

Northern Arizona University

1.2 Rules Compliance

1 NCAA Operating Principle 1.2 requires that an institution demonstrate a clear and unambiguous commitment to rules compliance is a central element in all personnel matters for individuals involved in the intercollegiate athletics program. In order to demonstrate conformity with this operating principle, an institution must provide written evidence that all individuals inside the athletics department have statements regarding the importance of rules compliance in all of the following documents: contracts or letters of appointment, performance evaluations and job descriptions. After reviewing Page No. 28 of your institution's self-study report, the NCAA Division I Committee on Athletics Certification (hereafter referred to as "committee") noted coaches and athletics administrators have statements regarding the importance of rules compliance in their contracts. However, the committee is unclear if a statement regarding the importance of rules compliance is included in job descriptions and performance evaluations for all coaches and administrative staff inside the athletics department. Therefore, your institution must provide written evidence by December 19, 2008, that all coaches and administrative staff inside the athletics department have statements regarding the importance of rules compliance in all of the following documents: contracts or letters of appointment, performance evaluations and job descriptions.

Institution Response to CAC Analysis

Question 6 Page 28. See revised Plan for Improvement

Question 6 Page 28. A statement regarding the importance of rules compliance has been included in each job description, contract, performance evaluation etc. for all positions within athletics (e.g., coaches, assistant coaches and all administrative staff) who are involved in rules compliance activities. The language clarifies their responsibility for ensuring that university, Big Sky Conference and NCAA rules are followed within the context of their job. Satisfactory rules knowledge and rules compliance are conditions of employment and coaches, assistant coaches, and athletic administrators will be evaluated on this aspect of their performance. Coaches, assistant coaches, and athletic administrators are expected to fully participate and cooperate in compliance related activities, procedures, and evaluations.

Athletics Certification Committee Analysis Report with Institution Responses

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Elements	Goals	Steps		
Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/ Officers Responsible for Implementation	S p e c i f i c Timetable for Completing the Work
1. Need for a formal annual review mechanism of ongoing compliance updates for documentation purposes and a means of reporting to the President	Rules compliance updates are documented on an ongoing basis.	Using the spreadsheet created in May, 2007, document all compliance updates for an annual review and to report to the President.	Associate AD/ Compliance or assigned.	September, 2008.
2. Need for statements regarding the importance of rules compliance to be added in contracts or letters of appointment, performance evaluations, and job descriptions for all coaches, assistant coaches and administrative staff inside the athletics department.	Statements regarding rules compliance will be included in contracts or letters of appointment, performance evaluations, and job descriptions for all coaches, assistant coaches and administrative staff inside the athletics department.	Language regarding rules compliance will be drafted and included in all necessary documents for all coaches, assistant coaches and administrative staff inside the athletics department.	SWA and NCAA Liaison.	September 2008.
3. Need to design and use consistent criteria to conduct annual performance evaluations of coaches.	All coaches will be annually reviewed using consistent criteria for their respective performance evaluations.	The following criteria was designed and will be used by all senior athletics administrators for conducting performance evaluations of coaches and includes: Academic Standards, Compliance with NCAA, BSC, and University Rules, Student-Athlete Behavior, Community Service Accomplishments, Staff & self community service, Budget, Meet revenue generating objectives, Working cooperatively, Fundraising Events, Athletic Success, Positive Student-Athlete and staff experience, and other items including staff development.	Associate AD/SWA or assigned	September, 2008

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2.2 Academic Support

1 Operating Principle 2.2 requires that an institution's academic support services for student-athletes must be reviewed and approved periodically by academic authorities outside the department of 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 academic authorities outside of athletics who do not have day-to-day responsibilities in the academic support services area. After reviewing Page Nos. 58 through 67 of your institution's self-study report, the committee noted the academic support services provided for your student-athletes in the areas of study hall, academic progress monitoring and reporting, and mentoring have not been reviewed and approved in the last three years. Therefore, your institution must provide written evidence that its academic support services for student-athletes in the areas of study hall, academic progress monitoring and reporting, and mentoring have been subject to a comprehensive, written review and approval by academic authorities outside the department of athletics who do not have day-to-day responsibilities in the academic support services area. Further, institutions must involve on-campus personnel as participants in the review of academic support services (e.g., academic board, undergraduate education office, provost office). In addition, your institution must describe any relevant corrective actions planned or implemented from the recommendations contained in the academic support services review. Further, this review must be conducted by December 19, 2008. Finally, your institution must ensure that this review will occur at least once every three years in the future.

