

PRAIRIE VIEW A&M UNIVERSITY

2004-05 Athletics Self-Study ADDENDUM II

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

October 02, 2007



INTRODUCTION

Responses and charts contained herein are respectfully submitted in response to the Committee on Athletic Certification's (CAC) analysis of the responses to the Prairie View A&M University 2004-05 Athletics Self-Study submitted in May 2007 and the addendum submitted in July 2007.

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Governance and Commitment to Rules Compliance

Lt. Col. Mark K. Pearson, Chairperson
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I.2 Rules Compliance

CAC ISSUE 1

NCAA Operating Principle 1.2 stipulates that a clear and unambiguous commitment to rules compliance must be a central element in all personnel matters for individuals involved in the intercollegiate athletics program. In order to demonstrate conformity with this operating principle, a statement regarding the importance of rules compliance must be included in all contracts or letters of appointment, performance evaluations and job descriptions for all coaches and administrative staff associated with athletics. After reviewing Page Nos. 16 through 18 of your institution's self-study report and the supplemental information submitted on July 12, 2007, the NCAA Division I Committee on Athletics Certification (hereafter referred to as "committee") noted on Page No. 8 of the supplemental information that head coaches for basketball and football and the director of athletics are the only staff members within athletics that have contracts. Further, the committee noted on Page Nos. 5 through 7 of the supplemental information that coaches within the athletics department have contracts or letters of appointment, job descriptions or performance evaluations. However, the committee is unclear which other individuals within the athletics department have contracts or letters of appointment, job descriptions or performance evaluations. In addition, the committee is unclear whether a statement regarding the importance of rules compliance is included in all contracts or letters of appointment, job descriptions and performance evaluations for all coaches and administrative staff associated with athletics. Therefore, your institution must provide written evidence describing the individuals within the athletics department that have contracts or letters of appointment, job descriptions and performance evaluations. Further, your institution must provide written evidence demonstrating that a statement regarding the importance of rules compliance is included in the contracts or letters of appointment, job descriptions and performance evaluations for all coaches and administrative staff inside the athletics department.

RESPONSE

Levels and Explanations of Contractual Agreement for Personnel Inside the Department of Athletics

The chart below indicates the university level of contractual agreement with the coaching staff inside the Department of Athletics.

Chart Key

Contract: Contract for Athletics; this document outlines the position's duties, responsibilities, and rules compliance requirements.

LOC: Letter of Compliance; this document outlines the coaching position's duties, responsibilities and rules compliance requirements.

PDQ: Position Description Questionnaire; this document details the position's duties, responsibilities, and rules compliance requirements.

Inside Athletics: Coaching Staff's Levels of Contractual Agreement				
Agreement Staff	Contract	LOC	PDQ	MOA (Teaching)
Coach				
Football				
Henry Frazier, Head Coach	X		X	
Miles Brandon	X		X	
Michael Bryant	X		X	
Dwayne Foster		**		X
Roy Jones	X		X	
Prince Pearson	X		X	
John Pearce		**		X
Heishma Northern		**		X
Antone Sewell	X		**	
Men's Basketball				
Bryon Rimm, Head Coach	X		X	
Talvin Hester		**	X	
Women's Basketball				
Cynthia Cooper-Dyke, Head Coach	X		X	
Toyelle Wilson		**	X	
Men's Track				
Clifton Gilliard, Head Coach		**		X
Chris Clay		**		X
Women's Track				
Former: Essie Washington, Head Coach (07/21/86 – 08/31/07)			TERMINATED	
Current: Angela Williams-Weaver (09/01/07 –		**		**

Inside Athletics: Coaching Staff's Levels of Contractual Agreement				
Agreement Staff	Contract	LOC	PDQ	MOA (Teaching)
Coach				
Present)				
Baseball				
Michael Robertson, Head Coach	X		X	
Waskyla Cullivan		**	X	
Tennis				
John Cochran, Head Coach		**	X	
Volleyball				
Alicia Pete, Head Coach		**	X	
Bowling				
Glenn White, Head Coach		**		
Golf				
Andy Bourgeois, Head Coach (06/16/03 – 08/31/07)			TERMINATED	X
Current: Terrell Boyd (09/01/07 – Present)		**		
Softball				
Head Coach, Raymond Burgess		**		X
Assistant Coach, Lana Williams		**		**
Soccer				
Felicia Tarver-Davis Head Coach			X	

The PDQ is the primary document used by the supervisor to evaluate an employee's performance during a rating period. The PDQ provides a specific detailed synopsis of the position's description, minimum and preferred position requirements, duties and responsibilities allotted by the percentage of time that should be exerted towards specific tasks, and, most importantly, provides the quantifiable performance measures used to rate the employee. A major part of the PDQ is the

statement regarding NCAA rules compliance; for example, the language in the Head Baseball Coach's PDQ is: The employee will not engage in, support or knowingly tolerate any action violative of any governing constitution, by-law, rule or regulation of the SWAC or the NCAA. In accordance with the University's policies and procedures and pursuant to NCAA regulations, should employee be found to be involved in deliberate and/or serious violations of the NCAA regulations, the employee may be suspended with or without pay or may be terminated from employment.

MOA (Teaching): Memorandum of Appointment; this document is used for individuals who have been hired as faculty members of the university. As faculty positions do not require a PDQ, the MOA is used to outline the specific duties and responsibilities of the faculty position.

** : These documents are being reviewed for legal efficiency and will be signed and effective as of October 1, 2007.

All Performance Evaluations (PEs) for August 2005 – December 2006 were completed in February of 2007. A copy of each is maintained on file in Human Resources and can be obtained if required.

