A G E N D A

National Collegiate Athletic Association

Division I Academic Cabinet

Hyatt Regency Hotel
Indianapolis, Indiana

February 7-8, 2011

Pre-Meeting Teleconference.

1. Welcome and announcements. [Supplement No. 1]

2. Review the September 2010 report of the NCAA Division I Academic Cabinet. [Supplement No. 2] (Carolyn Callahan)

3. Updates from the Division I governance structure.

   a. NCAA Division I Board of Directors update. [Supplement No. 3] (Callahan)

   b. NCAA Division I Communications and Coordination Committee update. [Supplement No. 4] (Alex Smith)

   c. NCAA Division I Committee on Academic Performance update. [Supplement No. 5] (Dickman)

   d. Updates from other Division I cabinets/councils. [Supplement No. 6] (A. Smith)

   e. NCAA Division I Student-Athlete Advisory Committee update. [Supplement No. 7] (Jarrett Newby)

4. Review of legislation and interpretations. (A. Smith)

   a. Update from the October 2010 NCAA Division I Legislative Council meeting. [Supplement No. 8]

   b. Update on legislation sponsored by the cabinet. [Supplement No. 9 to be distributed at later date.]

c. Update on legislation reviewed by the cabinet in the 2010-11 legislative cycle. [Supplement No. 10 to be distributed at later date.]

d. Review recent interpretations of interest to the cabinet. [Supplement No. 11]

5. Review recent Graduation Success Rate (GSR) and Federal Graduation Rate data. [Supplement No. 12 to be distributed at later date.] (Tom Paskus and Todd Petr)

6. Updates from committees reporting to the cabinet.

a. NCAA International Student Records Committee. [Supplement No. 13] (Frank Arredondo and Doug Healey)

b. NCAA High School Review Committee. [Supplement No. 14] (John Shukie)

In-Person Meeting.

7. Welcome and announcements.

8. Follow-up from teleconference, if any.

9. Report from the National Association of Academic Advisors for Athletics (N4A) president. [Supplement No. 15 to be distributed at later date.] (Andy Cardamone, Gerald Gurney and Joe Luckey)

10. Review of two-year transfer standards. (Dickman and Jennifer Strawley)

a. Review two-year college transfer eligibility model proposed by cabinet during September meeting and requests for feedback. [Supplement Nos. 16, 17a and 17b]

b. Review and discuss feedback regarding two-year college transfer eligibility model.

(1) Feedback received. [Supplement No. 18]

(2) Increased grade-point average requirement. [Supplement No. 19 to be distributed at later date.]

(3) Trigger and tracking of year of academic readiness. [Supplement No. 20]

(4) Semester requirements at two-year institution for nonqualifiers and for year of academic readiness. [Supplement No. 21]

c. Review of current bylaw impacts of two-year college transfer eligibility model. [Supplement No. 22]

(1) Increased standards.

(a) 4-2-4 transfers - nonqualifiers.

(b) Progress-toward-degree requirements.

(c) 4-2-4 - qualifiers.

(d) Financial aid counters.

(2) Year of academic readiness.

(a) Delay start of five-year clock.

(b) Financial aid limitations.

(c) Transfers within two-year institutions.

(d) First opportunity to enroll.

(e) Exceptions - five-year period of eligibility.

d. Review potential effective date. [Supplement No. 23]

e. Review appeals process. [Supplement No. 24]

f. Discuss next steps.

11. Academic fraud. (Strawley)

12. Review conference nonqualifier rules. [Supplement No. 25] (A. Smith)

13. Academic waivers.

    a. Initial eligibility.

        (1) Discuss criteria for processing initial-eligibility waivers. [Supplement No. 26 to be distributed at later date.] (Stephanie Castera and Steve Clar)

        (2) Update on initial-eligibility waiver statistics and processes. [Supplement No. 27] (Castera and Clar)

        (3) Update on prospective student-athlete review statistics and processes. [Supplement No. 28] (Clar and Bill Regan)

        (4) Review potential updates to the Initial-Eligibility Waiver Directive. [Supplement No. 29 to be distributed at later date.] (Castera, Clar and Regan)

    b. Progress toward degree.

        (1) Update on progress-toward-degree waiver statistics and processes. [Supplement No. 30] (Shauna Cobb, Jennifer Smith and Katy Yurk)

        (2) Review of progress-toward-degree precedent and guidelines. [Supplement No. 31] (Cobb, J. Smith and Yurk)

14. Review initial-eligibility process and efficiencies. (Shukie)

15. Discussion of full-time enrollment exceptions. [Supplement No. 32] (A. Smith)

16. Review articles of interest. [Supplement No. 33]

17. Update on Facilitating Learning and Achieving Graduation Program (FLAG). (Castera and Regan)

18. Updates on communications and outreach. [Supplement No. 34]

19. Review dates of future cabinet meeting.

- June 27-28, 2011; Indianapolis.
  - June 26 Travel anytime.
  - June 27 Meeting from 8 a.m. to 5 p.m.
  - June 28 Meeting from 8 a.m. to noon
    Return travel after 2 p.m.

20. Other business.

21. Adjournment.

NCAA Division I Academic Cabinet
February 7-8, 2011, Meeting Schedule
Hyatt Regency Indianapolis
Indianapolis, Indiana

Meeting	Sunday, February 6	Monday, February 7	Tuesday, February 8
CABINET MEETING Power cords to accommodate all seats, projector & screen (38 chairs) Hollow Square 28 (8 sides/6 ends) Back Table (10 chairs)	**Travel Only.**	**8 a.m. to 5 p.m.** **(Regency AB)**	**8 a.m. to 1 p.m.** **(Regency AB)** **(Return travel after 3 p.m.)**
Breakfast		**7:30 to 8 a.m.** **(Network)**	**7:30 to 8 a.m.** **(Network)**
Lunch		**Noon to 1 p.m.** **(Network)**	**12:30 to 1:30 p.m.** **(TBD)**

