

## University of Colorado, Boulder

### 1.3 Rules Compliance

1 Operating Principle 1.3 stipulates that a clear and unambiguous commitment to rules compliance must be a central element in all personnel matters for individuals involved in the intercollegiate athletics program. In order to demonstrate conformity with this operating principle, an institution must include a statement regarding the importance of rules compliance in all of the following for all administrative staff and coaches inside the athletics department: contracts or letters of appointment, performance evaluations and job descriptions. According to page 26 of your institution's self-study report, "...the Provost informs the Athletics Director and other supervisors, including head coaches and supervisory staff, that they need to include knowledge and application of rules compliance as criteria in annual evaluations of their coaches and staff." However, there was no evidence that a statement regarding the importance of rules compliance was included in the performance evaluations for those administrative staff members inside the athletics department who have rules-compliance responsibilities. Therefore, your institution must demonstrate that a statement regarding the importance of rules compliance is included in the performance evaluations for administrative staff and coaches inside the athletics department.

#### Institution Response to CAC Analysis

The inclusion of rules compliance performance in evaluations of administrative and coaching staff members has varied by supervisor within the department. Letters of offer and job descriptions include a statement about compliance with NCAA, conference and institutional rules. Additionally, the department's compliance manual, approved by the Chancellor's Compliance Committee, details every compliance responsibility for department staff, student-athletes, and campus staff with compliance responsibilities.

The Provost's Office will review all annual evaluations of coaches and staff in the athletics department to ensure that knowledge and application of rules of compliance were part of the evaluation criteria. The department has also created a uniform policy and evaluation questionnaire to be used by every supervisor. This procedure includes evaluation of rules compliance efforts and performance [forms available for the Committee or Peer Team review]:

#### Performance Evaluations and Plans

Every staff member in the Athletics Department will be evaluated by his or her supervisor on at least an annual basis. Evaluations and plans for Classified staff will follow state rules for coaching meetings and evaluations. Performance evaluations and plans for exempt professionals will be conducted either at mid-year or near the end of the spring, as appropriate. All supervisors are encouraged to conduct mid-year coaching sessions at a minimum. Exempt professionals evaluations will use forms approved by the Provost [below]. All evaluations and professional development meetings should include opportunities to discuss the goals of Athletics 2010, including the environment in the department and on-campus for minorities and women, and efforts to comply with university and NCAA rules.

The institution will adjust its Plan for improvement to reflect the implementation of the performance evaluation policy, including evaluation on rules compliance efforts by staff.

## University of Colorado, Boulder

2 Operating Principle 1.3 stipulates that a clear and unambiguous commitment to rules compliance must be a central element in all personnel matters for individuals involved in the intercollegiate athletics program. In order to demonstrate conformity to this operating principle, an institution must include a statement regarding the importance of rules compliance in all of the following for all administrative staff outside the athletics department associated with athletics: contracts or letters of appointment, performance evaluations and job descriptions. The committee reviewed page 27 of your self-study report and noted that your institution has recognized the importance of rules compliance for all university staff associated with the athletics department. However, there was no evidence that a statement regarding the importance of rules compliance was included in the contracts or letters of appointment, performance evaluations and job descriptions for those administrative staff members outside the athletics department who have rules-compliance responsibilities. Therefore, your institution must demonstrate that a statement regarding the importance of rules compliance is included in the contracts or letters of appointment, performance evaluations and job descriptions for those administrative staff members outside the athletics department who have assigned rules-compliance responsibilities.

### **Institution Response to CAC Analysis**

The Provost's Office will review job descriptions for and letters of appointments to directors and staff in the Student Affairs Division, who are involved in rules-compliance activities (which includes certification of eligibility, academic advising, admissions and financial aid), to ensure that the importance of rules of compliance are stated in these documents. In addition, the Provost's Office will review all annual evaluations of directors and staff in Student Affairs, who are involved in rules-compliance activities, to ensure that knowledge and application of rules of compliance were part of the evaluation.

The institution will adjust its Plan for improvement to reflect the implementation of the performance evaluation policy, including evaluation on rules compliance efforts by staff outside the athletics department who have compliance responsibilities. Staff letters of appointment and job descriptions will also include unambiguous language about compliance responsibilities.