Institution Response to CAC Analysis

Question 5, area 4, 6, and 9 pages 58 through 67. See revised Plan for Improvement.

See the following Review of Academic Support Services conducted in September 2008.

Review of Academic Support Services in Response to CAC Analysis of NAU's NCAA Self-study

In response to the request by the Committee on Athletics Certification (CAC), an academic support services review in the areas of study hall, academic progress monitoring and reporting and mentoring was conducted by authorities outside of Northern Arizona University's athletics program in September 2008. The review committee was appointed by the Associate Vice President of Student Affairs and consisted of the Vice Provost for Academic Affairs, Executive Director of Educational Support Services, Assistant Director of Educational Support Services, Director of Gateway Student Success Center and the Academic Transition Programs Coordinator.

The second operating principle, Academic Integrity, examines two academic areas: academic standards (2.1) and academic support (2.2). This review addresses academic support services (2.2) specifically, the student-athlete support services and processes of study hall, academic progress monitoring and reporting and mentoring. To review these three academic support areas, the five points listed to evaluate operating principle 2.2/academic support were utilized.

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STUDY HALL

Documents and information reviewed to evaluate the availability, facilities, and mandatory attendance for study hall included:

1. Policy for mandatory attendance for study hall
2. Who monitors study hall and how are monitors assigned
3. Orientation information for study hall monitors
 - Policy & Procedure Manual 202.1 addressing study hall procedures and expectations
 - Study Hall Monitor Information
 - Study Hall Monitor Schedule
 - Study Hall Criteria
 - Study Hall Record Form
4. 2006 Study Hall Policy/Requirements
5. Interviews conducted with Academic Coordinator and Senior Woman Administrator (SWA)
6. 2007 Study Hall Policy/Requirements
7. Fall 2007 Study Hall Evaluation
8. 2008 Study Hall Policy/Requirements
9. Sign-in sheet Form
10. Study Hall and/or Attendance Policy Exemption Form

Following the Academic Policy 202.1 in the athletics policy and procedures manual, study hall is mandatory for first time, full-time student-athletes and in-coming transfer student-athletes. These student-athletes are required to complete seven hours of study time beginning with the second week of classes through Reading Week. The seven hours may include tutoring by the Learning Assistance Centers (LACs), organized study groups facilitated by tutors, graduate assistants or faculty from the academic colleges and other academic related activities that are approved by the Athletics Academic Department Staff. The study hall criteria, given to each first year student-athlete during orientation, states:

- First year student-athletes can be excused from study hall after their 1st FT term if they received a semester GPA of 3.0 or higher;
- First year student-athletes can be excused from study hall after their 2nd FT term if they have a cum GPA above a 2.50; and
- Continuing student-athletes are required to attend study hall if their cum GPA is 2.50 or below

Transfer student-athletes can be exempt from study hall and/or attendance only if coaches and academic coordinators decide the situation is appropriate. (see Exemption from Study Hall and/or Attendance Policy form in the policy & procedures manual)

Graduate assistants and post-eligibility student-athletes currently monitor the study hall program in athletics. This responsibility is included in the graduate assistant's job description while post-eligibility students are required to work 20 hours a week as part of their financial aid package. Study hall monitors are assigned based on availability and schedules of those involved.

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Consequences for missing study hall are based on a team by team (or coach by coach) basis and are dealt with individually. For example, some coaches require a 6am study hall (WBB), while soccer, FB has consequences during practice, as well as additional study hall added to the next week. Chronic problems with missing study hall hours can include missing competitions. The coach will communicate with academic coordinator what the consequences will be.

Academic coordinators conduct a required orientation at the beginning of each academic year for all study hall monitors. During this orientation, monitors are informed of department's study hall policy and procedures and are provided with information about effective study hall management. The academic coordinators provide each study hall monitor with a study hall schedule for the semester, study hall criteria, study hall requirements, and a copy of the study hall record form. Academic coordinators also provide study hall monitors with specific sport preferences for study hall as noted below.

Men's basketball requires their student athletes to complete nine hours of study hall. All hours are monitored by their assistant coaches, and the study halls are located in the basement of the duBois center and in the South Learning Assistance Center (SLAC).

