

# PLNU ATHLETICS

## Co-Curricular Program Review Self-Study

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Version 1.2  
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# Instructions

Please use the data provided and the guiding questions to prepare your program review self-study. There may be a few questions not relevant to your co-curricular area, so please enter “N/A” in those text boxes wherever this is the case. The text boxes are intended for the reflective answers to the guiding questions and the summaries of your analyses. Please limit to approximately 200 words per response unless otherwise noted. If there are relevant documents that contain data or more detailed information that will help the reviewers better understand your narratives, please add these as appendices at the end. (Please do not include anything in the appendices not referenced and discussed in the self-study itself.)

**Technical Note:** For your convenience, fillable text boxes appear after each question. If you have non-text items (e.g. tables, charts, etc.) you would like to insert into the document, feel free to replace the textbox placeholder with your information.

## Co-Curricular Unit Analysis

### A) Introduction

1. Name of Co-Curricular Unit, Program(s), and/or Center(s) included in this self-study. Note: Please use bullet points to list the relevant information for each co-curricular area.

Department of Athletics

2. This document will be read by both the Co-Curricular Assessment & Review Committee and your external reviewer(s). What do your reviewers need to know about your current program(s) and service(s) to understand their context and how they function within the co-curricular unit as well as across the university?

This co-curricular program review self-study uses materials cross-walked from the 2015-2020 PLNU Athletics Strategic Plan (Appendix A), 2014 Athletics Prioritization, annual student-athlete success data, financial data, student athletic surveys and exit interviews, gender equity plan, diversity issues plan, and components of the NCAA Division II Institutional Self-Study Guide (ISSG), a comprehensive self-study document which was completed and submitted in 2016-2017 for external review by NCAA.

According to the NCAA, “This Institutional Self-Study Guide (ISSG) is a tool to help NCAA Division II institutions meet the requirements of Constitution 6.3. The ISSG provides a guide for institutional self-study designed to: (1) sensitize institutional administrators and staff to potential problems in intercollegiate athletics programs, (2) identify potential problems and (3) guide an institution toward actions to help prevent or minimize the severity of those problems.”

3. If you believe that it will help the reviewers to understand your background context, provide a brief history of what has led to your co-curricular unit’s current structure and programming, including your offices, centers, and/or services.

Encompassing a rigorous NCAA external review process which resulted in 68 action items, the PLNU athletic program officially became an active member of the NCAA Division II on September 1, 2014. It has been a member of the Pacific West Conference since the Fall of 2012. The university fields 11 intercollegiate sports teams: men’s and women’s soccer, women’s cross country, women’s volleyball, men’s and women’s basketball, women’s golf, baseball, men’s and women’s tennis and women’s track and field.

## **B) Alignment with Mission and University Strategic Goals**

Please answer the following questions for all student populations served by your co-curricular unit:

1. Please describe your co-curricular unit's mission, purpose, and practice.

*(Please refer to the following page.)*



**PLNU Athletics Mission Statement**

PLNU champions a Christ-centered environment where student-athletes experience holistic growth while pursuing academic and athletic distinction.

**PLNU Athletics Goals**

1. Student-athletes will develop the individual and team skills necessary to compete at the conference and regional levels. PLNU also welcomes the opportunity to compete nationally.
2. PLNU will clearly communicate its Christ-centered mission to all competitors and will affiliate with regional and national conferences that respect its mission and provide a reasonable level of competition.
3. PLNU maintains high academic standards for all students, including student-athletes. Scheduling of competition and travel will minimize academic disruption.
4. PLNU's athletic teams and spectators will cultivate a competitive environment of good sportsmanship, reflecting fairness in competition, humility in victory, and dignity in defeat.
5. Intercollegiate Athletics will provide opportunities for fan engagement and the cultivation of school spirit.
6. The Athletics Department will align its fundraising and promotional efforts with the efforts of the offices of University Advancement and Admissions.
7. Consistent with the history of the Church of the Nazarene and her affirmation of leadership by both women and men, Intercollegiate Athletics offers competitive opportunities to both women and men and fully complies with federal regulations related to gender equity.
8. PLNU hires and develops coaches who are committed to Christ, possess university-level coaching knowledge and skills, maintain a high standard of personal conduct, and are committed to the character development of their athletes.
9. PLNU recruits student-athletes who understand and support the university mission. Each student-athlete will pursue a course of study designed to culminate in graduation from the university.
10. Athletic Programs will be sponsored based on adequate facilities in proximate distance of campus, adequate economic support, adequate student interest, adequate opportunities for competition within regional and national conference affiliation, and with the context of capped enrollment.

**PLNU NCAA Compliance**

Compliance with NCAA rules is one of the highest priorities for our athletics program and institution. As a member of the NCAA, Point Loma Nazarene University is responsible for monitoring the actions of coaches, staff, student-athletes and representatives of athletic interest. This website provides an overview of the basic NCAA rules that impact prospective student-athletes (recruits/prospects), current student-athletes, and representatives of athletics interests (boosters, alumni, etc.).

2. Describe how your co-curricular unit supports, enhances, and/or contributes to the University's strategic goals to develop students who are (a) spiritually vital people whose lives and identities are grounded in Christ, (b) multi-culturally proficient individuals who communicate and collaborate effectively, (c) critical and creative thinkers who practice intellectual curiosity and apply their knowledge in a variety of settings, and (d) faithful individuals offering their passions, intellect, and talents to fulfill God's calling on their lives.

In other words, how do your multiple programs contribute to your students' spiritual formation, intercultural competencies, development of character and intellect, and discernment of call in a Christian context?

As mentioned in the above mission statement for Athletics, our department has focused on the student-athletic experience with a focus of maximizing growth and success academically, athletically, and spiritually while also engaging in our community.

Athletics is assessing outcomes in six areas with intended learning outcomes which are aligned to the PLNU University Mission as well as the CAS (Council for the Advancement of Standards in Higher Education) outcomes for all Student Development programming.

(a) SPIRITUAL FORMATION. The spiritual development program would be defined as measuring the student-athletes' spiritual growth and access to growth opportunities through the Athletic Department and their specific sport(s).

(b) DEVELOPMENT OF INTELLECT. Academic development would be defined by student-athletes' success in the classroom, measured by GPAs and graduation rates.

(c) DEVELOPMENT OF CHARACTER. Athletic development would be defined by student-athletes' growth in their specific sport(s) and both team and individual successes.

(d) DEVELOPMENT OF CHARACTER. Community engagement pertains to developing students and communities by actively engaging in shared experiences.

(f) DISCERNMENT OF CALL (through community engagement and connectedness). Campus engagement connects Athletics with faculty, staff, and students for shared experiences. (This can be achieved through events, intramurals, and school spirit.)

(e) DEVELOPMENT OF CHARACTER. Student-athlete leadership and SAAC (Student-Athlete Advisory Committee) are areas that allows for student-athletes to enhance their experience through leadership growth opportunities.

For INTERCULTURAL COMPETENCIES, please refer to the Gender Equity Plan and the Diversity Issues Plan, submitted with the 2016-2017 ISSG report and appearing on the next pages.

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**PLNU Athletics Department – Diversity Plan 2017**  
***from the PLNU Athletics Strategic Plan 2015-2020***

Continually monitor diversity opportunity in the following areas:

- Institutional and athletics department commitment to diversity
- Periodic review of department activities
- Policies/activities to enhance diversity
- Institutional goals for enrolling minority students and student-athletes
- Graduation Rates
- Employment Opportunities
- Programs that address the needs and issues affecting minority student-athletes

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**PLNU Athletics Department – Gender Equity Plan 2017**  
***from the PLNU Athletics Strategic Plan 2015-2020***

In the spring of 2010, PLNU hired Valerie Bonnette and Good Sports, Inc. as a Title IX consultant to perform a full review of the PLNU Athletics Department. The first version of PLNU's Gender Equity Plan was a direct result of the review she conducted.

PLNU has chosen to comply with Prong 1 of Title IX. Thus, the PLNU student-athlete ratio will have substantial proportionality to the PLNU student body ratio. In May of 2016, PLNU engaged in a re-assessment with Ms. Bonnette and Good Sports. This assessment further proved that PLNU was on a good path, and it was decided to continue moving forward with our current plan with some minor revisions.

**I. ACTION 1 – Continue to monitor and balance participation and scholarship dollars awarded to women and men at the same proportion as university enrollment in compliance with Title IX.**

- A. Spring 2010, PLNU announced the addition of women's golf
  - Scholarships and operational costs incorporated into the overall athletic budget
  - Women's golf coach hired summer 2010
  - Inaugural season began in PacWest Conference in 2012-13
  - We have seen continued growth with our team qualifying for NCAA Super Regionals in Spring 2016
- B. At conclusion of 2012-13 academic year, men's cross country, men's track and field and men's golf were phased out in compliance with Prong 1 of Title IX substantial proportionality.
  - Scholarship and operational dollars were redirected to other sports in congruence with Title IX
  - We continue to assess our sponsored sports and have concluded that we still remain in a good place with our current offerings.
- C. Continued monitoring of university enrollment to ensure compliance with Prong 1 proportionality.
  - Again with analyzing and managing rosters, our assessment is to continue with current sport offerings.

**II. ACTION 2 – Address student-athlete fair and equitable treatment.**

- A. Survey student-athletes and undertake a study regarding treatment issues including: equipment and supplies, scheduling of games and practice time, travel and per diem allowances, tutors and academic assistance, coach/student-athlete ratio, locker rooms, practice and competitive facilities, medical/athletic training facilities and treatment, housing and dining facilities and services, publicity, support services, recruitment, address differences in any treatment area from one sport or team to another.
- In 2011-12, we started student-athlete surveys to gather treatment information. The information from these surveys is anonymous, but results are discussed with coaches and evaluated with administrators. Surveys have continued to develop to incorporate more questions regarding treatment issues.
  - The surveys have been invaluable for us as we have made annual adjustments and several enhancements to our athletic department.
- B. Increase efforts to accommodate the athletics interests of both genders.
- We have continued to use the IAC and SAAC to address concern and issues.

**III. ACTION 3 – Develop consistent team travel standards for all sports**

- A. Developed written policies regarding: team transportation, lodging and meals
- These were drafted in May, 2012 and were implemented October, 2012.
  - Each spring, our admin staff takes first glance at the successes or failures of these policies.
- B. Policies will be submitted and reviewed by coaches, IAC and SAAC.
- Coaches reviewed August, 2012
  - SAAC and IAC reviewed September, 2012
  - After our admin staff feedback, we have used feedback from coaches, SAAC and IAC to determine future policy.
- C. Presidential Cabinet approved the policies.
- August, 2012
  - We have continued to work closely with the office of our Chief Financial Officer in finalizing in proposing any changes into our budgets.

**IV. ACTION 4 – Fund all sports in a manner that will allow them to compete successfully and ensure equitable treatment for all student-athletes**

- A. Annually monitor athletic scholarship levels amongst conference and regional competitors. Fund scholarships to meet institutional expectations for success and equity standards.
- Ongoing discussions with Administrative Cabinet began Fall, 2011
  - We continue to monitor and assess to make sure our teams are within the average funding in the PacWest Conference.
- B. Annually assess coaching staffs among conference and regional competitors. Fund staff positions to meet institutional expectations for success and equity standards.
- Ongoing discussions with Administrative Cabinet began, Fall 2011

## C) Progress on Recommendations from Previous Program Review

Did you have a prior program review? *If yes, then:*

1. Please list the findings from the previous program review and discuss how each finding has been addressed.

Please refer to 68 action steps taken for NCAA compliance, 2011-2012, as a part of "Year One Assessment of Readiness." Sample of items:

- (a) Re-design of the Athletic Organizational Chart
- (b) Created direct line of reporting from the Athletic Director to the President
- (c) Redefined the Faculty Athletic Representative position to comply with NCAA guidelines
- (d) Created a Student-Athlete Advisory Committee and SAAC advisor
- (e) Established a Compliance Committee that has met weekly since August, 2011
- (f) Created a Compliance Manual
- (g) Established an Intercollegiate Athletic Committee, chaired by the FAR

During our first 3 years as full members of NCAA Division II and five years as members of the PacWest Conference, our athletic teams have been extremely successful. PLNU has improved its standing in the PacWest Conference Commissioner's Cup, placing chronologically in 9<sup>th</sup>, 6<sup>th</sup>, 4<sup>th</sup>, and is currently in 2<sup>nd</sup> place this year. Now that the initial phase of NCAA membership is in the past, and PLNU has proven to be consistently competitive and near the top of the conference and regional standings across all sports, the plan is to continue the upward movement and become perennial challengers for national titles.

2. What additional significant changes were implemented in your co-curricular programs since the last program review? Example: reshaping of a program by reorganizing structure and combining services

In addition to the 68 action steps, the following improvements were added to Athletics in terms of facilities, particularly in 2014-15.

Facility-wise, our track venue was re-opened with a brand new track to accompany the new infield/soccer grass laid earlier in the year. The baseball stadium grew to over 200 seats, thanks to the installation of donated seats from Petco Park. Additional seats were installed for soccer and tennis. The donation was (is) greatly appreciated, as game attendance for Athletics grew by 26% in 2014-2015 over 2013-2014. The greatest impact was in Women's Basketball, where attendance nearly tripled.

## Program-Level Analysis (repeat this section for each program in the co-curricular unit)

### D1) Program Alignment with Mission and University Strategic Goals

What are the program's main responsibilities (list up to five)? Please complete the alignment table.

Responsibilities	Support of University Mission/Vision	Alignment with University Strategic Goals
1. Please see responses to #2.	Please see support response in #2.	Please alignment response in #2.
2. Please see responses to #2.	Please see support response in #2.	Please alignment response in #2.
3. Please see responses to #2.	Please see support response in #2.	Please alignment response in #2.
4. Please see responses to #2.	Please see support response in #2.	Please alignment response in #2.
5. Please see responses to #2.	Please see support response in #2.	Please alignment response in #2.

### D2) Findings from Assessment

Links to the co-curricular unit's assessment wheel
<ul style="list-style-type: none"><li>• <a href="#">Mission</a></li><li>• <a href="#">Student Learning Outcomes</a></li><li>• <a href="#">Curriculum Maps</a></li><li>• <a href="#">Assessment Plan</a></li><li>• <a href="#">Evidence of Student Learning</a></li><li>• <a href="#">Use of the Evidence of Student Learning</a></li></ul>

#### **Reflection on longitudinal assessment of student learning outcomes data:**

1. How do you define and measure success in your program?

"Success" has multiple dimensions for our student-athletes. Each learning outcome is aligned to the Student Development Outcomes: Cognitive Complexity; Knowledge Acquisition, Integration, Application; Humanitarianism & Civic Engagement; and Interpersonal & Intrapersonal Competence. Please see documents cited in response to #2 for relevance to student-athlete leadership and development as learning outcomes.

2. Are the assessment wheels in your co-curricular program up-to-date and complete? Is there anything missing?

Athletics has posted updated Outcomes, Curriculum Map, Assessment Plan, Evidence of Student Learning, and Use of Evidence of Student Learning.

3. What have you learned from your analysis of student learning outcomes data?

From 2011-2013, the Athletics Annual Assessment Reports consisted of GSAC/NAIA championship outcomes (team standings and individual awards) plus student-athlete enrollment data and 6-year graduation rates, graphic summaries of data from student-athlete feedback surveys and exit interviews, and lists of community engagement events (on-campus, off-campus, and with local churches).

In particular, 2011-2012 was a special turning point: The Athletics mission statement was updated to the current one, and 14 Sea Lions competed for the final time in the NAIA and GSAC, paving the road towards PLNU's athletic future in NCAA Division II and the Pacific West Conference, which in turn meant time invested in compiling over 1,200 pages of plans, policies, and procedures in collaboration with entities across the PLNU campus. All blueprints (road maps) were aligned to the updated Athletics mission statement.

As a result, from 2013 on, the Athletics program benefited from the new road maps in the areas of organization, compliance, operations, eligibility, and retention. Compliance and Intercollegiate Athletics Committees were formed, comprised of faculty members and staff from Records, Student Financial Services and Admissions, to name a few.

In 2014-2015, Athletics determined that it would like to assess one specific area in 2015-2016, which would be to evaluate the academic success of scholarship student-athletes vs. non-scholarship student-athletes. This would be conducted by analyzing grade point averages from both the fall and spring semesters.

Consequently, in 2015-2016, Athletics evaluated the academic success of scholarship student-athletes vs. non-scholarship student-athletes. This was done by analyzing grade point averages from both the fall and spring semester. Findings: The results showed no significant difference in academic success between the two groups, scholarship (3.29) and non-scholarship (3.23).

PLNU led all of NCAA Division II in ASR with a 99% rate for our student-athletes. We have also focused on the improvement of grade point averages for our student-athletes. For the first time ever, in 2015-2016, our Athletic Department GPA eclipsed the 3.4 mark. Additionally, for the first time ever, all of our sport programs exhibited team GPAs over 3.0. For the fourth consecutive year, our student-athletes had a higher grade point average than the general student body, as cited in the 2015-2016 ISSG report to the NCAA. Please see #5 below for further data on student-athlete GPAs.

Athletics takes pride in its excellent student-athlete graduation rates, which were ranked top in the nation for the past two years, and summarized for the 2008-2009, 2009-2010, and 2010-2011 cohorts (6-year graduation rates) in the table provided below.

	<b>2008-2009 Cohort</b>	<b>2009-2010 Cohort</b>	<b>2010-2011 Cohort</b>
<b>Student-Athletes</b>	76%	83%	80%
<b>All Students</b>	73%	75%	71%

However, the "four-class average" graduation rates for Hispanic and Black students (mandated Federal categories) fluctuate greatly in comparison to "All Students," at times more than 10 percentage points. The fluctuation significantly above or below the disaggregated categories for "All Students" may be attributable to the small sample sizes for both student populations. For instance, in 2010-11, there was only 1 "Black" female student-athlete, with a graduation rate of 100%, and a 4-Class average of 6 at 67%. In comparison, 9 Black female "All Students" graduated at a rate of 67% with a 4-Class average of 72%. Although the sample sizes are small, comparative changes or differences between the groups should be monitored over time. For example, if the longitudinal disaggregated success data for underrepresented student-athletes is substantially higher or lower than "White" student-athletes, or substantially different than disaggregated data for "All Students" over time, then the differences between the groups should be thoughtfully explored and acted upon, accordingly, to close potential success or achievement gaps.