Head coaches for basketball, baseball and football as well as the Athletic Director are the only staff members within the Department of Athletics who are required to have contracts. Personnel documentation for other coaching and non-coaching staff members includes PDQ's and MOA's.

University employees who are part-time coaches and assistant coaches, but are employed part and/or full-time outside the university are the only Athletic Department staff members who have a Memorandum of Appointment (MOA) in lieu of a Position Description Questionnaire (PDQ) which outlines the position's duties, responsibilities, and rules compliance requirements.

Each of the above listed individuals has rules compliance statements in his/her contracts, MOAs, and/or PDQs. An example of that rules compliance statement can be found in the head football coach's contract; it reads as follows: "Adhere to and monitor all NCAA and Conference rules and regulations. Also report any violations to any NCAA rules and regulations that arise to the proper officials."

In addition to the coaching staff's PDQs and MOAs, those for non-coaching positions within the Department of Athletics include a compliance statement as well. Those positions and levels of contractual agreement within the Department of Athletics are as follows.

Chart Key:

PDQ: Position Description Questionnaire; this document details the position's duties, responsibilities, and rules compliance requirements.

Contract: Contract for Athletics; this document outlines the position's duties, responsibilities, and rules compliance requirements.

Inside Athletics: Non-Coaching Staff's Levels of Contractual Agreement		
Agreement Staff	PDQ	Contract
Athletic Director		
Charles McClelland		X
Assistant Director of Sports Information/Administration (Acting)		
Andrew Roberts	X	
Assistant Athletic Director of Women's Sports		
Alicia Pete	X	
Recruiting Coordinator		
Alicia Pete	X	
Academic Enhancement Coordinator		
Felicia Tarver-Davis	X	
Athletic Secretary		
Candice Ross	X	
Athletic Trainer/Sports Medicine Practitioner		
John Mayes	X	X
Equipment Manager		
Eddie Davis	X	
Staff Assistant		
Robert Atkins	X	
Athletic Compliance Officer		
Angela McMorris	X	

CAC ISSUE 2

Operating Principle 1.2 stipulates that a clear and unambiguous commitment to rules compliance must be a central element in all personnel matters for individuals involved with the intercollegiate athletics program. In order to demonstrate conformity with this operating principle, an institution must provide evidence that all individuals outside the athletics department who are involved in or associated with athletics have statements regarding the importance of rules compliance in all contracts or letters of appointment, performance evaluations and job descriptions. After reviewing Page Nos. 18 and 19 of your institution's self-study report and the supplemental information submitted on July 12, 2007, the committee noted that a statement regarding the importance of rules compliance is included in the job descriptions and performance evaluations for all administrative staff outside the athletics department who are involved in or associated with athletics. However, the committee is unclear whether a statement regarding the importance of rules compliance is included in the contracts or letters of appointment for all administrative staff outside the athletics department who are involved in or associated with athletics. Therefore, your institution must provide written evidence that a statement regarding the importance of rules compliance is included in the contracts or letters of appointment for all individuals outside the athletics department who are involved in or associated with athletics.

RESPONSE

The above-listed individuals are required to have on file, at minimum, a PDQ that outlines the duties and responsibilities of their positions. The compliance statement in the aforementioned PDQs and contract appears in the section entitled "Responsibility/Duty" and reads as follows: "Adhere to and monitor all NCAA and Conference rules and regulations. Also report any violations to any NCAA rules and regulations that arise to the proper officials."

All Performance Evaluations (PEs) for August 2005 – December 2006 were completed in February of 2007. A copy of each is maintained on file in Human Resources and can be obtained if required.

Levels and Explanations of Contractual Agreement for Personnel Outside the Department of Athletics

The chart below indicates the university level of commitment in regards to NCAA Rules Compliance outside the Department of Athletics.

Chart Key

PDQ: Position Description Questionnaire; this document details the position's duties, responsibilities, and rules compliance requirements.

Outside Athletics: Staff's Levels of Contractual Agreement	
Agreement Staff	PDQ
Enrollment Management	
Mark Pearson, Director	X
Admissions	
Mary Gooch, Assistant Director	X
Recruitment	
Pamela Owens-Freeman, Assistant Director	X
Registrar's Office	
Deborah Dungey, Registrar	X
Tina Montgomery, Assistant Registrar	X
Student Financial Aid	
Carlos Clark, Assistant Provost	X
Linda Durham, Coordinator	X

Identical to its purpose for employees inside the Department of Athletics, the PDQ is the primary document used by the supervisor to evaluate an employee's performance during a rating period, in accordance with university administrative policies and procedures. The PDQ provides specific detailed synopsis of the position's description, minimum and preferred position requirements, duties and responsibilities a lot by percentage of time towards a specific tasks, and most importantly, provides the quantifiable performance measures used to rate the employee evaluate the performance.

All Performance Evaluations (PEs) for August 2005 – December 2006 were completed in February of 2007. A copy of each is maintained on file in Human Resources and can be obtained if required.

Additional Explanation

Directors and Assistant Directors are the only staff members outside of the athletic department who have compliance statements because of their duties and responsibilities imbedded in their PDQs and PEs.

Each of the individuals listed above have a rules compliance statement in his/her PDQ. An example of that rules compliance statement can be found in the Director for Enrollment Management's PDQ; it reads as follows, "The Director for Enrollment Management is responsible for ensuring that his direct reporting units are compliant with NCAA rules and regulations and all applicable university policies and procedures."