Women's basketball requires their student athletes to complete seven hours of study hall. Three hours are monitored by their assistant coaches, and the rest of their hours are completed in the regular academic study hall.

Soccer requires their student athletes to complete eight hours of study hall. Two hours are monitored by their head and assistant coaches, and the rest of their hours are completed in the regular academic study hall. Also, all incoming soccer student-athletes that participate in study hall in the fall semester are required to complete eight hours in the spring. If they achieve a 3.5 GPA during midterms of the spring, they are exempt from the study hall program.

After the fall 2007 semester, the academic coordinators conducted an evaluation of the study hall program. A five question evaluation was distributed to sixty-nine student-athletes. Three questions asked student-athletes to rate the effectiveness of study hall, the effectiveness of the group study area in the library and the over-all impression of study hall monitors using a scale from 1 to 10. Two open-ended questions solicited ideas about changing the study hall process and for additional comments. While the responses to the open-ended questions were not available for this review, results were available from the three questions asking student-athletes to rate the effectiveness of study hall, the study area, and over-all impressions of study hall monitors. Reporting the mode for each of these questions, the responses are as follows:

The effectiveness of study hall: 7.5

The effectiveness of the group study area in the library: 4.0

The effectiveness of study hall monitors: 4.0

Using the findings from the 2007 evaluation of study hall as well as following the recommendations from the Intercollegiate Athletics Committee (IAC)—(see the external review of academic progress monitoring and reporting), the academic coordinators in athletics moved the study hall location from the library (north campus) to the College of Social & Behavioral Sciences (south campus) and closer to the athletics department. In spring 2008, academic coordinators also began conducting required formal orientation for study hall monitors.

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RECOMMENDATIONS

The external review conducted to evaluate the availability, facilities, and mandatory attendance for study hall showed the Policy & Procedures Manual (202.1) needs to be updated to reflect the Exemption from Study Hall and/or Attendance Policy form. The Exemption from Study Hall and/or Attendance Policy form should be revised to clearly explain the exemption policy. The Policy & Procedures Manual (202.1) was updated on September 29, 2008 and the study hall and/or attendance policy form was revised on September 25, 2008.

SEE REVISED PLAN FOR IMPROVEMENT

ACADEMIC PROGRESS MONITORING & REPORTING

Documents and information reviewed to assess the individual's responsibility, frequency, procedures for periodic grade and attendance checks for academic progress monitoring and reporting consisted of:

1. Policy & Procedure Manual 202.1 addressing academic advisement and 202.3 addressing academic policies for coaches concerning advising and progress reports
2. Spring 2005 Mid-term Academic Progress Report Summaries
3. Fall 2005 Mid-term Academic Progress Report Summaries
4. Spring 2006 Mid-term Academic Progress Report Summaries
5. Fall 2006 Mid-term Academic Progress Report Summaries
6. Spring 2007 Mid-term Academic Progress Report Summaries
7. Fall 2007 Mid-term Academic Progress Report Summaries
8. Interviews conducted with Academic Coordinator and Senior Woman Administrator (SWA)
9. Action Plan Form
10. Mid-Semester Progress Report Form
11. Revised 2007 Attendance Policy
 - a. Spring 2008 Consequence Summary Sheet

The academic policy and procedure 202.1 states:

All student-athletes will have progress reports completed once a semester. Student-athletes who receive a "D" or "F" on a progress report will be required to complete an Action Plan (verbal or written) with the faculty for the course in which the "D" or "F" was received.

Academic policies for coaches (202.3) include the role of coaches in the progress reports and action plans which states:

When paper progress reports are distributed and the follow up action plans are distributed, the coaches are required to enforce the completion of the reports and follow the established timeline.

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A review of the mid-term progress report forms, the action plan forms, and the six mid-term academic progress report summaries was conducted. Frequency distributions were compiled from the six mid-term academic progress report summaries using the number of D and F grades for each student-athlete and subsequent action plans. Results showed inconsistencies exist between the number of D and F grades and subsequent action plans. Interviews conducted with the academic coordinator and SWA did shed light on these discrepancies. Both the academic coordinator and SWA indicated while both written and verbal action plans exist, the athletics department currently does not track verbal action plans made with faculty members.