NCAA Division I Academic Cabinet Roster

SUPPLEMENT NO. 1

MAILING ADDRESS	PHONE/FAX/E-MAIL	CONFERENCE & SUBDIVISION	TERM EXPIRES
Tom Adair Faculty Athletics Representative Texas A&M University, College Station Department of Physics MS 4242 College Station, Texas 77843-4242	Phone: 979/847-9451 Fax: 979/845-2590 E-mail: tadair@tamu.edu **Assistant: Minnette Bilbo** **Phone: 979/847-9451** E-mail: Bilbo@physics.tamu.edu	Big 12 Conference FBS	July 2014
John Bruno Faculty Athletics Representative The Ohio State University 57 Psychology Building Columbus, Ohio 43210	Phone: 614/292-1770 Fax: 614/688-4733 E-mail: bruno.1@osu.edu **Assistant: Tatiana Tramel** **Phone: 614/292-6512** E-mail: tramel.2@osu.edu	Big Ten Conference FBS	July 2014
Carolyn Callahan, chair Faculty Athletics Representative University of Virginia Curry School of Education 405 Emmet Street South Charlottesville, Virginia 22903	Phone: 434/924-0791 Fax: 434/924-1384 E-mail: cmc@virginia.edu **Assistant: Lisa Miller** **Phone: 434/982-2849** E-mail: lam3v@virginia.edu	Atlantic Coast Conference FBS	July 2014
Kim Capriotti Faculty Athletics Representative Jacksonville University 2800 University Boulevard North Jacksonville, Florida 32211-3394	Phone: 904/256-7443 Fax: 904/256-7467 E-mail: kcaprio@ju.edu **Assistant:** **Phone:** E-mail:	Atlantic Sun Conference FCS	July 2011
Pete Carlon Director of Athletics University of Texas at Arlington 1309 West Mitchell Arlington, Texas 76013	Phone: 817/272-5039 Fax: 817/272-4115 E-mail: carlon@uta.edu **Assistant: Lorraine Palmer** **Phone: 817/272-7170** E-mail: llpalmer@uta.edu	Southland Conference Division I	July 2012
Barbara Church Senior Associate Director of Athletics Metro Atlantic Athletic Conference 712 Amboy Avenue Edison, New Jersey 08837-3554	Phone: 732/738-5455 Fax: 732/738-8310 E-mail: bchurch@maac.org **Assistant:** **Phone:** E-mail:	Metro Atlantic Athletic Conference Division I	July 2012
J. Patrick Dobel Faculty Athletic Representative Evans School of Public Affairs University of Washington Box 353055 Seattle, Washington 98109	Phone: 206/616-1680 Fax: 206/685-9044 E-mail: pdobel@u.washington.edu **Assistant:** **Phone:** E-mail:	Pacific-10 Conference FBS	July 2014
David Dosser Faculty Athletics Representative East Carolina University 349 Ward Sports Medicine Building, Ficklen Drive Greenville, North Carolina 27858	Phone: 252/916-6634 Fax: 252-737-1278 E-mail: dosserd@ecu.edu **Assistant:** **Phone:** E-mail:	Conference USA FBS	July 2014
Rhonda Hatcher Faculty Athletics Representative Texas Christian University 2840 West Bowie, TTC - 206 Fort Worth, Texas 76129	Phone: 817/681-7549 Fax: 817/257-7766 E-mail: R.Hatcher@tcu.edu **Assistant:** **Phone:** E-mail:	Mountain West Conference FBS	July 2014

MAILING ADDRESS	PHONE/FAX/E-MAIL	CONFERENCE & SUBDIVISION	TERM EXPIRES
Herman Holt, Jr. Faculty Athletics Representative University of North Carolina, Asheville One University Heights, CPO 2010 Asheville, North Carolina 28804-3299	Phone: 828/232-5167 Fax: 828/232-5179 E-mail: hholt@unca.edu **Assistant: Brenda Henderson** **Phone: 828/251-6443** E-mail: bhenders@unca.edu	Big South Conference Division I	July 2012
Pat Howey Deputy Athletic Director University of North Carolina, Wilmington 601 South College Road Wilmington, North Carolina 28403-3297	Phone: 910/962-3767 Fax: 910/962-3002 E-mail: howeyp@uncw.edu **Assistant: Donna Cook** **Phone: 910/962-7909** E-mail: cookdw@uncw.edu	Colonial Athletic Association Division I	July 2011
Anna Taylor James Faculty Athletics Representative Texas Southern University 3100 Cleburne Street Houston, Texas 77004	Phone: 713/313-7394 Fax: 713/313-1049 E-mail: ajames@tmslaw.tsu.edu **Assistant: Jeanetta Washington** **Phone: 713/313-7158** E-mail: jwashington@tmslaw.tsu.edu	Southwestern Athletic Conference FCS	July 2011
Loretta Lamar Associate Director of Athletics/SWA U.S. Naval Academy 566 Brownson Road Annapolis, Maryland 21402-5000	Phone: 410/293-8936 Fax: 410/293-8959 E-mail: lamar@usna.edu **Assistant:** **Phone:** E-mail:	Patriot League FBS	July 2012
Jackie Mynarski Senior Compliance Administrator Mid-American Conference 24 Public Square, 15th Floor Cleveland, Ohio 44113	Phone: 216/566-4622 Fax: 216/696-2633 E-mail: jmynarski@mac-sports.com **Assistant:** **Phone:** E-mail:	Mid-American Conference FBS	July 2014
Jarrett Newby Student-Athlete 3509 Rockwood Court Greenville, North Carolina 27834	Phone: 607/206-9000 Fax: E-mail: jarrettnewby@gmail.com	Conference USA FBS	July 2011
Mary Newton Faculty Athletics Representative Jacksonville State University 304 Brewer Hall, 700 Pelham Road North Jacksonville, Alabama 36265-1602	Phone: 256/782-5337 Fax: 256/782-5168 E-mail: mnewton@jsu.edu **Assistant:** **Phone:** E-mail:	Ohio Valley Conference FCS	July 2011
Annette O'Connor Faculty Athletics Representative LaSalle University 1900 West Olney Avenue Philadelphia, Pennsylvania 19141-1199	Phone: 215/951-1247 Fax: 215/951-1772 E-mail: oconnor@lasalle.edu **Assistant:** **Phone:** E-mail:	Atlantic 10 Conference Division I	July 2012
Cinnamon Sheffield Associate Athletic Director University of North Texas 1155 Union Circle #311397 Denton, Texas 76203	Phone: 940/565-3385 Fax: 940/565-3655 E-mail: cinnamon.sheffield@unt.edu **Assistant: Becky Hall** **Phone: 940/565-2789** E-mail: becky.hall@unt.edu	Sun Belt Conference FBS	July 2014