# Athletics Certification CAC Analysis Report with Institution Responses

## University of Colorado, Boulder

Elements		Steps		
Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Compliance elements in contracts and letters of offer, job descriptions and performance evaluations.	Include language about commitment to and performance on compliance issues for all internal department staff and campus staff with compliance responsibilities.	<p>Inclusion of compliance with rules language in contracts and letters of offer and job descriptions.</p> <p>Implementation of policy for performance evaluations that includes supervisory evaluation of compliance efforts by department staff and campus staff with compliance responsibilities.</p>	<p>Senior Associate AD for Facilities Development and business Affairs.</p> <p>Athletics Director and Provost</p>	Immediate and ongoing.

## University of Colorado, Boulder

### 2.1 Academic Standards

1 Operating Principle 2.1 requires academic standards and policies applicable to student-athletes to be consistent with those adopted by the institution for the student body in general or the NCAA's standards, whichever are higher. Page 54 of your self-study report describes the process by which student-athletes are admitted and identifies the agencies vested with this responsibility. Specifically, on page 54, your institution states, "The Colorado Commission on Higher Education (CCHE) has established a floor of 103 with a window of exceptions for students who fall below that index number based on individual evaluation of each student's case and consideration of other relevant admission factors." Based on that statement, it appears there is a process by which student-athletes can be admitted through a "second-level" or subsequent review process. However, there is no comparison or explanation of the differences between the percentage of freshman student-athletes receiving athletics aid who were admitted through this special admission process and the percentage of freshman students generally who were so admitted. Furthermore, the chart on page 85 of your self-study report is incomplete and does not list the percentages of those students admitted through the special admission process which would enable your institution to compare and explain any differences between the two groups. Therefore, your institution must complete the chart on page 85 and also compare and explain any differences between freshman student-athletes receiving athletics aid and freshman students generally who were admitted through a special admission process.

#### Institution Response to CAC Analysis

It was the University's intention to explain that CU-Boulder does not have any "special admission" or "second-level" process for student-athletes and, consequently, the "chart" you've asked us to complete is not applicable.

Here is the University's admissions principle: all students are admitted under a single, unified process.

That single, unified process will have multiple steps for some students, but none of those steps are special for student-athletes' they apply to all applicants where appropriate.

We have prepared a revised version the relevant section on admissions to, hopefully, make the single, unified admissions process clearer.

Please remove from 2.1.5 our response beginning with the sentence, "At CU-Boulder admissions decisions for all students" and ending with the sentence, "whereas student-athlete transfers usually will have until May 15." Substitute all of the following for that material.

At CU-Boulder admissions decisions for all new freshmen are based on multiple criteria: high school grades, quality of high school course work, scores on standardized exams (either the ACT or the SAT), time-dependent trends in academic performance in high school, and other indicators (such as home schooling, G.E.D. equivalency tests, etc.). Admission decisions for new transfer students are based on the same high school criteria as well as academic performance and level of coursework at previous collegiate institutions.

# Athletics Certification CAC Analysis Report with Institution Responses

## University of Colorado, Boulder

Additional admission consideration may be given but is not limited to the following: students from socio-economically or ethnically underrepresented populations on the Boulder campus; educationally disadvantaged students; first generation students; athletes; nontraditional students; geographically underrepresented students; students with talents in the performing arts; and legacies. Consideration may be given to students who have received academic awards or who have participated in noteworthy extra-curricular activities. Community or work experience can also be given consideration.

Students are admitted to CU-Boulder one of two ways. If the high school and/or college academic credentials are high enough, the student is "automatically admitted" by a computer program that reads the academic data from our student information system. For the fall 2004 term, CU Boulder had 19,280 freshmen applications of which 6,546 were admitted by the computer. The other 12,734 freshmen applications were read and a decision made by a member of the Office of Admissions professional staff.

The admissions staff member can ask for a second opinion on an admission decision where a student's academic record might indicate a need for additional academic assistance if the student is to be admitted. This second opinion can come from the Directors of the McNeil Academic Program, the Minority Engineering Program, the Women in Engineering Program, the Minority Arts and Sciences Program, the Office of Disability Services, the Student Academic Services Center, the Herbst Academic Center for Student Athletes, or the Leeds School of Business McNeill Program to name a few examples. In addition the admission staff has liaisons with all of colleges and schools for consultation on these students as well. For Fall 2004, of the 12,734 applications that were manually read, approximately 1,000 received a second opinion before the admission decision was made.

The Colorado Commission on Higher Education has established an index score that is a linear combination of high school GPA plus ACT or SAT scores. For CU-Boulder, the CCHE has established a floor of 103 with a 'window' of exceptions for students who fall below that index number based on individual evaluation of each student's case and consideration of other relevant admission factors.

