

Administrative and Support Program Self-Analysis

Office of Student Development: Athletics

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CENTRALITY TO MISSION

One: Consistency with the University’s Mission, Vision and Strategic Goals

What are the program’s main responsibilities (up to 5) and how do they support the University’s mission and vision?

Narrative response summarizing responsibilities – (200 word limit)

The following responsibilities and goals were reviewed and approved by the PLNU Board of Trustees in November 2009. From that point forward and in conjunction with the University President and Vice President for Student Development, it has been the responsibility of the Athletic Director to evaluate and assess the successes and/or shortcomings of each of these responsibilities and goals.

| Responsibilities/Goals | Support of Mission/Vision |
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| Student-athletes will develop the individual and team skills necessary to compete at the conference and regional levels also welcoming the opportunity to compete nationally. PLNU will hire and develop 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. | The mission statement for our athletic department was created four years ago with help from the Office of Student Development. It states “PLNU champions a Christ-centered environment where student-athletes experience holistic growth while pursuing academic and athletic distinction.” For the past two years, we have collected data from our student-athletes to assess the focus on our student-athlete experience. (ATTACH. A) |
| 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. | In 2009-10, our institution spent 18 months researching and deliberating on the best association fit for our athletic teams both on a conference and national level and settled on the Pacific West Conference and the NCAA Division II. |

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| <p>PLNU maintains high academic standards for all students, including student-athletes. Scheduling of competition and travel will minimize academic disruption. PLNU recruits student-athletes who understand and support the university mission, and each student-athlete will pursue a course of study designed to culminate in graduation from the university.</p> | <p>The data from the completion of our most recent academic year (2012-13) shows that our student-athletes missed less class overall in our first year of NCAA DII and PacWest competition (2012-13) than our final year in the NAIA and Golden State Athletic Conference (2011-12). In addition, our overall student-athlete GPA was at 3.17, and 6-year graduation rate was at an 86% clip.</p> |
| <p>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. 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 within the context of capped enrollment.</p> | <p>Four years ago in response to a complaint sent to the Office of Civil Rights, an analysis of our 14 sponsored athletics programs was conducted. PLNU made the decision to eliminate four sports (three male and one female) and add women's golf. PLNU athletics is now in full compliance with Title IX regulations. In addition, the NCAA has required PLNU to annually provide a Gender Equity Report. This past summer (2013) as part of the athletic department's five year strategic plan, a study ensued to review an overall facility master plan.</p> |
| <p>Intercollegiate Athletics will provide opportunities for fan engagement and the cultivation of school spirit. 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. Lastly, the Intramural Department strives to create an environment for PLNU students, faculty, and staff to participate in traditional intra-school recreational sports.</p> | <p>Through various events and in collaboration with several groups on campus (ASB, Alumni, Admissions, Faculty, HR, OSV etc.), the athletic department desires to have an ideal game environment for all to enjoy. There are several programs in the works for upcoming years to connect the department with students, faculty, staff and alumni. Even with limited space and opportunities for Intramurals, there were 856 participants during the 2012-13 academic year.</p> |

Two: Internal and External Demand for the Program/Service (to show the need for and attractiveness of the program/service)

2.1 Who are the key users of this program? (Bulleted response) (200 word limit)

- Students
 - Roughly 10% of the students are current student-athletes.
 - 100% of the student population has the opportunity for involvement in fan engagement at athletic contests or participation in Intramurals. Students with identification are given free admission into all home athletic events with the exception of Homecoming and postseason

competition.

- Faculty/Staff
 - 100% of the faculty/staff population has the opportunity for involvement in fan engagement at athletic contests or participation in Intramurals. Faculty/staff and their spouse are given free admission into all home athletic events with the exception of Homecoming and/or any postseason competition.
- Donors/Alumni/Parents/Community/Corporate Sponsors
 - The Homecoming basketball game is the highlight event for “Alumni and Friends” to connect. This past November, attendance was at capacity at roughly 2,000 guests.
 - In collaboration with University Advancement, the athletic department launched the Loma Athletic Fund in August 2013.
- Guests
 - Visiting institutions – Each year the athletic department hosts over 150 athletic events and over 50 different university’s athletic programs, their student-athletes, coaches and their guests.
 - Super Fest – Each January, the athletic department hosts a sports-themed camp/clinic for the San Diego community. This event held in conjunction with SDFC and The Rock Church hosted 1000 youth and families, including PLNU’s student-athletes.
 - Throughout the entire year, outside groups use our athletic facilities (typically in the summer) when possible.

2.2 What is the internal demand or participation rate for this program and how is this measured? (Request for services, enrollments, resources, etc. – (200 word limit)

- Admissions
 - Admissions events that are held in conjunction with athletic events.
 - Enrollment and attractiveness to an institution with athletic programs
- Alumni
 - Events where alumni relies on the support of athletics and our personnel
- ASB and Community Life
 - Events where ASB and Community Life rely on support of athletics and our personnel
- Conference Services
 - Athletics host several university and non-university sponsored camps throughout the calendar year
 - Key athletic personnel play in a major role in hosting these events in an effort to best protect our facilities and offer the necessary services.
- Kinesiology department
 - This academic department relies on our athletic program to educate all of their students in that Athletic Training Education Program (ATEP)
 - This department also relies on several of their classes to be taught by athletic department personnel
- University Advancement
 - Events where UA relies on support of athletics and our personnel
 - Meetings with donors for UA or connecting potential donors to UA

2.3 What significant changes in internal demand have occurred over the past 3 years and is this demand being met? If not, please identify the resources needed to meet this demand. (200 word limit)

The greatest demand is around our facilities. There is a growing expectation by future and current students, student-athletes, faculty /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 evening 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.

Athletics often is viewed as being inflexible in working with other departments on campus due to our limited facility options. However, there are massive amounts of time necessary for every athletic team to function in an adequate way and have in fact begun to rely on renting outside facilities (i.e. SDFC gym).

2.4 What effect do external factors (i.e., needs, accreditation, certification, legal requirements, etc.) have on the program's ability to meet its goals? (Bulleted response) (200 word limit)

- Our new association with the NCAA and PacWest Conference has had a great effect on our program specifically over the past three years.
 - This has required our coaches to not only be competent in their craft but also annually pass NCAA certification tests and First Aid/CPR certifications.
 - They have also required collaboration and building systems between Admissions, Student Financial Services, Records and Athletics. This has been in the form of a Compliance Committee.
 - They have also required an Intercollegiate Athletics Committee comprised of six faculty members, VP for Student Development, one head coach, two student-athletes, the Athletic Director, and the Assistant Athletic Director for Compliance to meet regularly each semester.
- As OCR noted on their visit of our locker and weight room areas, "these facilities are equitable; they are just equitably bad."
- Lastly as we aim to be a nationally prominent Christian university, athletics is another opportunity for us to make our mark and see where we stand with our comparator and aspirant institutions.

2.5 What significant changes in external demand have occurred over the past 3 years and is this demand being met? If not, please explain. (200 word limit)

The last few years have already brought radical change to the athletic department. As mentioned before, due to an OCR complaint, the university needed to take action and have a plan with the appropriate sport sponsorships. Also, as there was and still is a dramatic shift in the landscape of college athletics and its institutions, PLNU needed to make a proactive decision regarding our

athletic affiliation that best fit the university projecting over the next 20 years.

Therefore, we are in the final stage of a three year process towards active membership within the NCAA. The expectations and demands of the NCAA have been rigorous but fruitful in being able to collaborate and strategize with several different departments on campus. Our athletic department and university are in a much better place having gone through this process.

As part of this process, we are now focused on the best practices modeled within the NCAA. We are working towards building an infrastructure that gives the proper balance to athletics within the context of a university mission. However, when contrasting PLNU to other comparator/aspirant institutions, there are certain areas where we still fall short of the mean: facilities, scholarships, operational budgets continue to be areas where we seek fundraised dollars to close the gap.

PROGRAM QUALITY

Three: Quality of Program Inputs and Processes:

3.1 What qualifications and/or training are required of the staff in order to adequately meet the needs of this program? Are these needs now being met? (Please reference 2.3 and 2.5) (Bulleted response)(200 word limit)

- Coaches and select staff need to be annually certified in the rules and regulations of the NCAA. This education takes place throughout the course of the year, and coaches are tested in May.
- In addition, we require coaches and select staff to have current CPR/First Aid/AED certifications.
- Several sports have their own certification and licensing process through the sport and/or coaches association. These, along with academic degrees, are evaluated when hiring coaches and in evaluating their professional development.

3.2 How do you rate the quality of the facilities, equipment, and other non-personnel resources supporting this program and how is this evaluated? (200 word limit)

I mentioned previously that our facilities fall within the “not acceptable” area.

In regards to other non-personnel areas, there are two main areas: operational and scholarship budgets. Operational budgets are adequate but are always enhanced by fundraising efforts to cover needs. *In 2012-13, we supplemented our operational budgets with over \$300,000.*

I have included **Attachment B** so that our scholarship budgets for our 11 sports can be seen in comparison with other Pacific West Conference institutions. Each number reflected is the number of “full-ride” scholarships offered per sport. For example, baseball has 6.32 full-rides. This would mean that baseball had \$265,718 (6.32 full rides x \$42,044 – cost of attendance) allocated for scholarships in 2012-13.

There will be slight improvements based on the reallocation of some dollars from the sports that have been phased out. However, in summary, this is how PLNU athletic teams placed in scholarships in comparison with other PacWest institutions:

- Baseball is 7th out of 8 schools in scholarship dollars.
- Men's Basketball is 11th out of 12 schools.
- Women's Basketball is 8th out of 12 schools.
- Women's Cross Country is 5th out of 12 schools.
- Women's Golf is 3rd out of 7 schools.
- Men's Soccer is 7th out of 12 schools.
- Women's Soccer is 8th out of 12 schools.
- Men's Tennis is 5th out of 6 schools.
- Women's Tennis is 6th out of 11 schools.
- Women's Track and Field is 4th out of 5 schools.
- Women's Volleyball is 8th out of 12 schools.

3.3 How has technology impacted your program (improved efficiencies, decreased/increased staff workload, etc.)? What steps are being taken to take advantage of technological support and its use by staff? (200 word limit)

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.

Four: Quality of Outcomes:

4.1 How do you define success in your program? What data or information do you use to measure your success? (200 word limit)

We are deliberate in assessing the success in the holistic growth discussed in our mission statement (academic, athletic and spiritual). We have benefited from the NCAA requiring data from athletics.

There are a few pieces of data that we use to measure our successes. In terms of successes on the courts and fields for our athletic teams, there are two different rubrics. On a national scale, there is the Director's Cup which allocates points 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 in conference standings. In 2012-13, PLNU finished 9th out of 14 schools in the inaugural season in the PacWest (see **Attachment C**).

Also, the PacWest has an Academic Achievement Award that recognizes the highest athletic department grade point average for each school in the conference. PLNU finished 4th out of 14 schools for this honor with a 3.17 GPA.

Lastly, we use the Student-Athlete Surveys as a tool to evaluate our growth in other areas, including spiritual development (see **Attachment A**).

4.2 Describe what you have learned about your program from the data that you have gathered. (200 word limit)

Since becoming athletic director in May of 2009, we have gone through very thorough evaluations and assessments in every area of athletics. This has led to some tough decisions and adverse situations in this transition. However, more than ever, I believe our department is doing a great job in accomplishing our mission and doing so within the context of maximizing university dollars.

From the data, in regards to athletic scholarships, we are still underfunded; and there has always been a direct correlation between resources and successful athletic programs. However, as you have seen, we have represented the university extremely well both on and off the courts and fields, and the data shows such. I also believe that our department is trending in a positive direction for the first time in several years perhaps decades and has the opportunity to be a source of great pride for all the constituents involved.

Lastly and as mentioned in our mission statement in Section One, my greatest concern will always be for a positive overall experience for our student-athletes. And according to our data, 95.7% of our student-athletes agree that their experience has been enriched.

4.3 Describe what changes you have made to your program or processes based on the data that you have gathered. (200 word limit)

The initial change is that we are gathering data for the first time ever. This is a new concept within athletics, and we are proud to be leading that charge with other athletic departments across the country.