FRESHMAN-COHORT GRADUATION RATES	All Students	Student-Athletes #
2009-10 Graduation Rate	75%	83%
Four-Class Average	74%	80%
Student-Athlete Academic Success Rate		99%

# 1. Graduation-Rates Data

## a. All Students

	Men				Women				Total			
	2009-10		4-Class		2009-10		4-Class		2009-10		4-Class	
	N	%	N	%	N	%	N	%	N	%	N	%
Am. Ind./AN	***	***	10	60	***	***	14	57	***	***	24	58
Asian	12	83	46	83	20	75	70	67	32	78	116	73
Black	3	33	12	50	10	60	31	65	13	54	43	60
Hispanic	26	62	97	69	53	75	169	70	79	71	266	70
Nat. Haw./PI	0	-	0	-	0	-	0	-	0	-	0	-
N-R Alien	0	-	***	***	0	-	***	***	0	-	***	***
Two or More	***	***	***	***	***	***	***	***	***	***	***	***
Unknown	3	100	12	75	4	75	15	87	7	86	27	81
White	137	72	601	72	253	79	1046	77	390	76	1647	75
Total	190	71	790	72	344	77	1349	75	534	75	2139	74

## b. Student-Athletes

	Men						Women						Total					
	2009-10		4-Class		ASR		2009-10		4-Class		ASR		2009-10		4-Class		ASR	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Am. Ind./AN	0	-	0	-	***	***	0	-	4	75	***	***	0	-	4	75	***	***
Asian	***	***	***	***	6	100	***	***	***	***	4	100	***	***	***	***	10	100
Black	***	***	0	-	***	***	***	***	6	50	***	***	***	***	6	50	***	***
Hispanic	***	***	6	83	16	94	***	***	4	25	5	100	***	***	10	60	21	95
Nat. Haw./PI	0	-	0	-	***	***	0	-	0	-	***	***	0	-	0	-	***	***
N-R Alien	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***
Two or More	0	-	0	-	***	***	0	-	0	-	***	***	0	-	0	-	***	***
Unknown	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***
White	10	50	43	77	47	96	18	94	63	89	106	100	28	79	106	84	153	99
Total	12	58	53	77	75	96	23	96	80	83	126	100	35	83	133	80	201	99



FRESHMAN-COHORT GRADUATION RATES	All Students	Student-Athletes #
2010-11 Graduation Rate	71%	80%
Four-Class Average	73%	79%
Student-Athlete Academic Success Rate		98%

# 1. Graduation-Rates Data

## a. All Students

	Men				Women				Total			
	2010-11		4-Class		2010-11		4-Class		2010-11		4-Class	
	N	%	N	%	N	%	N	%	N	%	N	%
Am. Ind./AN	7	57	14	64	11	73	22	64	18	67	36	64
Asian	14	86	50	82	22	91	68	72	36	89	118	76
Black	3	67	11	64	9	67	32	69	12	67	43	67
Hispanic	46	67	117	68	56	68	184	71	102	68	301	70
Nat. Haw./PI	1	0	1	0	3	33	3	33	4	25	4	25
N-R Alien	1	0	4	50	2	50	2	50	3	33	6	50
Two or More	2	50	10	60	2	100	4	75	4	75	14	64
Unknown	0	-	11	73	0	-	13	85	0	-	24	79
White	154	66	605	70	255	75	1039	76	409	71	1644	74
Total	228	66	823	70	360	74	1367	75	588	71	2190	73

## b. Student-Athletes

	Men						Women						Total					
	2010-11		4-Class		ASR		2010-11		4-Class		ASR		2010-11		4-Class		ASR	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Am. Ind./AN	0	-	0	-	1	100	0	-	3	100	3	100	0	-	3	100	4	100
Asian	0	-	2	50	4	100	0	-	2	100	5	100	0	-	4	75	9	100
Black	0	-	0	-	3	100	1	100	6	67	6	100	1	100	6	67	9	100
Hispanic	0	-	4	100	13	92	1	100	4	50	8	88	1	100	8	75	21	90
Nat. Haw./PI	0	-	0	-	1	100	0	-	0	-	0	-	0	-	0	-	1	100
N-R Alien	0	-	1	100	1	100	0	-	1	100	1	100	0	-	2	100	2	100
Two or More	0	-	0	-	0	-	0	-	0	-	1	100	0	-	0	-	1	100
Unknown	0	-	1	100	1	100	0	-	0	-	3	100	0	-	1	100	4	100
White	8	63	41	68	46	96	10	90	58	86	109	99	18	78	99	79	155	98
Total	8	63	49	71	70	96	12	92	74	84	136	99	20	80	123	79	206	98

4. What changes to your program or processes have you made based on your student learning outcomes data?

Going forward, it could be useful to keep monitoring any new trends or differences between student groups in the longitudinal GPA data analysis, comparatively analyzing the academic success of scholarship student-athletes vs. non-scholarship student-athletes. Because NCAA requires the reporting of “Student-Athlete Academic Success Rate” (ASR Data) in the Graduation Rates Institutional Report, which is annual, longitudinal monitoring of this data is ongoing, as well.

For our 2005-2008 cohorts, our ASR Data scored around 20 points or more above the Federal rate for each team. Examples: Men’s baseball 93 (Fed 75), Men’s Soccer 91 (Fed 73), Men’s Tennis 100 (Fed 83), Women’s Basketball 100 (Fed 56), Women’s Volleyball 100 (Fed 78), Women’s Soccer 100 (Fed 77). Similarly, the 2006-2009 cohorts showed significantly higher ASRs than Federal rates, especially in Women’s sports, which earned ASRs of 100 across the board.

The disaggregated 6-year graduation rates for underrepresented student demographics, included annually in the graduation rate and academic success rate (ASR) reports mandated by the NCAA, also indicate very high ASRs ranging from 94 to 100 for the 2009-2010 and 2010-2011 cohorts.

No other changes to our program or processes were made in addition to the those previously discussed in this self-study beyond the changes implemented as a result of the NCAA’s 68 action items, delineated and addressed in over 1,200 pages of plans, policies, and procedures for compliance.

5. What other data or information do you use to measure your success, including both current student data and alumni data? Please provide summary tables of data in addition to the narrative. Examples: alumni surveys, nationally normed student engagement surveys, or student satisfaction inventories like NSSE (National Survey of Student Engagement), DLE (Diverse Learning Environments), SSI (Student Satisfaction Inventory).

*Please see response on next page.*

Athletics also uses the following data to measure student success.

1. GPA: Scholarship student-athletics and non-student athletes
2. 6-year Graduation Rates
3. Enrollment
4. Student-Athlete Feedback Survey
5. Student-Athlete Exit Interview
6. Team and Individual Successes

The following data shows cumulative GPAs for student-athletes in comparison to all students. Each year for the past 4 years, the student-athletes' average cumulative GPA was higher than the average cumulative GPAs for all students.

	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>
<b>Student-Athletes</b>	3.249	3.264	3.283	3.317
<b>All Students</b>	3.230	3.237	3.267	3.292

In 2016-2017, Athletics evaluated the academic success of scholarship student-athletes vs. non-scholarship student-athletes for the second straight year by analyzing grade point averages from both the fall and spring semesters. The results each year showed no significant differences in academic success between the groups.

**2015-2016:** scholarship (3.29) vs. non-scholarship (3.23)

**2016-2017:** scholarship (3.37) vs. non-scholarship (3.38)

In terms of successes on the courts and fields for our athletic teams, there are two rubrics. On a national scale, we use the Director's Cup, which allocates point for regional and national appearances based on success at each round of playoffs. We will not be eligible for the Director's Cup until 2014-15 based on our transition to the NCAA. The other rubric is the PacWest Conference Commissioner's Cup. This also uses a similar point allocation based on the result(s) in conference standings.

The PacWest also has an Academic Achievement Award that recognizes the highest athletic department grade point average for each school in the conference. PLNU finished 4<sup>th</sup> out of 14 schools for this honor with a 3.17 GPA in 2014. Finally, we use the Student-Athlete Surveys as a tool to evaluate our growth in other areas, including spiritual development.

6. What changes to your program or processes have you made based on the student engagement, student satisfaction data, and additional data you have gathered?

Since the academic success of scholarship and non-scholarship student-athletes continues to be very similar, we do not plan to make any changes. However, we do feel that continuing to gather and analyze comparative data longitudinally is useful in ascertaining any real trends as different individuals proceed through the university as student-athletes. To this end, we plan to continue assessing these two groups (scholarship vs. non-scholarship) in subsequent years.

As described in the 2014 Athletics Prioritization Report, we updated our mission statement. We hold a kick-off orientation for all of our student-athletes, coaches, and staff at the beginning of the school year, which has been a helpful tool in communicating our updated mission with a focus on the student-athlete experience. It also gives us the opportunity to lay out our expectations for the student-athletes. In addition, we began semi-monthly (twice a month) coaches and staff department meetings, and hold weekly meetings with administrative staff, plus monthly individual meetings with our head coaches and direct reports. Since the implementation of these meetings, we have greatly improved our communication and efficiencies. Based on the strategic athletic plans per NCAA standards, we're implementing concurrent initiatives to enhance our evidence-informed culture of decision-making in support of student success and overall program effectiveness.

We also formed a Student Athlete Advisory Committee. This group of student-athletes has created bylaws and represents each of our athletics teams, as the leaders for their respective teams. They are given the opportunity to speak into future policies and programs within Athletics as we endeavor to make a more efficient athletic department offering improved experiences for future student-athletes.

### **D3) Comparator Analysis and Potential Impact of National Trends**

1. Please provide an analysis of same or similar co-curricular programs at three comparator or aspirant institutions. In your analysis, please include information about the program's activities, staffing, infrastructure, and resources. How does your program compare to those at comparator or aspirant institutions?

#### **PLNU List of Comparator/Peer Institutions**

Abilene Christian University, Anderson University, Asbury College, Azusa Pacific University, Bethel University (MN), Biola University, California Lutheran University, Chapman University, George Fox University, Gordon College, Messiah College, North Park University, Northwest Nazarene University, Olivet Nazarene University, Palm Beach Atlantic University-West, Palm Beach, Seattle Pacific University, Taylor University, Trinity College (CT), Union University, Westmont College, Whitworth University

#### **PLNU List of Aspirant Institutions**

Calvin College, Gonzaga University, Occidental College, Pepperdine University, Santa Clara University, Seattle University

Trinity University (TX), University of Portland, University of Redlands, University of San Diego, Wheaton College (IL)

Athletics consistently shares information with other athletic departments in the PacWest Conference and fellow NCAA member schools. This interaction includes monthly Athletic Director conference calls, attendance at conferences such as COSIDA, SAAC Retreat, Athletic Director Meetings, NCAA conferences, etc. In addition, we are constantly in communication with our peers at other schools discussing ideas, policies, procedures, and best practices.

Athletics needs adequate funding at a level comparable with institutions that we desire to compete with and have success against (2014 Athletics Prioritization Report). At the forefront of these revenue streams is scholarship and operational budget funding, the latter which includes competitive salaries to recruit and retain excellent coaches and outstanding staff with missional outlooks aligning with the university. Facilities are also paramount in our attempts to draw top-notch student-athletes. Our facilities are modest in comparison to our comparator institutions.

## **AZUSA PACIFIC UNIVERSITY**

**MEN'S SPORTS:** Baseball, Basketball, Cross Country, Football, Soccer, Tennis, Track & Field (I/O)

**WOMEN'S SPORTS:** Acrobatics & Tumbling, Basketball, Cross Country, Soccer, Softball, Swimming & Diving, Tennis, Track & Field, Volleyball, Water Polo

### **AZUSA PACIFIC Staffing/Infrastructure:**

<b>ADMINISTRATION</b>	
Gary Pine	Director of Athletics
April Hoy	Associate Athletics Director/SWA/Director of Sports Medicine & Wellness (FB)
Aaron Bartholomew	Assistant Athletics Director
Payton Williams	Director of Compliance & Academic Support
Nate Nasca	Strength & Conditioning Coach
Peter Bond	Director of Athletic Development/Assistant Coach
Callie Mulvihill	Compliance Coordinator
Dr. Paul Flores	Faculty Athletic Representative
<b>SPORTS INFORMATION</b>	
Joe Reinsch	Sports Information Director (FB, XC, MBB, ACRO, TF, SB)
Stephen Hinkel	Associate Sports Information Director (MSOC, WSOC, VB, WBB, S/D, BASE, WWP, MTEN, WTEN)
Sarah Macias	Sports Information Graduate Assistant
<b>SPORTS MEDICINE</b>	
April Hoy	Associate Athletics Director/SWA/Director of Sports Medicine & Wellness (FB)
Benjamin Fuller	Associate Athletic Trainer (XC, MBB, WBB)
Jesse Cops	Associate Athletic Trainer (FB, TF)
Hollie Tirrell	Assistant Athletic Trainer (WSOC, BASE)
TBA	Graduate Intern Athletic Trainer (MSOC, MTEN, WTEN, WWP)
Rachel Rodeheaver	Graduate Intern Athletic Trainer (FB, TF)
Hailey Wiest	Graduate Intern Athletic Trainer (VB, SB)
TBA	Graduate Intern Athletic Trainer (FB, ACRO, S/D)
Tori Ruffa	Associate CARE Clinical Research Coordinator
Elle Farrar	Associate CARE Clinical Research Coordinator
<b>OFFICE STAFF</b>	
Diane Bahruth	Athletics Business Administrator
<b>ATHLETIC EQUIPMENT</b>	
Bret Charleston	Lead Equipment Manager
Mike Lovejoy	Equipment Manager

<b>Azusa Pacific University</b>		
<b>Athletics Department</b>		
<b>2016-17 Intercollegiate Facilities</b>		
<b>Facility</b>	<b>Sports Housed</b>	<b>Ownership</b>
Citrus Stadium	Football	Citrus College
Cougar Baseball Complex	Baseball	Azusa Pacific
Cougar Soccer Complex	Soccer	Azusa Pacific
Cougar Softball Complex	Softball	Azusa Pacific
Cougar Stadium	Track & Field & Football*	Azusa Pacific
Cougardome	Acro & Tumbling*	Azusa Pacific
Dillon Recreation Complex	Football*	Azusa Pacific
Felix Event Center	Basketball, Acro & Tumbling & Volleyball	Azusa Pacific
Munson & Bavougian	Tennis	Azusa Pacific
Slauson Pool	Water Polo & Swimming	City of Azusa
*practice only		

## SEATTLE PACIFIC UNIVERSITY

**MEN'S SPORTS:** Soccer, Cross Country, Basketball, Indoor Track & Field, Outdoor Track & Field

**WOMEN'S SPORTS:** Soccer, Cross Country, Volleyball, Basketball, Indoor Track & Field, Outdoor Track & Field, Gymnastics, Rowing

### SPU FACILITIES:

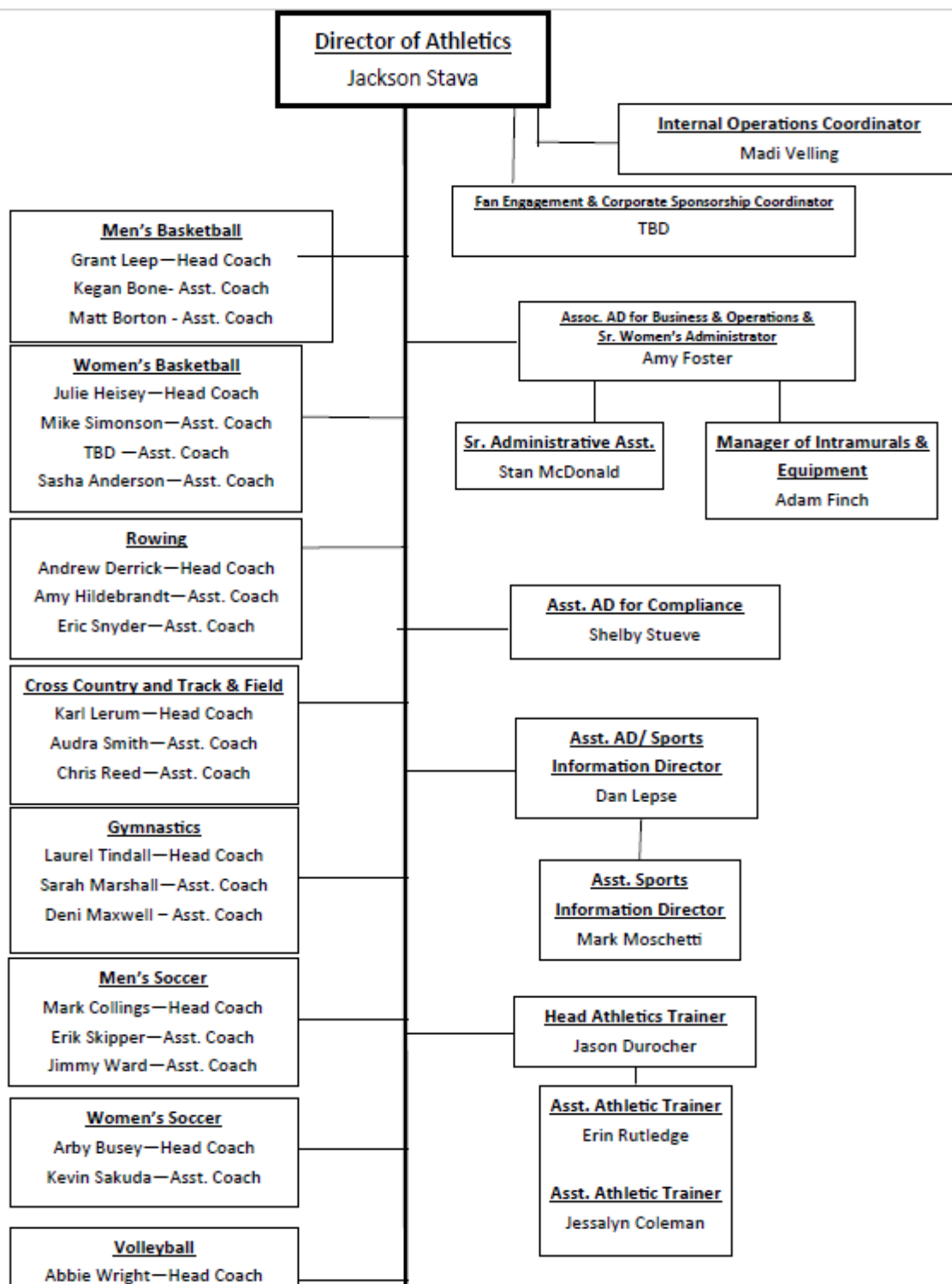
Royal Brougham Pavilion: RBP houses our athletics offices, Athletic Training Room, weight room, Rowing Shell house, Gymnastics Center, 8 locker rooms, 3 academic classrooms, 1 large conference room, full lower practice gym, and main gym. Additionally, this space is shared with 4 faculty from Health and Human Performance. This is owned, operated, and maintained by the university, and all bookings and rental agreements are handled within athletics.

Wallace Field: Wallace is our track and field facility. It houses a non-standard track, full synthetic turf field lined for track, soccer, and various intramurals. This facility includes 2 sand pits for jumps, high jump area, pole vault runway, 2 shotput rings, a discus and hammer cage, and javelin runway. This space is also owned by the university, maintained by the university, and reserved and booked through athletics.

SPU Rowing Dock: SPU owns a dock in the Canal next to the university. While the dock is owned, maintained, and operated by the university, the land on which it sits and the water itself is owned by the City of Seattle and the Army Corps of Engineers.

Interbay Stadium: Interby is our soccer facility. We use this facility for almost all of our soccer practices and all of our games. It is actually a property co-owned by Seattle School District and Seattle Parks. We built the facility and built the locker rooms, lights, press box, VIP rooms, concession stand, etc. as a private investment and then gifted those to the parks departments. We get scheduling priority at all times in the facility and maintain the turf, while parks maintain the building and restrooms. So we are technically not leasing the facility, but we do not own.

West Seattle Stadium: We lease time in West Seattle Stadium for any home T & F meets we host. Typically, we host one outdoor meet here every year and just rent the facility for the day.