While conducting the institution's second cycle review for recertification, the Intercollegiate Athletics Committee (IAC) was modifying the attendance policy. In the fall of 2007, the IAC revised the attendance policy, moving the location of study hall and the availability of study hall to student-athletes and creating a list of consequences to subsequent study hall and class attendance offenses. Study hall is available to first time, full-time student-athletes, and all student-athletes regardless of GPA, supervised by four study hall monitors in the College of Social & Behavioral Sciences on south campus.

Per the IAC, the following are the consequences for missing study hall and/or academic classes. This information is also provided to all student-athletes and coaches during freshman orientation.

Student-athletes who have a 2.25 cum GPA or are a first year and did not receive a 3.0 after their first term are required to participate in the Attendance Checks.

Attendance checks are due to your ACADEMIC COORDINATOR once a week. Academic services will collect all attendance check forms.

—1st offense: Email notification to student, coach, academic coordinator, and sport supervisor.

—2nd offense: (same class): Missed practice, or any activity counted towards weekly countable hours. Example: Weight training, conditioning, or practice.

—3rd offense (same class): Missed competition. If a student-athlete is out of season and there aren't any more competitions, or their season has concluded, punishment will carry over to first competition in next season.

*If eligibility is exhausted, student will have a financial hold put on account via Associate AD/ Compliance.

*Medical/Redshirt and injured athletes will be subject to other consequences, which may include putting a financial hold on their account.

3 class sessions per week: Consequence is in normal order of offense as stated above

2 class sessions per week: Consequence is immediately considered a 2nd offense

1 class session per week: Consequence is immediately considered a 3rd offense

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Exceptions for missed class punishments:

1. Team travel
2. Funeral
3. Wedding
4. Illness
5. Certain extenuating circumstances (Documentation would need to be provided)

During spring 2008, the academic coordinators compiled a spreadsheet of those student-athletes receiving consequences for missed study hall and/or class. Unfortunately, one academic coordinator is no longer with Northern Arizona University and her data is not available. However, a review of the spreadsheet from the remaining academic coordinator revealed:

1st offense: 7 student-athletes

2nd offense: 7 student-athletes

3rd offense: 2 student-athletes

Information gathered from the interview conducted with the academic coordinator included future plans to continue completing the tracking form each semester and providing results to the IAC.

RECOMMENDATIONS

The external review conducted to assess the individual's responsibility, frequency, procedures for periodic grade and attendance checks for academic progress monitoring and reporting revealed the Policy & Procedures Manual (202.1) needs to be revised to include "written or verbal" action plans and to document verbal action plans in athletics tracking documents. The Policy & Procedure Manual (202.1) was revised September 29, 2008. Documentation of verbal action plans are currently being tracked in a spreadsheet that is updated by academic coordinators after each mid-term academic progress report.

SEE REVISED PLAN FOR IMPROVEMENT

MENTORING

Documents and information reviewed to evaluate the availability of mentors, identification and assignment methods and frequency of interaction included:

1. Policy & Procedure Manual
 - a. 202.1 addresses mentoring and EPS 199
2. NCAA information and materials for CHAMPS/Life Skills Program
CHAMPS/Life Skills Advisory Team Initial Meeting Info
3. CHAMPS/Life Skills Advisory Team Roster
4. CHAMPS/Life Skills agendas and minutes for 3/12/2008 and 5/23/2007 meetings
6. Mentor Report Form
7. January 2007 Needs Assessment of CHAMPS/Life Skills Program
8. Fall 2007 Evaluation of EPS199
9. Interviews conducted with Academic Coordinator and Senior Woman Administrator (SWA)

The policy and procedures manual for mentoring (202.1) states:

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Each year approximately 50-75 first year student-athletes will be selected to participate in NAU's ProActive Mentor program which targets students who Lumberjack Academics believes may benefit from academic mentoring. Student-athletes are selected based on incoming gpa's/ test scores and coaches recommendation. Student-athletes are expected to attend a weekly meeting with their assigned academic coordinator or graduate assistant as well as their respective coach. Student-athletes are expected to attend all meetings and to report on their progress in each class.

Mentoring or ProActive Mentoring is lead by the academic coordinators or graduate assistants. Mentors meet once a week with their mentees to ensure the athlete is on track academically, to go over scores on assignments, tests, etc. and to inquire how the student-athlete is doing in their social and emotional lives. Other areas concentrated on during mentoring are study skills specific to the learning needs of each student athlete, time management techniques, organizing and introducing them to tutors, etc.