We also created a mission statement for athletics that guides us. In addition, we began coaches/staff department meetings that are held two times each month. I also hold weekly meetings with our administrative staff and monthly individual meetings with our head coaches and direct reports which is a new concept for us. This has greatly improved our communication and efficiencies.

We also hold a kickoff orientation for all of our student-athletes, coaches, and staff at the beginning of the school year. This has been a helpful tool in communicating our mission and focus on the student-athlete experience. It also gives us the opportunity to lay out our expectations for the student-athletes.

We also formed a Student Athlete Advisory Committee. This group of 22 student-athletes has created bylaws and represents our 11 athletic teams, as the leaders for their respective teams. They are also given the opportunity to speak into future policies and programs within the athletic department, as we work to make a more efficient athletic department and better experiences for future student-athletes.

4.4 What examples of exemplary performance has your department received within the past 3 years? (e.g. staff awards, productivity measures, etc.) (Bulleated response) (200 word limit)

Just in last two full academic years (2012-13 and 2011-12)

- PLNU placed 152 student-athletes on the Pacific West Conference All-Academic Team, as student-athletes posted a cumulative grade point average of 3.17.
- The women’s soccer team reached the NCCAA West Region Championships after earning a victory over APU.
- Sam Sadler and Garret Levsen pitched the first combined no-hitter in the history of the Point Loma baseball program.
- 22 Sea Lions were named PacWest all-conference and 37 All-GSAC Athletes the previous year.
- Lindsay Honea and Jennifer van Wey both earned All-American honors at the Track & Field Championships. Callie Rhoads was named second team All-American in basketball. Lindsay also earned the first-ever PacWest Female Field Athlete of the Year honor.
- The Sea Lions finished 23rd out of over 300 teams in the NAIA Director’s Cup, which ranks all the teams in the country based on their post-season performances.
- The women’s soccer team reached the semi’s of the NAIA National Championships and also won their first-ever conference title.
- We had two Coach of the Year winners—Tim Hall for women’s soccer and Bill Carr for men’s basketball.
- Erica Wessels was named the Player of the Year in women’s soccer.

EFFICIENCY

Five: Size, Scope and Productivity and Costs of the Program:

Size, Scope and Productivity:

5.1 List staff assigned to the program along with major responsibilities of each (provide an organizational chart or staffing matrix). Indicate which positions are full-time, part-time, contracted, student workers, etc. (If position is shared with another department please identify that department and the percentage of time shared) (insert rows as needed)

Note: Part-Time Staff are given a stipend which ranges from \$6000-\$10,000 annually with no benefits.

| Position | # | Status | Responsibilities |
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| Athletic Director | | Full-Time Staff | Responsible for conduct of entire athletic program under the policies and procedures set forth by the University administration. |

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| 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/SWA | | 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. *Also assists tennis and golf programs and teaches in Psychology department. |
| 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 official publications and website. |
| Department Assistant | | Full-Time Staff (Non Exempt) | Provide support services to the Athletic Department. |

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| 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) |
| Baseball Head Coach | | Full-Time Staff | To build and sustain a dynamic team program where student-athletes demonstrate exceptional skills while fully committed to the mission and goals of the University and adhering to all PacWest and NCAA rules and regulations. |
| Baseball Assistant Coach | | Part-Time Staff | Assist in building and sustaining a dynamic team program where student-athletes demonstrate exceptional skills while fully committed to the mission and goals of the University and adhering to all PacWest and NCAA rules and regulations. |
| Baseball Pitching Coach | | Part-Time Staff | Assist in building and sustaining a dynamic team program where student-athletes demonstrate exceptional skills while fully committed to the mission and goals of the University and |

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| | | | adhering to all PacWest and NCAA rules and regulations. |
| Baseball Assistant Coach | | Volunteer | Assist in building and sustaining a dynamic team program where student-athletes demonstrate exceptional skills while fully committed to the mission and goals of the University and adhering to all PacWest and NCAA rules and regulations. |
| Men's Basketball Head Coach | | Full-Time Staff | To build and sustain a dynamic team program where student-athletes demonstrate exceptional skills while fully committed to the mission and goals of the University and adhering to all PacWest and NCAA rules and regulations. |
| Men's Basketball Assistant Coach | | Full-Time Staff | Assist in building and sustaining a dynamic team program where student-athletes demonstrate exceptional skills while fully committed to the mission and goals of the University and adhering to all PacWest and NCAA rules and regulations. |
| Men's Basketball Assistant Coach | | Part-Time Staff | Assist in building and sustaining a dynamic team program where student-athletes demonstrate exceptional skills while fully committed to the mission and goals of the University and adhering to all PacWest and NCAA rules and regulations. |
| Men's Basketball Assistant Coach | | Volunteer | Assist in building and sustaining a dynamic team program where student-athletes demonstrate exceptional skills while fully committed to the mission and goals of the University and adhering to all PacWest and NCAA rules and regulations. |
| Women's Basketball Head Coach | | Full-Time Faculty | To build and sustain a dynamic team program where student-athletes demonstrate exceptional skills while fully committed to the mission and goals of the University and adhering to all PacWest and NCAA rules and regulations. *Also teaches small load in Kinesiology Department |
| Women's Basketball Assistant Coach | | Full-Time Faculty | Assist in building and sustaining a dynamic team program where student-athletes demonstrate exceptional skills while fully committed to the mission and goals of the University and |

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| | | | <p>adhering to all PacWest and NCAA rules and regulations.</p> <p>*Also teaches small load in Kinesiology Department</p> |
| Women's Basketball Assistant Coach | | Part-Time Staff | Assist in building and sustaining a dynamic team program where student-athletes demonstrate exceptional skills while fully committed to the mission and goals of the University and adhering to all PacWest and NCAA rules and regulations. |
| Women's Basketball Assistant Coach | | Volunteer | Assist in building and sustaining a dynamic team program where student-athletes demonstrate exceptional skills while fully committed to the mission and goals of the University and adhering to all PacWest and NCAA rules and regulations. |
| Women's Cross Country Head Coach | | Full-Time Faculty | <p>To build and sustain a dynamic team program where student-athletes demonstrate exceptional skills while fully committed to the mission and goals of the University and adhering to all PacWest and NCAA rules and regulations.</p> <p>*Also teaches in Kinesiology Department and Head Track and Field Coach</p> |
| Women's Cross Country Assistant Coach | | Part-Time Staff | Assist in building and sustaining a dynamic team program where student-athletes demonstrate exceptional skills while fully committed to the mission and goals of the University and adhering to all PacWest and NCAA rules and regulations. |
| Women's Golf Head Coach | | Part-Time Staff | To build and sustain a dynamic team program where student-athletes demonstrate exceptional skills while fully committed to the mission and goals of the University and adhering to all PacWest and NCAA rules and regulations. |
| Men's Soccer Head Coach | | Full-Time Staff | To build and sustain a dynamic team program where student-athletes demonstrate exceptional skills while fully committed to the mission and goals of the University and adhering to all PacWest and NCAA rules and regulations. |

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| Men's Soccer Assistant Coach | | Part-Time Staff | Assist in building and sustaining a dynamic team program where student-athletes demonstrate exceptional skills while fully committed to the mission and goals of the University and adhering to all PacWest and NCAA rules and regulations. |
| Men's Soccer Assistant Coach | 3 | Volunteer | Assist in building and sustaining a dynamic team program where student-athletes demonstrate exceptional skills while fully committed to the mission and goals of the University and adhering to all PacWest and NCAA rules and regulations. |
| Women's Soccer Head Coach | | Full-Time Faculty | To build and sustain a dynamic team program where student-athletes demonstrate exceptional skills while fully committed to the mission and goals of the University and adhering to all PacWest and NCAA rules and regulations. *Also teaches small load in Psychology Department |
| Women's Soccer Assistant Coach | | Part-Time Staff | Assist in building and sustaining a dynamic team program where student-athletes demonstrate exceptional skills while fully committed to the mission and goals of the University and adhering to all PacWest and NCAA rules and regulations. |
| Women's Soccer Assistant Coach | 2 | Volunteer | Assist in building and sustaining a dynamic team program where student-athletes demonstrate exceptional skills while fully committed to the mission and goals of the University and adhering to all PacWest and NCAA rules and regulations. |
| Men's and Women's Head Tennis Coach | | Full-Time Faculty | To build and sustain a dynamic team program where student-athletes demonstrate exceptional skills while fully committed to the mission and goals of the University and adhering to all PacWest and NCAA rules and regulations. *Also teaches in Kinesiology Department |
| Men's and Women's Assistant Tennis Coach | | Part-Time Staff | Assist in building and sustaining a dynamic team program where student-athletes demonstrate exceptional skills while fully committed to the mission and goals of the University and adhering to all PacWest and NCAA rules and regulations. |

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| Men's and Women's Assistant Tennis Coach | | Volunteer | Assist in building and sustaining a dynamic team program where student-athletes demonstrate exceptional skills while fully committed to the mission and goals of the University and adhering to all PacWest and NCAA rules and regulations. |
| Women's Track and Field Head Coach | | Full-Time Faculty | To build and sustain a dynamic team program where student-athletes demonstrate exceptional skills while fully committed to the mission and goals of the University and adhering to all PacWest and NCAA rules and regulations. *Also teaches in Kinesiology Department and Head Cross Country Coach |
| Women's Track and Field Assistant Coach | | Full-Time Faculty | Assist in building and sustaining a dynamic team program where student-athletes demonstrate exceptional skills while fully committed to the mission and goals of the University and adhering to all PacWest and NCAA rules and regulations. *Also teaches in Kinesiology Department |
| Women's Track and Field Assistant Coach | 3 | Part-Time Staff | Assist in building and sustaining a dynamic team program where student-athletes demonstrate exceptional skills while fully committed to the mission and goals of the University and adhering to all PacWest and NCAA rules and regulations. |
| Women's Volleyball Head Coach | | Full-Time Staff | To build and sustain a dynamic team program where student-athletes demonstrate exceptional skills while fully committed to the mission and goals of the University and adhering to all PacWest and NCAA rules and regulations. |
| Women's Volleyball Assistant Coach | | Part-Time Staff | Assist in building and sustaining a dynamic team program where student-athletes demonstrate exceptional skills while fully committed to the mission and goals of the University and adhering to all PacWest and NCAA rules and regulations. |
| Women's Volleyball Assistant Coach | | Volunteer | Assist in building and sustaining a dynamic team program where student-athletes demonstrate exceptional skills while fully committed to the mission and goals of the University and |

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| | | | adhering to all PacWest and NCAA rules and regulations. |
| Intramural Director | | Super Adjunct Faculty | Oversee Intramural program for students, faculty and staff *Also teaches in Kinesiology Department |

Please also see Organizational Chart (**Attachment D**) and for full job descriptions – please see PLNU Athletic Department Operations and Compliance Manual at:
http://plnusealions.com/documents/2013/2/7/PLNU_Compliance_Manual.pdf?tab=opscompliance
 manual.

5.2 Which groups of people are served by this program and how is this identified or measured?

The people served by these programs are mentioned as key users in 2.1 and 2.2.

5.3 How many employees are cross-trained to provide support in other program or service areas within your unit? (200 word limit)

Outside of custodial work, each of these positions serve a specific task and purpose, and there is very little overlap or opportunities for cross training, as there is a need for specialization in each field and program. All athletic facility and maintenance employees work for both the athletics and kinesiology departments.

5.4 What measures have been taken over the past 4 years to reduce costs and/or improve efficiencies? (300 word limit)

The question of cost reduction and improved efficiencies is best considered across all units of Student Development: Engagement and Retention, Student Success and Wellness, Residential Life, Athletics, and Public Safety. Section 5.4 is identical in all 14 reports that represent Student Development; hence, the 300 word limit is modestly exceeded.