**BIOLA UNIVERSITY****Biola University: Program's Activities**

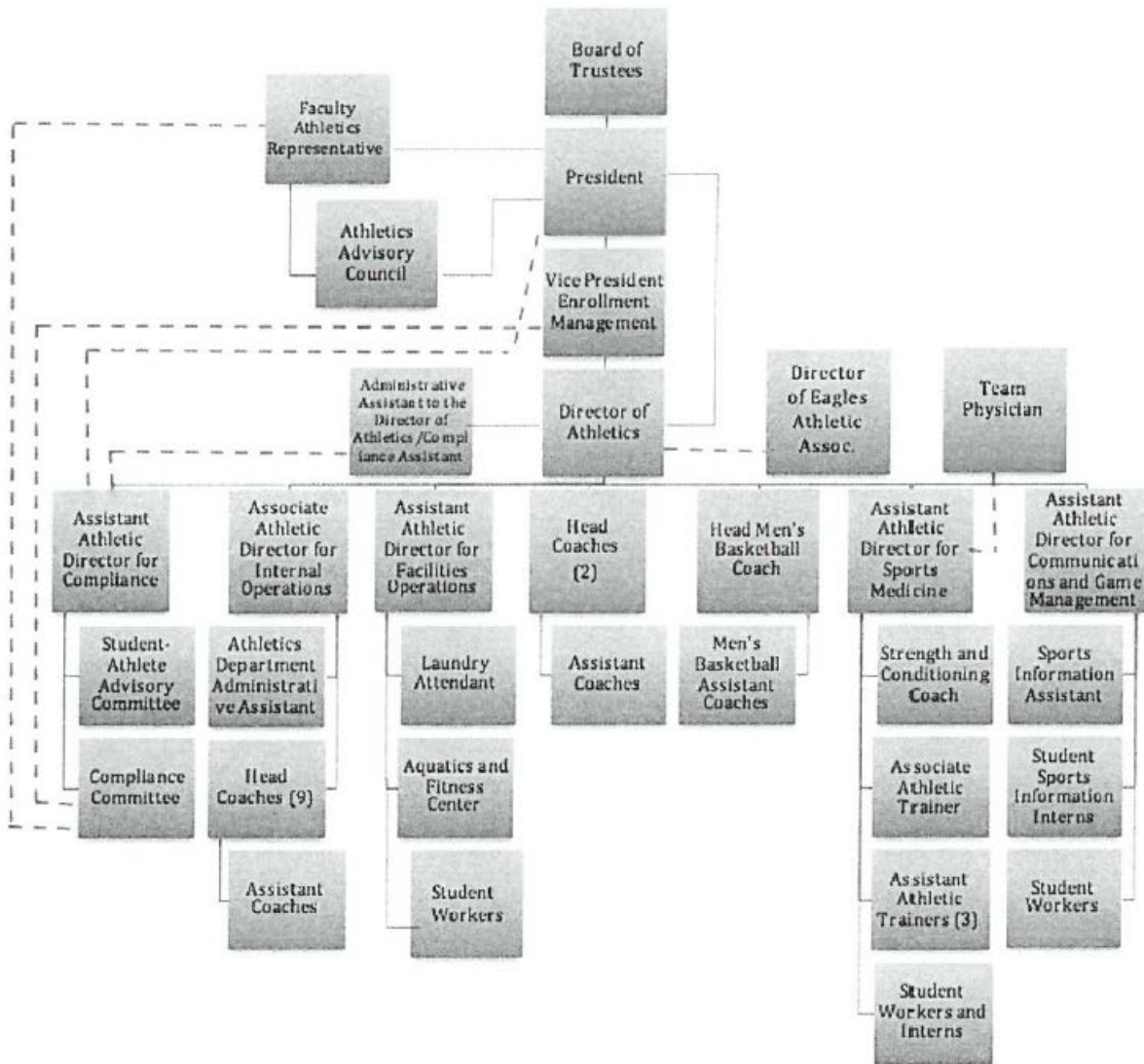
<b>Biola Men's Varsity Teams</b>	<b>Biola Women's Varsity Teams</b>
Men's Baseball	Women's Basketball
Men's Basketball	Women's Cross Country
Men's Cross Country	Women's Golf
Men's Golf	Women's Soccer
Men's Soccer	Women's Softball
Men's Swimming and Dive	Women's Swimming and Dive
Men's Tennis	Women's Tennis
Men's Outdoor Track & Field	Women's Outdoor Track & Field
	Women's Volleyball

**Biola University: Program's Facilities**

<b>Biola Owned Facilities</b>
Eagles Diamond
Chase Gymnasium
Al Barbour Soccer Field
Lansing Pool
Biola Tennis Center
Freedom Field



## Biola University: Staffing/Infrastructure



2. Are there national trends in higher education or industry that are particularly important to your co-curricular programming? If yes, how is your program reacting to those trends?

N/A. Please refer to NCAA compliance standards and subsequent 2015-2020 PLNU Athletics Strategic Plan, revised May 2017 (Appendix A).

3. What “best” practices are currently adopted by your program? What practices should you consider adopting?

We comply with NCAA best practices.

## D4) Quality Markers

- 1. What qualifications and/or training are required of your staff in order to adequately meet the needs of this program? Are these needs currently met?

PLNU's hiring procedures for all athletics program personnel require formal consideration of candidates' commitment and capabilities to abide by NCAA (and conference, if applicable) rules. All full-time coaches are required to comply with NCAA standards and receive continued training and education for compliance. All coaches are tested in May. In addition, all athletic training personnel, including student athletic trainers, must maintain CPR and AED certifications as well as NCAA standards of conduct.

Several sports have their own certification and licensing processes through the sport and/or coaching association. Along with academic degrees, these professional certifications and licensures are evaluated when hiring coaches and in evaluating their professional development.

- 2. If relevant to your type of program, what instances of exemplary performance or recognition has your program received within the past six years? Examples: staff awards, productivity measures, positive media coverage

In terms of visibility in the media sphere, coincident with the 2014-2015 expansion of facilities, the PLNU Sea Lions saw their media exposure grow with one nationally televised Men's Basketball home game on FOX Sports Network as well as the entire home season and select away men's Basketball games broadcast on FOX Sports Radio 1360 AM.

The Point Loma Athletic Department continued its ascension in both the PacWest Conference and the NCAA Division II. The Sea Lions placed a school-record four teams (volleyball, women's soccer, women's golf and cross country) into the regionals in 2015-16, and another went to the NCAA Track & Field Championships as an individual. With these post-season berths, PLNU has had seven of its 11 intercollegiate teams qualify for the NCAA playoffs in the school's first two seasons of eligibility.

Additionally, in 2015-2016, for the second straight season, the Sea Lions dominated the PacWest post-season awards. Ariel Oriarte and Tim Hall repeated as PacWest Goalkeeper and Coach of the Year, respectively, while Morgan Pearce and Keagan Bolibol stepped up to claim the Defender and Freshman of the Year awards. The Sea Lions also placed five student-athletes on the All-PacWest first team, and three more on the second team, marking the most they have ever had on an NCAA all-conference squad.

- 1. Does your program have an advisory board? If so, describe whether or how it has influenced the quality of your program. If not, could it benefit from creating one?

We have a Student-Athletic Advisory Committee whose functions are described as follows:

- (a) Continue to review and update constitution and bylaws, and select officers;
- (b) Serve as a voice for general student-athlete concerns and issues for Athletic Department;
- (c) Implement SAAC strategic plan, review organizational structure, functions, and activities;
- (d) Continue to discuss proposed NCAA preliminary legislative proposals and conference SAAC positions;
- (e) Develop working relationship and collaborative effort with ASB for support and cost-sharing to build bridge between student-athletes and general student-body population.

Actions steps ensuing from recommendations made by the SA Advisory Committee:

- (a) Implemented first campus engagement project, September 2015;
- (b) New events planned and executed annually.

2. What additional quality markers (“distinctives”) of your program contribute to your program’s success?

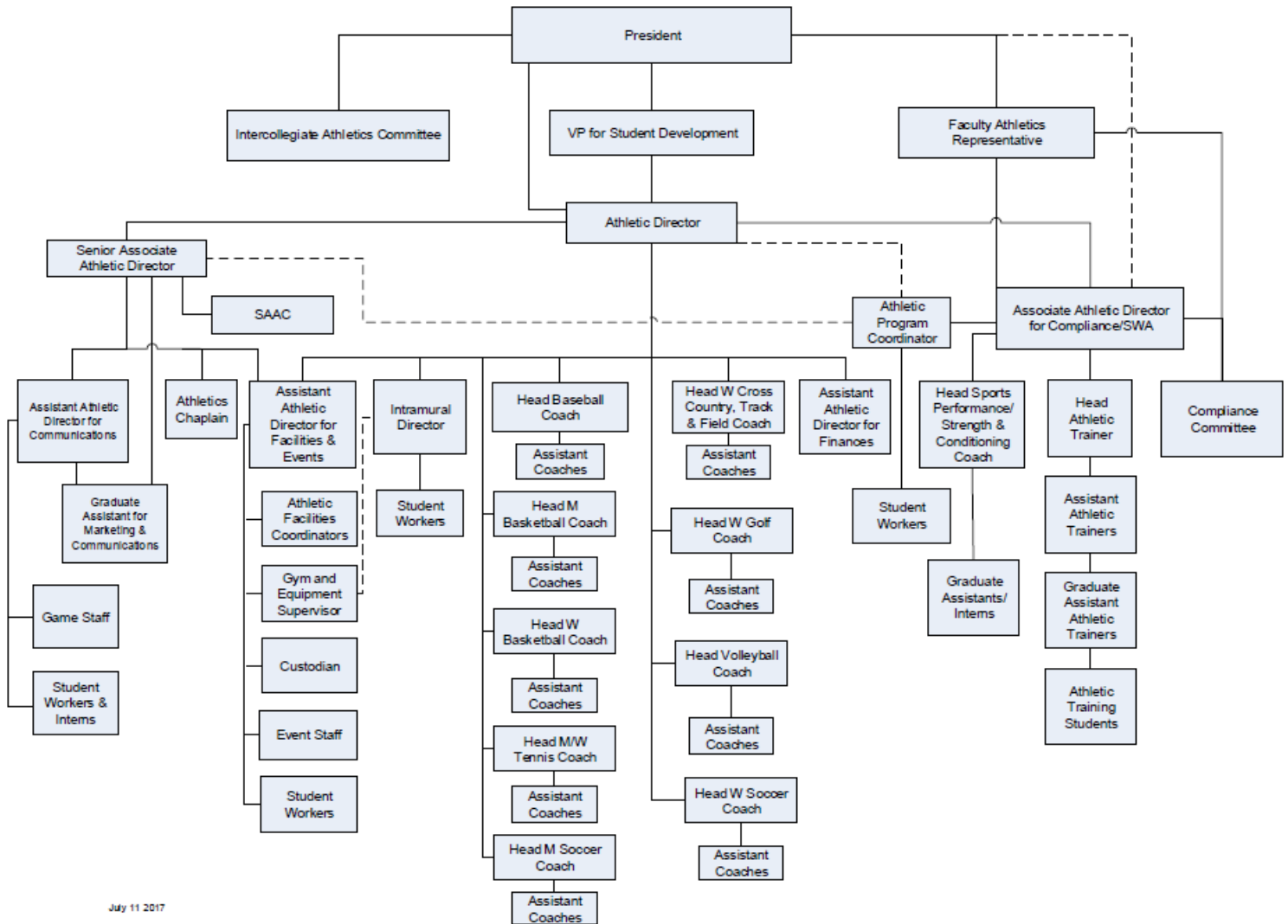
Athletics consistently shares information with other athletic departments in the PacWest Conference and fellow NCAA member schools. This interaction includes monthly Athletic Director conference calls, attendance at conferences such as COSIDA, SAAC Retreat, Athletic Director Meetings, and NCAA conferences, etc. In addition, we are constantly in communication with our peers at other schools, discussing ideas, policies, procedures, and best practices. We also furthered professional development across the entire department by including all Athletics staff members in a one-day Strengths Finders workshop, spring 2016.

## D5) Infrastructure and Staffing

1. Please provide an organizational chart in the space (below), which you may extract from Workday.

*(Please refer to the following page.)*

Athletic Department Organizational Chart



July 11 2017

- Please list staff assigned to the program along with major responsibilities of each. Indicate which positions are full-time, part-time, temporary, student workers ("Status"). If a position is shared with another program, please identify that program and the percentage of time shared. Insert rows as necessary.

For "Position" column, please list title (i.e. Executive Director, Administrative Assistant, Painter, et cetera)

For "Major Responsibilities" column, please list major responsibilities; full job description is not desired or required.

For "Status" column, please indicate status as described below:

Full-Time: Employees work a minimum of eight hours per day, five days per week or 40 hours per week. Please also indicate if they are exempt or non-exempt.

Part-Time: Employees work fewer than 40 hours per week.

Temporary Status: Positions are clearly temporary in nature. They do not require an authorized position slot and are not incorporated in the University's staffing plan; however, they must be approved and sufficient funds must be available.

*Student Status: Only students enrolled at PLNU are undergraduate students enrolled for at least 12 credit hours and graduate students enrolled for at least 6 credit hours are considered full-time. Students enrolled for fewer hours are considered part-time. Students are generally ineligible for benefits except those required by law.*

Position	#	Status	Responsibilities
Athletic Director		Full-Time Staff	Responsible for conduct of entire athletic program under the policies and procedures set forth by the University administration.
Associate Athletic Director		Full-Time Staff	Serve as primary point of fundraising contact for specified internal and external constituencies; Facilitate and administer day-to-day operations of the Athletic Director's office.
Assistant Athletic Director for Academic and Student Affairs/SW A		Full-Time Staff	Serve as a member of the senior management team and assists with the development of the University's athletic programs. Monitors program compliance with NCAA bylaws and guidelines. *Also Head Volleyball Coach
Assistant Athletic Director for Compliance		Full-Time Staff	Coordinate all NCAA and conference issues associated with the administration of the University's athletic programs. Monitors program compliance with NCAA bylaws and guidelines.
Assistant Athletic Director for Facilities and Events		Full-Time Staff	Maintain athletic fields, ensure all athletic facilities are prepared for scheduled events and administering supervision at athletic events.
Assistant Athletic Director for Finances		Full-Time Staff (Non Exempt)	Provide supervisory and financial support services to the Athletic Department.
Assistant Athletic Director for Athletic Ministries		Full-Time Faculty	Oversee spiritual formation for student-athletes, including four programs each academic year with this specific focus.
Director of Athletic Communications		Full-Time Staff	Perform functions associated with managing the PLNU athletic department's media relations and game operations activities; provides positive promotion of PLNU athletics through every available communication outlet; responsible for the production of

Department Assistant		Full-Time Staff (Non Exempt)	Provide support services to the Athletic Department.
Faculty Athletic Representative		Full-Time Faculty (receives load relief)	Liaison between the institution and the athletics department, who also represents PLNU in conference and NCAA affairs.
Head Athletic Trainer		Full-Time Staff	Develop, coordinate and administer a comprehensive athletic training program for PLNU intercollegiate sports.
Assistant Athletic Trainer		Full-Time Staff	Assist in administering a comprehensive athletic training program, coordinate Athletic Training Software program.
Assistant Athletic Trainer	3	Full-time Faculty	Assist in administering a comprehensive athletic training. program  *All three are teaching members of Kinesiology Faculty
Athletic Facilities Coordinator	2	Full-Time Staff	Assist in maintaining athletic fields, ensuring all athletic facilities are prepared for scheduled events.
Athletic Equipment & Facilities Assistant		Full-Time Staff	Responsible for care and requisition of athletic gear; also assists in maintaining athletic facilities.
Facilities Custodian		Full-Time Staff	Responsible for cleaning all indoor facilities within athletic and kinesiology department (including restrooms, offices and classrooms)
Intramural Director		Super Adjunct Faculty	Oversee Intra mural program for students, faculty and staff  *Also teaches in Kinesiology Department

## 2016-2017 Coaching Positions

NAME	SPORT	FULL TIME (FT) or PART TIME (PT)
Joe Schaefer	Baseball	FT
Demetre Kokoris	Baseball	PT
Ryan Looney	Men's Basketball	FT
Jordan Courneya	Men's Basketball	FT
Wil Bush	Men's Basketball	PT
Lisa Faulkner	Women's Basketball	FT
Bo Brewer	Women's Basketball	FT
Matt Armstrong	Women's Basketball	PT
Lance Hancock	Women's Golf	FT
Noel Allen	Women's Golf	PT
Phil Wolf	Men's Soccer	FT
Gareth Tomlinson	Men's Soccer	PT
Tim Hall	Women's Soccer	FT
Amanda Schindler	Women's Soccer	PT
Curt Wheeler	Men's and Women's Tennis	FT
Hailey Johnson	Women's Tennis	PT
David Jaehnig	Men's Tennis	PT
Jerry Arvin	Women's XC and Track/Field	FT
Briana Swendener	Women's XC and Track/Field	PT
Shane Peterson	Women's Track/Field	FT
Alisa Ward	Women's Track/Field	PT
Ivette Berglund	Women's Track/Field	PT
Asa Larsen	Women's Track/Field	PT
Jonathan Scott	Women's Volleyball	FT
Jimmy Lundgren	Women's Volleyball	PT

3. Is your program's current staffing adequate? If not, what is needed?

As summarized in a June 14, 2017 e-mail from Athletics Director, Ethan Hamilton: "Regarding staffing, I think we are staffed fairly well. Most athletic departments of our size and level have additional help with a full-time assistant in the sports information office. We also are on the low end for staffing with our volleyball and baseball coaching staffs. I would like to turn each of our part-time assistant coaches into full-time assistant coaches. I have also started to fund positions (golf coach, strength and conditioning coach, supplementing men's basketball) out of my restricted account to maximize institutional dollars. Overall, my greatest concern is modest salaries that we pay for our coaches and staff, especially given the realities of living in San Diego (Point Loma)."

4. How many employees are cross-trained to provide support in other program or service areas within your unit?

None. Outside maintenance and facilities staff, which serve in Athletics and Kinesiology, there are no shared staff, either.

5. Please list what technology that staff use to perform their jobs. How has technology impacted your program in terms of efficiencies, staff workload, et cetera? Are your program's current technological resources and support adequate? What steps are taken to maximize technological resources and its use by staff?

According to the 2014 Athletics Prioritization Report, the use of cell phones, laptops, and tablets has allowed work to be accomplished while traveling which is frequent within Athletics for many staff and coaches. This has also allowed for communication to be consistent and current. We use several software programs for coaches, staff, and athletic training that are now accessible wherever there is an internet connection.

6. Please list office and other space assigned to your program that is used to conduct your business. Are your program's current facilities adequate? Do you foresee additional needs in this area?

We have space challenges, as several of our people share offices. We share offices with the Department of Kinesiology, which are spread out throughout campus. There is no space for department meetings, as we often use Cunningham Dining Room. In addition to offices, athletic fields, gym, and locker rooms previously mentioned, we use several storage areas that are less than adequate, several which are rusted storage bins that do not prevent materials and equipment from eroding and deteriorating.

## D6) Internal and External Demand for the Program/Service

1. Please list all groups of key users (people served, "clients") of your program's services.

INTERNAL: PLNU student-athletes, students, faculty, staff, and administrators. There are several departments (i.e. Admissions, ASB, Alumni, Conference Services, Kinesiology-Athletic Training students/majors, University Advancement/External Relations) that rely on support from Athletics. There is good collaboration among these groups.

EXTERNAL: PLNU donors, alumni, parents / families, regional businesses and churches, NCAA campuses.

2. *Internal demand* is any request from a PLNU department, unit, or member of the campus community for programs or services that your program and/or service provides. What is the internal demand or participation rate for this program and how is this measured? (Examples: requests for services, attendance, usage)



Internal demand is measured primarily through student-athletic participation and event attendance, annually. This data is reported in the Annual Athletics Report, which is posted on the Athletics Sea Lions site and the PLNU Assessment Wheel for Student Development. Going forward, it will be helpful to monitor longitudinal participation and attendance data to note any trends (such as increases or decreases) over time, and what the causes might be, so that appropriate improvements or adjustments to programming can be designed and implemented.

According to the 2014 Athletics Prioritization Report:

**STUDENTS:** Roughly 10% of students are student-athletes. 100% of students have opportunities to participate in fan events, athletic contests, and intramurals.

**FACULTY:** 100% of faculty have the opportunity to participate in fan engagement at athletic contests or participation in intramurals. Faculty/staff and their spouses receive free admission to all home athletic events with the exception of Homecoming and any post-season competition.

What significant changes in internal demand have occurred over the past six years and is this demand being met? If not, please identify the resources needed to meet this demand. (Please indicate how requests from within the university have changed, whether or not the changes in requests are being met.)

The greatest demand concerns our facilities. According to our 2014 Athletics Prioritization report, there is a growing expectation by future and current students, student-athletes, faculty, and staff that the athletic facilities be open more frequently and be highly operational with greater supply. We are rarely able to meet the demands of requests for access to the following facilities: classrooms, weight room, locker rooms, fitness area, gymnasium, soccer field and baseball field. Not only is there a lack of space and access, but the majority of existing facilities are in poor shape. We also have no capability for lights to be installed, allowing for even fewer outdoor activities. We are in need of more field space for our student body, intramurals, classes, and athletic teams. We are also in need of a fitness center with adequate space for aerobic and weight equipment, locker rooms, and classroom space. To address these needs, an auxiliary field and construction of a fitness center would cost the university \$20 million.

3. *External demand* is any request from outside PLNU for programs or services that your program and/or service provides. What is the external demand for this program and how is it measured?