Student-athletes are eligible for mentoring based on GPA and the coach's discretion. All incoming student-athletes meet with the academic coordinators or graduate assistants (unless agreed upon by both Academic Coordinator and coaching staff). At-risk students (those with a 2.25 CUM GPA and below) as well as those at-risk incoming and returning student-athletes meet with the academic coordinators while graduate assistants meet with the non-at risk student-athletes.

The academic policy 202.1 also notes the purpose of the EPS 199 course—CHAMPS/Life Skills Program:

EPS 199 is a course designed by a partnership between Lumberjack Athletics and the Academic Transition Programs Coordinator. The course will assist student-athletes with career, personal and academic development, provide diversity education and provide NCAA education regarding eligibility, rules & regulations. It is highly recommended that all freshmen student-athletes take the course during their first year of enrollment—fall semester— at NAU. This class is only offered during the fall semester.

The National Collegiate Athletics Association (NCAA) provides supplemental academic and personal growth materials—CHAMPS/Life Skills Program—to interested institutions. The NCAA offers orientation and continuing education conferences for all institutions utilizing the CHAMPS/Life Skills Program. The purpose of orientation is to introduce new coordinators to the NCAA CHAMPS/Life Skills Program, as well as to provide an opportunity to network and share tools and strategies for being a CHAMPS/Life Skills Coordinator.

The two-day program includes an introduction to materials and resources available to coordinators, group brainstorming sessions on programming ideas and presentations by current Life Skills Coordinators.

Every CHAMPS/Life Skills school is eligible to send a representative to Orientation each year, regardless of year of initiation to the program. However, new schools are required to send at least one representative in order to become a member of the NCAA CHAMPS/ Life Skills Program and take advantage of the program's resources and opportunities.

The NCAA supplies binders for the CHAMPS/Life Skills Program, referred to as EPS 199 at Northern Arizona University. Instructional and workbook materials are an essential component of the CHAMPS/ Life Skills Program. Listed below are the subjects of each program binder:

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The Academic Commitment

- Study Skills
- Goal Setting and Time Management
- Tutoring and Structured Study Sessions
- Orientation and Assessment
- Academic Counseling and Advising
- Registration in a Meaningful Curriculum
- Scholarship Application
- Awards, Honors and Recognition

The Personal Development Commitment

- Nutrition
- Disordered Eating Prevention Education
- Establishing Relationships and Developing Sexual Responsibility
- Developing Self-Esteem
- Stress Management
- Alcohol Choices and Addictive Behavior
- Dealing with Depression and Grief
- Interpersonal Communications
- Media Relations
- Personal and Social Development
- Manners and Etiquette
- Dealing with Authority
- Understanding and Celebrating Diversity
- Fiscal Responsibility
- Violence Prevention
- Leadership

The Career Development Commitment

- Career Development
- Freshman - Senior Years
- Post-College
- Agents
- Alumni Career Network
- Life After Sports Seminar

The Service Commitment

- Service Commitment
- Speakers Bureau
- Play Active Sports Program
- Mentoring
- Peer Education and Counseling
- Student-Athlete Assistance Program

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The Athletics Commitment

- Coaching and Evaluations
- Departmental Operations
- Support Programs
- Exit Interviews

The academic coordinator provides information about the CHAMPS/Life Skills Program and a team roster to the advisory team at the initial annual meeting. This 12 member, campus-based group (faculty or staff) is committed to the well-being of student-athletes, understands the lives of student-athletes, and are willing to create innovative ways to support student-athletes. This advisory team meets two to three times a semester and is focused on five key areas: athletic excellence, academic excellence, personal development, career development and community service.

The review of two CHAMPS/Life Skills advisory team meetings (agendas and minutes from 5/23/07 and 3/12/08) showed the meetings had low attendance by mentors, yet strides have been made to improve attendance by increasing communication and removing members that are not able to attend meetings, replacing them with members that are more available.