For Fall 2004, there were 16,380 new freshmen accepted for admission (including 46 scholarship athletes). Of the new freshmen, 2,239 had a CCHE index below 103 (14%). Fourteen were scholarship student athletes (30%).

Admission procedures are applied to student-athletes in the same way they are applied to all applicants to CU-Boulder. The final decision on admissions rests with the Executive Director of Admissions, Dr. Barbara Schneider.

## University of Colorado, Boulder

For potential scholarship student-athletes, the initial interest comes from the coaches of the various sports indicating their potential desire to recruit that individual to CU-Boulder. The coaches provide the Herbst Academic Center for Student Athletes the names and academic transcripts from the student-athlete's high school or transfer institution, as appropriate. The Admissions Office, working with the Herbst Academic Center staff, makes an initial, informal and unofficial assessment of the student's qualifications with respect to CU-Boulder's requirements. If the student's prospects look positive from an academic admissions perspective, the coaches may then proceed with normal recruiting efforts. If the student's situation does not look positive, the relevant coaches will be so informed and, in general, discouraged from recruiting such students. In any case, formal admission does not occur until the student makes formal application to be admitted to the University via standard protocols and the Admissions Office makes a final, binding decision based on the criteria listed in the preceding paragraphs.

An element in the admissions process that may be different for student-athletes as well as certain categories of very highly qualified students is the application deadline. The freshman application deadline is normally February 15. However, applications from student-athletes from certain sports such as track and field and tennis, which have spring seasons or students deciding at the last minute they do not want to attend the service academies, may be accepted on a case-by-case basis throughout the summer. Similarly, transfer students are expected to apply by April 1 but applications after this are considered on a space available basis.

## University of Colorado, Boulder

2 Operating Principle 2.1 states that if the graduation rate of student-athletes as a whole or for any student-athlete subgroup is significantly lower than that of other student-athletes or comparable student-body groups, this disparity shall be analyzed, explained and addressed (through specific plans for improvement) by appropriate institutional authorities. After reviewing your institution's student-athlete graduation rates on pages 61 and 62 of your self-study report, the committee noted that the average graduation rates for football and men's basketball were below that for male students in general. In addition, the average graduation rate for women's basketball was below that for female students in general. After reviewing your plan for improvement on page 65 of your self-study report, the committee noted a lack of specific steps to achieve the goal of increasing your graduation rates for football and men's basketball. Moreover, there was no explanation for the deficiency in women's basketball student-athlete graduation rates when compared to students generally only that "the women's rate of graduation for basketball fell substantially below the levels for other athletes and for the over-all student body for this time period." Therefore, your institution must create and implement specific steps to achieve your intended end result of graduation rates for football and men's basketball student-athletes being equal to that of your male general student body. Furthermore, your institution must analyze, explain and, if necessary, address (through specific plans for improvement) the deficiency in graduation rates of women's basketball student-athletes. Plans for improvement must contain the following required elements:

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

### **Institution Response to CAC Analysis**

Our reported itemized and listed multiple specific steps CU-Boulder has implemented to increase the graduation rates of all student-athletes including, but not limited to, football and basketball (men's and women's). Briefly, they include

- (a) Reorganization of the reporting structure of Athletics, so that the Chief Academic Officer of the campus has primary administrative responsibility,
- (b) Reorganization of the Herbst Academic Center to report to the Director of Admissions,
- (c) Addition counseling staff members in the Herbst Academic Center,
- (d) Implementation of a new Life Skills course taught by the Life Skills coordinator,
- (e) Expansion and upgrade of computing facilities in the Dal Ward center for student's academic use, and
- (f) Termination of the so-called "wild-card" admissions program for student-athletes.

# Athletics Certification CAC Analysis Report with Institution Responses

## University of Colorado, Boulder

The University of Colorado has set, as our graduation goals for student-athletes, graduation rates which are substantially similar to that segment of the student body as a whole, which enters CU-Boulder with similar academic credentials. We believe this is the fairest, most legitimate 'statistical control group' for comparison because of the substantial documentation between graduation success at an institution of higher education and the level of academic preparation at the time of entry. (Further details below). We recognize that on a statistical basis, football and men's basketball players enter CU-Boulder with levels of academic preparation at the lower end of what we admit. We have provided extensive documentation of the academic preparation levels for both student-athletes and non-athletes. The campus provides additional data below, where we compare graduation rates of student-athletes to non-athletes who were admitted to CU but have substantially similar levels of academic preparation (predicted grade point average). We believe that we can realistically improve the men's football and men's basketball rates to match that segment of the non-athlete student body within three or four years by a combination of the steps sketched out above and detailed throughout our report. The "measurable goals" would be substantially similar six-year graduation rates for student-athletes and non-athletes of similar academic preparation.