**DONORS, ALUMNI, PARENTS, COMMUNITY, CORPORATE SPONSORS:**

- (a) The Homecoming basketball game is the highlight event for "Alumni and Friends" to connect.
- (b) In collaboration with University Advancement/External Relations, Athletics launched the Loma Athletic Fund in August 2013.

**GUESTS**

- (a) Visiting Institutions – Each year the athletics department hosts over 150 athletic events and over 50 different university's athletic programs, their student-athletes, coaches, and their guests.
- (b) Super Fest – Each January, the athletic department hosts a sports-themed camp/clinic for the San Diego community. This event is held in conjunction with SDFC and The Rock church, hosting 1000 youth and families.
- (c) Throughout the entire year, outside groups use our athletic facilities (typically in the summer) when possible.

4. *External demand* also includes meeting external requirements (i.e. accreditation, federal reporting, licensure, legal requirements, auditing reports). Please list any requirements by outside organizations/agencies required for your programming and service(s) to operate.

(a) NCAA  
(b) PacWest  
(c) Capin Crouse – Financial Audits for NCAA Reporting Requirements  
(d) Title VI – Financial Aid  
(e) Title IX

5. What significant changes in external demand have occurred over the past six years (if any) and is this demand being met? In other words, please indicate how requests, student populations, laws, reporting requirements, and/or accreditation from outside the university have changed, and whether or not changes were addressed.

In 2014, Athletics was in the final stage of a three-year process towards active membership within the NCAA. As a part of this process, Athletics is focused on the best practices modeled within the NCAA, i.e. working towards building an infrastructure that gives the proper balance to athletics within the context of a university mission. However, when comparing PLNU to other comparator/aspirant institutions, there are certain areas where we still fall short, i.e. facilities, scholarships, and operational budgets continue to be areas where Athletics seeks fundraised dollars to close the financial gaps.

## D7) Financial Analysis

1. Below is a six-year cost analysis of the total payroll and non-payroll expenses for your program. This information was provided by the PLNU finance office using the cost centers associated with your program.

**[NOTE: FINANCIAL DATA RETRACTED FOR POSTING OF PROGRAM REVIEW ON ASSESSMENT WHEEL]**

1. What steps were taken over the past six years to improve cost efficiencies?  
(Example: action plans from prioritization)

As summarized in a June 14, 2017 e-mail from the Athletics Director, Ethan Hamilton: "In regards to efficiencies, we have been really living with a very modest budget. My focus rather than cutting costs has been to generate more revenue to cover our base needs...."

2. Does your program share costs with other campus programs? If so, please describe and explain the interrelationship of the program budget with these programs. For example, do you pay for room repairs for rooms used by other units? Are personnel shared between units? If so, how are costs shared?

Versi In 2014, there were five coaches that held faculty status and teach in the Kinesiology department, as well. These costs were already split for the purposes of the 2014 Athletics Prioritization Report. Another challenge is that any maintenance for any athletic facility is absorbed by the Athletic Department. It does not matter if that activity falls outside the scope of Athletics (i.e. Kinesiology classes, general student/faculty/staff use, camps and conference services, etc.) Again, this goes to the overuse and wear on facilities.

3. What additional cost-saving opportunities and efficiencies can you recommend for your program? Examples: Are there areas where collaborations among campus programs could help improve efficiencies for the co-curricular area? What about collaborative activities, joint initiatives, and/or shared projects with offices that offer the same or similar programs/services? What functions of this program could be performed by an outside contractor, and what would be the impact to the University?

Please see #1: "We have been really living with a very modest budget." No additional cost-saving opportunities.

4. What percent of your budget is revenue-supported? The following revenue for your program has been identified by the PLNU finance office. Please add any items that are missing.

**NOTE: Please refer to the following tables from the 2015-2020 PLNU Athletics Strategic Plan.**

SPECIFIC ACTIONS	BUDGET OR STAFF IMPLICATIONS	RESPONSIBLE GROUP(S)	TARGET DATE FOR COMPLETION	SPECIFIC TIME TABLE
1. Outsource Sports Performance (strength & conditioning program for all student-athletes through Velocity)	Student-athlete fees \$50,000 + Annual fundraised dollars \$10,000	AD, Associate AD for Compliance/SWA	Fall 2016	<ul style="list-style-type: none"> <li>○ Identify partner (Velocity), July 2015</li> <li>○ Received Institution Approval, October 2015</li> <li>○ Finalize agreement and financial terms, Spring 2016</li> <li>○ Develop and approve fitness program with partner, Summer 2016</li> <li>○ Onboard staff, Summer 2016</li> </ul>
2. Employ a full-time strength & conditioning coach to move away from outsourced model	Student-athlete fees \$50,000 + Annual fundraised dollars \$20,000	AD, Associate AD for Compliance/SWA	Fall 2017	<ul style="list-style-type: none"> <li>○ Job description completed, March 2017</li> <li>○ Job announcement, April 2017</li> <li>○ Position hired, June 2017</li> </ul>
3. Renovate weight room and purchase new equipment to turn it into a full Sport Performance facility	\$25,000 in fundraised dollars	VP, AD	August 2016	<ul style="list-style-type: none"> <li>○ Plans finalized, January 2016</li> <li>○ Renovation began, June 2016</li> <li>○ Project completed, August 2016</li> </ul>

4. Employ a full-time assistant women's track & field coach (previous model had coach also teaching and as strength & conditioning coach)	Commensurate with experience. Funding - university general fund	VP, AD, Human Resources, Provost	August 2016	<ul style="list-style-type: none"> <li>○ Job description completed, Fall 2015</li> <li>○ Job announcement, April 2016</li> <li>○ Coach hired, May 2016</li> </ul>
5. Employ Full-Time Head Women's Soccer Coach with no additional responsibilities (previous model had coach also teaching)	Commensurate with experience. Funding – university general fund	VP, AD, Human Resources	January 2018	<ul style="list-style-type: none"> <li>○ Job description completed, November 2017</li> <li>○ Job announcement, November 2017</li> <li>○ Coach hired, December 2017</li> </ul>
6. Employ Full-Time Head Women's Basketball Coach with no additional responsibilities (previous model had coach also teaching)	Commensurate with experience. Funding – university general fund	VP, AD, Human Resources	April 2016	<ul style="list-style-type: none"> <li>○ Job description completed, March 2016</li> <li>○ Job announcement, March 2016</li> <li>○ Coach hired, April 2016</li> </ul>
7. Employ a full-time assistant women's basketball coach (previous model had coach also teaching)	Commensurate with experience. Funding - university general fund	VP, AD, Human Resources	April 2016	<ul style="list-style-type: none"> <li>○ Job description completed, March 2016</li> <li>○ Job announcement, March 2016</li> <li>○ Coach hired, April 2016</li> </ul>
8. Employ a part-time Graduate Assistant for Athletics Marketing & Communications	Cover cost of PLNU Sport Management Masters Program tuition plus \$10,000/yr stipend Funding - university general fund	VP, AD	August 2015	<ul style="list-style-type: none"> <li>○ Interviews, March 2015</li> <li>○ First GA selected, May 2015</li> <li>○ First GA begins 2-Year Employment, August 2015</li> </ul>

9. Restructure Athletics Administrative Assistant Job Description to be more proactive and project management related position rather than all administrative support	Commensurate with experience. Funding - university general fund	VP, AD	August 2015	<ul style="list-style-type: none"> <li>○ Selected, July 2015</li> <li>○ Began paperwork, July 2015</li> <li>○ Full-time, August 2015</li> </ul>
10. Replace all grass and resurface infield dirt on baseball field. Project will also include artificial turf in foul territory and new drainage system for entire field.	\$1,000,000 completed w/ university general fund, fundraised dollars	President, VP, AD	October 2016	<ul style="list-style-type: none"> <li>○ Plans finalized, February 2016</li> <li>○ Bids, March 2016</li> <li>○ Resurfacing began, May 2016</li> <li>○ Project completed, October 2016</li> </ul>
11. Fundraising Campaign to build Fitness Center (including team locker rooms, offices, etc.)	Funding – fundraised dollars \$15 million	President, AD, Campus Facilities	July 2019	<ul style="list-style-type: none"> <li>○ Begin campaign Fall 2017</li> <li>○ Draft plan, Fall 2018</li> <li>○ Bids, January 2019</li> <li>○ Construction, May 2019</li> </ul>
12. Build 2,500 sq. foot track/soccer storage facility – Includes park/seating area for spectators.	Funding – Fundraised dollars \$250,000	AD, Campus Facilities	July 2019	<ul style="list-style-type: none"> <li>○ Draft plans, December 2018</li> <li>○ Bids, January 2018</li> <li>○ Construction, May 2019</li> </ul>
13. Purchase and install track/soccer scoreboard	Fundraised dollars, sponsorships \$200,000	AD, Campus Facilities	July 2018	<ul style="list-style-type: none"> <li>○ Draft plans, December 2017</li> <li>○ Bids, January 2018</li> <li>○ Installation, May 2018</li> </ul>

14. Purchase and install temporary manual tennis scoreboard	Fundraised dollars \$200	AD, Senior Associate AD, Assistant AD Facilities & Events	February 2016	<ul style="list-style-type: none"> <li>○ Draft plans, December 2015</li> <li>○ Bids, January 2015</li> <li>○ Installation, February 2016</li> </ul>
15. Purchase and install digital tennis scoreboard	Fundraised dollars, sponsorships \$75,000	AD, Campus Facilities	July 2018	<ul style="list-style-type: none"> <li>○ Draft plans, December 2017</li> <li>○ Bids, January 2018</li> <li>○ Installation, May 2018</li> </ul>
16. Install new stadium seating for baseball, soccer, and tennis	Donation of seats from San Diego Padres and budget dollars for installation	AD, Assistant AD for Facilities & Events	January 2015	<ul style="list-style-type: none"> <li>○ Acquire seats, Fall 2014</li> <li>○ Install seats, January 2015</li> </ul>
17. New court/bench seating for gym	Budget dollars \$5,500	Senior Associate AD	October 2015	<ul style="list-style-type: none"> <li>○ Select vendor &amp; Place Order, Summer 2015</li> </ul>
18. New baseball LED scoreboard	Fundraised dollars \$100,000	AD, Senior Associate AD, Assistant AD Facilities & Events	January 2016	<ul style="list-style-type: none"> <li>○ Receive quotes, March 2015</li> <li>○ Select vendor, April 2015</li> <li>○ Engineering study, May 2015</li> <li>○ Design, July 2015</li> <li>○ Installation, January 2016</li> </ul>

19. New basketball/volleyball scoreboard	Fundraised dollars \$45,000	AD, Senior Associate AD, Assistant AD Facilities & Events	January 2016	<ul style="list-style-type: none"> <li>○ Receive quotes, March 2015</li> <li>○ Select vendor, April 2015</li> <li>○ Design, July 2015</li> <li>○ Installation, January 2016</li> </ul>
20. Establish End of Year Awards Show	Budgeted dollars \$7500	Senior Associate AD, Athletics Admin., Assistant AD for Communications	April 2017	<ul style="list-style-type: none"> <li>○ Establish Awards, December 2016</li> <li>○ Acquire bids for venue, food &amp; beverage, December 2017</li> <li>○ Brand event, Feb 2017</li> <li>○ Run of Show, March 2017</li> </ul>
21. Grow PLNU Athletics Hall of Fame	Fundraising and Operational Budget	AD, Assistant AD for Communications, Assistant AD for Facilities & Events	Ongoing	<ul style="list-style-type: none"> <li>○ 10th Hall of Fame Induction Ceremony, November 2018</li> <li>○ 11th Hall of Fame Induction Ceremony, November 2023</li> </ul>
22. New Seating in Golden Gym	Fundraised dollars \$300,000	AD, Senior Associate AD, Assistant AD for Facilities & Events	Summer 2019	<ul style="list-style-type: none"> <li>○ Develop seating plan, Summer 2018</li> <li>○ Receive quotes/bids, June 2018</li> <li>○ Select vendor, November 2018</li> <li>○ Integrate strategy with ticket system</li> <li>○ Installation, July 2019</li> </ul>
23. Conference Room & Team Room Additions to west end of gym	Fundraised dollars \$250,000	President, AD, Campus Facilities	July 2018	<ul style="list-style-type: none"> <li>○ Begin campaign, Fall 2017</li> <li>○ Draft plans, Fall 2017</li> <li>○ Bid, January 2018</li> <li>○ Construction, May 2018</li> </ul>

**3. Objective: Establish priorities for external funds and develop stronger ties with University Advancement department**

SPECIFIC ACTIONS	BUDGET OR STAFF IMPLICATIONS	RESPONSIBLE GROUP(S)	TARGET DATE FOR COMPLETION	SPECIFIC TIMETABLE
1. Establish a reporting relationship between athletic fundraising and Development Office	None	AD, University Advancement, Senior Associate AD	June 2017	<ul style="list-style-type: none"> <li>○ Began process in 2009</li> <li>○ Revised with new UA contact, January 2012</li> <li>○ Revised again, November 2016</li> <li>○ Establish main point of contact for athletics and university advancement, November 2016</li> <li>○ Inclusion in monthly university advancement revenue officer meetings, February 2017</li> <li>○ Access to university advancement's sales management system (Raisers Edge), March 2017</li> <li>○ Create fundraising calendar for Athletics that coincides with the university's master fundraising calendar</li> </ul>

2. Increase corporate partner revenue	Budgeted dollars	Senior Associate AD	Ongoing	<ul style="list-style-type: none"> <li>○ Develop target prospect list, Fall 2014 &amp; Ongoing</li> <li>○ Develop saleable asset list, Fall 2014 &amp; Ongoing</li> <li>○ Educate staff on corporate sales process, Fall 2014</li> <li>○ Revise existing partnership activation strategy to include GA position, August 2015</li> <li>○ Partner with University Advancement, Spring 2017</li> </ul>
3. Develop uniform online crowd-funding process and partnership (USEED)	None, paid for as percentage of revenue raised	Senior Associate AD	March 2017	<ul style="list-style-type: none"> <li>○ Work with University Advancement to be included in the university's vendor partnership</li> <li>○ Develop list of needs/wants</li> <li>○ Develop protocol for using crowd-funding software</li> </ul>
4. Establish fundraising calendar for teams and athletic department	None	Senior Associate AD	Summer 2105	<ul style="list-style-type: none"> <li>○ Review/Approve, July 2016</li> <li>○ Coordinate calendar with University Advancement fundraising calendar, Spring 2017</li> </ul>



5. Grow athletic booster club (Loma Athletic Fund) that falls under complete control of institution	None	President, AD, Senior Associate AD	Ongoing	<ul style="list-style-type: none"> <li>○ Launch new booster club (LAF) with new marks, August 2013</li> <li>○ Ongoing growth of LAF</li> </ul>
6. Establish new Athletics golf tournament	TBD	AD, Senior Associate AD, Women's Golf Coach	January 2018	<ul style="list-style-type: none"> <li>○ Determine location, Fall 2016</li> <li>○ Negotiate agreement with golf course, Fall 2016</li> <li>○ Determine foursome and individual player pricing, Spring 2017</li> <li>○ Begin Selling Sponsorships, Spring 2017</li> </ul>
7. Establish and continue to cultivate Athletics Executive Council for high end donors	None	AD, Senior Associate AD	Ongoing	<ul style="list-style-type: none"> <li>○ Established, Fall 2013</li> <li>○ Ongoing</li> </ul>

**NOTE: Please also refer to the following table from the 2014 Athletics Prioritization Report.**

Fiscal Year	Revenue Source (indicate if internal/external)	Amount	Percent of Total Program Expenses
2010-11	Majority of revenue is from gifts but also gate income, corporate sponsorships and Brown Golf Tournament	\$259,877	5.8%
2011-12	Majority of revenue is from gifts but also gate income, corporate sponsorships and Brown Golf Tournament	\$227,678	4.5%
2012-13	Majority of revenue is from gifts but also gate income, corporate sponsorships and Brown Golf Tournament	\$319,637	6.2%

6. Please list any staff positions assigned to this program that are income or grant-supported (include student workers). These positions should only reflect those which are in existence as a result of a revenue-generating activity or grant. Include positions that are either fully or partially funded.

Title	Percent Funded	Income or Grant	Amount
N/A	0%	0%	None
N/A	0%	0%	None
N/A	0%	0%	None

7. If the program is supported by a grant, specify the length of coverage and how the program will be maintained after the funding period has ended. (Insert rows as needed.)

Name of Grant	Funding Period	Amount	Funding Source after
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			Expiration of Grant
N/A	0%	0%	None
N/A	0%	0%	None
N/A	0%	0%	None
N/A	0%	0%	None

8. Does your program contribute to bringing in revenue for the university that is not reflected in your budget? If so, explain the nature and amount generated as a direct result of your program. (This financial indicator is meant to show any indirect monetary contribution for the University. Example: fundraising and/or revenue generating activities that do not bring revenue to your specific unit.)

Our Homecoming basketball games generate revenue that goes directly to the Alumni Office. All ticket sales are not absorbed by Athletics. We also hold events and make connections to the university for fundraising purposes that do not have a direct effect on the budget for Athletics.

## D8) Challenges and Opportunities

1. Are there any particular challenges regarding this program not yet addressed through the analysis and reflection on data or questions in the previous sections? Please describe here.

N/A

2. Are there any particular opportunities regarding this program that have not been addressed through the analysis and reflection on data or questions in the previous sections? Please describe here.

N/A

3. What is the potential of this program for generating or increasing revenue and/or enrollment at the University?

Through the strategic marketing campaign, recruiting efforts, fundraising, and sponsorship initiatives delineated in the 2015-2020 PLNU Athletics Strategic Plan, we have generated some revenue and greatly desire for this revenue to grow. Through advisory/booster groups, we have a few more opportunities to grow our alumni database and connect with external constituents.

4. If you could start fresh and totally restructure and/or redesign your program, what would you do, and how? What would your ideal program look like, assuming up-to-date "good (best) practices," national trends, and your comparator analysis would inform your redesign?

We encountered this same question in 8 years ago, in 2009. We made decisions regarding size and scope of sports programs as well as national and regional affiliation. Due to NCAA minimums, we must offer at least 10 athletic programs with at least four men's teams and at least five women's teams. Therefore, beginning in 2013-14, our model is comprised of four men's teams and seven women's teams to be compliant with OCR and Title IX.

In 2014, at the time of prioritization, we believed we could fund 11 athletics programs, but were not quite there. We do not believe that it is realistic for PLNU to offer 15-20 athletic programs as some of our comparator and aspirant universities do, in light of our financial limitations.

5. How do you foresee your program changing in the next five to six years and why? Consider answers to the previous questions, i.e. internal/external demands, trends in your area of co-curricular programming, technology, resources, comparator analysis, learning outcomes data, student engagement and satisfaction data, alumni data, et cetera.

Please refer to the table of strategic initiatives in the 2015-2020 PLNU Athletics Strategic Plan (Appendix A), which provides an implementation timeline for our target goals. One of our major foci will be on fundraising to improve facilities and to improve our marketing and promotion of athletic programs to internal and external audiences.

## D9) Recommendations for Program Improvement

Please list in rank order the recommendations you are making regarding this program analysis with a brief rationale for each recommendation. How do the recommendations ensuing from this self-study impact the resources and staffing of the co-curricular unit to which it belongs?

Please refer to the strategic initiatives detailed in the 2015-2020 PLNU Athletics Strategic Plan (Appendix A).

## Co-Curricular Unit Synthesis

### E) Synthesis of Co-Curricular Unit Recommendations

How do these recommendations align and/or interact with the overall priorities and available resources within your entire co-curricular unit?

N/A (This self-study report is wholly devoted to the Department of Athletics, which operates as its own discrete sub-culture within the Department of Student Development.)

### F) Action Plan Considerations for MOU

Review your prioritized recommendation list with your area Vice President or Associate Vice President and develop a draft action plan and timeline to be considered as part of the MOU.

Please refer to the strategic initiatives detailed in the 2015-2020 PLNU Athletics Strategic Plan (Appendix A).