MAILING ADDRESS	PHONE/FAX/E-MAIL	CONFERENCE & SUBDIVISION	TERM EXPIRES
Ken White Faculty Athletics Representative Utah State University 4815 Old Main Hill Logan, Utah 84322-7400	Phone: 435/797-2162 Fax: 435/797-2118 E-mail: ken.white@.usu.edu **Assistant: Jean Edwards** **Phone: 435/797-2162** E-mail: jean.edwards@usu.edu	Western Athletic Conference FBS	July 2014
David Williams II Director of Athletics Vanderbilt University 305 Kirkland Hall Nashville, Tennessee 37240	Phone: 615/322-8331 Fax: 615/322-3930 E-mail: david.williams@vanderbilt.edu **Assistant: Jo Ann Patterson** **Phone: 615/322-8331** E-mail: joann.patterson@vanderbilt.edu	Southeastern Conference FBS	July 2014
Elaine Wise Faculty Athletics Representative University of Louisville Humanities Building 303 Belknap Campus 2301 South 3rd Street Louisville, Kentucky 40208	Phone: 502/852-7149 Fax: 502/852-0078 E-mail: elaine.wise@louisville.edu **Assistant: Cindy Saling** **Phone: 502/852-6811** E-mail: cindy.saling@louisville.edu	Big East Conference FBS	July 2014
Anne Woodrick Faculty Athletics Representative University of Northern Iowa 1227 West 27th Street, Baker Hall 356 Cedar Falls, Iowa 50614	Phone: 319/273-6375 Fax: 319/273-7104 E-mail: anne.woodrick@uni.edu **Assistant: Wayne Fauchier** **Phone: 319/273-2846** E-mail: wayne.fauchier@uni.edu	Missouri Valley Conference FCS	July 2011
NCAA STAFF LIAISONS			
Diane Dickman Managing Director of Academic and Membership Affairs NCAA	Phone: 317/917-6621 Fax: 317/917-6865 E-mail: ddickman@ncaa.org **Assistant: Lynn Dickey** **Phone: 317/917-6616** E-mail: ldickey@ncaa.org		
Alex Smith Associate Director of Academic and Membership Affairs NCAA	Phone: 317/917-6596 Fax: 317/917-6845 E-mail: asmith@ncaa.org **Assistant: Lynn Dickey** **Phone: 317/917-6616** E-mail: ldickey@ncaa.org		
Jennifer Strawley Director of Academic and Membership Affairs NCAA	Phone: 317/917-6611 Fax: 317/917-6845 E-mail: jstrawley@ncaa.org **Assistant: Anne Grieger** **Phone: 317/917-6517** E-mail: agrieger@ncaa.org		

REPORT OF THE
NCAA DIVISON I ACADEMIC CABINET
SEPTEMBER 13-14, 2010, MEETING

KEY ITEMS.

1. **Review of NCAA Division I Academic Eligibility Requirements for Prospective Student-Athletes.** The NCAA Division I Academic Cabinet continued its discussion of possible changes to the initial-eligibility and 2-4 transfer requirements. After considering several potential modifications, the cabinet does not recommend changes to the initial-eligibility requirements at this time. The cabinet noted that additional time will allow for full consideration of data not yet available.

   With regard to 2-4 transfer requirements, the cabinet considered key research findings regarding the academic performance of two-year college transfers entering Division I institutions. Based on the data reviewed, the cabinet developed concepts for membership and two-year college input. The cabinet presents the draft concepts as a package for feedback. The package strives to balance principles of increased academic success, simplicity of administration, access to higher education and opportunity for those prospective student-athletes who are academically underprepared. The package includes enhanced academic standards for both qualifiers and nonqualifiers and the concept of a year of academic readiness.

2. **Recommendation for an Alternative Proposal for NCAA Division I Proposal No. 2010-58 – Eligibility, Financial Aid and Playing and Practice Seasons – Summer Academic Preparation and Acclimatization – Men's Basketball.** The cabinet recommends the NCAA Division I Board of Directors consider an alternative proposal for Proposal No. 2010-58. Proposal No. 2010-58, establishes a summer academic preparation and college acclimatization model for incoming and continuing men's basketball student-athletes. The cabinet's alternative proposal increases the requirement of completing three hours of acceptable degree credit during the summer prior to enrollment to six hours.

ACTION ITEMS.

1. **Legislative Items**.

   - **Request for Noncontroversial Legislation to Create an Exception to Full-Time Enrollment for Student-Athletes Engaging in Cooperative Educational Experiences Involving Work Experience.**

     (1) Recommendation. The cabinet recommends the NCAA Division I Legislative Council adopt noncontroversial legislation to specify that a student-athlete engaging in a required cooperative education experience

involving work experience or a student-athlete participating in a cooperative educational experience involving work experience combined with enrollment in at least six credit hours at the certifying institution be exempted from the application of full-time enrollment for competition legislation provided the student-athlete is considered to be enrolled in a full-time program of studies by the certifying institution and otherwise meets all applicable progress-toward-degree requirements.

(2) Effective Date. Immediate.

(3) Rationale. This proposal seeks to incorporate current guidelines that have resulted in the approval of all waivers of this provision filed over the past three years. The recommendations decreases bureaucracy by allowing institutions who have cooperative educational work experience programs to mange full-time enrollment for competition without the need to request a waiver, while maintaining the applicability of other progress-toward-degree requirements.

(4) Estimated Budget Impact. Potential minimal institutional cost savings by eliminating the writing and processing of waiver requests.

(5) Student-Athlete Impact. None.

2. Nonlegislative Items.

- None

INFORMATIONAL ITEMS.

1. Legislative – Comments on Proposals to be Initially Considered by the Legislative Council in January 2011.

a. Proposal No. 2010-12 -- Legislative Process -- Amendment Process – Membership Override of Legislative Changes – Legislative Council or Board of Directors Review – Override Voting. The cabinet supports Proposal No. 2010-52, which would eliminate the requirement that the override voting process on actions taken by the Legislative Council or Board must occur at the annual Convention. The cabinet noted the potential institutional cost savings, as well as the potential opportunity for a more representation in the voting process. The cabinet encouraged the NCAA Division I Administration Cabinet and

Legislative Council to consider using technology to allow for continued discussion and comments regarding override proposals (e.g., webcasting or video conferencing).

b. **Proposal No. 2010-25 – Amateurism and Awards, Benefits and Expenses – Use of Agents – Benefits, Gifts and Services – Career Counseling and Internship/Job Placement Services.** The cabinet opposes Proposal No. 2010-25, which would allow a student-athlete to use career counseling and internship/job placement services available exclusively to student-athletes, provided the student-athlete is not placed in a position in which the student-athlete uses his or her athletics ability. The cabinet noted the opportunity for student-athletes to use career counseling and internship/job placement services available to students generally at any time. Further, the cabinet noted the additional monitoring associated with internship/job placement and potential for placement based exclusively on athletics reputation contrary to extra benefit or preferential treatment legislation.