As indicated for football, men's basketball and, especially, women's basketball standard graduation rate calculations, as shown below, can be strongly influenced by transfers of students who were in academic good standing. The issues there do not directly reflect weaknesses in academic preparation, performance or progress, but relate mostly to outside factors such as home sickness, preference for a different coaching style, etc.

The women's basketball program stands as a prime example of where the graduation rates are actually dominated by transfers, not academic issues.

As we said in the original report, those primarily responsible for overseeing efforts to improve our graduation rates include the Chancellor, the Provost, the Athletics Director, the Director of the Herbst Academic Center, the coaches, the faculty and, of course, the students themselves.

This report has been approved by the NCAA Certification Steering Committee, which constitutes institutional approval.

### Graduation Data

We here present a further tabulation of recent graduation patterns, which also include an accounting of students who transferred to other universities or otherwise left CU-Boulder in good academic standing. Following the table labeled Graduation Rates for student-athletes, entering fall 1997 by end of summer, 2003 insert the following section:

2004 NCAA Graduate Rates Survey Analysis  
The University of Colorado at Boulder  
January, 2005; Mark Nelson

Total Number of Entering Freshman on Athletics Aid in 1997-98 = 56

# Athletics Certification CAC Analysis Report with Institution Responses

## University of Colorado, Boulder

Total Number of Entering Freshman on Athletics Aid in 1997-98 Graduated Within Six-Years = 27 (48%)

Total Number of Entering Freshman on Athletics Aid in 1997-98 who Transferred and/or Separated from the Respective Sport = 21 (38%)

Total Number of Entering Freshman on Athletics Aid in 1997-98 who Exhausted their Eligibility at CU (35) and Graduated (27) = 77%

Graduation Rates of Those Exhausting Eligibility from 1988-89 through 1997-98 = 83%

### Sport-by-Sport Breakdown:

#### Men's Basketball

Number in Cohort = 5

Graduated = 2 (40%)

Transferred = 3

Left in Good Academic Standing = 3

#### Women's Basketball

Number in Cohort = 6

Graduated = 1 (17%)

Transferred = 5

Left in Good Academic Standing = 5

#### Football

Number in Cohort = 18

Graduated = 8 (44%)

Transferred = 3

Left or Exhausted Eligibility in Good Academic Standing = 7 (2 active in the NFL)

Left or Exhausted Eligibility in Poor Academic Standing = 3

#### Men's Golf

Number in Cohort = 4

Graduated = 2 (50%)

Transferred or Separated from Team = 2

Left in Good Academic Standing = 1

Left in Poor Academic Standing = 1

#### Women's Golf

# Athletics Certification CAC Analysis Report with Institution Responses

## University of Colorado, Boulder

Number in Cohort = 3  
Graduated = 2 (67%)  
Transferred = 1  
Left in Good Academic Standing = 1

### Men's Skiing

Number in Cohort = 2  
Graduated = 1 (50%)  
Transferred = 1  
Left in Good Academic Standing = 1

### Women's Skiing

Number in Cohort = 1  
Graduated = 1 (100%)

### Women's Soccer

Number in Cohort = 6  
Graduated = 4 (67%)  
Transferred = 2  
Left in Good Academic Standing = 2

### Men's Tennis

Number in Cohort = 1  
Graduated = 0 (0%)  
Separated from Team in Good Academic Standing and Still Enrolled at CU = 1

### Men's Track & Field

Number in Cohort = 5  
Graduated = 3 (60%)  
Transferred = 2  
Left in Good Academic Standing = 2

### Women's Track & Field

Number in Cohort = 4  
Graduated = 2 (50%)  
Transferred = 2  
Left in Good Academic Standing = 2

### Women's Volleyball

Number in Cohort = 1  
Graduated = 1 (100%)

## University of Colorado, Boulder

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Please insert the paragraph below immediately following the paragraph that follows Table 2 and ends with the following sentence: "the proportion of athletes declines steadily with increasing levels of academic preparation."