## **Co-Curricular Assessment Committee and External Review**

Once your Self-Study is ready for submission, please send it to the chair of your Co-Curricular Assessment Committee and the Vice President and/or designee, who will forward it to the External Reviewer(s) for consideration.

After the External Review Report(s) are submitted to the Vice President and/or designee, the assessment committee will incorporate feedback from the External Review Report(s) into a combined report (Findings & Recommendations) that will go back to the Vice President and/or designee and co-curricular area personnel for their response.

The Vice President and/or co-curricular director(s) will draft and finalize an MOU with Action Plan for cabinet approval.

The Self-Study, External Review Report(s), the Findings & Recommendations Report, the co-curricular unit response, and the cabinet-approved MOU with Action Plan will comprise a completed program review.

**APPENDIX A**  
**PLNU ATHLETICS STRATEGIC PLAN, 2015-2020**

# **PLNU ATHLETICS**



**STRATEGIC PLAN  
2015 - 2020**



**Priority: Competitive Excellence**

**Context:** PLNU's athletic teams have been extremely successful during their first three years as full members of NCAA Division II and five years as members of the PacWest Conference. In those five years, PLNU has improved its standing in the PacWest Conference Commissioner's Cup placing chronologically in 9<sup>th</sup>, 6<sup>th</sup>, 4<sup>th</sup>, 4<sup>th</sup> and is currently in 2<sup>nd</sup> place this year. Now that the initial phase of NCAA membership is in the past and PLNU has proven to be consistently competitive and near the top of the conference and regional standings across all sports, the plan is to continue the upward movement and become perennial challengers for national titles.

**Objective:** Continue to compete successfully at the conference, regional, and national level in every sport and provide a complete, well-rounded experience for our student-athletes. PLNU champions a Christ-centered environment where student-athletes experience holistic growth while pursuing academic and athletic distinction.

SPECIFIC ACTIONS	BUDGET OR STAFF IMPLICATIONS	RESPONSIBLE GROUP(S)	TARGET DATE FOR COMPLETION	SPECIFIC TIME TABLE
1. Outsource Sports Performance (strength & conditioning program for all student-athletes through Velocity)	Student-athlete fees \$50,000 + Annual fundraised dollars \$10,000	AD, Associate AD for Compliance/SWA	Fall 2016	<ul style="list-style-type: none"> <li>○ Identify partner (Velocity), July 2015</li> <li>○ Received Institution Approval, October 2015</li> <li>○ Finalize agreement and financial terms, Spring 2016</li> <li>○ Develop and approve fitness program with partner, Summer 2016</li> <li>○ Onboard staff, Summer 2016</li> </ul>

2. Employ a full-time strength & conditioning coach to move away from outsourced model	Student-athlete fees \$50,000 + Annual fundraised dollars \$20,000	AD, Associate AD for Compliance/SWA	Fall 2017	<ul style="list-style-type: none"> <li>○ Job description completed, March 2017</li> <li>○ Job announcement, April 2017</li> <li>○ Position hired, June 2017</li> </ul>
3. Renovate weight room and purchase new equipment to turn it into a full Sport Performance facility	\$25,000 in fundraised dollars	VP, AD	August 2016	<ul style="list-style-type: none"> <li>○ Plans finalized, January 2016</li> <li>○ Renovation began, June 2016</li> <li>○ Project completed, August 2016</li> </ul>
4. Employ a full-time assistant women's track & field coach (previous model had coach also teaching and as strength & conditioning coach)	Commensurate with experience. Funding - university general fund	VP, AD, Human Resources, Provost	August 2016	<ul style="list-style-type: none"> <li>○ Job description completed, Fall 2015</li> <li>○ Job announcement, April 2016</li> <li>○ Coach hired, May 2016</li> </ul>
5. Employ Full-Time Head Women's Soccer Coach with no additional responsibilities (previous model had coach also teaching)	Commensurate with experience. Funding – university general fund	VP, AD, Human Resources	January 2018	<ul style="list-style-type: none"> <li>○ Job description completed, November 2017</li> <li>○ Job announcement, November 2017</li> <li>○ Coach hired, December 2017</li> </ul>
6. Employ Full-Time Head Women's Basketball Coach with no additional responsibilities (previous model had coach also teaching)	Commensurate with experience. Funding – university general fund	VP, AD, Human Resources	April 2016	<ul style="list-style-type: none"> <li>○ Job description completed, March 2016</li> <li>○ Job announcement, March 2016</li> <li>○ Coach hired, April 2016</li> </ul>
7. Employ a full-time assistant women's basketball coach (previous model had coach also teaching)	Commensurate with experience. Funding - university general fund	VP, AD, Human Resources	April 2016	<ul style="list-style-type: none"> <li>○ Job description completed, March 2016</li> <li>○ Job announcement, March 2016</li> <li>○ Coach hired, April 2016</li> </ul>



8. Employ a part-time Graduate Assistant for Athletics Marketing & Communications	Cover cost of PLNU Sport Management Masters Program tuition plus \$10,000/yr stipend Funding - university general fund	VP, AD	August 2015	<ul style="list-style-type: none"> <li>Interviews, March 2015</li> <li>First GA selected, May 2015</li> <li>First GA begins 2-Year Employment, August 2015</li> </ul>
9. Restructure Athletics Administrative Assistant Job Description to be more proactive and project management related position rather than all administrative support	Commensurate with experience. Funding - university general fund	VP, AD	August 2015	<ul style="list-style-type: none"> <li>Selected, July 2015</li> <li>Began paperwork, July 2015</li> <li>Full-time, August 2015</li> </ul>
10. Replace all grass and resurface infield dirt on baseball field. Project will also include artificial turf in foul territory and new drainage system for entire field.	\$1,000,000 completed w/ university general fund, fundraised dollars	President, VP, AD	October 2016	<ul style="list-style-type: none"> <li>Plans finalized, February 2016</li> <li>Bids, March 2016</li> <li>Resurfacing began, May 2016</li> <li>Project completed, October 2016</li> </ul>
11. Fundraising Campaign to build Fitness Center (including team locker rooms, offices, etc.)	Funding – fundraised dollars \$15 million	President, AD, Campus Facilities	July 2019	<ul style="list-style-type: none"> <li>Begin campaign Fall 2017</li> <li>Draft plan, Fall 2018</li> <li>Bids, January 2019</li> <li>Construction, May 2019</li> </ul>
12. Build 2,500 sq. foot track/soccer storage facility – Includes park/seating area for spectators.	Funding – Fundraised dollars \$250,000	AD, Campus Facilities	July 2019	<ul style="list-style-type: none"> <li>Draft plans, December 2018</li> <li>Bids, January 2018</li> <li>Construction, May 2019</li> </ul>
13. Purchase and install track/soccer scoreboard	Fundraised dollars, sponsorships \$200,000	AD, Campus Facilities	July 2018	<ul style="list-style-type: none"> <li>Draft plans, December 2017</li> <li>Bids, January 2018</li> <li>Installation, May 2018</li> </ul>
14. Purchase and install temporary manual tennis scoreboard	Fundraised dollars \$200	AD, Senior Associate AD, Assistant AD Facilities & Events	February 2016	<ul style="list-style-type: none"> <li>Draft plans, December 2015</li> <li>Bids, January 2015</li> <li>Installation, February 2016</li> </ul>

15. Purchase and install digital tennis scoreboard	Fundraised dollars, sponsorships \$75,000	AD, Campus Facilities	July 2018	<ul style="list-style-type: none"> <li>○ Draft plans, December 2017</li> <li>○ Bids, January 2018</li> <li>○ Installation, May 2018</li> </ul>
16. Install new stadium seating for baseball, soccer, and tennis	Donation of seats from San Diego Padres and budget dollars for installation	AD, Assistant AD for Facilities & Events	January 2015	<ul style="list-style-type: none"> <li>○ Acquire seats, Fall 2014</li> <li>○ Install seats, January 2015</li> </ul>
17. New court/bench seating for gym	Budget dollars \$5,500	Senior Associate AD	October 2015	<ul style="list-style-type: none"> <li>○ Select vendor &amp; Place Order, Summer 2015</li> </ul>
18. New baseball LED scoreboard	Fundraised dollars \$100,000	AD, Senior Associate AD, Assistant AD Facilities & Events	January 2016	<ul style="list-style-type: none"> <li>○ Receive quotes, March 2015</li> <li>○ Select vendor, April 2015</li> <li>○ Engineering study, May 2015</li> <li>○ Design, July 2015</li> <li>○ Installation, January 2016</li> </ul>
19. New basketball/volleyball scoreboard	Fundraised dollars \$45,000	AD, Senior Associate AD, Assistant AD Facilities & Events	January 2016	<ul style="list-style-type: none"> <li>○ Receive quotes, March 2015</li> <li>○ Select vendor, April 2015</li> <li>○ Design, July 2015</li> <li>○ Installation, January 2016</li> </ul>
20. Establish End of Year Awards Show	Budgeted dollars \$7500	Senior Associate AD, Athletics Admin., Assistant AD for Communications	April 2017	<ul style="list-style-type: none"> <li>○ Establish Awards, December 2016</li> <li>○ Acquire bids for venue, food &amp; beverage, December 2017</li> <li>○ Brand event, Feb 2017</li> <li>○ Run of Show, March 2017</li> </ul>
21. Grow PLNU Athletics Hall of Fame	Fundraising and Operational Budget	AD, Assistant AD for Communications, Assistant AD for Facilities & Events	Ongoing	<ul style="list-style-type: none"> <li>○ 10<sup>th</sup> Hall of Fame Induction Ceremony, November 2018</li> <li>○ 11<sup>th</sup> Hall of Fame Induction Ceremony, November 2023</li> </ul>

22. New Seating in Golden Gym	Fundraised dollars \$300,000	AD, Senior Associate AD, Assistant AD for Facilities & Events	Summer 2019	<ul style="list-style-type: none"> <li>○ Develop seating plan, Summer 2018</li> <li>○ Receive quotes/bids, June 2018</li> <li>○ Select vendor, November 2018</li> <li>○ Integrate strategy with ticket system</li> <li>○ Installation, July 2019</li> </ul>
23. Conference Room & Team Room Additions to west end of gym	Fundraised dollars \$250,000	President, AD, Campus Facilities	July 2018	<ul style="list-style-type: none"> <li>○ Begin campaign, Fall 2017</li> <li>○ Draft plans, Fall 2017</li> <li>○ Bid, January 2018</li> <li>○ Construction, May 2018</li> </ul>

## Priority: Governance and Institutional Control

**Context:** Institutional control and presidential authority are primary principles of NCAA Division II. The Guiding Principles for a Model Division II Athletics Program include:

- **Integration and Institutional Control** - A model Division II athletics program is integral to the educational mission of the institution, is fully integrated as an athletics department in the institution's budget and management operations, and is committed to the principle of institutional control.
- **CEO Oversight** - A model Division II member institution's CEO sets forth a vision for the institution's intercollegiate athletics program, ensures that adequate resources exist for the athletics department to carry out this vision, emphasizes the importance of the institution's compliance system and the roles of various departments (e.g., financial aid office) in this system, and prioritizes self-reporting of compliance violations and compliance with Title IX.
- **AD Management** – A model Division II athletics program shall feature a full-time administrator that takes responsibility for the academic and athletics success of the athletics department. As the manager for the department, the AD shall implement the institution's vision for intercollegiate athletics consistent with the institution's mission and philosophy. The AD is also responsible for creating an environment that prioritizes sportsmanship and civility. The AD should serve as a primary athletics administrator and should not have other major responsibilities (e.g., should not also serve as a compliance officer; should not also serve as a coach).
- **FAR Involvement** - A model Division II member institution shall include the active involvement of the faculty athletics representative as the key institutional liaison to the athletics department and should be supported and funded by the institution to perform these functions. The involvement of the FAR should include eligibility or academic related duties. The FAR should also serve as a key contact for student-athletes.
- **SWA Involvement** - A model Division II athletics program shall include the active involvement of the senior woman administrator in decision making regarding key issues and in the general operations of the athletics department. The SWA is a senior level administrator, and she should have the title of assistant or associate athletics director.
- **SAAC Involvement** - A model Division II athletics program shall feature an active institutional SAAC that represents the concerns and ideas of the institution's student-athletes in all sports and is committed to the overall welfare of the student-athlete. The institution should have at least one student-athlete representative on the conference SAAC.

<b>1. Objective: Increase Presidential involvement in intercollegiate athletics</b>				
SPECIFIC ACTIONS	BUDGET OR STAFF IMPLICATIONS	RESPONSIBLE GROUP(S)	TARGET DATE FOR COMPLETION	SPECIFIC TIME TABLE
1. President will continue to regularly attend conference meetings	\$1,000	President, AD	Annually	○ Ongoing
2. President will continue to regularly attend NCAA Convention	\$1,000	President, AD	Annually	○ Ongoing
3. President will continue to hold regularly scheduled meetings with the FAR	None	President, FAR, AD	Ongoing	○ Ongoing
4. President will continue to hold regularly scheduled meetings with the AD	None	President, AD	Ongoing	○ Ongoing
5. President will continue to meet with the FAR and AD to review conference and Division II legislative initiatives and help frame institutional positions on legislation	None	President, AD	Ongoing	○ Ongoing
6. President will continue to meet with coaches	None	President, AD	Ongoing	○ Ongoing

<b>2. Objective: Athletic Director functions to meet NCAA Division II expectations.</b>				
SPECIFIC ACTIONS	BUDGET OR STAFF IMPLICATIONS	RESPONSIBLE GROUP(S)	TARGET DATE FOR COMPLETION	SPECIFIC TIME TABLE
1. Continue to provide funding for AD to attend NCAA Regional Rules Seminar, NACDA and NCAA convention	\$4,000	AD	Ongoing	○ Ongoing
2. Continue to have no coaching responsibilities	None	VP, AD	Ongoing	○ Ongoing
3. AD continue to meet regularly with President to discuss Division II initiatives and issues	None	President, AD	Annually	○ Ongoing

4. Continue to create and enforce procedures to investigate rules violations	None	VP, AD, Associate AD for Compliance/SWA	Ongoing	○ Ongoing
5. Maintain dual reporting lines between AD to VP-Student Development and to President	None	AD, VP, President	Ongoing	○ Ongoing
6. Meet monthly with each head coach to allow for better communication and accountability	None	AD, Head Coaches	Monthly	○ Ongoing

<b>3. Objective: Faculty Athletics Representative (FAR) functions to properly meet NCAA Division II expectations</b>				
<b>SPECIFIC ACTIONS</b>	<b>BUDGET OR STAFF IMPLICATIONS</b>	<b>RESPONSIBLE GROUP(S)</b>	<b>TARGET DATE FOR COMPLETION</b>	<b>SPECIFIC TIME TABLE</b>
1. Maintain job description reflecting duties and reporting line to the President	None	AD	Ongoing	○ Ongoing
2. Maintain upgraded responsibilities and rules of FAR	None	AD, FAR	Ongoing	○ Ongoing
3. Continue providing funding for FAR to attend the NCAA Regional Rules Seminar and/or NCAA convention	\$3,000 from President's budget	President, AD, FAR	Ongoing	Ongoing
4. Continue providing funding for FAR to become involved with the Faculty Athletics Representative Association (FARA)	None	President, AD, FAR	Ongoing	○ Ongoing
5. Continue to work with IAC to revise policy for missed classes for student-athletes	None	AD, IAC, FAR, Provost's Office	Ongoing	○ Ongoing
6. Continue with student-athlete exit interview instrument and procedure	None	Associate AD for Compliance/SWA, AD, FAR	Ongoing	○ Ongoing
7. Chaired Compliance Committee	None	FAR, Compliance Committee	July 2012	○ Ongoing
8. Chaired and organized IAC	None	AD, IAC	September 2011	○ Ongoing

<b>4. Objective: Senior Woman Administrator (SWA) position reflects role and responsibilities consistent with NCAA expectations</b>				
<b>SPECIFIC ACTIONS</b>	<b>BUDGET OR STAFF IMPLICATIONS</b>	<b>RESPONSIBLE GROUP(S)</b>	<b>TARGET DATE FOR COMPLETION</b>	<b>SPECIFIC TIME TABLE</b>
1. Maintain job description reflecting duties and responsibilities	None	VP, AD	Ongoing	Ongoing
2. Maintain title of Assistant AD for Academic and Student Affairs	None	AD	Ongoing	○ Ongoing
3. Continue providing funding for the SWA to attend the NACWAA convention, the NCAA Regional Rules seminar and the NCAA Convention	\$4,000 Annually	AD, SWA	Annually	○ Ongoing
4. Continue participating in the Athletics Finance Team	None	AD, Assistant AD for Finance	Annually	○ Ongoing
5. Continue working with the VP of Student Development and institution's Title IX representative to establish Gender and Diversity plan	None	VP Student Development, SWA	Ongoing	○ Ongoing

<b>5. Objective: Student-Athlete Advisory Committee functions in manner consistent with NCAA expectations</b>				
<b>SPECIFIC ACTIONS</b>	<b>BUDGET OR STAFF IMPLICATIONS</b>	<b>RESPONSIBLE GROUP(S)</b>	<b>TARGET DATE FOR COMPLETION</b>	<b>SPECIFIC TIME TABLE</b>
1. Continue to review and update constitution and bylaws, select officers	None	Senior Associate AD, SAAC	Annually	○ Ongoing
2. Acquire and maintain club funding from university for SAAC	Athletic Department Operational Budget & ASB Funding	Senior Associate AD, SAAC	Annually	○ Applied for club status, Fall 2014 ○ Denied club status because SAAC is not "non-exclusive", Spring 2015 ○ Re-applied for club status, Fall 2015 ○ Denied club status again, Spring 2016 ○ Re-applied for funding as non-club, Spring 2016 ○ Approved for non-club funding, Spring 2016
3. Serve as voice for general student-athlete concerns and issues to Athletic Department	None	Senior Associate AD, SAAC	Monthly	○ Began process, August 2014 ○ Ongoing
4. Implement SAAC strategic plan, review organizational structure, functions and activity	None	Senior Associate AD, SAAC	Annually	○ Ongoing
5. Continue to discuss proposed NCAA preliminary legislative proposals and conference SAAC positions	None	Senior Associate AD, SAAC, AD, FAR	Annually	○ Ongoing



6. Develop working relationship and collaborative effort with ASB for support and cost-sharing to build bridge between student-athletes and general student body population	None	Senior Associate AD, SAAC	Ongoing	<ul style="list-style-type: none"> <li>○ Implemented first campus engagement project, September 2015</li> <li>○ New events planned and executed annually</li> </ul>
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### Priority: Model Rules Education and Compliance Program

**Context:** Rules education and compliance are central to an institution operating within NCAA Division II legislation. A model Division II athletic program includes:

- **Compliance** - A model Division II athletics program shall feature a full-time compliance coordinator whose primary responsibility is the oversight of the institution's compliance system, the coordination of the institution's rules education and the monitoring of rules compliance. The compliance officer should not be a coach and should not be the athletics director. The athletics department should use an electronic or Web-based system for compliance monitoring. The department should also commit to a regular self-analysis to ensure Title IX compliance and a regular external assessment (e.g., Division II Compliance Blueprint visit) to evaluate the strengths and weaknesses of the institution's compliance systems.
- **Coach's Role** - A model Division II athletics program shall feature an environment where head coaches understand their responsibility in establishing a culture of compliance with conference and NCAA rules within the program.