The Enrollment Management Division as well as the Office of Student Financial Aid process enrollment and financial aid documents for all students, which include student-athletes. Similar

statements were included in the same types of documents for the Associate Provost of Student Financial Aid. That statement reads as follows: “Interpret and apply federal, state and University rules and regulations for Student Financial Aid; package , approve, and monitor all aid to student-athletes to ensure compliance with all National Collegiate Athletic Association rules, regulations, and policies.”

Another example of a rules compliance statement applicable to an employee outside the athletic department is: “The Assistant Director for Admissions is responsible for admitting and evaluating student-athletes’ academic records to ensure compliance with university policies and procedures and all applicable NCAA rules, regulations, and university policies and procedures.”

All three statements are examples of succinct guidance provided by the University to ensure the enforcement of NCAA rules compliance across the entire institution.

Identical to its purpose for employees inside the athletics department, the PDQ is the primary document used by the supervisor to evaluate an employee’s performance during a rating period, in accordance with university administrative policies and procedures. The PDQ provides specific detail synopsis of positions description, minimum and preferred position requirements, duties and responsibilities a lot by percentage of time towards a specific tasks, and most importantly, provides the quantifiable performance measures used to rate the employee evaluate the performance.

Governance and Rule Compliance Addendum to Plan for Improvement:

ATHLETICS CERTIFICATION COMMITTEE ANALYSIS REPORT

Issues in the Self-Study	Measurable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
All MOAs and/or PDQs for coaching and staff positions inside the department of athletics does not contain the requisite NCAA compliance statement.	All MOAs and/or PDQs for coaching and staff positions inside the department of athletics must contain statements regarding adherence to NCAA rules, regulations and policies.	Review, update, and approve electronic PDQs w/new affirmative statement.	Athletic Director	September 31, 2007

Academic Integrity

Dr. Elizabeth N. Noel, Chairperson

Dr. Danny Kelley, Co-Chairperson

2.1 Academic Standards

CAC ISSUE 1

Operating Principle 2.1 stipulates that if the graduation rates of student-athletes, as a whole or for any student-athlete subgroup are significantly lower than that of other student-athlete or comparable student-body groups, the disparity shall be analyzed, explained and addressed (through specific plans for improvement) by appropriate institutional authorities.

After reviewing Page No. 33 of your institution's self-study report, the committee noted that while your institution indicated the graduation rates for student-athletes and student-athlete subgroups are above the general student graduation rates, there was not enough specificity in the analysis to make a determination regarding deficiencies, if any, between subgroups. For example, your institution states that "When compared to the general student graduation rates, student-athletes receiving grants-in-aid have averaged, over the three-year cycle, 18 percentage points above the general student population in graduation rates." However, there is no indication of the specific graduation rates during any of those years for student-athletes, student-athletes of particular teams or student-athlete subgroups. Therefore, your institution must provide the graduation rates for student-athletes, student-athletes of particular teams, student-athlete subgroups (i.e., gender, ethnicity) and students generally for the last three years.

Further, your institution must analyze, explain and if necessary, address (through specific plans for improvement) the graduation rates of your student-athletes, student-athletes of particular teams and student-athlete subgroups (i.e., gender, ethnicity) when compared to students generally. Acceptable plans for improvement must include the following required elements:

- a. Identification of issues or problems;
- b. Measurable goals the institution intends to achieve;
- c. Steps to achieve the goals;
- d. Specific timetables;
- e. Individuals/offices responsible for carrying out the specific actions; and
- f. Institutional approval.

RESPONSE

A review of 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.

YEAR	All Students	Student Athletes
1997-98	33%	57%
1998-99	37%	55%
1999-00	37%	51%

When comparing male and female student-athlete graduation rates to the general student graduation rates, male and female student-athletes graduated at a higher rate in each year except in 2004 -05 for female athletes.

Graduation Rates by Gender				
Year Enrolled/ Graduation Year	Male Students		Female Student	
	Non-Athlete	Athlete	Non-Athlete	Athlete
1997-98/2003-2004	29%	40%	43%	80%
1998-99/2004-2005	34%	52%	56%	43%
1999-2000/2005-2006	23%	33%	39%	40%

When comparing graduation rates by racial or ethnic group, black student-athletes represent the highest percentage among the graduates. The average rate was 56% for student-athletes versus 38% for the general population over the three year period. Among white student-athletes, the graduation rate (33%) represents only one year among the three year cycle. Whereas, the average graduation rate (39%) among the general population represents two years of the three years. There were no student-athletes from either of the other ethnic/racial groups in the graduation rates reported for the three year period represented herein. Overall, the student-athlete graduation rates averaged 50% versus the graduation rate among non-student-athletes of 55%.

Graduation Rates by Racial or Ethnic Group						
Racial/Ethnic Group	1997-98		1998-99		1999-2000	
	Non-Athlete	Athlete	Non-Athlete	Athlete	Non-Athlete	Athlete
American Indian/AN	0	0	**	0	0	0
Asian/PI	0	0	**	0	**	**
Black	37%	65%	46%	63%	31%	40%
Hispanic	56%	**	62%	**	40%	0
White	50%	33%	27%	**	**	**
N-R Alien/Other	43%	0	0	0	36%	0

When comparing graduation rates among sport groups, in each of the three years except 2004-05 for men's basketball and football, there were five or fewer student-athletes graduating within each sport category. The average graduation rate was higher than the non-athletes in that cohort year (The non-athlete graduation rates from the aforementioned Racial/Ethnic groups were used as the basis for comparison). Therefore, as noted earlier, the percentage of student-athletes within each cohort year had an average graduation rate higher than among the general student (non-athlete) population.