Between 2007-2012, in response to unmet student needs and institutional budget reductions, the Office of Student Development eliminated numerous positions, rewrote position descriptions, realigned budgets, shifted twelve month positions to 10 months, and substantially restructured the organization. These organizational interventions were undertaken for the following purposes: ***bringing university resources into full alignment with student needs; adopting the best practices of Student Affairs; reducing operational budgets; supporting institutional mission.***

The following personnel restructuring was implemented between 08/09 and 11/12:

- **Two FT 12 month positions eliminated** (Director of Outdoor Leadership & Recreation; Engagement and Retention Coordinator)
- **Six FT 12 month positions transitioned to 10 months** (Three counseling positions, Director of Multicultural Student Services, Student Employment Coordinator, Director of Career Services)

- **Five FT 10 month positions laid off and positions completely restructured** (three counseling positions, Director of Career Services, and Director of Wellness Center)

Operational Reductions:

Since 2008, most Student Development budgets have been reduced, some dramatically. Mane Events (high cost student activity program) was eliminated and the leadership of student activities was returned to ASB, with a savings of \$50,000. Residential Life Administrative budget was also reduced by \$50,000.

From the aforementioned cost savings, the following strategic initiatives have been undertaken:

- **Offices of Strengths and Vocation** - formed
- **Student Success and Wellness** - formed from integration of Wellness Center and Academic Support Services
- **Outdoor Leadership and Recreation** has been sustained by restructuring a position in Residential Life
- **Commuter Student Services and Transfer Student Services** - formed
- **Residential Life** has dramatically increased productivity through cross training and operationalizing secondary responsibilities

The following enhancements to programs and services have been implemented:

- **Intervention and coordination of services to students at risk** has dramatically increased, keeping pace with increased complexity of mental health issues among college students.

Athletics: A new Athletic Director was appointed in 2009. He was immediately faced with a Title IX complaint. Over the next two years PLNU worked with the Office of Civil Rights toward a resolution. As part of this complex process, we assessed whether PLNU would allocate approximately \$500,000 for new athletic programs or would achieve a more equitable sport environment by cutting sports in order to achieve a ratio of male: female student-athletes that closely matches the undergraduate male: female ratio. Our analysis indicated that our existing intercollegiate teams were extremely underfunded relative to our comparator and aspirant institutions. A decision was made to reduce the number of sports and reallocate funds across remaining sports, in order to meet our responsibilities under Title IX and better support the needs and welfare of our student-athletes.

A second extremely complex and economically impactful decision was that of choosing a national conference affiliation. An in depth comparison of costs indicated that a move from NAIA to NCAA Division II would be economically advantageous to PLNU due to a decrease in travel and postseason expenses. This transition began in 2012 and expenses are keeping pace with projections.

Revenue and other resources generated for your program or the University, if applicable:

5.5 What percent of your budget is revenue supported? List sources of revenue and amount generated for each of the past 3 years. Indicate if any revenue is internal (transferred from another unit on-campus).

| 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% |

5.6 List any staff positions assigned to this program that are income or grant supported. (include student workers)

We do not have any positions that are in existence as a result of solely generating revenue through activity or grant. We do have a few positions that are supplemented through restricted dollars. However, this changes on a yearly basis as approved by the athletic director.

5.7 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.

N/A

5.8 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. (200 word limit)

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.

Costs and expenses associated with the program:

5.9 Provide a 3-year cost analysis of the total payroll and non-payroll expenses required to run this program or service. Account(s) used may cover more than one program and more than one account may be used to support this program, so please breakdown payroll and non-payroll expenses as shown below.

(The presentation of this data in the table form below has been created to enhance ASPC viewing to give the most transparent, accurate detail possible and has the approval of Maria Zack and Mark Pitts.)

| | <u>2010-2011</u> | <u>2011-2012</u> | <u>2012-2013</u> |
|--|-----------------------|-----------------------|-----------------------|
| Baseball | \$338,690 | \$342,090 | \$383,978 |
| Basketball | \$399,769 | \$531,795 | \$547,111 |
| Golf | \$156,686 | \$162,793 | \$142,106 |
| Soccer | \$243,650 | \$279,957 | \$311,489 |
| Tennis | \$152,886 | \$144,496 | \$141,944 |
| Track / CC | \$260,217 | \$234,795 | \$225,681 |
| Men's Totals | \$1,551,898 | \$1,695,926 | \$1,752,309 |
| | | | |
| Basketball | \$343,003 | \$374,173 | \$412,990 |
| Golf | \$54,812 | \$112,360 | \$168,759 |
| Soccer | \$244,855 | \$314,047 | \$322,068 |
| Softball | \$96,130 | \$80,100 | \$46,400 |
| Tennis | \$145,825 | \$135,898 | \$142,685 |
| Track / CC | \$319,872 | \$278,024 | \$314,526 |
| Volleyball | \$295,876 | \$314,419 | \$378,713 |
| Women's Totals | \$1,500,373 | \$1,609,021 | \$1,786,141 |
| | | | |
| Not Sport Specific | \$1,416,214 | \$1,736,701 | \$1,646,276 |
| | | | |
| TOTAL EXPENSES | \$4,468,485 | \$5,041,648 | \$5,184,726 |
| Institutional Support | \$4,283,654 | \$4,751,838 | \$5,000,290 |
| Scholarship dollars (% of Institutional Support) | \$1,987,500 46.40% | \$2,054,800 43.20% | \$2,138,600 42.80% |
| Other Revenue Generated | \$259,877 | \$227,678 | \$319,637 |
| TOTAL REVENUES | \$4,543,531 | \$4,979,516 | \$5,319,927 |

A few notes –

- The 2011-2012 fiscal year was PLNU's last year in the NAIA; meanwhile, the 2012-2013 fiscal year was our first year in the NCAA. You will see a 2.7% increase (\$143,078) in expenses. This \$143,078 includes a 4.2% tuition increase (\$83,800 in 2012-13) for scholarships and personnel cost of living increases of 1.0% (\$17,860 in 2012-13). We were also required by the NCAA to split the position of Athletic Director/Men's Basketball Coach and also add a Compliance Coordinator. These two additional positions are also accounted for in this 2.7% increase. In addition and upon retirement, Art Wilmore's position will not be replaced, as already agreed upon, to fill one of the two FTE positions created in the NCAA transition and further decrease

costs.

- Scholarships and coach's salaries are accounted for within the sport specific budgets. All staff salaries are accounted for in the "Not Sport Specific" section. All employee benefits for coaches AND staff are accounted for in the "Not Sport Specific" section. All Athletic Training costs have been absorbed into the "Not Sport Specific" section as well.
- Over the past three years, we have spent \$163,937 in transitional costs to the NCAA (consultants, application fees, orientation sessions etc.) that will no longer be necessary beginning in Fall 2014. This is accounted for in the "Not Sport Specific" section. Beginning in Fall 2014, we will also no longer be participating in the National Christian College Athletic Association (NCCAA) championships. This accounted for \$53,390 in 2012-13.
- Future projections do not account for any changes in future costs for travel, minimum wage increases for students or inflationary increases.
- Not listed on the above grid is Intramurals. The operational budget has remained stagnant at \$19,870 for these three years. \$17,143 of this budget is allocated to student wages. Staffing in this area is eight units of faculty time.

5.10 Does this program share costs with other campus programs? If so, please describe and explain the interrelationship of the program budget with these programs. (200 word limit)

Currently, there are still five coaches that hold faculty status and teach in the Kinesiology department. These costs have already been split for purposes of this 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.

5.11 Please list office and other space assigned to your program that is used to conduct your business.

As communicated earlier, we have space challenges, as we have several people that share offices. We share offices with the department of Kinesiology that 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 mentioned previously, we use several storage areas that are less than adequate, several are rusted storage bins that don't prevent materials and equipment from eroding and deteriorating.

OPPORTUNITY ANALYSIS

Six: Impact and Opportunities

Impact, justification and overall essentiality of the program:

6.1 How does this program support/improve the work of other programs on campus? (200 word limit)

As mentioned in Section 2.2, there are several departments (i.e. Admissions, ASB, Alumni, Conference Services, Kinesiology – Athletic Training students/majors, University Advancement) that rely on support from the athletic department.

There is a good collaboration between these groups and several others with the athletic department.

6.2 What justification can you provide for continuing or strengthening this program? (200 word limit)

Athletics can definitely be a remarkable “front porch” or “window” into the university. It has the opportunity to draw interest from the internal and external community like very few other departments can. Within higher education at small, private, residential and faith-based universities, there is an expectation from students for a robust intercollegiate athletic program.

However, there are three elements necessary to capture the interest of both communities. Successful teams are one portion of this. And in order to have successful teams, there needs to be funds at a level comparable with institutions that we desire to compete with and have success against. At the forefront of this is scholarship and operational budget funding; this includes salaries that allow for excellent coaches and staff that have a mission which aligns with the university. Facilities are also paramount in our attempts to draw top notch student-athletes.

In this pursuit, we need student-athletes who are well-respected by their fellow students, faculty, and staff – creating a desire to support athletics. Our student-athletes must fit and excel at PLNU in all aspects of their life. I would hope they are not only leaders in the classroom but making a spiritual impact as well. Again, recruiting these types of student-athletes is very competitive with other institutions.

Lastly, we need to partner with more internal and external groups to make each of our athletic events, creating special events that are fun for all. However, this will take time and funding, as the reality is that there are several things to do in San Diego. We strongly desire for our athletic events to become “the happening event” within Point Loma; it can be done.

6.3 In what ways could programs or functions of other units on campus be consolidated with this program? (Bulleted response) (200 word limit)

Based on the uniqueness and specialization within athletics, I am not sure that this is possible.

6.4 What functions of this program could be performed by an outside contractor and what would be the impact to the University? (Bulleted response) (200 word limit)

The only potential area where we could contract work would be with our facilities employees and requests rather than handling those in-house. However, whenever I have assessed these costs and what we pay our current facility employees, we would lose money annually.

Opportunity:

6.5 What is the potential of this program for generating or increasing revenue and/or enrollment? (200 word limit)

As shown, we have generated some revenue and greatly desire for that to grow. I think there are a few more opportunities through advisory/booster groups, growing our alum database and connecting with external constituents.

Several institutions use the addition of athletic programs as an opportunity to grow enrollment. For us, I think we have already tackled the issue of adding athletic programs and did not find it prudent. Our roster sizes are also capped and adding more student-athletes is not a likely scenario.

6.6 What additional cost saving opportunities can you recommend for your program? What can you give up to help the university trim costs? Are there areas where collaborations among campus programs could help improve efficiencies for the university? (200 word limit)

Office of Student Development (OSD) considered cost savings across the entire organization (Student Development Administration, Engagement and Retention, Student Success and Wellness, Residential Life, Department of Public Safety, Athletics). This section is identical for all 14 prioritization reports of the OSD; hence it exceeds the prescribed 200 word limit.

Action: Eliminate the position of Administrative Assistant for Dean of Students and Director of Residential Life. [Note: the Administrative Assistant in Athletics is retiring in 2015. Her replacement will be selected from among current OSD Administrative Assistants]

Cost Savings: \$52,810

Projected Impact: Some loss of continuity, as Assistant Resident Directors and Resident Assistants will rotate to fill the Administrative Assistant role.

Action: Decrease number of Flex Resident Assistants from eight to four, beginning in Fall 2015

Cost Savings: \$37,080

Projected Impact: Minimal

Action: Reduce OSD Administrative operating budget, 5220, by \$5000

Cost Savings: \$5,000

Projected Impact: Reduction in number or quality of professional development opportunities for OSD. Less support for special projects in OSD programmatic areas.

Action: Reduce use of student employees in Public Safety by 4%, starting in Fall 2015

Cost Savings: \$8,000

Projected Impact: Reduction of 20 student work hours per week. This would be spread between Welcome Center, Dispatch Center, and Receptionist. It would also limit DPS's ability to staff the Young parking lot over the summer.

Total savings: \$102,890, which represents a savings of 1.53% of total expenses for OSD

Potential cost saving *efficiencies:*

Action: Centralize the administration of Chapel attendance and exemptions. Currently, the administration of Chapel is split between the Offices of Student and Spiritual Development. All functions could be streamlined and centralized in Spiritual Development.

