
</tbody>
</table>
Recommendations for Maintenance from the Equity and Student-Athlete Welfare Sub-Committee

1. Given that the University only has one Certified Athletic Trainer responsible for all sports, the Department of Athletics needs to critically review the adequacy of the coverage the student-athletes receive, especially when the one Certified Athletic Trainer is traveling with a team off-campus and other sports teams are left on-campus.

2. The Athletic Council should provide a written summary (Student Recommendations List) and assessment of the information collected during the exit interviews that should be shared with the Athletic Director and the coaches in a manner that will provide constructive feedback. The goal of the summary should be to assist in improving programs in place to enhance the student-athletes’ welfare, provide better assistance to student-athletes, boost confidence in existing programs and structures, and provide ideas that could have an overall positive impact on the University’s Athletic Program.

3. The Assistant Athletic Director for Female Sports should provide a written summary of the Student-Athlete Advisory Committee activities and present it to the Athletic Director annually. The Student-Athlete Advisory Committee’s recommendations should be added to the Student Recommendations List.

4. The Department of Athletics should identify a staff person and give him/her responsibility to ensure that student-athletes are, in fact, participating in the many University programs available to enhance their welfare. Documentation of proof must be developed and maintained as appropriate.

5. The Department of Athletics should provide more evidence of how it studies topics as they apply to all student-athletes. For example, when the Faculty Athletics Representative observes competitions, practices, study sessions, and informally interacts with student-athletes, he should use a checklist and prepare a written assessment of his observations and submit them to the Athletic Director and the Athletic Council periodically or, at a minimum, annually.