Graduation Rates by Sport Group			
Sport Category – Men	1997-98 to 2003-2004	1998-99 to 2004-2005	1999-2000 to 2005-2006
Basketball	100% (1-5)	43% (6-10)	50% (1-5)
Baseball	0	100 % (1-5)	50% (1-5)
Cross Country-Track	0	50% (1-5)	0
Football	33%	45% (11-15)	25% (1-5)
Other	0	0	0
Sport Category-Women			
Basketball	100 % (1-5)	33% (1-5)	100% (1-5)
Cross Country-Track	77 % (1-5)	50% (1-5)	33% (1-5)
Other	80 % (1-5)	50% (1-5)	0 (1-5)

When analyzing these data, it was noted that in the 2004-05 year, the female student-athlete graduation rate was lower than the general non-athlete female population. However, it is also noted that in the 2005-06 year, the female athlete graduation rate was above the general female student population. The graduation rate improved in 2005-06; therefore, an improvement plan is not needed to address the lower rate in the 2004-05 year. Other data by sport group and by gender indicate that the overall graduation rate among student-athletes is consistently higher than for non-athletes. No improvement plan is required.

CAC ISSUE: 2

Operating Principle 2.1 requires institutions to have written policies established in all sports to minimize student-athletes' conflicts with class time and/or final examination periods due to participation in intercollegiate athletics consistent with the provisions of NCAA Constitution 3.2.4.14.

In order to demonstrate conformity with this operating principle, an institution must have established written policies regarding the scheduling of practices and competition to minimize student-athletes' conflicts with class time and/or final examination periods due to participation in intercollegiate athletics. Further, these policies must be clearly communicated to student-athletes and staff (e.g., published in the student-athlete handbook or in the appropriate faculty/staff manual, discussed during team meetings).

After reviewing Page No. 34 of your institution's self-study report and the supplemental information submitted on July 12, 2007, the committee noted your institution has a class attendance policy. However, the committee is unclear how these policies are communicated to staff. Therefore, your institution must provide written evidence describing your institution's written policies regarding the scheduling of practices and competition to minimize student-athletes' conflicts with class time and/or final examination periods due to participation in intercollegiate athletics. In addition, your institution must demonstrate how these policies are clearly communicated to staff (e.g., published in the appropriate faculty/staff manual, discussed during staff meetings, posted on the institution's Web site).

RESPONSE

It is the policy of the Department of Athletics for coaches to schedule games and practices in a fashion that minimizes missed class time for the student-athlete. More specifically, please note the following:

1. No games can be scheduled during mid-term and final exam periods unless it is approved by the Athletic Director and the Athletic Council or unless it is a conference-scheduled championship.
2. Coaches will schedule practices at times determined to have the minimum level of conflict with classes.
3. Each coach will make every effort to schedule conference and non-conference games during nights and weekends to eliminate missed class times for student-athletes.

The policy regarding the scheduling of practices and competition to minimize student-athletes' conflicts with class time and/or final examination periods due to participation in intercollegiate athletics is clearly communicated to staff through publication in the appropriate faculty/staff manual, is discussed during staff meetings, and is posted on the institution's website.

2.2 Academic Support

CAC ISSUE 1

Operating Principle 2.2 requires an institution to conduct and demonstrate that its academic support services for student-athletes are reviewed and approved periodically by academic authorities outside the department of intercollegiate athletics. In order to demonstrate conformity with this operating principle, an institution must demonstrate that academic support services for student-athletes are subject to a comprehensive review at least once every three years by appropriate academic authorities outside the department of intercollegiate athletics who do not have day-to-day responsibilities in the academic support services area. After reviewing Pages Nos. 39 through 47 of your institution's self-study report, the committee noted study hall, freshman/transfer orientation, academic progress monitoring and reporting, and post-eligibility programs have not been subject to a comprehensive review at least once every three years by appropriate academic authorities outside the department of intercollegiate athletics. Therefore, your institution must provide written evidence that study hall, freshman/transfer orientation, academic progress and monitoring and reporting, and post-eligibility programs have been reviewed by appropriate academic authorities outside the department of intercollegiate athletics who do not have day-to-day responsibilities in the academic-support services area by December 14, 2007. Finally, your institution must ensure that all academic support services for student-athletes are subject to a comprehensive review at least once every three years by appropriate academic authorities outside the department of intercollegiate athletics who do not have day-to-day responsibilities in the academic-support services area.

RESPONSE

Summary of PVAMU Athletics Department Academic Enhancement Unit Evaluation by John P. Gardner

This is a summary of the evaluation of Prairie View A&M University Athletics Department Academic Enhancement Unit. The one-day evaluation was held during the month of July 2006. I had the opportunity to interview Mrs. Felicia Tarver-Davis, Mr. John Cochran, and Mr. Charles McClelland. The Academic Enhancement Unit (AEU) was categorized into three areas: advisement, tutorial, and tracking. The AEU manager is Mrs. Felicia Tarver-Davis and her assistant is Mr. John Cochran.

Advisement

Mr. Cochran's work is divided between advisor for University College, head coach of men and women tennis, and advising freshmen student-athletes. According to Mr. McClelland, PVAMU Athletic Director, Mr. Cochran is in charge of advising all freshmen student-athletics via University College. However, there is a miscommunication between University College and the Department of Athletics as to Mr. Cochran's job responsibilities in University College.

In University College, Mr. Cochran's job is to advise all freshmen not living in University College. He is not responsible through UC for all freshmen student-athletes. As far as freshmen student-athlete records, Mr. Cochran did not have any academic files on the student-athletes. All the files were maintained in the office of the Compliance Officer. There was also a lack of communication between the student-athletes and Mr. Cochran in regarding adding and dropping classes which directly affects the student-athlete percentage of completion mandated by the NCAA. There was no evidence of centralized advising for the other student-athletes as well.