Student Development Chapel-related expenses:

- \$15,000 Chapel scanner wages paid from cost center 5221
- \$10,562, .2 FTE salary/benefits paid to assistant who administers Chapel exemptions

Total OSD expenses: \$25,562

Proposed Restructure:

- Have RAs and Spiritual Development student interns (students who receive a university stipend) serve as Chapel scanners as part of their prescribed duties
- Transfer \$10,562 from cost center 5221 to Office of Spiritual Development to fund administration of Chapel exemptions and Chapel scanners

Cost Savings: \$4,438

Projected Impact: Greatly increased efficiency as all administration of Chapel will reside in a single office [Note: Student Development proposes to keep the .2 FTE and reassign other key duties to this employee]

Action: Shift the salary/benefits expenses for the Director of Community Life to the Associated Student Body. This structure is common at other universities. It would require an action of the ASB Board of Directors in order to implement.

Cost Savings: \$61,467

Projected Impact: No adverse impact. May be perceived positively by ASB, as increasing student voice and influence.

Total Savings increased *efficiencies:* \$65,905

Grand total (reductions + efficiencies): \$168,795, which represents a savings of 2.5% of total expenses for OSD

6.7 If you could start fresh and totally restructure this program, how would you do it? Are there "best practices" that you have investigated? (200 word limit)

We were faced with this same question in 2009, and I think we made decisions regarding size and scope of sports programs and also national and regional affiliation that would result in the

same decision today if faced with it. The only silver lining in the decision to cut sports was the ability to right-fit our athletic programs around the size and funding of our campus. Even in this analysis, we have reviewed cutting another program. However, due to NCAA minimums, we must have at least 10 athletic programs with at least four men's teams and at least five women's teams. Again, 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.

Personally, I am enjoying what we do and like the size of our program, especially in light of the overall cap and lack of facilities the university has. I think we can and should fund 11 athletic programs very well. We are not quite there and have maximized several of the university's strengths. At the same time, we do not believe that it is realistic for us to have 15-20 athletic programs as some of our comparator and aspirant universities have in light of our financial challenges.

6.8 How do you foresee your program changing in the next 5 years and why (200 word limit)

I think we have been through the most dramatic of changes. We will still continue to see some changes in personnel, as we help several "retirement-age" employees end their time well at PLNU. This will again give us the opportunity to change culture and maximize the use of our coaches and staff with the focus again being on our student-athletes experience.

I think one of our major focuses will be on fundraising to improve facilities and also better market and promote our athletic programs and events to the internal and external audience.

I think we thoroughly addressed our questions regarding affiliation and do not see any changes within the NCAA Division II and/or PacWest Conference in the next five years.

Point Loma Nazarene University

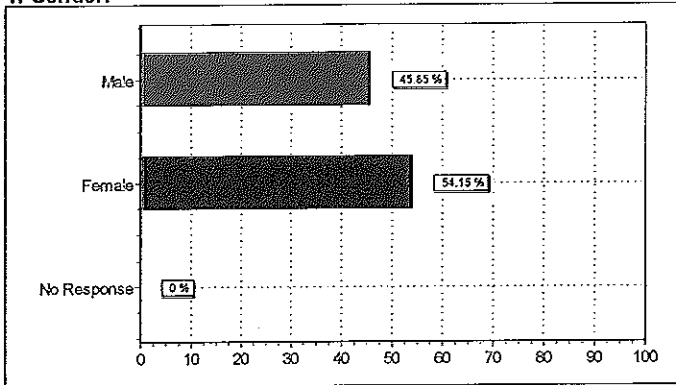


Year-End Survey 2012-2013

Prepared by:

LifeTrack Services, Inc.
1271 Port Drive, Clarkston, WA 99403
1-800-738-6466

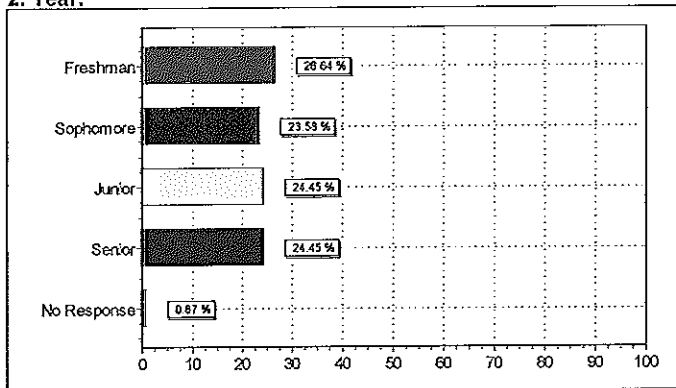
1. Gender:



1. Gender:

| Response (n = 229) | Frequency | Percent |
|--------------------|-----------|---------|
| Male | 105 | 45.9% |
| Female | 124 | 54.1% |
| No Response | 0 | 0.0% |

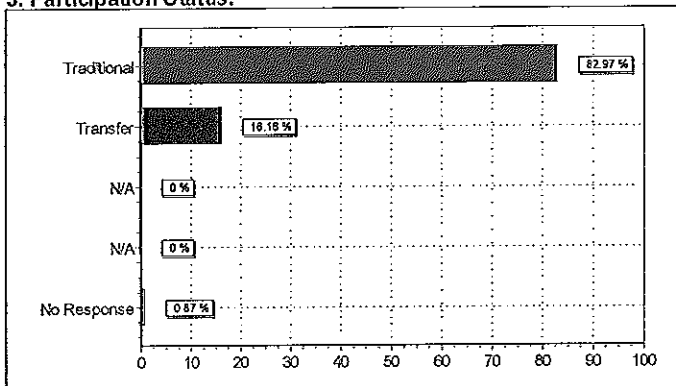
2. Year:



2. Year:

| Response (n = 229) | Frequency | Percent |
|--------------------|-----------|---------|
| Freshman | 61 | 26.6% |
| Sophomore | 54 | 23.6% |
| Junior | 56 | 24.5% |
| Senior | 56 | 24.5% |
| No Response | 2 | 0.9% |

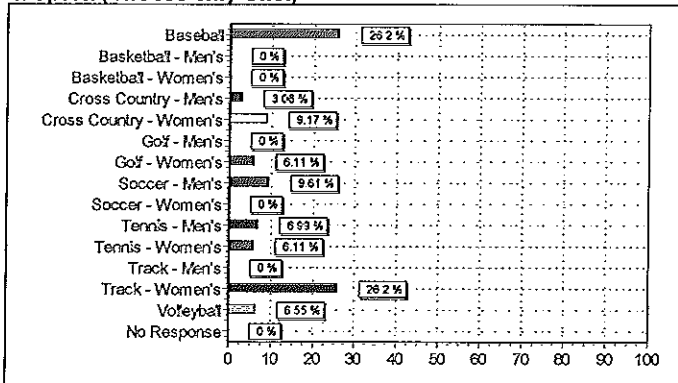
3. Participation Status:



3. Participation Status:

| Response (n = 229) | Frequency | Percent |
|--------------------|-----------|---------|
| Traditional | 190 | 83.0% |
| Transfer | 37 | 16.2% |
| N/A | 0 | 0.0% |
| N/A | 0 | 0.0% |
| No Response | 2 | 0.9% |

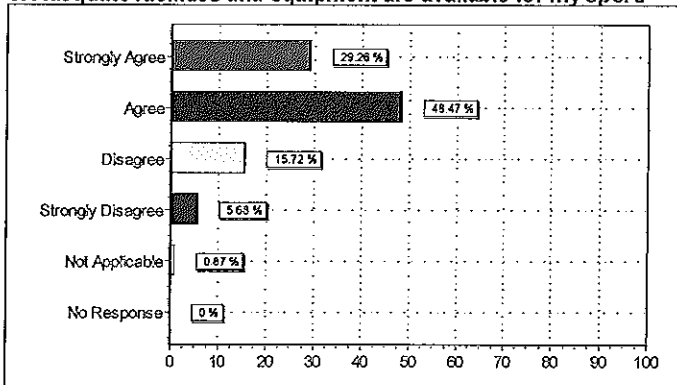
4. Sport: (Choose only One!)



4. Sport: (Choose only One!)

| Response (n = 229) | Frequency | Percent |
|-------------------------|-----------|---------|
| Baseball | 60 | 26.2% |
| Basketball - Men's | 0 | 0.0% |
| Basketball - Women's | 0 | 0.0% |
| Cross Country - Men's | 7 | 3.1% |
| Cross Country - Women's | 21 | 9.2% |
| Golf - Men's | 0 | 0.0% |
| Golf - Women's | 14 | 6.1% |
| Soccer - Men's | 22 | 9.6% |
| Soccer - Women's | 0 | 0.0% |
| Tennis - Men's | 16 | 7.0% |
| Tennis - Women's | 14 | 6.1% |
| Track - Men's | 0 | 0.0% |
| Track - Women's | 60 | 26.2% |
| Volleyball | 15 | 6.6% |
| No Response | 0 | 0.0% |

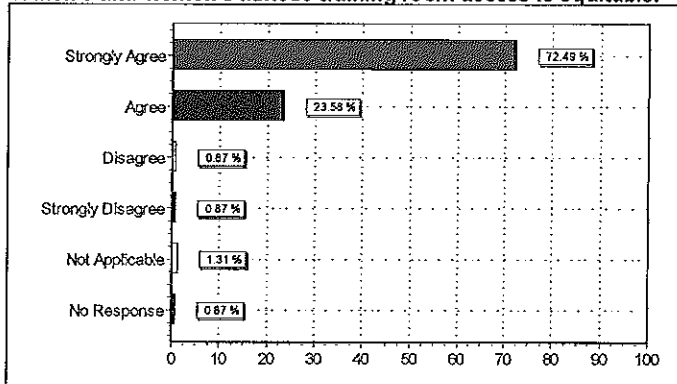
5. Adequate facilities and equipment are available for my sport.



5. Adequate facilities and equipment are available for my sport.

| Response (n = 229) | Frequency | Percent |
|--------------------|-----------|---------|
| Strongly Agree | 67 | 29.3% |
| Agree | 111 | 48.5% |
| Disagree | 36 | 15.7% |
| Strongly Disagree | 13 | 5.7% |
| Not Applicable | 2 | 0.9% |
| No Response | 0 | 0.0% |

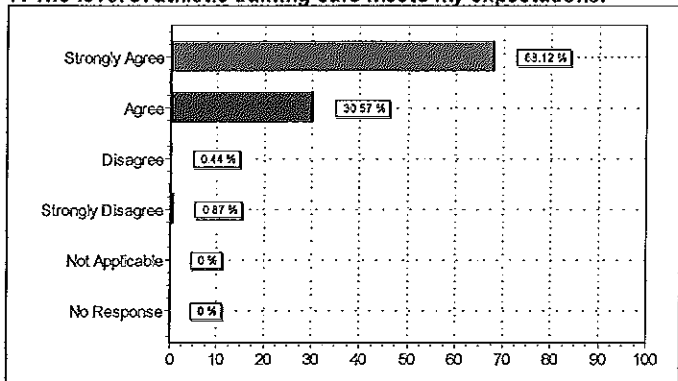
6. Men's and women's athletic training room access is equitable.



6. Men's and women's athletic training room access is equitable.

| Response (n = 229) | Frequency | Percent |
|--------------------|-----------|---------|
| Strongly Agree | 166 | 72.5% |
| Agree | 54 | 23.6% |
| Disagree | 2 | 0.9% |
| Strongly Disagree | 2 | 0.9% |
| Not Applicable | 3 | 1.3% |
| No Response | 2 | 0.9% |

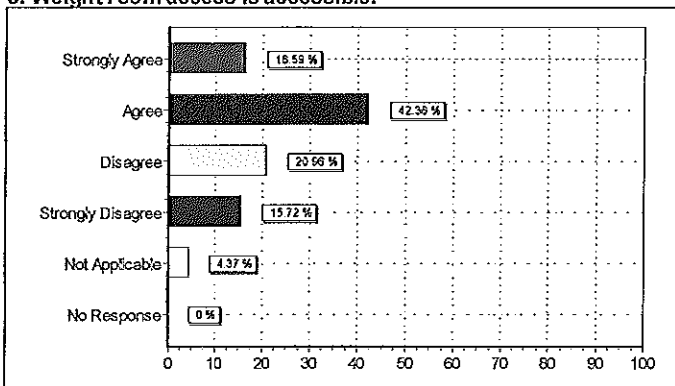
7. The level of athletic training care meets my expectations.