1. <b>Objective:</b> Establish a compliance team, build a comprehensive compliance program				
SPECIFIC ACTIONS	BUDGET OR STAFF IMPLICATIONS	RESPONSIBLE GROUP(S)	TARGET DATE FOR COMPLETION	SPECIFIC TIME TABLE
1. Maintain and update a comprehensive compliance manual containing all written procedures and forms	None	AD, Associate AD for Compliance/SWA, FAR, Compliance Committee	Ongoing	<ul style="list-style-type: none"> <li>• Completed in May 2012</li> <li>• Updates and maintenance, ongoing</li> </ul>

2. Review established policies and procedures for monitoring playing and practice, recruiting, revise as needed	None	AD, Associate AD for Compliance/SWA, FAR, Compliance Committee	Ongoing	<ul style="list-style-type: none"> <li>Implemented in January 2012</li> <li>Review, ongoing</li> </ul>
3. Review policies and procedures in compliance manual, revise as needed	None	AD, Associate AD for Compliance/SWA, FAR, Compliance Committee.	Ongoing	<ul style="list-style-type: none"> <li>July 2012</li> <li>Review, ongoing</li> </ul>
4. Maintain formal lines of communication, creating contact liaisons for records, admissions, and financial aid offices	None	Associate AD for Compliance/SWA, Records Office, Financial Aid, Admissions	Ongoing	<ul style="list-style-type: none"> <li>Fall 2012 and beyond</li> <li>Maintenance, Ongoing</li> </ul>
5. Hire compliance intern	None	AD, VP for Student Development, HR, Associate AD for Compliance/SWA	April 2015	<ul style="list-style-type: none"> <li>Propose to HR and Cabinet, December 2012</li> <li>Interviews February, 2012</li> <li>Implemented, April 2012</li> <li>Hired intern, Fall 2015</li> </ul>
6. Maintain and review process for transfer and scholarship appeals	None	AD, Associate AD for Compliance/SWA, Compliance Committee,	Ongoing	<ul style="list-style-type: none"> <li>Implemented, March 2014</li> <li>Ongoing</li> </ul>
7. Continue with internal compliance audit process	None	Associate AD for Compliance/SWA, Compliance Committee, FAR	Ongoing	<ul style="list-style-type: none"> <li>Ongoing</li> </ul>
8. Post and make available the California Education Code	None	AD, Associate AD for Compliance/SWA	Annually	<ul style="list-style-type: none"> <li>Ongoing</li> </ul>

9. Continue, Evaluate and Enforce Class Attendance Policy	None	AD, FAR, Vice Provost, Academic Policy Committee	Ongoing	<ul style="list-style-type: none"> <li>Ongoing</li> </ul>
10. Maintain and review procedures for student managers	None	Associate AD for Compliance/SWA	Ongoing	<ul style="list-style-type: none"> <li>Implement, August 2014</li> <li>Ongoing</li> </ul>

**2. Objective: Maintain a comprehensive rules education program for coaches & staff with compliance responsibilities**

SPECIFIC ACTIONS	BUDGET OR STAFF IMPLICATIONS	RESPONSIBLE GROUP(S)	TARGET DATE FOR COMPLETION	SPECIFIC TIME TABLE
1. Establish specific dates and times for rules education sessions	None	AD, Associate AD for Compliance/SWA	July 2011	○ Ongoing
2. Provide funding for compliance committee to attend NCAA Regional Rules Seminars	\$2,000	AD, Associate AD for Compliance/SWA, Records Office, Student Financial Services	Spring 2011	○ Ongoing
3. Utilize the NCAA Compliance Calendar and compliance production schedule to establish a rules education program for coaches and staff	None	AD, Associate AD for Compliance/SWA	Fall 2011	○ Ongoing
4. Establish requirements for attendance and make-up for missed program	None	Associate AD for Compliance/SWA	September 2012	○ Ongoing
5. Develop and monitor a minimum number of contests and minimum number of participants policy	None	Associate AD for Compliance/SWA	May 2012	○ Ongoing

6. Continue to develop and update PLNU's Athletic Department Operation Manual	None	AD, Associate AD for Compliance/SWA, Assistant AD Finance, Assistant AD Facilities & Events	Annually	○ Ongoing
7. Develop written policies and procedures to evaluate and monitor amateur status of student-athletes	None	Associate AD for Compliance/SWA	May 2012	○ Ongoing
8. Establish written procedures for the recruiting process, clearly defining expectations, policies, procedures and responsibilities	None	Associate AD for Compliance/SWA, Compliance Committee	May 2012	○ Ongoing

**3. Objective: Maintain current practice of a rules education program for booster and other representatives of athletics interests**

SPECIFIC ACTIONS	BUDGET OR STAFF IMPLICATIONS	RESPONSIBLE GROUP(S)	TARGET DATE FOR COMPLETION	SPECIFIC TIME TABLE
1. Develop educational brochure and distribute to boosters through athletics and University Advancement	\$200	AD, Senior Associate AD, Associate AD for Compliance/SWA, University Advancement	Annually	○ Ongoing
2. Review and update booster do's and don't on athletic website	None	AD, Senior Associate AD Associate AD for Compliance/SWA,	Ongoing	○ Ongoing

<b>4. Objective: Maintain current practice of a rules education program for prospective student-athletes</b>				
<b>SPECIFIC ACTIONS</b>	<b>BUDGET OR STAFF IMPLICATIONS</b>	<b>RESPONSIBLE GROUP(S)</b>	<b>TARGET DATE FOR COMPLETION</b>	<b>SPECIFIC TIME TABLE</b>
1. Review procedures for advising prospects regarding initial eligibility, Eligibility Center, and amateurism	None	AD, Associate AD for Compliance/SWA	Annually	○ Annually review with coaches
2. Remind coaches and Admissions staff members on their roles in the process	None	AD, Compliance, Admissions, Coaching Staffs	Annually	○ Annually review with coaches

<b>5. Objective: Maintain current practice of a rules education program for enrolled student-athletes</b>				
<b>SPECIFIC ACTIONS</b>	<b>BUDGET OR STAFF IMPLICATIONS</b>	<b>RESPONSIBLE GROUP(S)</b>	<b>TARGET DATE FOR COMPLETION</b>	<b>SPECIFIC TIME TABLE</b>
1. Utilize the NCAA Compliance Calendar and compliance production schedule to establish a rules education program for student-athletes	None	Compliance, AD, Coaches	Annually	○ Ongoing
2. Establish specific dates and times for rules education sessions with each team at the beginning of the school year	None	Compliance, AD, Coaches	Annually	○ Ongoing
3. Establish specific dates and times for rules education sessions with SAAC and require coaches to allow SAAC representatives to inform their teammates	None	Compliance, Coaches, Associate AD for Compliance/SWA	Annually	○ Ongoing
4. Schedule e-mail blasts to all student-athletes regarding compliance issues (gambling, etc.)	None	Associate AD for Compliance/SWA	Annually	○ Ongoing
5. Year-End Meeting/Reminder w/ student-athletes regarding eligibility, amateurism employment	None	Associate AD for Compliance/SWA	Annually	○ Ongoing

**6. Objective:** Continue listing rules compliance in job descriptions and assessing during performance reviews of coaches, athletic staff and staff members with compliance responsibilities

SPECIFIC ACTIONS	BUDGET OR STAFF IMPLICATIONS	RESPONSIBLE GROUP(S)	TARGET DATE FOR COMPLETION	SPECIFIC TIME TABLE
1. Include stipulations that rules compliance is a condition of employment in letters of appointment for all coaches and athletic administrators.	None	AD, HR, Associate AD for Compliance/SWA	Ongoing	○ Ongoing
2. Include compliance responsibilities in the job descriptions, letters of appointment and in the performance reviews of all university staff members involved in rules compliance	None	AD, HR, Associate AD for Compliance/SWA	Ongoing	○ Ongoing
3. Include a component related to knowledge of and compliance with NCAA rules in performance evaluations	None	AD, HR, Associate AD for Compliance/SWA	Ongoing	○ Ongoing

### Priority: Student-Athlete Growth, Well-Being and Life Skills

**Context:** The university is committed to NCAA Division II's "Life in the Balance" trademark and to helping student-athletes develop healthy lifestyles. A model Division II athletic program includes:

- Academic Success - A model Division II athletics program shall be committed to the academic success of its student-athletes, measured in part by the total number of student-athletes that earn degrees within six years of initial collegiate enrollment and the fact that student-athletes graduate at least at the same rate as the institution's student body.
- Life Skills - A model Division II athletics program shall be committed to the total development of a student-athlete's life skills, as evidenced by implementing the NCAA CHAMPS/Life Skills or similar program. Life skills programming should effectively engage the community in preparing student-athletes for successes both concurrent with their athletics careers and after their collegiate experiences. A model Division II athletics program will assist student-athletes in developing, identifying and applying transferable skills such as citizenship and leadership in their careers and in their community.
- Athletic Trainers - A model Division II athletics program has an adequate number of certified athletic trainers (NATA guidelines) providing for the safety and well being of student-athletes. Practices should adhere to the NCAA Sports Medicine Handbook.
- Assessment - A model Division II athletics program shall feature a tool that is used as a written assessment each year to measure the student-athletes' experience. In addition, the athletics department should feature annual written evaluations by managers (e.g., AD, SWA) regarding the performance of coaches and administrators.
- Diversity and Inclusion - A model Division II athletics program shall be committed to the principle of diversity and inclusion. The athletics department shall promote an atmosphere of respect for and sensitivity to the dignity of every person. The department shall also value the opinions of all, initiate a leadership role on campus in this area, and, through diverse hiring pools, strive for gender and ethnic diversity in the institution's administrative and coaching positions.

<b>1. Objective: Provide student-athletes with academic support services</b>				
<b>SPECIFIC ACTIONS</b>	<b>BUDGET OR STAFF IMPLICATIONS</b>	<b>RESPONSIBLE GROUP(S)</b>	<b>TARGET DATE FOR COMPLETION</b>	<b>SPECIFIC TIME TABLE</b>
1. Continue to identify services available to all students and educate student-athletes about them	None	AD, FAR, Associate AD for Compliance/SWA	Ongoing	○ Ongoing
2. Review and update existing systems to monitor student-athletes' academic performance	None	AD, FAR, Associate AD for Compliance/SWA, Academic Advising Department	Ongoing	○ Ongoing
3. Monitor continually to evaluate intervention strategies when student-athletes are identified to be at-risk academically	None	AD, FAR, Associate AD for Compliance/SWA, Academic Advising Department	Ongoing	○ Ongoing

<b>2. Objective: Establish a life skills program to parallel the NCAA model</b>				
<b>SPECIFIC ACTIONS</b>	<b>BUDGET OR STAFF IMPLICATIONS</b>	<b>RESPONSIBLE GROUP(S)</b>	<b>TARGET DATE FOR COMPLETION</b>	<b>SPECIFIC TIME TABLE</b>
1. Develop a tool and/or program to assist in determining the priority of student-athletes' needs.	None	AD, Senior Associate AD, Associate AD for Compliance/SWA	Fall 2017	<ul style="list-style-type: none"> <li>○ Identify specific needs and direction, June 2017</li> <li>○ Develop strategy, June 2017</li> <li>○ Evaluate opportunities and outside resources, July 2017</li> </ul>



				<ul style="list-style-type: none"> <li>○ Implement, Fall 2017</li> <li>○ Assign SWA, Fall 2014</li> </ul>
2. Assign staff to develop and implement the program	None	AD, Senior Associate AD, Associate AD for Compliance/SWA	Summer 2017	
3. Use the various templates of local groups to address administrative issues and program evaluation	None	AD, Associate AD, Associate AD for Compliance/SWA	Summer 2017	<ul style="list-style-type: none"> <li>○ Implement, Fall 2014</li> </ul>
4. Develop and implement a character development program for student-athletes	Budgeted dollars & fundraised dollars	AD, Senior Associate AD, Associate AD for Compliance/SWA	Fall 2017	<ul style="list-style-type: none"> <li>○ Identify specific needs and direction, June 2017</li> <li>○ Develop strategy, June 2017</li> <li>○ Evaluate opportunities and outside resources, July 2017</li> <li>○ Implement, Fall 2017</li> </ul>

### 3. **Objective:** Enhance sports medicine, strength and conditioning programs

SPECIFIC ACTIONS	BUDGET OR STAFF IMPLICATIONS	RESPONSIBLE GROUP(S)	TARGET DATE FOR COMPLETION	SPECIFIC TIME TABLE
1. Review athletic training and medical services to ensure the university meets or exceeds NCAA and conference coverage standards. Make programmatic adjustments as required.	None	AD, AT, Associate AD for Compliance/SWA	Annually	<ul style="list-style-type: none"> <li>○ Implemented new NCAA standards, July 2011</li> <li>○ Ongoing</li> </ul>
2. Review strength and conditioning programs for each sport, both in-season and out of season. Make programmatic adjustments as required.	None	AD, AT, Associate AD for Compliance/SWA, Strength & Conditioning Coach	Fall 2017	<ul style="list-style-type: none"> <li>○ Implement, August 2012</li> <li>○ New Plan Implemented Summer 2016</li> <li>○ Review and Update of New Plan Spring 2017</li> </ul>

3. Educate coaches on the institution's emergency medical plans	None	AD, AT, Associate AD for Compliance/SWA	Annually	<ul style="list-style-type: none"> <li>○ Distributed plans, August 2011</li> <li>○ Communicated plans with entire staff, August 2012</li> <li>○ Reviewed Annually</li> </ul>
4. Require that coaches be certified in CPR/AED operation	None	AD, AT, Associate AD for SWA/Compliance	Ongoing	<ul style="list-style-type: none"> <li>○ Ongoing</li> </ul>
5. Further restructure AT staff by releasing two teaching faculty who assist very few hours in AT Clinic	Increased hours	AD, AT, Associate AD for Compliance/SWA	August 2015	<ul style="list-style-type: none"> <li>○ Begin Marketing M.A. program in Athletic Training, Fall 2014</li> <li>○ Interview candidates, June 2015</li> <li>○ Communicate and implement re-org, July 2015</li> </ul>
6. Add two Graduate Assistant Athletic Training positions	\$20,000	AD, AT, Associate AD for Compliance/SWA	August 2015	<ul style="list-style-type: none"> <li>○ Partner with Kinesiology Graduate Program, Fall 2014</li> <li>○ Develop &amp; post job descriptions, January 2015</li> <li>○ Review Applications, February 2016</li> <li>○ Hire positions, May 2016</li> </ul>

<b>4. Objective: Conduct exit interviews with all student-athletes that quit a team, request a release to transfer, withdraw from a team or have exhausted their eligibility</b>				
<b>SPECIFIC ACTIONS</b>	<b>BUDGET OR STAFF IMPLICATIONS</b>	<b>RESPONSIBLE GROUP(S)</b>	<b>TARGET DATE FOR COMPLETION</b>	<b>SPECIFIC TIME TABLE</b>
1. Exit interview responsibilities fall to the Associate AD/SWA duties	None	AD, Associate AD for Compliance/SWA	January 2015	<ul style="list-style-type: none"> <li>○ Implemented, March 2015</li> <li>○ Ongoing</li> </ul>
2. Evaluate and update formal set of exit interview questions	None	AD, Associate AD for Compliance/SWA	Annually	<ul style="list-style-type: none"> <li>○ Ongoing</li> </ul>
3. Use results in a constructive manner to improve identified areas of concern	None	AD, Associate AD for Compliance/SWA	Annually	<ul style="list-style-type: none"> <li>○ Ongoing</li> </ul>
4. Share cumulative results with the FAR and Intercollegiate Athletic Committee to help them assess the student-athlete experience at the university	None	AD, FAR, Associate AD for Compliance/SWA	Annually	<ul style="list-style-type: none"> <li>○ Ongoing</li> </ul>

<b>5. Objective: Perform annual written performance evaluations of coaches and administrators</b>				
<b>SPECIFIC ACTIONS</b>	<b>BUDGET OR STAFF IMPLICATIONS</b>	<b>RESPONSIBLE GROUP(S)</b>	<b>TARGET DATE FOR COMPLETION</b>	<b>SPECIFIC TIME TABLE</b>
1. Evaluate and update criteria specific to student-athlete treatment. Include coaches' and administrators' assessments of their performance	None	AD, Associate AD for Compliance/SWA, HR, VP Student Development	Annually	<ul style="list-style-type: none"> <li>○ Ongoing</li> </ul>

2. Continue to cross-reference coaches' and administrators' assessments with student-athlete exit interview summaries.	None	AD, Associate AD for Compliance/SWA	Annually	○ Ongoing
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**6. Objective: Annually review team rules, on a team-by-team basis, to ensure consistency with regard to student-athlete treatment**

SPECIFIC ACTIONS	BUDGET OR STAFF IMPLICATIONS	RESPONSIBLE GROUP(S)	TARGET DATE FOR COMPLETION	SPECIFIC TIME TABLE
1. Review team policies with each head coach	None	AD	Annually	○ Ongoing
2. Require that rules related to the treatment of student-athletes and consequences for breaking team rules are consistent across programs	None	AD	Annually	○ Ongoing
3. Use best practices to improve how team rules are presented and enforced	None	AD	Annually	○ Ongoing

**7. Objective: Develop and implement a gender equity and ethnic diversity plan**

SPECIFIC ACTIONS	BUDGET OR STAFF IMPLICATIONS	RESPONSIBLE GROUP(S)	TARGET DATE FOR COMPLETION	SPECIFIC TIME TABLE
1. Continue to update and improve Gender Equity and Diversity Plans	None	VP, AD, Associate AD for Compliance/SWA, Chief Diversity Officer	Annually	○ Ongoing

2. Continue to survey student-athletes and undertake a study regarding treatment issues including: <ul style="list-style-type: none"> <li>○ Equipment and Supplies</li> <li>○ Scheduling of Games and Practice Time</li> <li>○ Travel and Per Diem Allowances</li> <li>○ Tutors/Academic Assistance.</li> <li>○ Coach/Student-Athlete Ratio</li> <li>○ Locker Rooms, Practice, and Competitive Facilities</li> <li>○ Medical/Training Facilities/Services</li> <li>○ Housing and Dining Facilities/Services</li> <li>○ Publicity</li> <li>○ Support Services</li> <li>○ Recruitment</li> <li>○ Address differences in any treatment area from one sport or team to another</li> </ul>	None	VP, AD, Associate AD for Compliance/SWA, CDO, Senior Associate AD	Annually	○ Ongoing
3. Continue to document efforts to accommodate the athletics interests of both genders	None	VP, AD, Associate AD for Compliance/SWA, CDO	Annually	○ Ongoing
4. Continue plan to address gender equity issues. Include measurable goals the institution intends to achieve, steps the institution will take to achieve them, persons responsible and a specific timetable for completing the work	None	President, VP, AD, Associate AD for Compliance/SWA, CDO	Annually	○ Ongoing

5. Continually monitor diversity opportunity in the following areas: <ul style="list-style-type: none"> <li>○ Institutional and athletics department commitment to diversity</li> <li>○ Periodic review of department activities</li> <li>○ Policies/activities to enhance diversity</li> <li>○ Institutional goals for enrolling minority students and student-athletes</li> <li>○ Graduation Rates</li> <li>○ Employment Opportunities</li> <li>○ Programs that address the needs and issues affecting minority student-athletes</li> </ul>	None	VP, AD, Associate AD for Compliance/SWA, CDO	Annually	○ Ongoing
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8. <b>Objective:</b> Continue to assess best practices to ensure consistent team travel standards for all sports				
SPECIFIC ACTIONS	BUDGET OR STAFF IMPLICATIONS	RESPONSIBLE GROUP(S)	TARGET DATE FOR COMPLETION	SPECIFIC TIME TABLE
1. Review written policies regarding: <ul style="list-style-type: none"> <li>○ Team Transportation</li> <li>○ Lodging</li> <li>○ Meals</li> </ul>	None	AD, Assistant AD for Finance, Associate AD for Compliance/SWA,	Annually	○ Ongoing
2. Continue to hold coaches accountable for to travel policies	None	AD, Assistant AD for Finance	Ongoing	○ Ongoing

<b>9. Objective: Review and update student-athlete handbook</b>				
<b>SPECIFIC ACTIONS</b>	<b>BUDGET OR STAFF IMPLICATIONS</b>	<b>RESPONSIBLE GROUP(S)</b>	<b>TARGET DATE FOR COMPLETION</b>	<b>SPECIFIC TIME TABLE</b>
1. Continue to update the comprehensive handbook, based on input received.	None	AD, Associate AD for Compliance/SWA	Ongoing	○ Ongoing
2. After review, distribute to all student-athletes and post on the athletics website	None	AD, Associate AD for Compliance/SWA, Assistant AD for Communications	Annually	○ Annually Reviewed by SAAC & Administrative Staff
3. Continually update with new NCAA language, revise and submit to the IAC for comment	None	AD, Associate AD for Compliance/SWA, IAC	Ongoing	○ Make revisions-ongoing ○ IAC review annually

## Priority: Community Engagement and Outreach

**Context:** The university has taken community involvement as a key component of its mission. Athletics has played a principle role. As a result, the NCAA Division II commitment to community engagement and sportsmanship is consistent with our own. The Student-Athlete Advisory Committee will play a leadership role in developing and implementing PLNU Athletics' community engagement initiatives

**Community Engagement/Game Environment** - A model Division II athletics program will emphasize that a “family friendly” environment should exist at all athletics department events and shall be active in promoting community engagement activities. A model program shall promote and support a positive game environment that will encourage all student-athletes, coaches and fans to respect each other, practice civility, encourage teamwork and understand citizenship responsibilities during the conduct of intercollegiate practice and competitions. An athletics department should develop a policy on sportsmanship and fan behavior for home events. The Student-Athlete Advisory Committee could provide leadership with the development of such a policy.