Tutorials and Tracking

Mrs. Felicia Tarver-Davis' job assignment is divided between coaching soccer and managing academic enhancement for the Department of Athletics. Ms. Tarver-Davis was directly in charge of the tutorial lab or study hall. There was an insufficient number of tutors and computers available to the student-athletes in study hall. However, student-athletes are allowed to use the tutorial lab in the Center for Academic Support located in the John B. Coleman Library. Study hall hours of operation were between the hours of 8:00a.m. and 5:00 p.m. All student-athletes are required to attend study hall for a prescribed length of time.

According to Mr. McClelland, Mrs. Tarver-Davis was also in charge of tracking student-athletes' academic progress throughout the semester by using a progress report form. The student-athletes are to have each of their instructors to complete the form and the student-athlete is to return the form to Ms. Tarver-Davis. However, Ms. Tarver-Davis indicated that each coach was using his/her own tracking system, and she didn't have any record of the progress reports.

Recommendations

1. Due to the high work volume of the Academic Enhancement Unit (AEU), there should be a fulltime manager of this unit.
2. The advisement office of AEU should maintain academic files and current degree audits of all student-athletes.
3. All student-athletes should be advised by the AEU academic advisor prior to each academic year on the courses needed to maintain academic eligibility for the upcoming year.
4. The AEU should coordinate with the registrar's office to flag all student-athletes and require an AEU signature for student-athletes to alter their schedules.
5. The AEU's study hall hours of operation should be extended beyond normal class times.
6. The AEU needs to identify high failure rate courses and hire tutors for those areas.
7. The AEU should have study hall for student-athletes that are away on trips. Tutors should travel with the team to help during study hall.
8. The Department of Athletics should acquire a faculty liaison to travel with teams that are away for two or more days to administer assignments from the student-athletes' professors. This will reduce student-athletes missing assignments for classes during athletic events.
9. There is a need for more computers in the study hall.
10. AEU should develop an electronic student-athlete progress tracking system. The system would allow the AEU office to electronically ascertain student-athlete progress reports directly from the faculty.
11. The AEU should visit other AEU's from around the state to develop best practices for Prairie View A&M University Department of Athletics.

The aforementioned review and report was conducted in 2006. The review did not address freshman/transfer orientation or post-eligibility programs. A subsequent review will be conducted during the Fall 2007 semester and will include each of the four services highlighted in the review by the committee. The recommendations outlined in the 2006 report will be addressed after the subsequent review. If any of the same issues are revealed in the subsequent review, the reviewer, in collaboration with the Office for Academic and Student Affairs, the Athletic Council, and Athletics Director, will outline a time-sensitive improvement plan to address each issue. The report will be compiled and submitted to the Commission by December 14, 2007 as required.

Equity and Student-Athlete Welfare

Dr. Laretta F. Byars, Chairperson

Dr. Kelvin K. Kirby, Co-Chairperson

3.1 Gender Issues

CAC ISSUE 1

Operating Principle 3.1 requires an institution to list all strategies for improvement imposed by the committee during its first-cycle certification decision. In each case, the institution must provide (a) the original "strategy" imposed; (b) the actions 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. After reviewing Page No. 54 of your institution's self-study report, the committee noted that your institution did not provide the (a) through (d) analysis for the following items that were listed as strategies for improvement for Operating Principle 3.1 in its first-cycle decision:

1. Develop and submit an institutional plan to address the Division I financial aid minimum requirements to ensure full and stable opportunities for its student-athletes;
2. Describe how the institution's allocation of student fees is determined and provide evidence that the university's reliance on student fees for some of the goals noted in the university's gender-equity plan will provide full and stable opportunities for its student-athletes in the future;
3. Provide a report on all aspects of the university's gender-equity plan that have been implemented; and
4. In light of the fact the football coaching staff is the only team staff that appears to have no other responsibilities outside of coaching, analyze the institution's staffing issues as it relates to the equitable treatment of male and female teams and staff members.

Therefore, your institution must provide written evidence of its (a) through (d) analysis for the aforementioned strategies for improvement imposed by the committee for Operating Principle 3.1 in its first-cycle decision.

RESPONSE

Documents will be available to serve as evidence of the corrective actions taken. Evidence will be provided to illustrate: (1) Increase in female-athlete scholarships; (2) Implementation of a fair usage plan for both male and female student-athletes to gain access to the weight room; (3) Increase in female sports and female assistant coaches, and (4) Equity increases for female coaches.

CAC ISSUE 2

Operating Principle 3.1 requires an institution to demonstrate a commitment to, and the progression toward, the fair and equitable treatment of both male and female student-athletes and athletics department personnel. In order to demonstrate conformity with this operating principle, an institution must conduct an evaluation of all 13 specified program areas for gender issues by:

- a. Describing how the institution has ensured a complete study of each of the areas;

- b. Providing data demonstrating the institution's status/commitment across each of the areas;
- c. Identifying areas of deficiency and commenting on any trends; and
- d. Explaining how the institution's future plan for gender equity addresses each of the areas.

After reviewing Page Nos. 56 through 66 of your institution's self-study report, the committee is unclear whether your institution provided data demonstrating your institution's status/commitment across the following areas:

- 1. Travel and per diem allowance;
- 2. Tutors; and
- 3. Medical and training facilities and services.

Therefore, your institution must provide complete data demonstrating your institution's status/commitment, including resource allocation, in the gender-issues program areas noted above. Further, your institution must revise its gender-issues plan if any deficiencies are revealed. Finally, your institution must demonstrate that its revised gender-issues plan was developed with broad-based participation and has received formal institutional approval.