7. The level of athletic training care meets my expectations.

| Response (n = 229) | Frequency | Percent |
|--------------------|-----------|---------|
| Strongly Agree | 156 | 68.1% |
| Agree | 70 | 30.6% |
| Disagree | 1 | 0.4% |
| Strongly Disagree | 2 | 0.9% |
| Not Applicable | 0 | 0.0% |
| No Response | 0 | 0.0% |

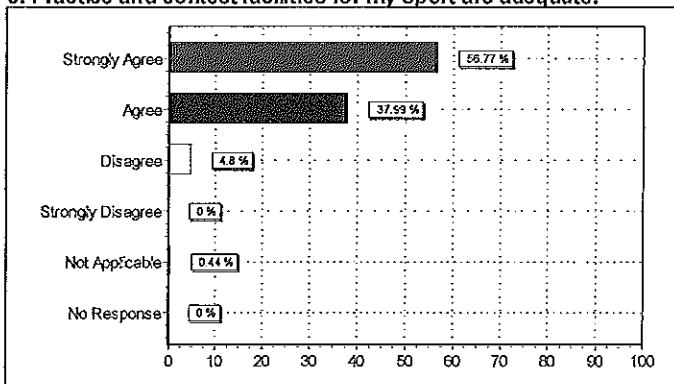
8. Weight room access is accessible.



8. Weight room access is accessible.

| Response (n = 229) | Frequency | Percent |
|--------------------|-----------|---------|
| Strongly Agree | 38 | 16.6% |
| Agree | 97 | 42.4% |
| Disagree | 48 | 21.0% |
| Strongly Disagree | 36 | 15.7% |
| Not Applicable | 10 | 4.4% |
| No Response | 0 | 0.0% |

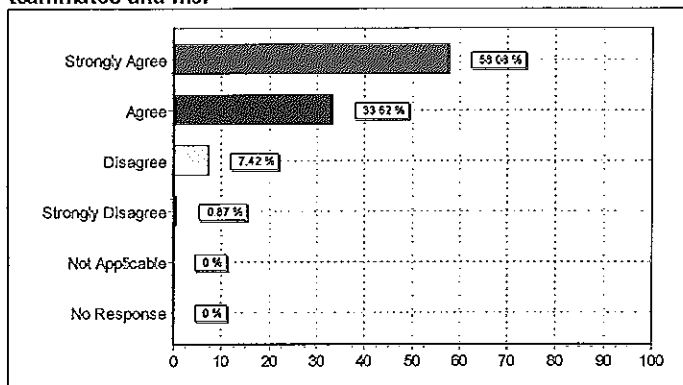
9. Practice and contest facilities for my sport are adequate.



9. Practice and contest facilities for my sport are adequate.

| Response (n = 229) | Frequency | Percent |
|--------------------|-----------|---------|
| Strongly Agree | 130 | 56.8% |
| Agree | 87 | 38.0% |
| Disagree | 11 | 4.8% |
| Strongly Disagree | 0 | 0.0% |
| Not Applicable | 1 | 0.4% |
| No Response | 0 | 0.0% |

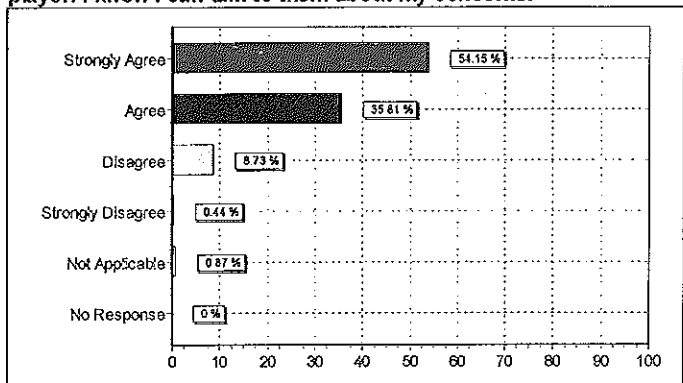
10. I consider my coaches to be a positive influence on my teammates and me.



10. I consider my coaches to be a positive influence on my teammates and me.

| Response (n = 229) | Frequency | Percent |
|--------------------|-----------|---------|
| Strongly Agree | 133 | 58.1% |
| Agree | 77 | 33.6% |
| Disagree | 17 | 7.4% |
| Strongly Disagree | 2 | 0.9% |
| Not Applicable | 0 | 0.0% |
| No Response | 0 | 0.0% |

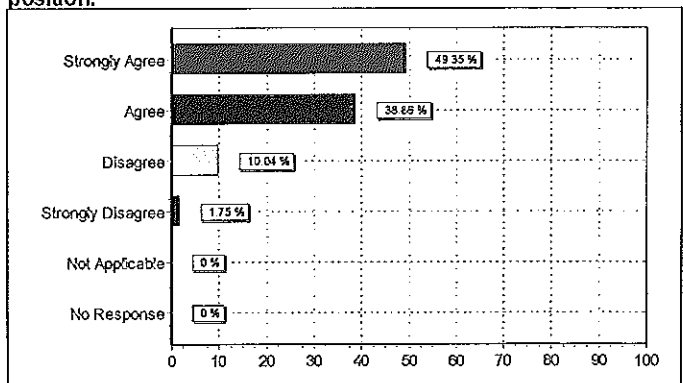
11. I feel my coaches really care about me as a person, as well as a player. I know I can talk to them about my concerns.



11. I feel my coaches really care about me as a person, as well as a player. I know I can talk to them about my concerns.

| Response (n = 229) | Frequency | Percent |
|--------------------|-----------|---------|
| Strongly Agree | 124 | 54.1% |
| Agree | 82 | 35.8% |
| Disagree | 20 | 8.7% |
| Strongly Disagree | 1 | 0.4% |
| Not Applicable | 2 | 0.9% |
| No Response | 0 | 0.0% |

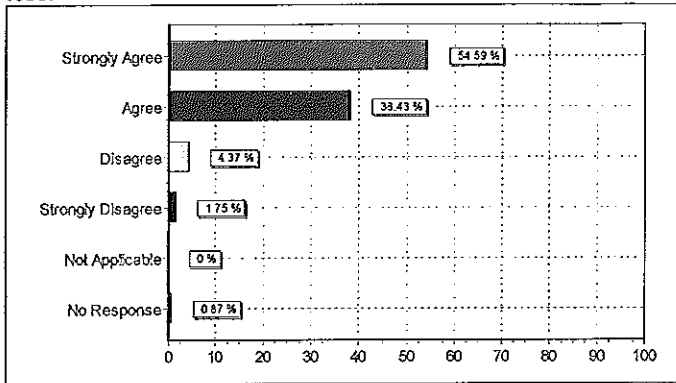
12. My coaches are knowledgeable about my sport, and are good at teaching me the skills necessary to improve and compete at my position.



12. My coaches are knowledgeable about my sport, and are good at teaching me the skills necessary to improve and compete at my position.

| Response (n = 229) | Frequency | Percent |
|--------------------|-----------|---------|
| Strongly Agree | 113 | 49.3% |
| Agree | 89 | 38.9% |
| Disagree | 23 | 10.0% |
| Strongly Disagree | 4 | 1.7% |
| Not Applicable | 0 | 0.0% |
| No Response | 0 | 0.0% |

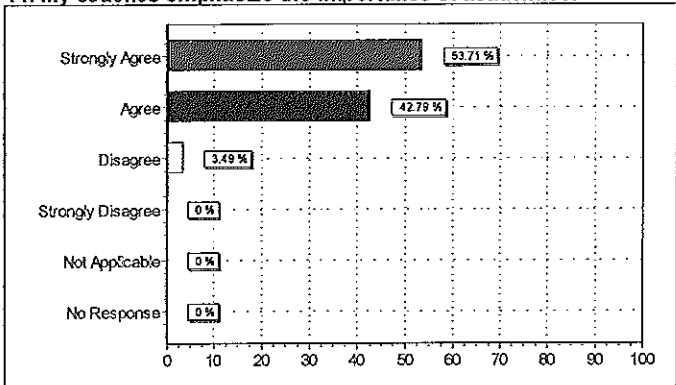
13. My coaches consistently model appropriate behavior-win or lose.



13. My coaches consistently model appropriate behavior-win or lose.

| Response (n = 229) | Frequency | Percent |
|--------------------|-----------|---------|
| Strongly Agree | 125 | 54.6% |
| Agree | 88 | 38.4% |
| Disagree | 10 | 4.4% |
| Strongly Disagree | 4 | 1.7% |
| Not Applicable | 0 | 0.0% |
| No Response | 2 | 0.9% |

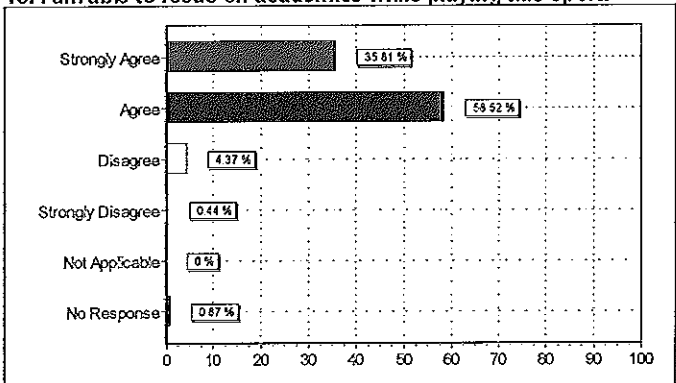
14. My coaches emphasize the importance of academics.



14. My coaches emphasize the importance of academics.

| Response (n = 229) | Frequency | Percent |
|--------------------|-----------|---------|
| Strongly Agree | 123 | 53.7% |
| Agree | 98 | 42.8% |
| Disagree | 8 | 3.5% |
| Strongly Disagree | 0 | 0.0% |
| Not Applicable | 0 | 0.0% |
| No Response | 0 | 0.0% |

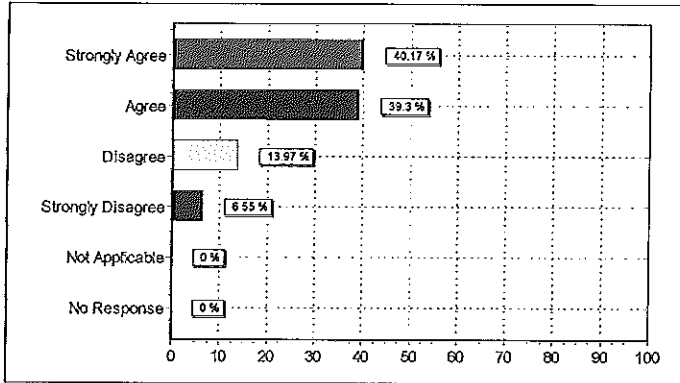
15. I am able to focus on academics while playing this sport.



15. I am able to focus on academics while playing this sport.

| Response (n = 229) | Frequency | Percent |
|--------------------|-----------|---------|
| Strongly Agree | 82 | 35.8% |
| Agree | 134 | 58.5% |
| Disagree | 10 | 4.4% |
| Strongly Disagree | 1 | 0.4% |
| Not Applicable | 0 | 0.0% |
| No Response | 2 | 0.9% |

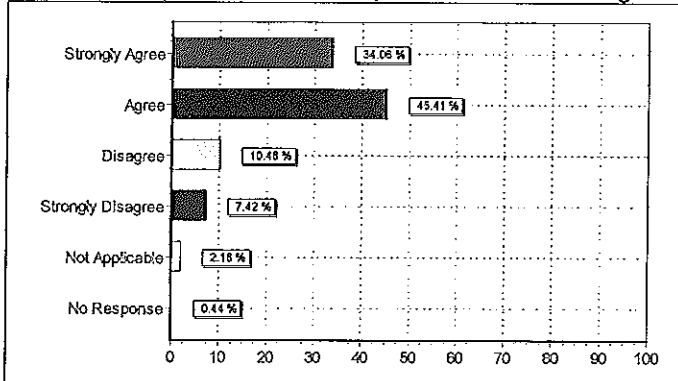
16. While involved in this sport, I feel more connected to our school.