c. **Proposal No. 2010-35 – Recruiting – Basketball Evaluations – Women's Basketball – Nonscholastic Evaluations During Academic Year – National Standardized Testing Weekends.** The cabinet supports Proposal No. 2010-35, which would specify that in women's basketball, evaluations at nonscholastic events during the academic year evaluation period shall not occur during any weekend (including Friday, Saturday and Sunday) during which the PSAT, SAT, PLAN or ACT national standardized tests are administered. The cabinet noted that the change alleviates potential conflicts that may result in a prospective student-athlete having to forego an opportunity to take a standardized test.

d. **Proposal No. 2010-52 – Eligibility – Graduate Student/Postbaccalaureate Participation – One-Time Transfer Exception – Final Year of Eligibility – Nonrenewal of Athletics Aid At Previous Institution – Baseball, Basketball, Football and Men's Ice Hockey.** The cabinet supports Proposal No. 2010-52, which allows a graduate student enrolled in an institution other than the institution from which he or she previously received a degree to participate in intercollegiate athletics, provided the student-athlete meets the conditions of the one-time transfer exception (other than the sport restrictions), has one season of competition remaining and the student-athlete's previous institution did not renew his or her athletically related financial aid. The cabinet noted that allowing student-athletes who have graduated and are in their last year of eligibility the opportunity to transfer and use the one-time transfer exception when their previous institution has chosen not to renew athletics aid is in the best interest of student-athlete well-being. Further, the cabinet noted the limited applicability of

the proposal due to the threshold requirements and noted that creating this exception is a less bureaucratic option to the current waiver processes.

e. **Proposal No. 2010-53 – Eligibility – Seasons of Competition: Five Year Rule – Delayed Enrollment – Seasons of Competition – Sports Other Than Men's Ice Hockey and Skiing – Exception – National/International Competition.** The cabinet supports Proposal No. 2010-53, which would specify that in sports other than men's ice hockey and skiing, a prospective student-athlete's participation in specified organized national/international competition shall be exempted for a maximum of one year from the application of the delayed enrollment, seasons of competition legislation. The cabinet noted that this legislation affords prospective student-athlete's the ability to adequately pursue the Olympics (or other elite international competition). The cabinet encourages the NCAA Division I Amateurism Cabinet to examine delayed enrollment and elite tryout legislation on a global level to ensure consistency of application.

f. **Proposal No. 2010-54 – Eligibility – Seasons of Competition: Five-Year Rule – Hardship Waiver – First Half of Playing Season Calculation – Tennis.** The cabinet opposes Proposal No. 2010-54, which would specify that the first half of the season calculation for purposes of a hardship waiver in the sport of tennis be based on the number of days in the season that concludes with the NCAA championship. The cabinet noted that fall competition in the sport of tennis does count in the consideration for individual qualification for the NCAA championship. The cabinet did not see a compelling reason to create an exception to the application of the hardship waiver for the sport of tennis.

g. **Proposal No. 2010-57 – Eligibility – Freshman and Transfer Academic Requirements – Participation Prior to Certification – Recruited Student-Athlete – 21-Day Period.** The cabinet opposes Proposal No. 2010-57, which would increase the temporary certification period for a recruited student-athlete from 14 days to 21 days. The cabinet recommends that the sponsor modify Proposal No. 2010-57 to allow for the continuation of expenses incidental to participation during the extended certification period, but not allow for practice beyond the current 14-day period. The cabinet would support the proposal if modified as it addresses student-athlete well-being concerns. The cabinet noted the high volume of certifications processed by the NCAA Eligibility Center, but also noted delays in certification due to circumstances within the control of the recruited prospective student-athlete and institution. The cabinet noted that the proposal as written may limit improvements relative to timely submission of required certification documentation.

h. **Proposal No. 2010-58 – Eligibility, Financial Aid and Playing and Practice Seasons – Summer Academic Preparation and Acclimatization – Men's Basketball.** The cabinet opposes Proposal No. 2010-58 as written, which would establish a summer academic preparation and college acclimatization model for incoming and continuing men's basketball student-athletes. Specifically, the cabinet does not support requiring enrollment in six hours during the summer prior to full-time enrollment while only requiring successful completion of three. The cabinet requests the Board consider an alternative proposal for Proposal No. 2010-58. The cabinet generally supports the overall package of elements outlined in this proposal; however, the cabinet's alternative proposal increases the requirement of completing three hours of acceptable degree credit outlined in the proposal to six hours. The cabinet noted that limiting successful completion to three hours for incoming student-athletes does not provide the appropriate academic foundation regarding the pursuit of successful completion of courses undertaken. The cabinet does support the other components of the proposal and noted a summer academic preparation and college acclimatization model will have a positive impact on the men's basketball cultural.

i. **Proposal No. 2010-59 – Eligibility – Progress-Toward-Degree Requirements – Eligibility for Competition – Fulfillment of Credit Hour Requirements – Fall Term Academic Requirement for Future Competition – Football.** The cabinet supports Proposal No. 2010-59, which would specify that a football student-athlete who does not successfully complete nine semester hours or eight quarter hours of academic credit during the fall term and earn the NCAA Division I Academic Progress Rate (APR) eligibility point for the fall term shall not be eligible to compete in the first four contests against outside competition in the following playing season. Further, to specify that the student-athlete may regain eligibility to compete in the third and fourth contests of that season, provided he or she successfully completes at least 27 semester hours or 40 quarter hours of academic credit before the beginning of the next fall term. The cabinet noted data that demonstrates the importance of football student-athletes earning nine credits during the fall term in relation to likelihood of graduation. Further, the cabinet noted the importance of maintaining a level of ineligibility for contests as a means to facilitate behavior change during the fall term.

j. **Proposal No. 2010-61 – Financial Aid – General Principles – Eligibility of Student-Athletes for Institutional Financial Aid – Exception – Part-Time Enrollment After Exhausted Eligibility.** The cabinet supports Proposal No. 2010-61, which would specify that an institution may provide institutional financial aid to a student-athlete who has exhausted eligibility and is enrolled in less than a minimum full-time program of studies, provided the student-athlete is carrying the courses necessary to complete degree requirements, or the student-

athlete is carrying all the degree-applicable courses necessary to complete his or her degree requirements that are offered by the institution during that term. The cabinet noted the promotion of student-athlete well being by providing an additional opportunity for a student-athlete to receive athletics aid without the need to engage in unnecessary enrollment as a full-time student and/or submission of a waiver. The cabinet also noted the lack of competitive equity concerns since the proposal only applies to student-athletes who have exhausted eligibility.