RESPONSE

Travel Expenditures			
Academic Year	Male Sports	Female Sports	Not Allocated by Gender
2003-2004	\$256,473	\$225,396	\$23,547
2004-2005	\$238,990	\$176,824	
2005-2006	\$237,940	\$170,142	

Tutors: All student-athletes, male and female, have the same access to quality tutors.

The University provides tutoring services for all students. In addition, departmental and grant programs, with academic foci, provide tutorial services for respective student populations. Some students in these populations are student-athletes. Students serving as tutors are hired based on subject matter ability in the area they will tutor. The University's general tutorial services hire male and female tutors. Generally, there is equity in the number of tutors serving students. In specific disciplines, the mix usually reflects that discipline's enrollment. However, in all cases, there is no delineation between tutor provided services for male or female students and especially that of student-athletes. Furthermore, no team sport at the University provides tutors that are exclusively for the team members of that sport.

Medical Expenditures			
Academic Year	Male Sports	Female Sports	Not Allocated by Gender
2003-2004			\$199,270
2004-2005			\$151,445
2005-2006			\$243,977

CAC ISSUE 3

Operating Principle 3.1 requires an institution to demonstrate a commitment to, and the progression toward, the fair and equitable treatment of both male and female student-athletes and athletics department personnel. In order to demonstrate conformity with this operating principle, an institution must conduct an evaluation of all 13 specified program areas for gender issues by:

- a. Describing how the institution has ensured a complete study of each of the areas;
- b. Providing data demonstrating the institution's status/commitment across each of the areas;
- c. Identifying areas of deficiency and commenting on any trends; and
- d. Explaining how the institution's future plan for gender equity addresses each of the areas.

After reviewing Page Nos. 56 through 66 of your institution's self-study report, the committee is unclear if your institution fully described how it has ensured a complete study for purposes of the self-study of each of the 13 gender-issues program areas. The committee believes a thorough review is crucial to the development of a comprehensive gender-issues plan. Therefore, your institution must describe how it ensured a complete study of each of the 13 gender-issues program areas for purposes of the self-study. Further, your institution must revise its gender-issues plan if any deficiencies are identified. Finally, your institution must demonstrate that its revised gender-issues plan was developed with broad-based participation and has received formal institutional approval.

RESPONSE

The subcommittee requested and received documentation from athletic staff personnel relative to issues concerning "Gender Equity". Documents obtained were the Gender Equity Action Plan, Department of Athletics Policies and Procedures, Student-Athlete Policies and Procedures, Athletic Staff Manual, Student-Athlete Advisory Committee Bylaws, Department of Athletics/Sports Medicine and Emergency Action Plan, and Equity in Athletics Disclosure Act (EADA) reports for 2003-04, 2004-05 and 2005-06. After several months of review, the subcommittee held several meetings in conjunction with Athletic Staff personnel to discuss documents submitted for review, and to discuss topics of concerns suggested in the body of the self-study mandate. Other meetings were held with individual athletic staff with particular agendas such as meeting with the Academic Enhancement coordinator to discuss how joint efforts between the University Academic Enhancement interfaced with programs for athlete success. Members of the subcommittee visited facilities and met with student groups. Also, meetings were held with

support staff such as sports medicine and other health services. These and other informational sessions were held on a period of several months.

CAC ISSUE 4

Operating Principle 3.1 requires an institution to develop and implement an institutional plan to address gender equity in the intercollegiate athletics program. Plans for improvement must contain specific goals the institution hopes to achieve, address opportunities for student-athletes and staff, address each of the 13 program areas to be reviewed for gender issues, extend at least five years into the future, be active at all times and receive institutional approval. After reviewing Page No. 68 of your institution's self study report, the committee noted your institution's plan for gender issues does not address each of the 13 program areas. Further, the committee is unclear whether your institution's gender issues plan extends five years into the future and has received formal institutional approval. Therefore, your institution must revise its gender issues plan for improvement to address each of the 13 program areas. Further, the revised gender issues plan must extend at least five years into the future, receive formal institutional and be developed with broad-based participation.

RESPONSE

Seven (7) program areas were identified with no deficiencies. These program areas were assigned goals within the stated Maintenance Plan, responsible persons to monitor these activities with timetables for future review.

The remaining six (6) program areas were identified as needing improvement. Actions, identifiable deficiencies, conform with operating principles, measurable goals, date of completion and responsible persons were outlined as required by Self-Study criteria.

NOTE: The timetable is clearer and more specific on page 68 of the Self-Study.

3.2 Minority Issues

CAC ISSUE 1

Operating Principle 3.2 requires institutions to demonstrate a commitment to, and progression toward, the fair and equitable treatment of all minority student-athletes and athletics department personnel. In order to demonstrate conformity with this operating principle, an institution must conduct an evaluation of the eight specified program areas for minority issues by:

- a. Describing how the institution has ensured a complete study of each of the areas;
- b. Providing data demonstrating the institution's status/commitment across each of the areas;
- c. Identifying areas of deficiency and commenting on any trends; and
- d. Explaining how the institution's future plan for minority issues addresses each of the areas.

After reviewing Page Nos. 71 through 76 of your institution's self-study report, the committee is unclear how your institution has ensured a complete study, for purposes of the self-study, of each of the eight program areas. The committee believes a thorough review is crucial to the development of a comprehensive minority issues plan. Therefore, your institution must conduct a formal, thorough review of its commitment to minority issues in the intercollegiate athletics program by describing how your institution has ensured a complete study, for purposes of the self-study, of each of the eight program areas. Further, after your institution has provided this additional information, your institution must submit a revised minority-issues plan to address any deficiencies revealed during the review. Finally, your institution must demonstrate that its revised plan was developed with broad-based participation and has received formal institutional approval.