16. While involved in this sport, I feel more connected to our school.

| Response (n = 229) | Frequency | Percent |
|--------------------|-----------|---------|
| Strongly Agree | 92 | 40.2% |
| Agree | 90 | 39.3% |
| Disagree | 32 | 14.0% |
| Strongly Disagree | 15 | 6.6% |
| Not Applicable | 0 | 0.0% |
| No Response | 0 | 0.0% |

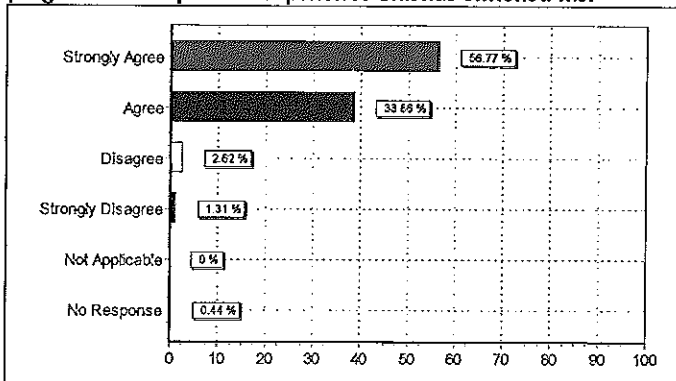
17. PLNU professors are willing to work with me regarding missed class time and provided me with helpful academic counseling.



17. PLNU professors are willing to work with me regarding missed class time and provided me with helpful academic counseling.

| Response (n = 229) | Frequency | Percent |
|--------------------|-----------|---------|
| Strongly Agree | 78 | 34.1% |
| Agree | 104 | 45.4% |
| Disagree | 24 | 10.5% |
| Strongly Disagree | 17 | 7.4% |
| Not Applicable | 5 | 2.2% |
| No Response | 1 | 0.4% |

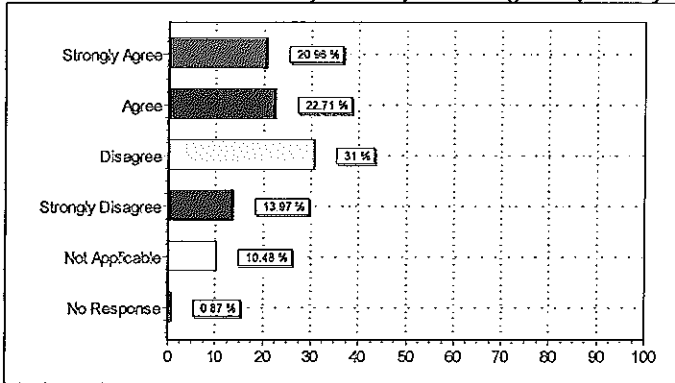
18. Overall, I would consider my participation in the athletic program to be a positive experience that has enriched me.



18. Overall, I would consider my participation in the athletic program to be a positive experience that has enriched me.

| Response (n = 229) | Frequency | Percent |
|--------------------|-----------|---------|
| Strongly Agree | 130 | 56.8% |
| Agree | 89 | 38.9% |
| Disagree | 6 | 2.6% |
| Strongly Disagree | 3 | 1.3% |
| Not Applicable | 0 | 0.0% |
| No Response | 1 | 0.4% |

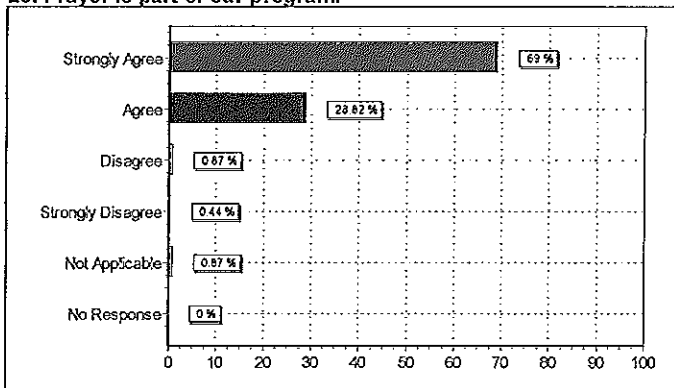
19. We have a team Bible study that helped me to grow spiritually.



19. We have a team Bible study that helped me to grow spiritually.

| Response (n = 229) | Frequency | Percent |
|--------------------|-----------|---------|
| Strongly Agree | 48 | 21.0% |
| Agree | 52 | 22.7% |
| Disagree | 71 | 31.0% |
| Strongly Disagree | 32 | 14.0% |
| Not Applicable | 24 | 10.5% |
| No Response | 2 | 0.9% |

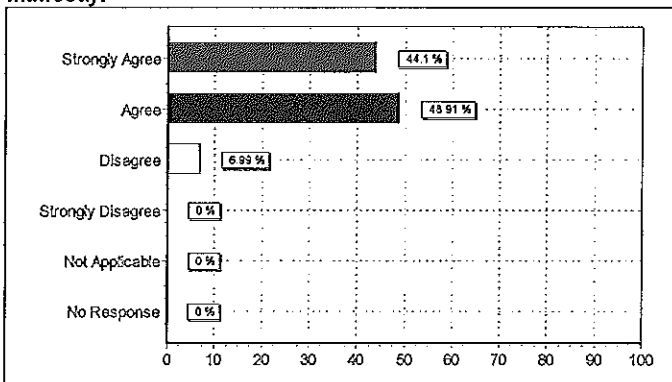
20. Prayer is part of our program.



20. Prayer is part of our program.

| Response (n = 229) | Frequency | Percent |
|--------------------|-----------|---------|
| Strongly Agree | 158 | 69.0% |
| Agree | 66 | 28.8% |
| Disagree | 2 | 0.9% |
| Strongly Disagree | 1 | 0.4% |
| Not Applicable | 2 | 0.9% |
| No Response | 0 | 0.0% |

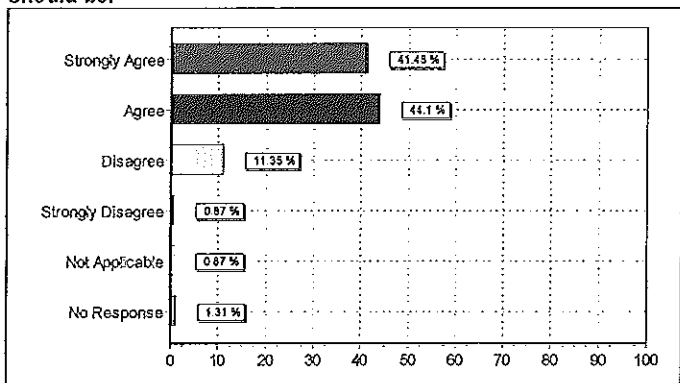
21. My coaches encouraged my spiritual growth, either directly or indirectly.



21. My coaches encouraged my spiritual growth, either directly or indirectly.

| Response (n = 229) | Frequency | Percent |
|--------------------|-----------|---------|
| Strongly Agree | 101 | 44.1% |
| Agree | 112 | 48.9% |
| Disagree | 16 | 7.0% |
| Strongly Disagree | 0 | 0.0% |
| Not Applicable | 0 | 0.0% |
| No Response | 0 | 0.0% |

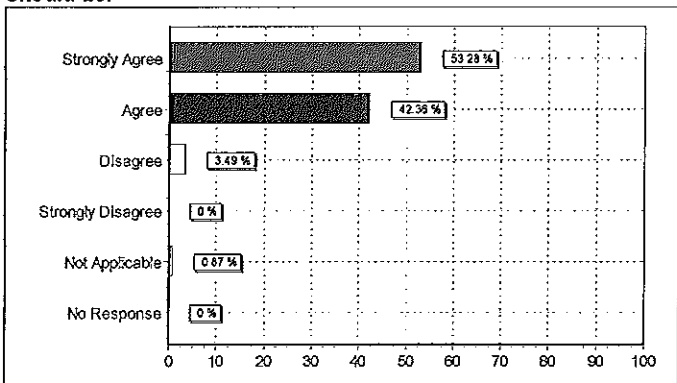
22. I feel our team is a good example of what a Christian team should be.



22. I feel our team is a good example of what a Christian team should be.

| Response (n = 229) | Frequency | Percent |
|--------------------|-----------|---------|
| Strongly Agree | 95 | 41.5% |
| Agree | 101 | 44.1% |
| Disagree | 26 | 11.4% |
| Strongly Disagree | 2 | 0.9% |
| Not Applicable | 2 | 0.9% |
| No Response | 3 | 1.3% |

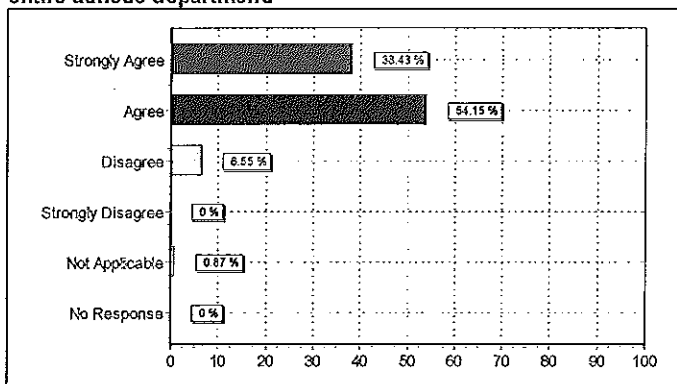
23. My coaches are a good example of what Godly men or women should be.



23. My coaches are a good example of what Godly men or women should be.

| Response (n = 229) | Frequency | Percent |
|--------------------|-----------|---------|
| Strongly Agree | 122 | 53.3% |
| Agree | 97 | 42.4% |
| Disagree | 8 | 3.5% |
| Strongly Disagree | 0 | 0.0% |
| Not Applicable | 2 | 0.9% |
| No Response | 0 | 0.0% |

24. There is an emphasis on overall spiritual development in the entire athletic department.



24. There is an emphasis on overall spiritual development in the entire athletic department.

| Response (n = 229) | Frequency | Percent |
|--------------------|-----------|---------|
| Strongly Agree | 88 | 38.4% |
| Agree | 124 | 54.1% |
| Disagree | 15 | 6.6% |
| Strongly Disagree | 0 | 0.0% |
| Not Applicable | 2 | 0.9% |
| No Response | 0 | 0.0% |