k. **Proposal No. 2010-73 – Financial Aid – Counters and Equivalency Computations – Required Grade-Point Average to Qualify for Exemptions of Counter Status and Countable Institutional Aid – Reduction from 3.300 to 3.000.** The cabinet supports Proposal No. 2010-73, which would specify that in football and basketball, the necessary cumulative grade-point average at the certifying institution to meet the "institutional academic aid only" exception to counter status be reduced from 3.300 to 3.000; further, to specify that the necessary cumulative transferable grade-point to exempt institutional financial aid awarded to transfer student-athletes and institutional academic scholarships based solely on the recipient's academic record at the certifying institution from team limits be reduced from 3.300 to 3.000. The cabinet noted the benefit of maintaining consistency amongst exemptions and the establishment of a national standard generally in line with institutional thresholds.

l. **Proposal No. 2010-86 – Playing and Practice Seasons – General Playing Season Regulations – No Missed Class Time in Conjunction with Nonchampionship Segment Competition – Baseball, Cross Country, Field Hockey, Lacrosse, Soccer and Volleyball.** The cabinet supports Proposal No. 2010-86, which would specify that in baseball, men's and women's cross country (without indoor or outdoor track and field), field hockey, men's and women's lacrosse, men's and women's soccer, and men's and women's volleyball no class time shall be missed in conjunction with competition during the nonchampionship segment, including activities associated with such competition (e.g., travel and other pregame or postgame activities). The cabinet noted additional time available for academic focus and the potential for student-athlete academic improvement by limiting athletic time demands during the nonchampionship segment.

m. **Proposal No. 2010-87 – Playing and Practice Seasons – Nonchampionship Segment – Travel Restrictions – Cross Country, Field Hockey, Soccer, Softball and Volleyball – Hawaii of Alaska Exception – Once in Four Years.** The cabinet supports Proposal No. 2010-87, which would specify that in men's and women's cross country (for institutions without indoor or outdoor track and field), field hockey, men's and women's soccer, softball and men's and women's

volleyball, once every four years, an institution may use any form of transportation for travel to Hawaii or Alaska for nonchampionship segment competition. The cabinet noted the potential alleviation of athletics time demands on student-athletes in Alaska and Hawaii during the nonchampionship segment and the corresponding additional time for academic focus. Further, the cabinet noted the limited impact on the athletics time demands of student-athletes from other institutions due to the once in four year component of the exception.

n. Proposal No. 2010-88 – Playing and Practice Seasons – Nonchampionship Segment – Cross Country, Field Hockey, Women's Lacrosse, Soccer, Softball and Volleyball – Two Dates of Competition – One Away-From Home Date. The cabinet opposes Proposal No. 2010-88, which would specify that in men's and women's cross country, field hockey, women's lacrosse, men's and women's soccer, softball, and men's and women's volleyball an institution is limited to two dates of competition during the nonchampionship segment, of which only one date may be an away-from-home. The cabinet noted that athletics time demands may be limited through more effective means, including the elimination of missed class time. Finally, the cabinet noted reduction of dates of competition may result in increased hours of competition during the remaining dates resulting in student-athlete welfare concerns.

o. Proposal No. 2010-99 – Playing and Practice Seasons – Foreign Tours and Competition – No Institutional or Conference Foreign Tours. The cabinet opposes Proposal No 2010-99, which would specify that an institution or conference shall not sponsor or participate in a foreign tour. The cabinet noted the cultural and academic benefits associated with travel to foreign countries and the limited ability for student-athletes to engage in experiences abroad due to their athletics commitments. The cabinet noted the ability of member institutions to ensure academic and cultural components are incorporated into athletic foreign tours.

2. Nonlegislative.

a. Review of Division I Academic Eligibility Requirements.

Background.

In the most recent academic reform efforts, the Board implemented significant and sweeping measures designed to support student-athletes in their academic pursuits. Specifically, the Board adopted enhanced academic eligibility requirements, implemented measurements of academic performance and instituted

a system of recognition for high achievers and penalties for academic underperformance. These initiatives were developed for the specific purpose of increasing student-athlete graduation rates and the Board committed to future evaluations of the effectiveness of these measures.

To this end, the cabinet is responsible for evaluating the effectiveness of academic eligibility standards, including initial-eligibility and transfer regulations. The cabinet continued its discussion of possible changes to initial-eligibility and two-year college transfer standards. These discussions are preliminary and the cabinet will seek feedback from the membership, governance structure, and two-year college community over the next several months before drafting proposed legislation. The cabinet anticipates sponsoring legislation for the 2011-12 legislative cycle regarding changes to the 2-4 transfer student requirements.

The cabinet will review all feedback and comments it receives on the proposed 2-4 transfer concepts during its February meeting. Comments and suggestions may be provided to NCAA staff liaisons Jennifer Strawley and Diane Dickman.

Lastly, the cabinet has spent considerable time reviewing data in its efforts to thoughtfully consider possible changes to either initial-eligibility or 2-4 transfer requirements. The data has been significant, informative, and the basis for many of the concepts noted in this report.

Initial-Eligibility Standards.

Goals and Principles.

The Academic Cabinet's goals for the current review of the initial-eligibility standards are summarized as follows:

(1) Strive to maximize the first-year academic success of student-athletes, which is strongly predictive of eventual graduation from college;

(2) Preserve institutional responsibility for admissions decisions for prospective student-athletes; and

(3) Encourage prospective student-athletes to balance their self-identities as students and athletes.

The Academic Cabinet's guiding principles for its review of initial-eligibility standards are summarized as follows:

(1) Initial-eligibility standards should strive to maximize first-year college academic success, putting student-athletes on track to graduate in a reasonable timeframe while minimizing adverse impact on minority and low-income prospective student-athletes.

(2) NCAA rules shall be minimally acceptable standards, with continued reliance on member institutions to make admissions decisions that are most appropriate for determining academic success locally.

(3) Consideration should be given to the most recent NCAA academic data, changing secondary school standards and the national secondary school environment.

(4) Any new standards should be relatively simple and nationally applicable to assist prospects and high schools in understanding the rules and to provide for consistent application throughout the United States and abroad.

(5) Changes in initial-eligibility standards should be able to be implemented with relatively minimal increased chance for operational error and little to no increased bureaucracy for member institutions and high schools.

(6) New requirements should not create or expand opportunities for misrepresentation of prospective student-athletes' academic abilities or credentials.

Recommendation Regarding Initial-Eligibility Standards.