RESPONSE

The subcommittee took the following steps to analyze the equitable treatment of minority student-athletes and athletics department personnel: (1) Analyzed the Racial and Ethnic Composition of student-athletes and personnel as reported in supporting self-study tables; (2) Examined the representation of minority students on the Student-Athlete Advisory Committee (SAAC); (3) Examined the list of student-athletes receiving scholarships; (4) Examined the Department of Athletics Mission and the University Mission Statements to seek commitment to serve diverse ethnic students; (5) Examined the Rules and Procedures on Discrimination, Harassment and Privacy to confirm the institution's and Athletic Department's commitment to equal opportunity and access for all student-athletes; (6) Review the publication of the prohibition against discrimination within student-athlete policies and procedures; and (7) Ensure student-athletes have access to formal grievance procedures if they believe they have been a subject of discrimination.

The written statements that speak to minority issues include:

- a. "With special concern for students of all ethnic groups and varied backgrounds ..." - Department of Athletics Mission Statement.

- b. "Prairie View A&M University is a state-assisted institution by legislative designation, serving a diverse ethnic and socioeconomic population." – Prairie View A&M University Mission and Purpose.
- c. "Prairie View A&M University is a member of the Texas A&M University System, and, as such, complies with all applicable state and federal laws and regulations on discrimination, harassment and privacy." "Prairie View A&M University is fully committed to and promotes equal opportunity for all." "No otherwise qualified individual shall, on the basis of race, color, sex, religion, national origin, age, disability or veteran status, be excluded from participation in, be denied the benefit of, or be subjected to discrimination under any program or activity provided by the University in accordance with applicable laws and regulations." – Rules and Procedures on Discrimination, Harassment and Privacy.
- d. "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." "Students who believe they have been subjected to discrimination may use one of the following procedures to resolve their grievance ..." – PVAMU Grievance Policy and Appeals Procedures.

Note: All of the above statements, policies and procedures are provided in the Prairie View A&M University Student-Athlete Policies and Procedures.

The committee proposed an Annual Program Audit and Review process for the Athletics Department to ensure the department is acting consistent with the policies and procedures in support of Minority Issues.

CAC ISSUE 2

Operating Principle 3.2 requires institutions to demonstrate a commitment to, and progression toward, the fair and equitable treatment of all minority student-athletes and athletics department personnel. In order to demonstrate conformity with this operating principle, an institution must conduct an evaluation of the eight specified program areas for minority issues by:

- a. Describing how the institution has ensured a complete study of each of the areas;
- b. Providing data demonstrating the institution's status/commitment across each of the areas;
- c. Identifying areas of deficiency and commenting on any trends; and
- d. Explaining how the institution's future plan for minority issues addresses each of the areas.

After reviewing Page Nos. 71 through 76 of your institution's self-study report, the committee is unclear whether your institution provided data demonstrating your institution's status/commitment across each of the eight program areas. Therefore, your institution must provide data demonstrating your institution's status/commitment across each of the eight program areas. Further, after your institution has provided this additional information, your institution must submit a revised minority-issues plan to address any deficiencies revealed during the review. Finally, your institution must demonstrate that its revised plan was developed with broad-based participation and has received formal institutional approval.

Operating Principle 3.2 requires an institution to develop and implement an institutional plan to address minority issues in the intercollegiate athletics program. Plans for improvement must contain specific goals the institution hopes to achieve, address opportunities for student-athletes and staff, address each of the eight program areas to be reviewed for minority issues, extend at least five years into the future, be active at all times, receive institutional approval and be developed with broad-based participation. After reviewing Page Nos. 76 through 79 of your institution's self study report, the committee noted your institution's plan for minority issues does not address each of the eight program areas. Further, the committee is unclear whether your institution's minority issues plan extends five years into the future, received formal institutional approval and was developed with broad-based participation. Therefore, your institution must revise its minority issues plan for improvement to address each of the eight program areas. Further, the revised minority issues plan must extend at least five years into the future, receive formal institutional and be developed with broad-based participation.

RESPONSE

The proposed Annual Program Audit and Review for the Athletics Department is designed to identify the specific steps and activities required to address all eight areas of the Minority Issues Action Plan. The process will institute a formal review procedure which will receive executive institutional approval and oversight. As of April 5, 2007, the Minority Issues Action Plan was submitted to all executives and subcommittees for review and approval. The Annual Program Audit and Review will be implemented in the same manner. The approving body will consist of the President, Athletic Director, Athletics Self-Study Steering Committee, Chairpersons of Athletics Self-Study Subcommittees, and select personnel.

#26. Do you believe that your coaches were sensitive to the demands on your time while you were a student-athlete? Yes ___ No ___

- A. Please explain.
- B. What recommendations would you suggest for improvement?
- C. Please explain.

#29. In what ways were your special needs as a man or a woman in intercollegiate athletics identified and met?

#30. In what ways were your special needs as a man or a woman in intercollegiate athletics not met?

#31. What improvements would you recommend?