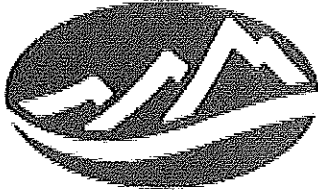
PacWest Equivalencies 2012-13

| | 2011-12 | 2012-13 | 2011-12 | 2012-13 | 2011-12 | 2012-13 | 2011-12 | 2012-13 | 2011-12 | 2012-13 | 2011-12 | 2012-13 | 2011-12 | 2012-13 | 2011-12 | 2012-13 | 2011-12 | 2012-13 | 2011-12 | 2012-13 | 2011-12 | 2012-13 | 2011-12 | 2012-13 |
|---------------------------|---------|-------------|---------|-------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| | AU | APU | BYUH | Cal Baptist | CHAM | DOM | DSU | FPU | GPU | HPU | NDNU | PLNU | UHH | | | | | | | | | | | |
| Acrobatics & Tumbling | 7,000 | 7,410 | 8,676 | 8,710 | 8,880 | 8,869 | 7,184 | No Data | 8,900 | 8,940 | 8,166 | No Data | 8,320 | | | | | | | | | | | |
| Baseball | 9,040 | 8,620 | 9,490 | 9,500 | 9,360 | 8,869 | 6,994 | No Data | 9,990 | 9,450 | 5,160 | No Data | 5,535 | | | | | | | | | | | |
| Baseball (M) | 9,440 | 10,250 | 7,860 | 9,530 | 9,440 | 6,540 | 6,994 | No Data | 8,110 | 9,990 | 4,590 | No Data | 6,440 | | | | | | | | | | | |
| Baseball (W) | 5,443 | Incl in 7/F | 2,430 | 2,780 | 1,330 | 4,090 | 8,546 | No Data | 8,900 | 9,990 | 7,690 | No Data | 6,560 | | | | | | | | | | | |
| Cross Country (M) | 3,664 | Incl in 7/F | 2,460 | 2,190 | 1,340 | 0,000 | 0,408 | No Data | 6,370 | 3,960 | 0,000 | No Data | 0,000 | | | | | | | | | | | |
| Cross Country (W) | 0,180 | Incl in 7/F | 3,320 | 2,510 | 1,170 | 0,000 | 1,275 | No Data | 0,470 | 2,700 | 0,440 | No Data | 0,000 | | | | | | | | | | | |
| Football | 3,592 | 2,350 | 2,480 | 2,800 | 1,340 | 74,902 | 25,702 | No Data | 3,540 | 3,330 | 1,673 | No Data | 1,900 | | | | | | | | | | | |
| Golf (M) | 4,915 | 5,000 | 1,390 | 3,470 | 0,400 | 0,480 | 0,996 | No Data | 3,540 | 3,330 | 1,673 | No Data | 2,558 | | | | | | | | | | | |
| Golf (W) | 8,225 | 8,460 | 4,420 | 4,020 | 3,640 | 0,250 | 0,621 | No Data | 5,080 | 4,860 | 1,631 | No Data | 2,450 | | | | | | | | | | | |
| Lacrosse (M) | 6,989 | 7,670 | 3,750 | 4,430 | 1,610 | 5,530 | 4,077 | No Data | 8,970 | 8,940 | 3,000 | No Data | 2,820 | | | | | | | | | | | |
| Lacrosse (W) | 6,194 | 6,440 | 3,970 | 4,650 | 2,110 | 3,920 | 3,732 | No Data | 8,630 | 8,440 | 5,350 | No Data | 2,960 | | | | | | | | | | | |
| Soccer (M) | 7,550 | 7,550 | 7,550 | 7,550 | 7,670 | 3,860 | 6,888 | No Data | 6,110 | 6,580 | 4,350 | No Data | 4,374 | | | | | | | | | | | |
| Soccer (W) | 7,550 | 7,550 | 7,550 | 7,550 | 7,670 | 3,860 | 6,888 | No Data | 6,110 | 6,580 | 4,350 | No Data | 4,374 | | | | | | | | | | | |
| Swimming (M) | 3,970 | 3,970 | 3,970 | 3,970 | 3,970 | 3,970 | 3,970 | No Data | 4,850 | 7,700 | 7,950 | No Data | 5,410 | | | | | | | | | | | |
| Swimming (W) | 3,970 | 3,970 | 3,970 | 3,970 | 3,970 | 3,970 | 3,970 | No Data | 4,850 | 7,700 | 7,950 | No Data | 5,410 | | | | | | | | | | | |
| Tennis (M) | 5,635 | 5,710 | 3,280 | 3,230 | 2,100 | 1,630 | 1,144 | No Data | 5,430 | 6,800 | 3,974 | No Data | 1,259 | | | | | | | | | | | |
| Tennis (W) | 10,025 | 10,700 | 8,264 | 2,330 | 2,030 | 1,430 | 1,144 | No Data | 4,200 | 5,170 | 5,990 | No Data | 1,497 | | | | | | | | | | | |
| Track & Field (M) | 9,382 | 10,250 | 6,040 | 2,650 | 3,400 | 3,400 | 3,400 | No Data | 6,370 | 7,980 | 10,830 | No Data | 4,150 | | | | | | | | | | | |
| Track & Field (W) | No Data | Incl in 7/F | No Data | No Data | No Data | No Data | No Data | No Data | 5,900 | 8,920 | 11,560 | No Data | 3,780 | | | | | | | | | | | |
| Track & Field, Indoor (M) | No Data | Incl in 7/F | No Data | No Data | No Data | No Data | No Data | No Data | No Data | No Data | No Data | No Data | No Data | | | | | | | | | | | |
| Track & Field, Indoor (W) | No Data | Incl in 7/F | No Data | No Data | No Data | No Data | No Data | No Data | No Data | No Data | No Data | No Data | No Data | | | | | | | | | | | |
| Volleyball (M) | 8,800 | 7,340 | 6,800 | 4,610 | 4,450 | 4,450 | 4,450 | No Data | 4,920 | 4,120 | 3,610 | No Data | 6,000 | | | | | | | | | | | |
| Volleyball (W) | 8,800 | 7,340 | 6,800 | 4,610 | 4,450 | 4,450 | 4,450 | No Data | 4,920 | 4,120 | 3,610 | No Data | 6,000 | | | | | | | | | | | |
| Water Polo (M) | 5,500 | 5,500 | 5,500 | 5,500 | 5,500 | 5,500 | 5,500 | No Data | 2,720 | 2,720 | 2,720 | No Data | 4,430 | | | | | | | | | | | |
| Water Polo (W) | 5,500 | 5,500 | 5,500 | 5,500 | 5,500 | 5,500 | 5,500 | No Data | 2,720 | 2,720 | 2,720 | No Data | 4,430 | | | | | | | | | | | |
| Wrestling (M) | 97,942 | 91,030 | 36,290 | 113,950 | 118,960 | 43,350 | 75,868 | 91,430 | 127,530 | 137,620 | 76,697 | 26,059 | 57,060 | | | | | | | | | | | |
| Wrestling (W) | 26,393 | 26,393 | 26,393 | 26,393 | 26,393 | 26,393 | 26,393 | 26,393 | 26,393 | 26,393 | 26,393 | 26,393 | 26,393 | | | | | | | | | | | |
| Total | 30,800 | 30,800 | 12,790 | 51,570 | 5,020 | 13,450 | 12,078 | 42,648 | 57,570 | 57,570 | 25,374 | 8,920 | 70,900 | | | | | | | | | | | |
| Total of Men's Sports | | | 12,790 | 51,570 | 5,020 | 13,450 | 12,078 | 42,648 | 57,570 | 57,570 | 25,374 | 8,920 | 70,900 | | | | | | | | | | | |
| Total of Women's Sports | | | | | | | | | | | | | 49,032 | | | | | | | | | | | |
| Total of All Sports | | | 12,790 | 51,570 | 5,020 | 13,450 | 12,078 | 42,648 | 57,570 | 57,570 | 25,374 | 8,920 | 70,900 | | | | | | | | | | | |

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Institution has reported a violation





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The PacWest

May 25, 2013

2012-13 PacWest Commissioner's Cup Final Standings

| School | BB | MBB | WBB | MXC | WXC | MGF | WGF | SB | MS | WS | VB | MT | WT | MTF | WTF | Pts. | Ave. |
|-----------------------|----|------|-----|-----|-----|-----|-----|----|-----|-----|----|----|------|-----|-----|-------|--------|
| 1. Grand Canyon | 14 | 12.5 | 12 | 12 | 12 | 15 | 15 | 11 | 15 | 10 | 11 | 10 | 12.5 | 15 | 15 | 192.0 | 12.800 |
| 2. California Baptist | 14 | 7 | 15 | 15 | 13 | 7 | 5 | 7 | 12 | 15 | 12 | x | x | 7 | 5 | 134.0 | 10.308 |
| 3. Azusa Pacific | 5 | 8 | 10 | 11 | 15 | x | x | 5 | 10 | 13 | 10 | 8 | 9 | 11 | 11 | 126.0 | 9.692 |
| 4. Dixie State | 12 | 15 | 9 | 9 | 11 | 12 | 11 | 14 | 6 | 5 | 5 | x | 3.8 | x | x | 112.8 | 9.400 |
| 5. BYU-Hawaii | x | 9 | 5 | 13 | 10 | 10 | x | 2 | 5 | 11 | 15 | 6 | 15 | x | x | 101.0 | 9.182 |
| 6. Hawai'i Pacific | 7 | 5.5 | 13 | 7.5 | 9 | 6 | 3 | 10 | 9 | 7.5 | 9 | 15 | 13 | x | x | 114.5 | 8.808 |
| 7. Fresno Pacific | 9 | 12.5 | 3 | 7.5 | 5 | x | x | x | 13 | 6 | 13 | 12 | 12.5 | 5 | 7 | 105.5 | 8.792 |
| 8. Academy of Art | 1 | 5.5 | 11 | 10 | 7 | 9 | 13 | 6 | 3 | 4 | 5 | x | 10 | 9 | 1 | 94.5 | 6.750 |
| 9. Point Loma | 11 | 1 | 7 | 6 | 8 | 5 | 7 | x | 1 | 12 | 7 | 4 | 8 | 1 | 9 | 87.0 | 6.214 |
| 10. Hawai'i Hilo | 4 | 3 | 8 | x | 3 | 13 | 9 | 14 | 7.5 | 3 | 2 | 1 | 3.8 | x | x | 71.3 | 5.942 |
| 11. NDNU | x | 4 | 4 | 5 | 1 | 4 | x | 12 | 11 | 9 | 1 | x | 3.8 | x | x | 54.8 | 5.480 |
| 12. Dominican | x | 10 | 2 | 1 | 2 | 11 | 1 | 2 | 7.5 | 7.5 | 5 | x | 7 | x | x | 56.0 | 5.091 |
| 13. Chaminade | x | 11 | 1 | 4 | 6 | 1 | x | 9 | 2 | 1.5 | 3 | x | 3.8 | x | x | 42.3 | 4.230 |
| 14. Holy Names | 3 | 2 | 6 | 3 | 4 | 3 | x | 4 | 4 | 1.5 | 8 | x | 3.8 | x | x | 42.3 | 3.845 |

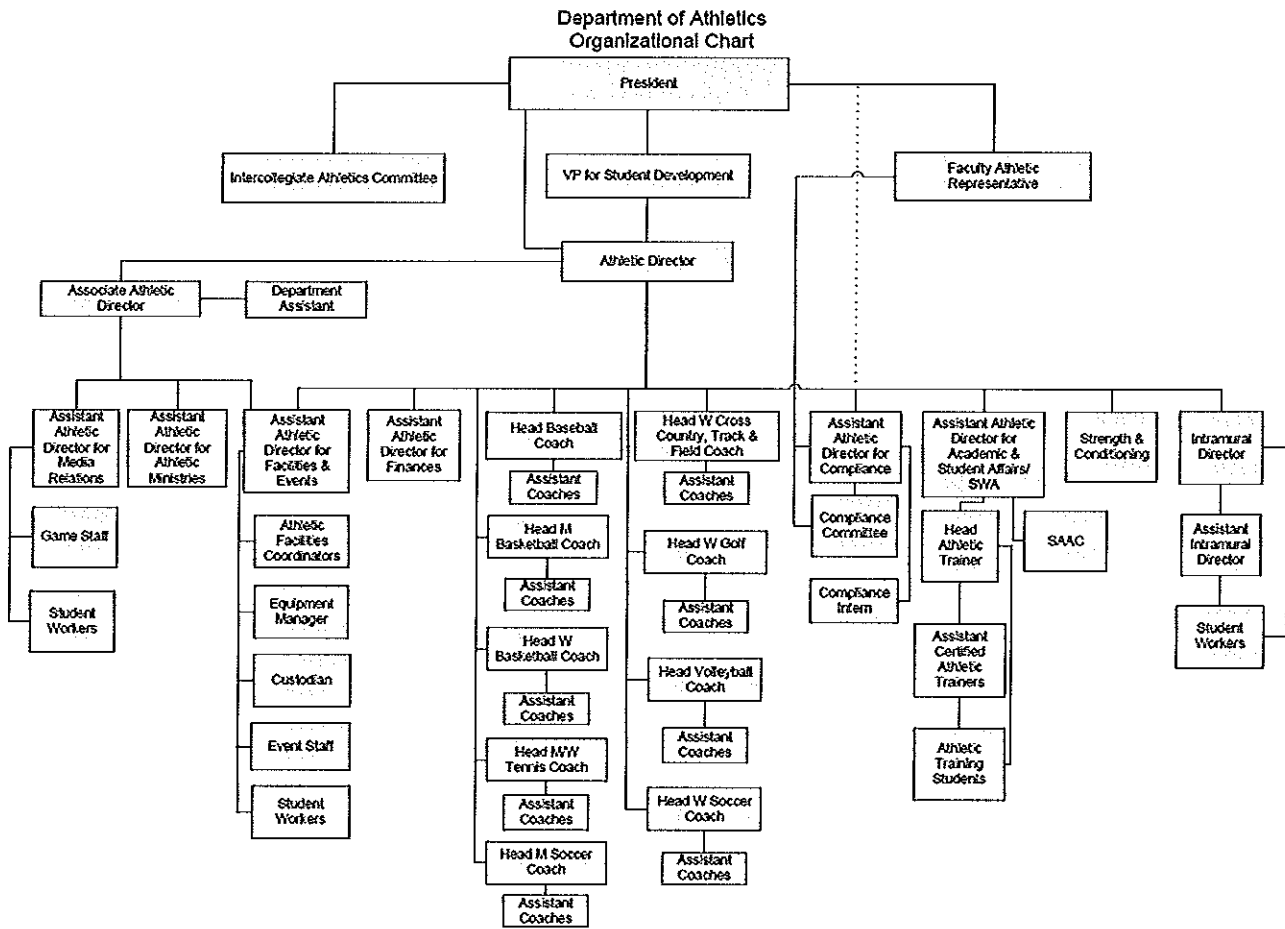
2011-12 PacWest Commissioner's Cup Final Standings