1. <b>Objective:</b> Expand community outreach through SAAC involvement				
SPECIFIC ACTIONS	BUDGET OR STAFF IMPLICATIONS	RESPONSIBLE GROUP(S)	TARGET DATE FOR COMPLETION	SPECIFIC TIME TABLE
1. Women's Soccer Loveworks trip to Zambia	All fundraised dollars	Women's Soccer Coaching Staff	July 2016	<ul style="list-style-type: none"> <li>○ Finalize Trip Details, Summer 2015</li> <li>○ Fundraising, Fall 2015-Summer 2016</li> <li>○ Trip, Summer 2016</li> </ul>
2. Men's Soccer Outreach trip to Colombia	All fundraised dollars	Men's Soccer Coaching Staff	July 2016	<ul style="list-style-type: none"> <li>○ Finalize Trip Details, Summer 2015</li> <li>○ Fundraising, Fall 2015-Summer 2016</li> <li>○ Trip, Summer 2016</li> </ul>



3. Men's Basketball Outreach trip to Panama	All fundraised dollars	Men's Basketball Coaching Staff	July 2017	<ul style="list-style-type: none"> <li>Finalize Trip Details, Spring 2017</li> <li>Fundraising, Spring 2016-Summer 2017</li> <li>Trip, Summer 2017</li> </ul>
4. Develop partnership with Wounded Warrior Project	No substantial expenses	Coaches, Team Captains	Ongoing	<ul style="list-style-type: none"> <li>Recognize wounded veterans at multiple games 2016-2017 and future years</li> </ul>
5. Partner with ALS	No substantial expenses	Coaches, Team Captains	Ongoing	<ul style="list-style-type: none"> <li>Drive awareness to ALS at basketball game 2016-2017 and future years</li> </ul>
6. Breast Cancer Awareness	Marketing & Promotions Budget	Senior Associate AD, Coaches	Ongoing	<ul style="list-style-type: none"> <li>Dig Pink Volleyball Match, Annually in Fall</li> <li>Breast Cancer Awareness Games – M&amp;W Soccer, Annually in Fall</li> <li>Susan G. Komen Walk for Cure Volunteering – Baseball, Annually Spring</li> </ul>
7. Little League Partnerships	Marketing & Promotions Budget	Senior Associate AD, GA	Ongoing	<ul style="list-style-type: none"> <li>Create fundraising ticket program for youth leagues, December 2014</li> <li>Implement first LL event, Spring 2015</li> </ul>
8. Develop relationship with Bread of Life Ministries	No substantial expenses	Coaches, Team Captains	Ongoing	<ul style="list-style-type: none"> <li>Serve food to homeless throughout the year 2014-2017 and future years</li> </ul>
9. Establish Community Engagement compilation and tracking system	Cost absorbed by conference	Senior Associate AD, Grad. Assistant for Mktg. & Comm.	April 2017	<ul style="list-style-type: none"> <li>Install and learn tracking software, October 2016</li> <li>Input all community relations activity, May 2017</li> </ul>

10. Install single athletic camp registration and outreach process & partner for all sports	Cost absorbed into camp registration customer fees	Senior Associate AD, Head Coaches	March 2017	<ul style="list-style-type: none"> <li>○ Select partner, January 2017</li> <li>○ Complete design and backend system, March 2017</li> <li>○ Launch, March 2017</li> </ul>
11. Continue partnership with Make-A-Wish San Diego and implement first Make-A-Wish fundraiser	All fundraised dollars	Senior Associate AD, SAAC	Ongoing	<ul style="list-style-type: none"> <li>○ Multiple annual events ongoing</li> <li>○ Annually Review &amp; assess with other new initiatives</li> </ul>
12. Develop partnership with Special Olympics to provide game management assistance.	None	Senior Associate AD, SAAC	Ongoing	<ul style="list-style-type: none"> <li>○ Implement annual involvement strategy February each year</li> <li>○ Attend and volunteer at Special Olympics, April annually</li> <li>○ Annually Review &amp; assess with other new initiatives</li> </ul>

**2. Objective: Assess home game environment, implement strategies to enhance it**

SPECIFIC ACTIONS	BUDGET OR STAFF IMPLICATIONS	RESPONSIBLE GROUP(S)	TARGET DATE FOR COMPLETION	SPECIFIC TIME TABLE
1. Develop written strategies, to commit to an appropriate and strategic home game environment	None	Senior Associate AD, Assistant AD Facilities & Events, Assistant AD for Communications	Spring 2015	<ul style="list-style-type: none"> <li>○ Develop new strategy, Summer 2014</li> <li>○ Implement, Fall 2014</li> </ul>
2. Partner with outsourced music company to insure proper management of lyric content and ease of use during events	Promotions Budget	Senior Associate AD, Assistant AD Communications	Summer 2016	<ul style="list-style-type: none"> <li>○ Identify Partner, Spring 2016</li> <li>○ Install system and train staff, August 2016</li> </ul>

3. Begin charging admission for all sports except golf, cross-country, and tennis	None	Senior Associate AD, Assistant AD for Facilities & Events	Fall 2014	<ul style="list-style-type: none"> <li>○ Charge flat price for all sports, all general admission, Fall 2014</li> <li>○ Create ticket-taking and event security process to mitigate risk of people not paying</li> <li>○ Establish reserved seating for select games, Fall 2014</li> </ul>
4. Increase Concessions Net Profits	Concessions Budget	Senior Associate AD, Assistant AD for Facilities & Events	Ongoing	<ul style="list-style-type: none"> <li>○ Streamline product purchasing, Summer 2015</li> <li>○ Partner with Sodexo, Summer 2015</li> <li>○ Increase concessions stand visibility and appearance, Summer 2015</li> <li>○ Partner with beverage distributor, Summer 2017</li> </ul>
5. Develop advance and online ticket sales platform	Facilities Budget	Senior Associate AD, Assistant AD for Facilities & Events	Fall 2017	<ul style="list-style-type: none"> <li>○ Identify ticket partner options, Summer 2016</li> <li>○ Evaluate staffing needs for ticket sales, Spring 2017</li> <li>○ Finalize ticketing partner, Spring 2017</li> <li>○ Install system and train staff, Summer 2017</li> <li>○ Launch advance ticket sales, August 2017</li> </ul>

6. Build ticket sales windows/booth at each home venue	Facilities Budget, fundraised dollars	Assistant AD for Facilities & Events	Fall 2018	<ul style="list-style-type: none"> <li>○ Assess need, Spring 2017</li> <li>○ Develop structure planning, Spring 2017</li> <li>○ Develop financial plan, Fall 2017</li> <li>○ Begin construction, June 2018</li> <li>○ Complete construction, August 2018</li> </ul>
7. Create partner/sponsor service & activation strategy	None	Senior Associate AD, GA	Fall 2014	<ul style="list-style-type: none"> <li>○ Identify activation staffing needs, Summer 2014</li> <li>○ Train staff on activation, Fall 2014</li> <li>○ Develop game day protocol for sponsored &amp; non-sponsored promotions, Summer 2014</li> </ul>
8. Brand events (canopies, staff uniforms, table skirts, etc.)	Budgeted dollars	Senior Associate AD	Ongoing	<ul style="list-style-type: none"> <li>○ Develop list of branding opportunities at events, Summer 2015</li> <li>○ Research vendors, Summer 2015</li> <li>○ Begin purchasing branded items, Summer 2015</li> <li>○ Reassess existing branding locations and develop new opportunities, ongoing</li> </ul>

9. Institute event attendance tracking & secure ingress/egress system	Cost built in to consumer ticket purchases	Senior Associate AD, Assistant AD for Facilities & Events	Summer 2017	<ul style="list-style-type: none"> <li>Research vendors, Fall 2016</li> <li>Explore partnering opptys w/ ASB, Fall 2016</li> <li>Assess security needs, Spring 2017</li> <li>Assess point of sale needs, Spring 2017</li> <li>Assess integration needs w/ existing website, Spring 2017</li> <li>Develop payment process from vendor to PLNU Athletics, Spring 2017</li> <li>Develop reserved seating policy &amp; needs, Summer 2017</li> </ul>
10. Improve event aesthetics	Budgeted dollars	Senior Associate AD, Assistant AD for Facilities & Events	Ongoing	<ul style="list-style-type: none"> <li>Develop plan for set-up of event marketing tables, vendor displays, etc., Summer 2015</li> <li>Create branded assets, Summer 2015</li> <li>New signage for student section, Summer 2015</li> <li>Additional conference and NCAA logo visibility, Summer 2014</li> </ul>
11. Improve directional signage at event venues	Budgeted dollars	Senior Associate AD, Assistant AD for Facilities & Events	Ongoing	<ul style="list-style-type: none"> <li>Charging Station signage, Summer 2015</li> <li>Restroom signage, Summer 2016</li> <li>Concessions signage, Summer 2016</li> <li>Stanchion purchases, Summer 2016</li> </ul>

12. Establish new game day staff reporting structure	None	AD, Senior Associate AD	Winter 2015	<ul style="list-style-type: none"> <li>○ Develop new roles of game day staff</li> <li>○ Implement new roles and reporting structure, November 2015</li> </ul>
13. Reassess game day and events policies to be sure they comply with NCAA language	None	Senior Associate AD, Assistant AD Facilities & Events, Assistant AD for Communications	Spring 2015	<ul style="list-style-type: none"> <li>○ Initial review and update process, Fall 2014</li> <li>○ Review and update, annually</li> </ul>

**3. Objective: Develop and implement plans to cultivate student fan interest in selected sports**

SPECIFIC ACTIONS	BUDGET OR STAFF IMPLICATIONS	RESPONSIBLE GROUP(S)	TARGET DATE FOR COMPLETION	SPECIFIC TIME TABLE
1. Developed specific activities to promote increased student attendance at home soccer and volleyball matches	\$500	Senior Associate AD, Director of Community Life, Coach, ASB Spirit Director	Ongoing	<ul style="list-style-type: none"> <li>○ Met with relevant parties, July/August 2011</li> <li>○ Implemented Green Sea student section, August 2011</li> <li>○ Annually Review &amp; assess with other new initiatives</li> </ul>
2. Developed specific activities to promote increased student attendance at home Baseball	\$500	Senior Associate AD, Director of Community Life, Coach, ASB Spirit Director	January 2015	<ul style="list-style-type: none"> <li>○ Met with relevant parties, October/November 2014</li> <li>○ Implemented Green Sea for baseball, February 2015</li> <li>○ Annually Review &amp; assess with other new initiatives</li> </ul>
3. Developed specific activities to promote increased student attendance at home Men's and Women's basketball games	\$500	Senior Associate AD, Director of Community Life, Coach, ASB Spirit Director	Ongoing	<ul style="list-style-type: none"> <li>○ Implemented Green Sea for basketball, November 2011</li> <li>○ Annually Review &amp; assess with other new initiatives</li> </ul>

4. Establish “Marquis Games” for Basketball, Volleyball, Soccer, Baseball to help increase attendance, generate interest, and enhance the experience of student-athletes	Ranges from \$10,000-\$20,000 Fundraised dollars	AD, Senior Associate AD, Alumni Department, Student Life Department	February 2015	<ul style="list-style-type: none"> <li>○ Homecoming, Summer 2014</li> <li>○ Annual Night Soccer Game, Summer 2014</li> <li>○ MLB Stadium Baseball Game, Spring 2015</li> <li>○ Annual Dig Pink Volleyball Match, Fall 2014</li> <li>○ Annual Televised Men’s Basketball Games, January 2015</li> </ul>
5. Create campus communications strategy (text alerts, email, posters, game day signage, newsletter, etc.	\$1,000	Senior Associate AD, Assistant AD for Communications	July 2014	<ul style="list-style-type: none"> <li>○ Draft communications plan, March 2014</li> <li>○ Determine necessary vendors, June 2014</li> <li>○ Partner with university and other relevant groups to help implement plan</li> <li>○ Establish annual add, modify, delete process to improve</li> </ul>
6. Reassess homecoming activities to promote student involvement	None	Senior Associate AD, ASB Activities Director	October 2017	<ul style="list-style-type: none"> <li>○ Meet with relevant parties, July/August 2017</li> <li>○ Determine cause(s) of decrease in student attendance the previous year, September 2017</li> <li>○ Implemented new plans/ideas, September 2017</li> <li>○ Annually Review &amp; assess with other new initiatives</li> </ul>

7. Work with Admissions to reach new & prospective students and make them fans before they start classes	None	Senior Associate AD, Student Life Department, Admissions Department	Summer 2017	<ul style="list-style-type: none"> <li>○ Meet with relevant parties, Spring 2015, semi-annually</li> <li>○ Implement new plans/ideas, Fall 2015 &amp; ongoing</li> <li>○ Create NSO and “Welcome Back” Nights around soccer, volleyball, basketball games, Fall 2015</li> <li>○ Write script for campus tours, April 2017</li> <li>○ Collaborate with Admissions materials on content of prospective student materials and outreach</li> <li>○ Review &amp; assess with other new initiatives</li> </ul>
8. Direct and mentor annual student position in ASB with Athletic oversight to promote spirit and increased attendance at all sporting events	Room and board stipends funded by ASB	Senior Associate AD, Director of Community Life	March 2014	<ul style="list-style-type: none"> <li>○ First draft, January 2014</li> <li>○ Created position, March 2014</li> <li>○ Implemented, August 2014</li> <li>○ Annually Review &amp; assess with other new initiatives</li> </ul>



## Priority: Marketing and Communications

**Context:** The university is committed to the key Division II attributes of Learning, Service, Balance, Passion, Resourcefulness and Sportsmanship. It will be a priority to communicate them to the university's sports community. The Guiding Principles for a Model Division II Athletics Program include:

- **Marketing, Promotions and Media Relations** - A model Division II athletics program should feature a person responsible for promoting the institution's athletics department, and for building key relationships with the media and the community. The athletics program should include marketing strategies for the Division II Strategic Positioning Platform and the six key attributes of the platform. All institutional constituencies should share the task of implementing these marketing strategies. (Service, Passion, Resourcefulness)
- **Communication/Campus Relationships** - A model Division II athletics program features a communications strategy to keep other key departments (registrar) and positions (financial aid director) on campus up to date regarding athletics department issues. Through communication and collaboration, a model athletics program will reach outward to communities as well as inward to other campus units.

### 1. **Objective:** Develop a marketing campaign to increase game attendance, sponsorship and donor involvement and overall awareness of PLNU Athletics

SPECIFIC ACTIONS	BUDGET OR STAFF IMPLICATIONS	RESPONSIBLE GROUP(S)	TARGET DATE FOR COMPLETION	SPECIFIC TIME TABLE
1. Hire new Senior Associate AD's with job description to include marketing and promotion as key responsibilities	None	Senior Associate AD, AD, HR	March 2014	○ Implemented, March 2014
2. Establish custom email platform and capabilities	\$750/yr Budgeted dollars	Senior Associate AD, Athletics Admin. Assistant	Summer 2015	○ Research vendor option, Summer 2015 ○ Training, Summer 2015

3. Develop Coordinated Social Media Strategy & Plan	None	Senior Associate AD, Assistant AD for Communications	Fall 2014	<ul style="list-style-type: none"> <li>o Develop written strategy to maximize social media exposure, Summer 2014</li> <li>o Develop opportunities for social media to generate revenue, Summer 2014</li> <li>o Develop activation/posting plan, Fall 2014</li> <li>o Research best practices, ongoing</li> </ul>
4. Develop plan to monetize online video streaming of ticketed contests	None	Senior Associate AD, Assistant AD for Communications	August 2015	<ul style="list-style-type: none"> <li>o Research pricing models for streaming, Summer 2015</li> <li>o Develop payment structure, Summer 2015</li> </ul>
5. Create Fan Development Research Strategy to increase game/match attendance by students, staff/faculty and broader community	Budgeted dollars	Senior Associate AD, SAAC	January 2018	<ul style="list-style-type: none"> <li>o Develop research plan, Summer 2017</li> <li>o Develop list of actionable questions, Summer 2017</li> <li>o Data Analysis, November 2017</li> <li>o Implementation of analysis recommendations, December 2017</li> </ul>

6. Create cooperative effort with Alumni Office	None	Senior Associate AD, Alumni Department	Ongoing	<ul style="list-style-type: none"> <li>○ Provide list of events to Alumni Office, Fall 2015 &amp; ongoing</li> <li>○ Partner on select athletic events, Fall 2015 &amp; ongoing</li> <li>○ Athletics representation at select Alumni events, Summer 2016</li> <li>○ Develop policy for requests by alumni office to incorporate student-athletes &amp; coaches into Alumni initiatives, Summer 2017</li> </ul>
7. Create bookend events for academic school year – Athletic Worship Day and SLAM Awards – to enhance student-athlete experience and generate revenue	\$5000 Budgeted dollars, partially offset by ticket sales to event and sponsorships	Senior Associate AD, Assistant AD for Athletic Ministries, Athletics Admin. Assistant	April 2017 & Annually	<ul style="list-style-type: none"> <li>○ Assess needs for event AWD, Spring 2013 &amp; SLAM, Fall 2016</li> <li>○ Production Plan for AWD, Spring 2013 &amp; SLAM, Fall 2016</li> <li>○ Sponsor acquisition, ongoing for both</li> <li>○ Ticket sales and invitation process for AWD, Summer 2013 &amp; SLAM, Spring 2017</li> </ul>
8. Increase sales of branded Athletics merchandise (online, at events, bookstore, external retail partners)	None	Senior Associate AD	August 2016	<ul style="list-style-type: none"> <li>○ Partner with bookstore, Fall 2015</li> <li>○ Negotiate webstores w/ apparel partner, Spring 2016</li> <li>○ Partner with local grocery outlets to carry merch., Summer 2015</li> </ul>

9. Create mass marketing promotional materials and strategy (pocket schedules, events, posters,	\$2,000 Budgeted dollars	Senior Associate AD, Assistant AD for Communications	Fall 2014 & Ongoing	<ul style="list-style-type: none"> <li>○ Determine needs, Spring 2014</li> <li>○ Assess vendor options, Summer 2014</li> <li>○ Design materials, August 2014 (and August of each subsequent year)</li> </ul>
10. Increase promotional assets	None	Senior Associate AD	Fall 2015 & Ongoing	<ul style="list-style-type: none"> <li>○ Develop partnerships with local media to trade for advertising, Summer 2017</li> <li>○ Develop cross-promotional relationships with other campus and community events, Summer 2015</li> <li>○ Work with corporate partners to develop promotional opportunities using their assets, Fall 2015</li> </ul>
11. Broadcast men's basketball games (radio & TV)	Annually Budgeted dollars \$27,000	Senior Associate AD, Assistant AD for Facilities & Events	Fall 2014 & Ongoing	<ul style="list-style-type: none"> <li>○ Negotiate rights fee, Summer 2014 (and each subsequent year)</li> <li>○ Select games to be broadcast, Summer of each year</li> <li>○ Install appropriate technological equipment, Summer 2014</li> <li>○ Work with campus facilities to insure connectivity, Summer 2014</li> </ul>

12. Establish external media relations strategy to increase media coverage and overall exposure of PLNU Athletics to the greater San Diego and Southern California region.	\$1000	Assistant AD for Communications	August 2015	<ul style="list-style-type: none"> <li>○ Create media plan, Summer 2015</li> <li>○ Establish Media Database, Summer 2015</li> <li>○ Create press release schedule, Summer 2015</li> <li>○ Create 2-3 media events designed to entertain and host local media, Fall 2016</li> <li>○ Create process for manufacturing non-game stories revolving around PLNU Athletics and its student-athletes leading to at least one media hit in a local/regional/national media outlet each week</li> </ul>
13. Become active in San Diego business and sports communities	\$2500 annually, budgeted dollars	AD, Senior Associate AD, Associate AD for Compliance/SWA	Ongoing	<ul style="list-style-type: none"> <li>○ Join Hall of Champions Board, Fall 2013</li> <li>○ Joined Board for W.I.S.E. (women in sports and events), November 2015</li> <li>○ Join San Diego Chamber of Commerce, Summer 2017</li> </ul>

### Priority: Short and Long-Term Financial Needs

**Context:** As noted under the Goal/Priority heading of “Competitive Success” and “Student-Athlete Growth, Well-Being and Life Skills,” the university remains committed to funding athletic scholarships and providing its athletics programs with the resources required to be both successful and equitable. The university intends to act in a manner consistent with the following attributes of a model Division II program.