We conclude from these analyses that a higher proportion of student-athletes come to CU-Boulder with substantially lower levels of academic preparation than the student body as a whole. However, we note that our general campus recruiting efforts aim to attract some students to CU with other skills, qualifications, attributes which can contribute to the intellectual, ethnic, cultural, and geographic diversity of our campus although they may comprise a statistically larger share of those admitted with comparatively lower levels of academic preparation. With respect to student-athletes, our campus goal is to retain and graduate those athletes at rates roughly equal to those for the rest of the student body who come in with similar levels of academic preparation. For example, Table 2 immediately above, shows that we admitted 27 students who were not on athletic scholarships and 23 students who were, all of which had a predicted grade point average less than 2.0. Our campus goal is to have those two categories of students graduate at substantially similar rates. We believe this is a fairer, more precise graduation rate comparison than comparing, for example, graduation rates of football players to the student body as a whole.

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Insert the following in section 2.1.11 immediately after the paragraph that ends "leave school even if in good academic standing."

We here state that our explicit graduation rate goals for student-athletes are that they match the general student population arriving at CU with comparable levels of academic preparation (see Table 5 above). We next provide exemplary figures for three years of data which illustrate that goal (based on predicted grade point average). The absolute number of individuals in these lowest PGPA strata will always be small so caution in interpreting patterns is always recommended. To improve student-athlete graduate rates to match their counterparts, the athletic programs need to improve graduation rates in this segment of students around 5 to 6%, a goal we think realistic and achievable over the next three or four years. The primary responsibility for achieving this improvement lies with the Herbst Academic Center, the Athletics Director's office and the Office of the Chancellor.

Percent of new freshmen who entered during fall of 96 or 97 or 98 combined and graduated in 6 years or less and who fit into the two lowest strata of predicted grade point average.

Population with predicted GPA < 2.0

University of Colorado, Boulder

Category N Mean percent graduating

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Non-athlete 37 38%

Athlete 14 36%

—

Population with predicted GPA < 2.2

Category N Mean percent graduating

—

Non-athlete 153 42%

Athlete 35 40%

## 2.3 Scheduling

- 1 Operating Principle 2.3 requires institutions to demonstrate that written policies are established in all sports to minimize student-athletes' conflicts with class time and/or final examination periods due to participation in intercollegiate athletics, consistent with the provisions of NCAA Constitution 3.2.4.12. In order to demonstrate conformity with this operating principle, your institution must clearly communicate these policies to student-athletes and staff. The committee reviewed pages 79 and 80 of your self-study report and was unclear as to how the policies regarding missed class time are communicated to student-athletes (e.g., published in the institution's student-athlete handbook, published in the appropriate faculty/staff manual, discussed during team meetings). Therefore, your institution must provide evidence that written policies established in all sports to minimize student-athletes' conflicts with class time and/or final examination periods due to participation in intercollegiate athletics are clearly communicated to student-athletes and staff.

### Institution Response to CAC Analysis

Insert this additional paragraph as the last one within section 2.3.2 immediately following the sentence "tuition if the student is on scholarship."

These policies are communicated to our student athletes in several ways.: (1) it is included on page 21 of the student-athlete handbook that each recruit and student-athlete receive from our office, (2) the Herbst staff discusses this process with each team at the beginning of the school year in a team meeting and (3) they explain the process to each student-athlete when they come to their office to receive their "class absence" letter at the beginning of each semester.

## University of Colorado, Boulder

### 4.1 Gender Issues

1 Operating Principle 4.1 requires an institution to formally adopt a written plan for the future for the intercollegiate athletics program that ensures the institution maintains a program, or continues progress toward a program, which is equitable for both genders. Further, institutional plans for improvement must be written, stand-alone documents that are developed with broad-based participation and contain the following minimum required elements:

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

In addition, institutions must have an active gender-equity plan at all times. Lastly, the gender-equity plan must extend five years into the future and address each of the 13 program areas to be reviewed for gender issues. The committee reviewed your institution's gender-equity plan located in the supplemental information and determined that while all 13 program areas are addressed with issues identified, the committee determined that your institution did not resolve these issues through measurable goals with steps to achieve these goals. For example, your institution noted deficiencies in several program areas, including, but not limited to: facilities, locker rooms and support services for several men's and women's sports; however, there appeared to be a lack of measurable goals for each issue identified. Furthermore, the steps to achieve the goals do not appear to address any of the issues identified. Therefore, your institution must provide evidence demonstrating the revision of its current gender-equity plan to ensure that the plan contains all of the required elements, specifically that all issues identified have measurable goals and steps to achieve those goals.