From two past meetings, the agendas reviewed noted the following was discussed:

From 5/23/07:

- Introductions of the Advisory Team
- Review of CHAMPS/Life Skills Program
- NAU Athletic Department Goals
- Short Term: gather ideas/resources available around campus
- Brainstorm on effective programming
- Long Term: initiate new programming for 2 components of the NCAA CHAMPS/Life Skills Program for the 2007-2008 year
- What has been done in the past?
- Brainstorming of New Ideas

From 3/12/08:

- Welcome
- Review of Action Items
- Athletic Career Brochure: given to SAAC
- Etiquette Dinner: Meghan
- Career Connections: sent to our members, no feedback
- Tutors
- Spring Programming: Alcohol Awareness
- Overview & Feedback
- Events on Campus

A review of the mentor report form and the mentor lists from 2004, 2005, 2006, and 2007 was conducted showing a consistent number of student-athletes involved in the ProActive Mentor program at Northern Arizona University—50-75 student-athletes each year.

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In January 2007 the academic coordinators implemented a needs assessment of the CHAMPS/Life Skills Program to forty-four student-athletes. Designed and mandated by the NCAA, the anonymous 51 question survey was created to identify workshops and opportunities that would be helpful to supplement the academic and athletic experiences of student-athletes. The instrument consisted of four demographic questions and forty-nine likert scaled questions (1-5) asking student-athletes to indicate the extent they agree or disagree with each question. Positive responses are considered as strongly agree or agree (1 or 2 respectively), while neutral or negative responses are indicated as neutral, disagree, or strongly disagree (3, 4, and 5 respectively). Issues examined in the survey included academic, athletic, personal development, career development and service. A frequency distribution was conducted on the forty-five scaled questions. Noting the mode for each question, student-athletes reported positive responses to forty-two of the questions, indicating they strongly agreed or agreed with three questions receiving lower modal scores. Student-athletes reported they were neutral for the questions: "I use a variety of coping strategies that are effective in reducing my stress" and "I would obtain counseling services if I were having difficulty resolving an issue (e.g., relationship problems, stress, grief, depression, or anxiety," while student-athletes reported they disagree with the question: "I am rarely overly critical of myself." Academic coordinators discussed these findings at the annual NCAA CHAMPS/Life Skills continuing education conference as well as with athletic administrators.

In fall 2007 the academic coordinators evaluated EPS 199 using a likert scale (1-5) to rate the following areas: academic excellence, personal development, athletic excellence, career development community service and assignments. Using a frequency distribution, a mean score of 3.9 was found to describe the overall results of the evaluation with no category receiving less than a 3.4 rating.

RECOMMENDATIONS

The external review conducted to evaluate the availability of mentors, identification and assignment methods and frequency of interaction indicate the Policy & Procedures Manual (202.1) needs to be updated to reflect the title change of the EPS 199 academic authority and the number of student-athletes participating in the mentoring program each year. This update was completed September 29, 2008.

SEE REVISED PLAN FOR IMPROVEMENT

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Elements	Goals	Steps		
Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
1. Process for documenting hours earned toward a student-athlete's degree is a priority for the Athletics Department and the University.	Monitor student-athletes' degree progress toward their degrees in a timely manner.	Require athletes to continue the practice established in the GSSC during their first year.	Academic Coordinators in Athletics and the Academic Advising Coordinators in the colleges.	This new policy is scheduled to begin in Fall 2008.
	Develop a process that will place advising holds on all student-athlete accounts every term to prevent enrollment and require academic advising.	Student-athletes are to talk with an academic advisor to make sure that they are making appropriate choices to successfully complete their degrees in a timely manner.	Academic Coordinators in Athletics and the Academic Advising Coordinators in the colleges.	This new policy is scheduled to begin in Fall 2008.
2. External review of study hall, academic progress monitoring & reporting and mentoring in Athletics.	Establish criteria for assessing study hall, academic progress monitoring & reporting and mentoring.	For Study Hall: Consult with the Director of Educational Support Services to develop criteria for assessment of the study hall program in athletics.	Executive Director of Educational Support Services and Vice Provost for Academic Affairs.	September 2008 and every three years.
		For Academic Progress Monitoring & Reporting: Consult with the Director of Gateway Student Success Center and the Director of Educational Support Services to develop criteria for assessment of this area.	Vice Provost for Academic Affairs.	September 2008 and every three years.
		For Mentoring: Consult with the Academic Transitions Program Coordinator to develop criteria for mentoring.	Vice Provost for Academic Affairs.	September 2008 and every three years.
	Institutionalize a three-year review process for study hall, academic progress monitoring & reporting and mentoring.	Incorporate criteria into three year Academic Support Services Review.	Vice Provost for Academic Affairs.	September 2008 and every three years.
		Develop detailed process for Academic Support Services Review and work with the chair of the Intercollegiate Athletics Committee to implement the process.	Vice Provost for Academic Affairs.	September 2008 and every three years.