3.3 Student-Athlete Welfare

CAC ISSUE 1

Operating Principle 3.3 requires an institution to provide evidence that the well-being of student-athletes and the fairness of their treatment is monitored, evaluated and addressed on a continuing basis. In order to demonstrate conformity with this operating principle, an institution must demonstrate that it conducts exit interviews via in-person meetings and/or conference calls in each sport with a sample of student-athletes (as determined by the institution) whose eligibility has expired in accordance with NCAA Constitution 6.3.2. In addition, the institution's instrument used to conduct student-athlete exit interviews must contain questions related to the institution's commitment to the academic success of its student-athletes and questions to measure the effectiveness of the institution's mechanisms (e.g., exit interview process) to monitor the well-being of its student-athletes. After reviewing Page No. 82 of your institution's self-study report and the supplemental information submitted on July 12, 2007, the committee noted your institution has an exit interview process for student-athletes. Further, on Page No. 29 of the supplemental information, the committee noted your institution's women's volleyball coach conducts the exit interviews for volleyball student-athletes. However, NCAA Constitution 6.3.2 prohibits coaches from conducting student-athlete exit interviews. In addition, the committee noted your institution did not specify whether the exit interview survey contains questions to measure the effectiveness of your institution's mechanisms (e.g., exit interview process) to monitor the well-being of your student-athletes. Therefore, your institution must provide written evidence that the volleyball student-athlete exit interviews are properly conducted according to NCAA Constitution 6.3.2. Finally, your institution must provide written evidence that the instrument used to conduct student-athlete exit interviews contains questions to measure the effectiveness of the mechanisms (e.g., exit interview process) to monitor the well-being of your student-athletes.

RESPONSE

Coach Alicia Pete, Senior Woman's Administrator is permitted to both coach and conduct exit interviews for all sports except volleyball. Ms. Tolliver conducts the exit interviews for women's volleyball. Copies of exit interviews of volleyball students conducted by Coach Tolliver are available.

The Student-Athlete Exit Interview Form was revised to include questions that relate to Minority Issues and well-being of the student-athlete. A copy of the revised Student-Athlete Exit Interview Form is available.

The following questions are listed in the Student-Athlete Exit Interview Form in efforts to gain specific information concerning student-athlete welfare.

CAC ISSUE 2

Operating Principle 3.3 requires each institution to have established grievance and/or appeal procedures available to student-athletes in appropriate areas. In order to demonstrate conformity with this operating principle, an institution must have grievance and/or appeal procedures in the areas required by NCAA legislation (i.e., transfers and financial aid) and must ensure that grievance and/or appeals procedures are communicated to student-athletes and staff. After reviewing Page No. 83 of your institution's self-study report, the committee noted your institution has grievance and/or appeal procedures in the areas required by NCAA legislation (i.e., transfers and financial aid) and

that these policies are communicated to student-athletes. However, the committee is unclear how these policies are communicated to athletics department staff. Therefore, your institution must provide written evidence regarding how the grievance and/or appeal procedures in the areas required by NCAA legislation (i.e., transfers and financial aid) are communicated to athletics department staff.

RESPONSE

The transfer student-athlete policies are communicated to the Athletics' staff in the Staff Policy Manual and twice each year in the staff meetings. A copy of the August 23, 2007 Staff Meeting Agenda is available and shows that this topic was reviewed by Coach Cochran.

CAC ISSUE 3

Operating Principle 3.3 requires an institution to provide evidence that it has in place programs that protect the health of, and provide a safe environment for, each of its student-athletes. In order to demonstrate conformity with this operating principle, an institution must review its written emergency medical plan for out-of-season workouts, strength training and skills sessions to ensure the plan protects the health of, and provides a safe environment for, its student-athletes. Further, an institution must ensure this plan is communicated to athletics department staff and student-athletes. After reviewing Page No. 85 of your institution's self-study report and the supplemental information submitted on July 12, 2007, the committee is unclear whether your emergency medical plan for out-of-season workouts, strength training and skills sessions is communicated to student-athletes. Therefore, your institution must provide written evidence describing how your institution's written emergency medical plan for out-of-season workouts, strength training and skills sessions is communicated (e.g., via the student-athlete handbook, posted on athletics department Web site) to student-athletes.

RESPONSE

The emergency medical plan for out-of-season workouts, strength training and skills session are communicated to student-athletes in the Student-Athlete Policies and Procedures Manual. Also, all student-athletes meet within the first few weeks of school each semester and discuss the rules, including this plan. A copy of the Agenda for the August 23, 2007 Student Athletes Orientation in which this was discussed by Mr. John Mays is available.

CAC ISSUE 4

Operating Principle 3.3 requires an institution to provide evidence that it has in place programs that protect the health of and provide a safe environment for its student-athletes. In order to demonstrate conformity with this operating principle, an institution must review its travel policies (e.g., passenger vans, buses, permissible drivers, length of trips) as they relate to student-athletes to ensure those policies protect their health and provide a safe environment. Further, institutions must ensure these policies are communicated to athletics department staff and student-athletes. After reviewing Page No. 84 of your institution's self-study report and the supplemental information submitted on July 12, 2007, the committee noted your institution has travel policies. However, the committee is unclear whether these policies are communicated to student-athletes. Therefore, your institution must provide written evidence describing how your institution's travel policies are communicated (e.g., via the student-athlete handbook, posted on athletics department Web site) to student-athletes.

RESPONSE

The University travel policies are written in the Student-Athlete Policies and Procedures Manual and posted on the University web site. The policies are reviewed with the students during the Student-Athlete Orientation held the first few weeks of each semester. A copy of the Agenda for the last Student-Athlete Orientation in which this was discussed by Coach Wilson is available.

The transfer student-athlete policies are communicated to the Athletics' staff in the Staff Policy Manual and twice each year in the staff meetings. A copy of the August 23, 2007 Staff Meeting Agenda is available and shows that this topic was reviewed by Coach Cochran.