After considering several potential modifications, the cabinet determined that at this time, it does not recommend changes to the initial eligibility requirements. The cabinet noted that additional time will allow for full consideration of data not yet available including: (1) The impact of the increase to 16 core courses; (2) Data regarding core course taking patterns which should be available in June 2011; and (3) The impact of the APR and NCAA Division I Academic Performance Program (APP) standards.

The cabinet did note that among current qualifiers, student-athletes with the lowest high school core grade-point averages in aggregate have the lowest academic success in college. Thus, any future change to the initial-eligibility standards could consider increasing the core grade-point average minimum above the current 2.000. The cabinet noted this could be considered in conjunction with

a tiered eligibility standard (e.g., athletics aid and practice based on an established grade-point average and competition based on a higher standard).

Two-Four Transfer Requirements.

Goals and Principles.

In its continued review of 2-4 transfer regulations, the cabinet identified the following goals to guide its review:

(1) Establishment of 2-4 transfer academic requirements that lead to enhanced first-year academic success at the four-year institution.

(2) Establishment of 2-4 transfer academic requirements that improve academic success and graduation of 2-4 college transfer student-athletes at four-year institutions and have these outcomes more closely mirror that of nontransfer student-athletes.

(3) Establishment of 2-4 transfer academic requirements that provide greater opportunity for academically underprepared student-athletes to gain the academic skills and preparation necessary to be academically successful and graduate from a four-year institution.

The cabinet also established the following guiding principles for its review of 2-4 transfer regulations.

(1) Two-four transfer academic requirements should strive to emphasize the requirements which are needed to prepare a student-athlete academically to be successful at an NCAA institution.

(2) Two-four transfer academic requirements should maximize first-year college academic success when transferring to a four-year institution, ensuring that student-athletes are on track to graduate in five years and minimizing adverse impact on minority and low-income student-athletes.

(3) Two-four transfer academic requirements should be based on a standard that data indicate yields similar ineligibility standards to those of nontransfer student-athletes. Specifically, when examining the data, the standards should be set with benchmarks that yield ineligibility rates and APR rates similar to the rates of nontransfer students. These indicators can then be used as means to ultimately predict graduation.

(4) Two-four transfer regulations are minimal standards set for eligibility to compete, receive athletics aid and practice. There is a continued reliance on member institutions to make admissions decisions regarding 2-4 transfers that are appropriate for determining academic success locally.

(5) Data driven decisions used to assist in predicting academic success and eventual graduation should provide overall guidance in any possible changes to the 2-4 transfer regulations.

(6) Changes in 2-4 transfer regulations should consider simplicity of application for member institutions, two-year institutions and two-year college student-athletes. This includes preferring existing, well established academic elements, in lieu of creating new components whenever possible.

(7) The academic skills and preparation of qualifiers and nonqualifiers should be considered in any changes to the 2-4 transfer requirements.

Package of Concepts for Comment.

Two-four transfer regulations should be designed to identify those prospective student-athletes who are academically prepared to be successful at an NCAA institution and foster additional support for student-athletes who are academically underprepared. With this philosophical underpinning, the cabinet considered possible changes to both the qualifier and nonqualifier 2-4 transfer regulations as well as a concept of a year of academic readiness.

These concepts were considered as a package and the cabinet encourages constituents to consider the components together. In total, the concepts presented set minimum standards that reflect the academic preparation needed to succeed at an NCAA Division I institution while also providing opportunities for student-athletes who are academically underprepared on enrollment at a two-year institution sufficient time to meet 2-4 transfer requirements and be academically successful on transfer to an NCAA Division I institution.

***Key Research Findings*.**

The following research findings informed the cabinet's discussions and draft concepts regarding 2-4 transfers.

Finding: Current academic performance of two-year college transfers on entering Division I institutions.

(1) Data indicate that transfer student-athletes from two-year institutions enter Division I institutions with lower high school grades and test scores than any other group of student-athletes.

(2) The 2008-09 APR of two-year college transfers was 926, compared to 971 for student-athletes entering Division I directly from high school and 949 for transfers from four-year colleges.

(3) Two-year college transfers leave college ineligible at higher rates than any other group of student-athletes, in particular, on exhaustion of athletics eligibility.

(4) Although 2-4 transfer graduation rates have trended up in the last decade, they still lag behind those of student-athletes who enter a Division I institution directly from high school.

Finding: Predictive Power of Two-Year College Grade-Point Average.

(1) Data indicate that among two-year college transfers, grade-point average at the two-year institution (whether grade-point average in transferable or overall coursework) is the strongest predictor of first-year academic success at the four-year college.

(2) Predicted ineligibility rates and APR "0/2" rates (students who leave college while academically ineligible) decrease significantly as a function of increased two-year college grade-point average.

(3) For two-year college transfer student ineligibility or APR "0/2" rates to mirror in aggregate those of college freshmen, the current 2.000 transferable grade-point average standard for transfers would have to be increased.

Finding: Academic Success as a Function of High School Academic Qualifier Status.

- Academic performance at the two-year college is more predictive of four-year college success than high school academic performance. Division I academic nonqualifiers out of high school comprise a large portion of the two-year college student-athlete transfer population and tend to present similar academic struggles at the two-year school and subsequent four-year college.

Finding: Physical Education Activity Credits.

- The number of physical education activity courses taken at the two-year college has a statistically significant and independent negative relationship with academic success at the four-year school. In other words, among students with similar two-year college grade-point averages, those students with fewer physical education activity credits tend to have significantly better academic performances in their first year at the four-year institution.

Finding: Impact of Taking Core Academic Courses at the Two-Year College.

(1) Data indicates that student-athlete transfers with more core academic course taking (particularly in science and math) perform better at the four-year institution.

(2) Although 77 percent of nonqualifiers are already completing the combination of six transferable credits of English, three math and three science, 14.7 percent of those who do not take those classes are ineligible at the four-year college by the end of their first year (versus 8.5 percent among those taking the courses). Whereas 4.9 percent of those who complete this core departed the four-year school ineligible by end of the first year, 10.2 percent of those not taking the core credits were academically unsuccessful.

Possible Changes to 2-4 Transfer Student Academic Requirements for Student-Athletes who are Qualifiers.

The cabinet seeks comment on the following concept for qualifiers:

(1) Increase transferable grade-point-average requirement from the current 2.000 to 2.500.

(2) Expand NCAA Division I Bylaw 14.5.4.1.2 to all sports. This is the current men's basketball limitation of two hours of physical education activity courses that may be used to fulfill the transferable degree credit and grade-point average requirements. The exception noted in the bylaw for a physical education degree program or a degree program in education that requires physical education activity courses would be maintained for all sports.