### Institution Response to CAC Analysis

The University of Colorado, through its campus committee for Gender Equity Certification, has added the following information to its five-year gender equity plan. The University is also revising its excel chart for the 13 program-areas of gender equity review to add a column for ?Goals.? CU will shift items currently indicated as issues to address from the current status and steps columns to more clearly define its goals for the next five years.

Equipment: Add under Steps, first item regarding the Nike contract: "Continue to" evaluate...?

Scheduling: Current Status: Discussions exploring an indoor practice facility for tennis and indoor driving range golf are ongoing with the campus and local developers, both as it relates to CU?s South Campus property and to other campus and community sites. Goal: Identify at least an interim site for tennis and develop a funding plan by 2009. Identify project costs and funding sources for a golf facility by 2007.

# Athletics Certification CAC Analysis Report with Institution Responses

## University of Colorado, Boulder

Travel: Steps To Achieve: Create (and evaluate results) an all-sports survey based on 2004-05 and 2005-06 travel by teams: road schedule; distances traveled to each site; number of travel days; number of missed class days. Responsible: Gender Equity subcommittee.

Explore the cost of a single provider of charters needed sports vs. a sport-by-sport negotiation for best lease rates ? Business Office will be responsible.

Timetable: Change to 2006-07 (for current budgetary restrictions and results from the above survey)

Tutors: Add a comment under Current Status - summer school - that women are being given priority for use of the Student-Athlete Opportunity Fund summer school allocation. In the summer of 2004, women received \$20,452.38 of the \$20,721.22 SAOF summer school funds. Add under steps - continue to provide greater summer school support for female athletes through the SAOF with an ongoing timetable. Responsibility rests with the SWA.

Lockerooms: Steps To Achieve: Take advantage of the delay in the addition of bleachers to Potts Field (track), to explore the cost and a feasibility study of a combined bleachers/locker facility which would affect five teams (track and field, soccer, skiing), 233 student-athletes (125 female) by spring 2006. Responsibility: Facilities Committee.

Carlson Gym lockerroom remodels have been added to the most recent Facilities Capital Projects Listings, which would affect seven teams (volleyball, track and field, cross country), 225 student-athletes (115 female). The Gender Equity Committee recommends high priority. Responsibility: Facilities Committee.

Immediately pursue funding for either/both projects: Foundation.

Continue to monitor CU-South Campus development discussions between the city of Boulder and campus. An eventual development approval would include lockerroom facilities for seven teams (men's and women's tennis, track and field, cross country, soccer), 261 student-athletes (142 female).[student athlete numbers are based on 2003-04 EADA participation figures]

The Certification Committee for Gender Equity adds the following as explanation to the Peer Team: the South Campus has been identified as the future site of varsity athletics and recreational facilities for CU students. The campus is in ongoing discussions with the City and County of Boulder about the timeline for development, flood plain analysis and impact studies. Until these discussions conclude, facilities projects on South Campus will be limited. Because the campus goal is to place several facilities there, some facilities projects in the meantime must be intermediate fixes of current problems.

Housing/Dining: Prioritize the return of tennis and golf back into training table by 2007-08.

Support Services: Under golf and tennis - delete the "staffing is inadequate" comment and change the computer equipment comment to women's golf and tennis coaches received computer upgrades to their office equipment prior to the 2004-05 academic year.

Correct the 2.75 FTE comments for soccer; the correct number is .50 FTE.

Track and field and ski team office remodels are currently part of the Facility's Committee Capital Projects Listing. Updated furniture is a priority.

# Athletics Certification CAC Analysis Report with Institution Responses

## University of Colorado, Boulder

Medical Services: Through annual student-athlete exit surveys, continue to monitor and correct any perceptions of football players having preferential treatment and entitlement to services. That is an ongoing project.

Gender Equity Survey - A new Professional Development policy has been implemented requiring time off for every employee to attend a single training each year. A new Performance Evaluation policy is in place with standard questions about gender equity climate, professional development and career goals with mid-year evaluations encouraged to assist staff improve their performances over the remainder of the fiscal year.

The sub-committee is currently developing professional development surveys for both staff and student-athletes to be completed by the summer of 2005 and distributed the following fall.