- **Finances and Sports Sponsorship** - A model Division II athletics program shall be administered with prudent management and fiscal practices to ensure financial stability. Sufficient operating and travel budgets should be maintained to allow for the effective operation of the athletics department. The current average for a Division II athletics department budget is posted on line in the NCAA Division II Membership Report. The model program should also feature participation opportunities that are consistent with the institution’s mission and the interests of the institution’s student-athletes. The minimum sports-sponsorship and financial aid requirements are legislated in the NCAA Division II Manual.
- **Fundraising** - A model Division II athletics program provides for an individual whose primary assignment is athletics fundraising and development. If that individual were the athletics director, an additional assistant athletics director would be necessary for the day-today operations of the department. If the function is handled outside the athletics department, the institution’s development office should provide for an individual whose primary responsibility is athletics fundraising and development.

<b>1. Objective:</b> Fund all sports in manner that will allow them to compete successfully and ensure equitable treatment for all student-athletes				
<b>SPECIFIC ACTIONS</b>	<b>BUDGET OR STAFF IMPLICATIONS</b>	<b>RESPONSIBLE GROUP(S)</b>	<b>TARGET DATE FOR COMPLETION</b>	<b>SPECIFIC TIME TABLE</b>
1. Annually monitor athletic scholarships levels among conference and regional rivals. Fund scholarships to meet institutional expectations for success and equity standards	None	AD, VP, Associate AD for Compliance/SWA, Assist AD for Finance	Annually	<ul style="list-style-type: none"> <li>○ Had discussions with Administrative Cabinet, Fall 2011</li> </ul>
2. Annually assess coaching staffs among conference and regional rivals. Fund staff positions to meet institutional expectations for success and equity standards	None	AD, VP for Student Development	Annually	<ul style="list-style-type: none"> <li>○ Had discussions with Administrative Cabinet, Fall 2011</li> </ul>
3. Build fitness center, team meeting rooms, and larger locker room	\$15,000,000 fundraised dollars	President, AD, Senior Associate AD, VP Student Life, VP University Advancement	August 2019	<ul style="list-style-type: none"> <li>○ Assess appetite and ability for university to undergo construction, May 2017</li> <li>○ Raise funds, May 2018</li> <li>○ Begin construction, Summer 2018</li> <li>○ Completion, August 2019</li> </ul>
4. Permanent lights for night events on track/soccer field and baseball field	TBD	AD, Senior Associate AD, University Cabinet	August 2019	<ul style="list-style-type: none"> <li>○ Assess appetite and ability for university to undergo construction, May 2017</li> <li>○ Raise funds, May 2018</li> <li>○ Begin construction, Summer 2018</li> <li>○ Completion, August 2019</li> </ul>

<b>2. Objective: Assess operational efficiency</b>				
<b>SPECIFIC ACTIONS</b>	<b>BUDGET OR STAFF IMPLICATIONS</b>	<b>RESPONSIBLE GROUP(S)</b>	<b>TARGET DATE FOR COMPLETION</b>	<b>SPECIFIC TIME TABLE</b>
1. Review athletic department staff job descriptions and work load to maximize efficiency	None	AD	Annually	○ Ongoing



<b>3. Objective: Establish priorities for external funds and develop stronger ties with University Advancement department</b>				
<b>SPECIFIC ACTIONS</b>	<b>BUDGET OR STAFF IMPLICATIONS</b>	<b>RESPONSIBLE GROUP(S)</b>	<b>TARGET DATE FOR COMPLETION</b>	<b>SPECIFIC TIME TABLE</b>
1. Establish a reporting relationship between athletic fundraising and Development Office	None	AD, University Advancement, Senior Associate AD	June 2017	<ul style="list-style-type: none"> <li>○ Began process in 2009</li> <li>○ Revised with new UA contact, January 2012</li> <li>○ Revised again, November 2016</li> <li>○ Establish main point of contact for athletics and university advancement, November 2016</li> <li>○ Inclusion in monthly university advancement revenue officer meetings, February 2017</li> <li>○ Access to university advancement's sales management system (Raisers Edge), March 2017</li> <li>○ Create fundraising calendar for Athletics that coincides with the university's master fundraising calendar</li> </ul>

2. Increase corporate partner revenue	Budgeted dollars	Senior Associate AD	Ongoing	<ul style="list-style-type: none"> <li>○ Develop target prospect list, Fall 2014 &amp; Ongoing</li> <li>○ Develop saleable asset list, Fall 2014 &amp; Ongoing</li> <li>○ Educate staff on corporate sales process, Fall 2014</li> <li>○ Revise existing partnership activation strategy to include GA position, August 2015</li> <li>○ Partner with University Advancement, Spring 2017</li> </ul>
3. Develop uniform online crowd-funding process and partnership (USEED)	None, paid for as percentage of revenue raised	Senior Associate AD	March 2017	<ul style="list-style-type: none"> <li>○ Work with University Advancement to be included in the university's vendor partnership</li> <li>○ Develop list of needs/wants</li> <li>○ Develop protocol for using crowd-funding software</li> </ul>
4. Establish fundraising calendar for teams and athletic department	None	Senior Associate AD	Summer 2105	<ul style="list-style-type: none"> <li>○ Review/Approve, July 2016</li> <li>○ Coordinate calendar with University Advancement fundraising calendar, Spring 2017</li> </ul>
5. Grow athletic booster club (Loma Athletic Fund) that falls under complete control of institution	None	President, AD, Senior Associate AD	Ongoing	<ul style="list-style-type: none"> <li>○ Launch new booster club (LAF) with new marks, August 2013</li> <li>○ Ongoing growth of LAF</li> </ul>

6. Establish new Athletics golf tournament	TBD	AD, Senior Associate AD, Women's Golf Coach	January 2018	<ul style="list-style-type: none"> <li>○ Determine location, Fall 2016</li> <li>○ Negotiate agreement with golf course, Fall 2016</li> <li>○ Determine foursome and individual player pricing, Spring 2017</li> <li>○ Begin Selling Sponsorships, Spring 2017</li> <li>○ Begin soliciting players, Fall 2017</li> </ul>
7. Establish and continue to cultivate Athletics Executive Council for high end donors	None	AD, Senior Associate AD	Ongoing	<ul style="list-style-type: none"> <li>○ Established, Fall 2013</li> <li>○ Ongoing</li> </ul>

### Priority: Transition to New Strategic Plan (2015-2020)

**Context:** As PLNU finalizes and assesses our current Strategic Plan (2015-2020), the athletic department has developed a new strategic plan incorporating the latest version “Division II Model Athletics Department Document” that was endorsed by the Division II ADA, Management Council and Presidents Council in the summer of 2013. These guiding principles will include:

- **Academics and Life Skills** – Provide Division II student-athletes a path to graduation while cultivating skills and knowledge for life ahead; learning in high level athletics competition; and developing societal attitudes through service to community.
- **Athletic Operations and Compliance** – Commit to institutional control by establishing a system for operations and compliance that is engaged and functioning.
- **Game Day and Conference and National Championships** – Provide fair and equitable competition and a quality, positive and rewarding game day and conference and national championship experiences.
- **Membership and Positioning Initiatives** – Utilize the uniqueness of the Division II Model to establish Division II as a membership destination and to ensure long-lasting stability.
- **Diversity and Inclusion** – Promote diversity and foster an environment of inclusion.

#### 1. Objective: Develop the Model Division II Athletics Program

SPECIFIC ACTIONS	BUDGET OR STAFF IMPLICATIONS	RESPONSIBLE GROUP(S)	TARGET DATE FOR COMPLETION	SPECIFIC TIME TABLE
1. Review Model Division II Athletics Program Document	None	President, VP for Student Development, AD	November 2019	○ Meet to review document, July 2019
2. Create new Strategic Plan for 2015-2020	None	Athletic Department Staff	May 2020	○ Review specific areas with relevant staff associated to each guiding principle, January 2020



## **CO-CURRICULAR PROGRAM REVIEW**

### **External Reviewer Report Template**

Version 12-20-16

## **INSTRUCTIONS**

Thank you for agreeing to be an external reviewer for the PLNU Program Review process. We are grateful for your engagement with us and look forward to your feedback and insights. We are including the co-curricular unit's entire self-study document in order to give you context. While we appreciate your feedback on the entire self-study, we especially look forward to your feedback on the specific program that you have agreed to review. The Vice President, Associate Vice President, or Director of the co-curricular unit will be your main points of contact and will arrange opportunity for you to interact with them and/or other departmental personnel as appropriate. This will allow you a chance to ask questions or seek clarification prior to the completion of your report.

We have created the following external reviewer template for your report in an attempt to give you some guidance in terms of what type of feedback we are hoping to get. The text boxes are there for your convenience, but if they get in the way or create formatting issues, feel free to delete them and put your text in their place. This is a new process for us so we have created a space at the end to provide any feedback on the process that can help us create a better instrument in the future.

With gratitude for your service,

**Karen Lee, Ph.D.**

**Vice Provost of Assessment and Institutional Effectiveness**

Point Loma Nazarene University  
3900 Lomaland Drive  
San Diego, CA 92106-2810

## CO-CURRICULAR DEPARTMENT-LEVEL ANALYSIS

### A) Introduction

### B) Alignment with Mission

Please review and evaluate the co-curricular unit's response to the questions regarding mission alignment of their unit with the university mission, vision, and strategic goals from a Christian faith perspective. Are there any suggestions for how the unit might better articulate and demonstrate their purpose and alignment?

Well done and well aligned in nearly all areas. The introduction is outstanding, easy to read, and attractively laid out. Seeking "distinction" is a unique word in the mission statement; it separates PLNU from most other universities, including many CCCU members, and it allows the athletics program a broad measure for success. The goals line perfectly with what the university aspires to be: 1) academically strong, 2) athletically-relevant, 3) Christ-centered, 4) denominationally faithful, 5) financially responsible. Consider review of C1 which references "perennial challengers for national title," a statement that mildly conflicts with Athletics Goal 1 that states the university "welcomes opportunities to compete nationally." Gender equity and diversity plans are well-organized, clearly articulated with appropriate identities for measurement, and can be used as a model for other aspiring programs.

### C) Progress on Recommendations from Previous Program Review

Please review the narrative supplied for this section. Discuss whether it provided a good accounting and rationale for what changes have or have not been made based on the previous program review and/or any circumstances that have arisen since. Wherever appropriate, identify any insights or questions that you might have stemming from this narrative.

Point Loma's two Institutional Self-Study Guides in the past six years and Title IX reviews have given leaders ample feedback to properly strengthen the program. It is reasonable to argue that over the past 5 years no Pacific West Conference member has made more significant and impactful changes to its athletics operations and services than Point Loma. These adjustments have strengthened the overall athletic program and position Point Loma to annually compete for NCAA regional recognition in all of its sports offerings.

## CO-CURRICULAR PROGRAM-LEVEL ANALYSIS

### D1. Program-Level Alignment with Mission and University Strategic Goals

Please evaluate the program's alignment and contribution to the university's mission and strategic goals as described in the review. Is the alignment clearly articulated? Are the missional contributions evident? Are there any discontinuities?

It is clear that athletes at Point Loma are among the elite of an already strong student body at the university. PLNU student-athletes are competently competitive in all sports, properly representing the university and enhancing the name of PLNU, while achieving in the classroom at a rate higher than its own student-body and the rest of the Pacific West Conference membership. In addition, student-athletes lead the university's way in serving the local San Diego community. PLNU is among the very best in the Pacific West Conference among conference members with outreach programs. The university leadership should be proud of the example that the PLNU athletics programs set in terms of alignment with the university's overall mission.

## **D2. Findings from Assessment**

After reviewing the co-curricular program's responses to their assessment findings, do you think the program is effectively using their assessment activities and data? Are there suggestions that you might make to improve their assessment plan or insights from their data that you might offer in addition to their analysis? Discuss the quality of their analysis and identify elements of their analysis that you think could be strengthened.

PLNU athletics leadership has been sensitive to the findings of multiple reports, whether those reports be data driven or human review. The leadership has implemented multiple changes/adjustments based on numerous assessment findings. The department's six points of assessments (1) GPA, 2) grad rates, 3) enrollment, 4) surveys, 5) exit interviews, 6) won/loss records) address an appropriate range of material for which internal and external clients hold an athletics program accountable. Another area of data collection/assessment to consider to the aforementioned list is coach/staff evaluations by department and/or university leadership. The accomplishments, reviews, and viewpoints of the coaching staffs toward reaching university mission and goals is an important voice to consider when assessing the entire department.

Using the well-thought-out and often-used NCAA assessment tools, it is clear that PLNU athletes are among the very best in the NCAA. PLNU athletics leadership has used a variety of measurements (i.e. grad rates, GPAs, ASRs), many of which have been tested and frequently reviewed by NCAA leadership, to confirm PLNU's standing as outstanding among athletic institutions in NCAA Division II. The university should take pride in the academic and missional accomplishments of PLNU student-athletes and hail them as a beacon of the university's unique place in the NCAA and region.

## **D3. Comparator Analysis and Potential Impact of National Trends**

After reviewing the program's discussion of comparator and aspirational institutions, as well as possible impacts from national trends, discuss the quality of their responses and areas of strength or need for improvement not adequately addressed by the self-study.

Using the well-thought-out and often-used NCAA academic assessment tools, it is clear that PLNU athletes are among the very best in the NCAA. PLNU athletics leadership has used a variety of measurements (i.e. grad rates, GPAs, ASRs), many of which have been tested and frequently reviewed by NCAA leadership, to confirm PLNU's standing as outstanding among athletic institutions in NCAA Division II. The university should take pride in the academic and missional accomplishments of PLNU student-athletes and hail them as a beacon of the university's unique place in the NCAA and region.

## **D4. Quality Markers**

After reviewing the program's discussion of its quality markers and the questions posed in this section of the self-study, please discuss the quality of their response to these questions and identify any particular strengths and/or weaknesses that you might see. Please offer any suggestions or insights that might be helpful for the co-curricular program to consider with regard to their quality markers.

Under D4.1 it may be appropriate to add that coaches are now required to receive education/training on sexual assault and maintain CPR/first aid certification via an NCAA mandate. Do PLNU coaches have to undergo some type of respect/esteem training as a university employee? If so, it would be beneficial to add that information in this area.

As for an Advisory Committee under the other D4.1 (confusing numbering), mention of an Athletics Advisory Committee/Board would be wise to include in this section as well, as it may have significant influence over the direction and operations of athletics.

## **D5. Infrastructure and Staffing**

After reviewing the co-curricular program's discussion of its infrastructure and staffing, please discuss the quality of their analysis and reflection in this important area and offer any suggestions or insights that you might suggest they consider.

Point Loma's staffing and structure challenges are quite similar to like schools (i.e. Azusa Pacific and Biola).

In D5.2, requested listings of exempt or non-exempt full-time positions was not provided.

In D5.5 (technology), does PLNU athletics have a department hot-spot available on bus trips to Southern California and Northern California to aid students in their studies and coaches in their work while traveling?

## **D6. Internal and External Demand for the Program/Service**

Based on the data and responses provided by the program, summarize and evaluate the internal and external demand in terms of appeal of the co-curricular program's services as well as demonstrated need.

Point Loma's challenges in athletics are not unique to a Southern California faith-based institution, and in particular to one that has recently transitioned to the NCAA. The department well-serves those who depend or appreciate its offerings, and is well-governed by several quality outside entities, but like other similar schools the department is hand-cuffed on those offerings by limited facilities/space and a dwindling power of a stagnant annual budget.

## **D7. Financial Analysis**



Based on the data and responses provided by the program, please evaluate the effectiveness of the co-curricular program's cost efficiencies and revenue streams (if any). Are there any strategies or practices that may increase the demand for the program and/or improve its overall cost efficiency without negatively impacting quality?

*Note: Section of the self-study withheld due to sensitive data.*

## **D8. Challenges and Opportunities**

Do you feel the report adequately identifies challenges and opportunities based on your understanding of the co-curricular program? Why or why not? Are there other challenges or opportunities that you would like to identify, according to your review of the self-study and your understanding of the program in today's higher education context?

Point Loma has a unique athletics program located in a destination spot for the U.S. Within the next 5 years it will be the only NCAA Division II school within a 90-mile radius, and while funds are keys to success they will not be the strain as they are on the other 3 Division I program in the city. Given the university's academic reputation, clear vision and structure for athletics, the program is poised to continually rise on the regional level and eventually the national scene. Frustrating the university's efforts are the high housing costs of the area and moderate to low salaries for coaches which in turn negate the athletic program's efforts to attract outstanding coaches and support staff.

## **D9. Recommendations for Program Improvement**

Do you feel the recommendations made for this co-curricular program are supported by the analysis and evidence provided in the self-study document? Why or why not? Are there other recommendations or suggestions that you would make that the co-curricular unit should consider? If so, please give a brief rationale.

Yes, this is a well thought-out and deeply analytical study of the athletic program's operations, structure, and vision. It contains necessary and appropriate details with clear explanations of the past, the current, and the desired future. Though difficult to endure at the time, the program's restructure following a Title IX review has offered detailed information and guidance for the athletics program as it moves into the future.

## **EXTERNAL REVIEWER'S COMMENTS ON PROCESS**

### **External Reviewer Feedback on PLNU Program Review Process**

We recognize that there are multiple ways to approach a program review. We would value your feedback on our process so that that we can continue to make it better and more helpful to the programs undergoing review. Are there areas that were confusing or sections that you felt were unhelpful? Are there areas that you were not asked about where you believe you could have provided

useful information? Is there anything about the process that you would recommend changing to improve its effectiveness?

Having already completed such a program review for another school, I found this instrument to be excellent in its questions and range of topics covered. This format should be used as a model for others undergoing similar assessments.

## Re: Edits/Comments of Review

Inbox x



**Ethan Hamilton**

to me ▾

🔒 10:36 AM (2 minutes ago) ☆



Karen,

Just going over Gary's comments and questions . . .

Regarding D4 . . . yes, our coaches and staff are required to and do receive training on sexual assault as well as CPR/First Aid certification.

We also have an Advisory Committee on our campus. We have titled ours the Intercollegiate Athletics Committee, and I have attached our purpose and composition.

Regarding D5. . . on #2, Gary asked about listing exempt or non-exempt, and I did have that listed for the two full time positions that are non-exempt - the rest are exempt. On #5, for any bus trip that is taken beyond 200 miles, we have an agreement with the university to use charter busses. With that charter company, we have an agreement that the busses must have WiFi built-in to allow for work to be done when traveling. For trips under the 200 mile threshold, we use institutional busses (without WiFi) and hot spots are used at the coaches discretion based on location, time, distance of travel.

With all of this, please feel free to include what you think would have added value to this report.

Thanks again,



**Ethan Hamilton** | Athletic Director

PLNU Athletics

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