(3) All other 2-4 transfer regulations for qualifiers would remain in place. This includes the student having spent at least one full-time term at the two year college [Bylaw 14.5.4.1-(a)] and satisfactorily completing an average of at least 12 semester or quarter hours of transferable-degree credit [Bylaw 14.5.4.1-(c)] per term.

(4) The increase to the grade point average and the limit on physical education activity courses would also apply to 4-2-4 transfers.

Possible Changes to 2-4 Transfer Student Academic Requirements for Student-Athletes who are Non-Qualifiers.

The cabinet seeks comment on the following concept for nonqualifiers:

(1) Increase transferrable grade-point-average requirement from the current 2.000 to 2.500 for competition purposes only. Although data clearly supports an increased grade-point average, to continue to provide access to higher education for student-athletes who do not meet the increased grade-point average, athletics aid and practice may be provided for student-athletes who achieve the current 2.000 transferable grade-point average and meet all other requirements noted in Item Nos. (2) through (5).

(2) Require completion of the following transferable core curriculum at the two-year institution: six credits of English, three credits of math and three credits of science. This adds three credits of science to the current core requirement [Bylaw 14.5.4.2-(b)].

(3) Expand Bylaw 14.5.4.2.4 to all sports. This is the current men's basketball limitation of two hours of physical education activity courses that may be used to fulfill the transferable degree credit and grade-point average requirements. The exception noted in the bylaw for physical education degree program or a degree program in education that requires physical education activity courses would be maintained for all sports.

(4) Eliminate the current three semester/four quarter attendance requirement [Bylaw 14.5.4.2-(c)].

(5) Continue to require the following: completion of 48 semester or 72 quarter hours of transferrable degree credit [Bylaw 14.5.4.2-(b)]; limitation on the use of hours earned during the summer terms (Bylaw 14.5.4.2.1); completion of an Associate of Arts degree from the two-year institution [Bylaw 14.5.4.2-(a)].

***Year of Academic Readiness for Two Year College Student-Athletes at Two-Year Institutions*.**

Background.

Representatives from the two-year college community have indicated that for certain student-athletes who enroll at the two-year institution academically underprepared, it is extremely difficult for the student-athlete to successfully complete the courses needed to meet NCAA transfer standards or needed to ensure the student-athlete is academically prepared to transfer to an NCAA Division I institution. Specifically, student-athletes who need significant remediation or courses taught at a level below those transferable to an NCAA institution are sometimes attending two-year colleges part time for a semester or two in order not to trigger the "NCAA clock." The year of academic readiness provides an alternative path for academically underprepared student-athletes that would better prepare the student-athletes for success at an NCAA Division I institution. The year of readiness would allow students to receive some forms of financial aid by attending a two-year college full time (e.g., Pell Grants) and taking remedial and other basic academic courses.

The cabinet seeks comment on the following concept for year of academic readiness.

(1) Provides an option for academically underprepared student-athletes who require a longer period of enrollment at the two-year institution in order to be academically prepared for enrollment at an NCAA Division I institution.

(2) Occurs during the student-athletes initial year of college enrollment which for this purpose must occur at a two-year institution.

(3) Prohibits competition during the first year of collegiate enrollment at the two-year institution.

(4) For such students the start of their five-year clock would be delayed during the first year of enrollment at the two-year institution for the purposes of the five-year period of eligibility and purposes of progress toward degree.

(5) The cabinet did not determine how student-athletes would be identified for this option. The cabinet considered the following possible triggers that would permit the year of academic readiness: (a) Enrollment in a

specified number of remedial hours; (b) Status as a nonqualifer; (c) Some other academic identification; or (d) Lack of competition during the first year of two-year college enrollment. The cabinet determined that it was important to obtain input from the two-year college community and the membership on this issue before finalizing a recommendation.

Rationale for Two-Year Transfer Concepts.

In summary, the cabinet presents these two-year transfer concepts for membership and two-year college community feedback before it finalizes any recommendations. The cabinet noted that this initial package of concepts strives to balance principles of increased academic success; simplicity of administration; access to higher education; and opportunity for prospective student-athletes who are academically underprepared. The cabinet will consider all input it receives during its February meeting.

The cabinet based its concepts on research and some of those key findings have been presented. Key elements of the package such as an increased grade-point average requirement, reduction in physical education activity courses, a core curriculum requirement and a year of academic readiness result in a balanced set of standards that will meet the established goals and principles.

b. **Discussion of Issue Coordination amongst Cabinets/Councils.** In reviewing the update from the Division I Communications and Coordination Committee, the cabinet noted the predominance of the report out function of this committee. The cabinet discussed options regarding better use of this group as a discussion forum in light of current issues that may impact several cabinets/councils. Suggestions regarding better facilitation of this goal included the use of written summaries to allow for a segment of committee meeting time to be devoted to questions raised by each cabinet/council, as well as a recommendation of an in-person meeting of cabinet/council chairs.

c. **Discussion of Cabinet and Council Representation.** The cabinet discussed the need to ensure appropriate representation of faculty athletics representatives and directors of athletics on all cabinets, councils and committees. The cabinet noted the concerns raised by the administrative cabinet in meeting these requirements and discussed methods to better facilitate the development of an adequate pool of candidates for the Administrative Cabinet. The cabinet discussed options regarding better education of cabinet/council roles with potential candidates to limit self-selection away from cabinet/council positions, development of a process of colleague identification by current cabinet/council members as a means of augmenting the candidate pool, and engagement of groups such as the IA FAR

and FARA to develop additional strategies to engage potential cabinet/council candidates.

d. **Results of Comprehensive Academic Support Services Survey. The cabinet reviewed the results of a comprehensive study of academic support resources and practices for student-athletes at Division I institutions.** The cabinet reviewed the results of a comprehensive study of academic support resources and practices for student-athletes at Division I institutions. The cabinet noted the relationship between institutional academic support budgets and services and year-end cumulative grade point-average. The variation in first-year academic outcomes is largely explained by the incoming individual academic characteristics and demographics of the student-athlete. It is important to note that while the data demonstrate the importance of the individual in their outcomes, there still is evidence that institutional behavior, including budget, can have an effect on student outcomes. Full survey results are available in the cabinet's materials.

e. **Report from the NCAA Eligibility Center.** The cabinet received its annual update from the NCAA Eligibility Center, including an overview of academic certification activity to date for the 2010-11 academic year and the implementation of policies and operations related to recently adopted legislation (e.g., Proposal Nos. 2008-21 and 2009-64). In addition, the NCAA Eligibility Center staff noted processing efficiencies, including improvements in Institutional Request List management by member institutions and the continued impact of missing or incomplete information on the processing of academic certification.