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Elements	Goals	Steps		
Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
		Formalize approval of the Review and the implementation of recommendations.	Vice Provost for Academic Affairs.	September 2008 and every three years.
		Charge the Intercollegiate Athletics Committee (IAC) with the review of study hall, academic progress monitoring & reporting and mentoring as part of a three year Academic Support Services Review.	Vice Provost for Academic Affairs.	September 2008 and every three years.

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3.3 Student-Athlete Well-Being

- 1** Operating Principle 3.3 requires an institution to provide evidence that the well-being of its 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'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. 154 of your institution's self-study report, the committee noted your institution has an exit interview process in place for student-athletes. However, the committee is unclear whether the exit interview instrument contains questions related to your institution's commitment to the academic success of your student-athletes and 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 instrument used to conduct student-athlete exit interviews contain questions related to your institution's commitment to the academic success of student-athletes and questions to measure the effectiveness of the mechanisms to monitor the well-being of your student-athletes.

Institution Response to CAC Analysis

To provide evidence that the well-being of Northern Arizona University's student-athletes and the fairness of their treatment are monitored, evaluated, and addressed on a continuing basis, the Senior Woman Administrator (SWA) appointed a committee, consisting of the athletics Business Manager, the Head Athletic Trainer, and the Assistant Coach for Women's Basketball to revise the current senior exit instrument. The committee met during August and September 2008 and drafted a revised instrument, addressing the following areas: time demands, academics, coaching, general and administrative information, student services, and compliance. The Athletics Academic Coordinator, Compliance staff, Director of Media Relations and student-athletes provided feedback on the revised instrument to the committee. The Assessment Coordinator in Student Affairs reviewed the instrument's reliability, validity, and question design.

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Elements	Goals	Steps		
Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
1. Address inconsistencies and enhance NAU's Student Athlete Senior Exit Interviews	Create a consistent interview process to improve the senior exit interviews.	Clearly explain the purpose of the interview process.	Sport Supervisors	Fall 2008 Handbook
		Create protocol for interview follow up.	SWA, AD	Summer 2008
		Include rating system.	SWA, AD	Summer 2008
		Include Senior/Exit Interview policy in the Student-Athlete Handbook.	SWA, Academic Coordinator	Summer 2008
	Include questions to address academic success and effectiveness of the exit interview process.	Revise the current exit interview instrument.	SWA and Athletics Committee.	September 2008.
		Charge the Intercollegiate Athletics Committee with the review of an annual report compiled from results gathered from senior-exit interviews.	Chair of the Intercollegiate Athletics Committee (IAC).	Spring 2009.
2. Address expressed needs for full, grant-in aids for student athletes as defined by the NCAA	Award up to NCAA limit of grant in aid.	Make formal request to University leadership.	AD	April 2008
		Provide Budgeting impact	AD and Business Mgr	July 1, 2008
3. Articulate who oversees the administering of financial aid appeals	Include administrative financial aid appeals to the current financial aid policy.	Athletics Administrators will document departmental policies and procedures regarding student-athlete requests for appeals of financial aid.	Associate Director of Financial Aid, Academic Coordinator, Associate AD for Compliance	Summer 2008
		Place the policy in the Student-Athlete handbook and the department's policy and procedure	Academic Coordinator, Associate AD for Compliance	Summer 2008
4. No dedicated locker room and bathroom facilities for women's soccer.	Provide soccer a dedicated locker room.	Begin the implementation of projects identified in the Athletics Master Plan Design.	President, AD, Capital Assets	Spring 2008

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Elements	Goals	Steps		
Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
		Design and construct locker room facilities for women's soccer adjacent to playing field.	President, AD, Capital Assets	Construction to begin spring/summer 2009
		Complete the facility.	President, AD, Capital Assets	No later than fall 2011
5. The need for a policy and procedure for NAU student-athletes who wish to transfer to another NCAA Institution.	Document the process	Develop a clear policy on transferring.	Senior Administration	Summer 2008
		Place the policy in the Student-Athlete handbook and the department's policy and procedure manual.	Senior Administration, Academic Coordinator	Summer 2008

Athletics Certification Committee Analysis Report with Institution Responses
Northern Arizona University