| School | BB | MBB | WBB | MXC | WXC | MGF | SB | MS | WS | VB | WT | Pts. | Ave. |
|--------------------|----|-----|-----|-----|-----|-----|----|-----|----|-----|----|------|-------|
| California Baptist | 10 | 6.5 | 9 | 10 | 10 | 7 | 10 | 9.5 | 10 | 7.5 | x | 89.5 | 8.950 |
| Grand Canyon | 6 | 8 | 10 | 7 | 8 | 10 | 8 | 8 | 9 | 9 | 8 | 91.0 | 8.273 |
| BYU-Hawaii | x | 9 | 4 | 8 | 9 | 4 | 2 | 5 | 8 | 10 | 10 | 69.0 | 6.900 |
| Dixie State | 8 | 10 | 8 | 5 | 6 | 9 | 9 | 6 | 5 | 5 | 3 | 74.0 | 6.727 |
| Hawai'i Pacific | 4 | 3 | 6.5 | 6 | 7 | 6 | 7 | 9.5 | 7 | 6 | 9 | 71.0 | 6.455 |
| Hawai'i Hilo | 2 | 2 | 5 | x | 3 | 8 | 6 | 2 | 4 | 7.5 | 6 | 45.5 | 4.550 |
| Academy of Art | 1 | 1 | 6.5 | 9 | 4 | 3 | 5 | 4 | 3 | 4 | 7 | 47.5 | 4.318 |
| NDNU | x | 4 | 3 | 3 | 1 | 5 | 4 | 7 | 6 | 3 | 2 | 38.0 | 3.800 |
| Chaminade | x | 5 | 1 | 4 | 5 | 1 | 3 | 1 | 1 | 1.5 | 5 | 27.5 | 2.750 |
| Dominican (CA) | x | 6.5 | 2 | 2 | 2 | 2 | 1 | 3 | 2 | 1.5 | 4 | 26.0 | 2.600 |

2010-11 PacWest Commissioner's Cup Final Standings

| School | BB | MBB | WBB | MXC | WXC | MGF | SB | MS | WS | VB | WT | Pts. | Ave. |
|-----------------|----|-----|-----|-----|-----|-----|-----|----|-----|-----|----|------|-------|
| Hawai'i Pacific | 7 | 4 | 7 | 7 | 8 | 4 | 8.5 | 8 | 6.5 | 7 | 8 | 75.0 | 6.818 |
| BYU-Hawaii | x | 7 | 3 | 9 | 9 | 6 | 2 | 2 | 9 | 8.5 | 9 | 64.5 | 6.450 |
| Grand Canyon | 4 | 6 | 9 | 6 | 6 | 8 | 4.5 | 9 | 8 | 3 | 7 | 70.5 | 6.409 |
| Dixie State | 9 | 8.5 | 8 | 3 | 5 | 7 | 8.5 | 6 | 6.5 | 6 | 2 | 69.5 | 6.318 |
| Hawai'i Hilo | 4 | 5 | 3 | 5 | 4 | 9 | 7 | 4 | 3 | 8.5 | 4 | 56.5 | 5.136 |
| Academy of Art | 1 | 1 | 6 | 8 | 7 | 3 | 6 | 5 | 1 | 5 | 5 | 48.0 | 4.364 |
| NDNU | x | 2.5 | 3 | 2 | 1 | 5 | 4.5 | 7 | 5 | 4 | 1 | 35.0 | 3.500 |
| Chaminade | x | 8.5 | 1 | 4 | 3 | 1 | 3 | 1 | 2 | 2 | 6 | 31.5 | 3.150 |
| Dominican (CA) | x | 2.5 | 5 | 1 | 2 | 2 | 1 | 3 | 4 | 1 | 3 | 24.5 | 2.450 |

Athletic Department Organizational Chart



Spiritual Development Salaries and Benefits (2013-14)

Means salary is split between categories
Coaches with faculty status, only the coaching portion of their salary is showing in this data

Athletics Est Salaries and Benefits 13-14

Means salary is split between categories
Coaches with faculty status, only the coaching portion of their salary is showing in this data
Open positions

| Position Name | Part Time | Percentile | Salary Estimated | Budget Code | Percent | Salary for this code | Notes |
|---|-----------|------------|------------------|-------------|----------|----------------------|--|
| Athletic Administration | | | | | | | |
| Associate Athletic Director | | 85 | \$63,910 | 5234 | 1 | \$ 63,910 | |
| Asst Athletic Director for Compliance | | 75 | \$ 53,123 | 5234 | 1 | \$ 53,123 | |
| Head Athletic Trainer | | 85 | \$ 63,910 | 5234 | 1 | \$ 63,910 | |
| Assistant Director, Athletics | | 75 | \$ 53,123 | 5234 | 1 | \$ 53,123 | |
| Athletic Equipment & Facilities Assistant | | 25 | \$ 32,407 | 5234 | 1 | \$ 32,407 | |
| Athletic Facilities Coordinator | | 25 | \$ 32,407 | 5234 | 1 | \$ 32,407 | |
| Athletic Director | | 95 | \$ 96,645 | 5234 | 1 | \$ 96,645 | |
| Athletic Facilities Coordinator | | 25 | \$ 32,407 | 5234 | 1 | \$ 32,407 | |
| Department Assistant/KIN | | 50 | \$ 40,008 | 5234 | 1 | \$ 40,008 | |
| Assistant Director, Athletics | | 75 | \$ 53,123 | 5234 | 1 | \$ 53,123 | |
| Custodian - Athletics | | 25 | \$ 32,407 | 5234 | 1 | \$ 32,407 | |
| Athletic Trainer | | 85 | \$ 63,910 | 5234 | 1 | \$ 63,910 | athletic portion of salary only |
| Athletic Trainer | | 50 | \$ 40,008 | 5234 | 1 | \$ 40,008 | |
| | | | | | | | Benefits |
| | | | | | | | \$ 657,388 |
| | | | | | | | Total |
| | | | | | | | \$ 210,364 |
| | | | | | | | \$ 867,752 |

*As a matter of record, there are several inaccuracies & omissions from this report.

E

Sports Information

| | | | | | | | |
|-------------------------------------|------|----|-----------|------|---|-----------|-----------|
| Director of Athletic Communications | | 75 | \$ 53,123 | 5235 | 1 | \$ 53,123 | |
| | | | | | | | Benefits |
| | | | | | | | \$ 53,123 |
| | | | | | | | Total |
| | | | | | | | \$ 16,999 |
| | | | | | | | \$ 70,122 |
| Baseball | | | | | | | |
| Head Baseball Coach | 10mo | 75 | \$ 53,123 | 5236 | 1 | \$ 53,123 | |
| Assistant Coach, Baseball | n/a | | \$ 6,300 | 5236 | 1 | \$ 6,300 | |
| Assistant Coach, Baseball | n/a | | \$ 10,500 | 5236 | 1 | \$ 10,500 | |
| | | | | | | | Benefits |
| | | | | | | | \$ 69,923 |
| | | | | | | | Total |
| | | | | | | | \$ 22,375 |
| | | | | | | | \$ 92,298 |
| Men's Basketball | | | | | | | |
| Head Men's Basketball Coach | | 95 | \$ 96,645 | 5238 | 1 | \$ 96,645 | |

| | | | | | | | |
|-----------------------------------|--|-----|----|-----------|------|---|-----------|
| Assistant Men's Basketball Coach | | | 50 | \$ 40,008 | 5238 | 1 | \$ 40,008 |
| Assistant Coach, Men's Basketball | | n/a | | \$ 6,300 | 5238 | 1 | \$ 6,300 |

Benefits \$ 142,953
Total \$ 45,745
\$ 188,698

Women's Basketball

| | | | | | | | | |
|-------------------------------------|--|-----|----|-----------|------|---|-----------|--|
| Head Coach, Women's Basketball | | | 50 | \$ 40,008 | 5252 | 1 | \$ 40,008 | Athletic portion of salary only given here |
| Assistant Coach, Women's Basketball | | n/a | | \$ 21,000 | 5252 | 1 | \$ 21,000 | Athletic portion of salary only given here |

Benefits \$ 61,008
Total \$ 19,523
\$ 80,531

Women's Golf

| | | | | | | | |
|-------------------------|--|------------|----|-----------|------|---|-----------|
| Head Women's Golf Coach | | 50%, 10 mo | 25 | \$ 32,407 | 5242 | 1 | \$ 32,407 |
|-------------------------|--|------------|----|-----------|------|---|-----------|

Benefits \$ 32,407
Total \$ 10,370
\$ 42,777

Tennis

| | | | | | | | | |
|------------------------|--|--|----|-----------|------|-----|-----------|---|
| Assistant Tennis Coach | | | 75 | \$ 53,123 | 5244 | 0.5 | \$ 26,562 | athletic portion of salary only shown, this is half his athletic assignment |
|------------------------|--|--|----|-----------|------|-----|-----------|---|

Benefits \$ 26,562
Total \$ 8,500
\$ 35,061

Track and Field

| | | | | | | | | |
|--------------------------------|--|--|-----|-----------|------|-----|-----------|--|
| Assistant Coach, Track & Field | | | n/a | \$ 3,000 | 5246 | 1 | \$ 3,000 | |
| Head Coach, Track & Field | | | 75 | \$ 53,123 | 5246 | 1 | \$ 53,123 | Athletic portion of salary only given here |
| Assistant Coach, Track & Field | | | 25 | \$ 32,407 | 5246 | 0.5 | \$ 16,204 | athletic portion of salary only shown |
| Assistant Coach, Track & Field | | | n/a | \$ 6,000 | 5246 | 1 | \$ 6,000 | |
| Assistant Coach, Track & Field | | | n/a | \$ 6,240 | 5246 | 1 | \$ 6,240 | |

Benefits \$ 84,567
Total \$ 27,061
\$ 111,628

Men's Soccer

| | | | | | | | |
|-------------------------------|--|--|-----|-----------|------|---|-----------|
| Head Men's Soccer Coach | | | 85 | \$ 63,910 | 5248 | 1 | \$ 63,910 |
| Assistant Coach, Men's Soccer | | | n/a | \$ 2,000 | 5248 | 1 | \$ 2,000 |
| Assistant Coach, Men's Soccer | | | n/a | \$ 6,000 | 5248 | 1 | \$ 6,000 |
| Assistant Coach, Men's Soccer | | | n/a | \$ 2,000 | 5248 | 1 | \$ 2,000 |

Benefits \$ 73,910
Total \$ 23,651
\$ 97,561

Women's Soccer

| | | | | | | | | |
|----------------------------|--|--|----|-----------|------|---|-----------|-------------------------------------|
| Head Coach, Women's Soccer | | | 75 | \$ 53,123 | 5256 | 1 | \$ 53,123 | Athletic portion of the salary only |
|----------------------------|--|--|----|-----------|------|---|-----------|-------------------------------------|

Benefits \$ 53,123
Total \$ 53,123
\$ 16,999

Women's Volleyball

Total \$ 70,122

| | | | | | |
|----------------------------------|----|-----------|------|---|-----------|
| Asst Athletic Dir / Wmn VB Coach | 85 | \$ 63,910 | 5260 | 1 | \$ 63,910 |
| Associate Head Volleyball Coach | 25 | \$ 32,407 | 5260 | 1 | \$ 32,407 |

\$ 96,317

Benefits

\$ 30,821

Total

\$ 127,138