f. **Review of Legislation Regarding Co-Ops, Internships, and Student-Teaching.** The cabinet noted that the legislation should appropriately distinguish between cooperative educational exchange programs and cooperative education programs involving work experience and requested an editorial revision of the bylaws to reflect this distinction. Additionally, the cabinet noted the variety of terminology used to describe similar programs across member institutions and requested an editorial revision to include internships, practicums, and student teaching to applicable legislation referencing cooperative education programs involving work experience. Finally, the cabinet reviewed waiver requests for relief of the 18/27 hour requirement citing cooperative educational experience involving work experience. The cabinet supported the continued practice of granting these waivers when misadvisement provided from the institution results in the student-athlete not meeting the 18/27 hour requirement.

g. **Results of Core-Course Requirements National Review.** NCAA research staff provided the cabinet with data regarding a review of state high school graduation credit requirements and course requirements/recommendations among Division I

member institutions for student admission in comparison to current NCAA core course requirements for initial-eligibility certification. Results indicated some variability, but a significant majority of states have graduation requirements that meet or exceed the number of NCAA core-course credits required and in specific subject areas for initial-eligibility certification. Similar results were noted regarding student admission course requirements/recommendations. It was also noted that there is considerable variation in the number of high school core courses available to students based on certain demographic characteristics of the school.

Committee Chair: Carolyn Callahan, University of Virginia, Atlantic Coast Conference
Cabinet Liaisons: Diane Dickman, Academic and Membership Affairs
Alex Smith, Academic and Membership Affairs
Jennifer Strawley, Academic and Membership Affairs

Excerpts from the Report of the
NCAA Division I Board of Directors
October 28, 2010, Meeting

4. **Division I Committee on Academic Performance Report**. Walter Harrison, chair of the Committee on Academic Performance (CAP), reported: [Reference Supplement No. 3 and Addendum.]

a. That the release of Graduation Success Rate (GSR) and Federal Graduation Rate data for the 2000-03 cohort for all NCAA Division I institutions took place the previous day. This year's results indicate Division I student-athletes continue an upward trend in classroom performance.

b. That the committee continued its comprehensive review of the Academic Performance Program (APP), including a review of the Academic Performance Rate (APR) metric, benchmarks and penalty structure. The Board noted its support for the committee's continued discussion regarding the components of the APR metric and setting a penalty benchmark that equates to a 50 percent GSR.

c. That the committee supports Proposal No. 2010-58, as written, and encourages the Board not to modify the proposal, which would establish a summer academic preparation and acclimatization model in men's basketball.

d. That the committee supports Proposal No. 2010-59-C, which is an alternative to the proposal sponsored by the Board on the recommendation of the Football Academic Working Group (FAWG). The alternative proposal would provide a one-time exception to the four-game penalty specified in Proposal No. 2010-59-A.

BOARD ACTION: The Board encouraged CAP to continue its work, but expressed some concern about the potential confusion of considering changes to the APR formula at this time. (Unanimous voice vote.)

5. **Division I Academic Cabinet Report.** Carolyn Callahan, chair of the Academic Cabinet, informed the Board of the cabinet's discussions of initial-eligibility and two-four transfer requirements. [Reference Supplement Nos. 4A, 4B and 4C.]

a. Initial Eligibility Requirements. The cabinet considered several potential modifications to the current initial-eligibility requirements and agreed not to recommend changes at this time. The cabinet noted that additional time will allow for full consideration of data not yet available. The Board supported the cabinet's continued review of initial-eligibility requirements and its consideration of potential changes to those standards.

b. Two-Four Transfer Requirements. The cabinet reviewed extensive data and developed an initial package of concepts that strive to balance principles of increased academic success, simplicity of administration, access to higher education and opportunity for prospective student-athletes who are academically underprepared. The package of draft concepts includes an increased transferable grade-point average for qualifiers and nonqualifiers, expanding the current men's basketball limitation of two physical education activity credits to all sports for qualifiers and nonqualifiers, expanding the current required core transferrable courses to include three science credits, eliminating the requirement of three semesters or four quarters of attendance for nonqualifiers, and the consideration of a year of academic readiness at the two-year college. The Board expressed its support for the cabinet's continued work on the package of recommended changes to the two-four college transfer requirements.

The Board expressed support to continue to develop these concepts, but took no formal action.

Board of Directors chair: Judy Genshaft, University of South Florida, chair
Staff Liaisons: S. David Berst, Division I governance
Jacqueline Campbell, Division I governance

REPORT OF
THE NATIONAL COLLEGIATE ATHLETIC ASSOCIATION
DIVISION I COMMUNICATIONS AND COORDINATION COMMITTEE (CCC)
CONFERENCE CALL

Participants: November 30, 2010

Sarah Bobert, Marquette University – Awards, Benefits, Expenses and Financial Aid Cabinet
Carolyn Callahan, University of Virginia – Academic Cabinet
Nick Fulton, Big Ten Conference – Division I Student-Advisory Committee
Petrina Long, University of California, Los Angeles – Recruiting and Athletics Personnel Issues Cabinet
Shane Lyons, Atlantic Coast Conference –Legislative Council
Mike Rogers, Baylor University – Amateurism Cabinet
Judy Rose, University of North Carolina, Charlotte – Championships/Sports Management Cabinet
Jacqueline Campbell, NCAA – recording secretary

Rob Halvaks, Big West Conference – Administration Cabinet, was unable to participate on the call.

NCAA staff: David Berst, Amanda Conklin, Angie Cretors, Jennifer Daniels, Diane Dickman, Lynn Holzman, Michelle Hosick, Charnelle Kemper, Binh Nguyen, Carol Reep, Alex Smith and Leeland Zeller also participated on the call.

The conference call was called to order at 2:04 p.m. by Jacqueline Campbell. All were present as noted above.

1. **Report of the Committee's August 26, 2010, Conference Call.** The committee approved the report of the August 26, 2010, conference call.

2. **Key Items from the September/October Division I Governance Meetings.** The cabinet received a report of the key items from the September/October cabinet, council and Board of Directors meetings.

3. **Key Items on the Division I Agenda.** The committee received the following information regarding key items on the Division I agenda:

   a. Men's Basketball Recruiting. During its October 28 meeting, the Board of Directors received a request from the Collegiate Commissioners Association (CCA) to sponsor legislation that would eliminate the summer evaluation period in men's basketball beginning with the summer of 2011. The Board did not support the immediate

elimination of summer recruiting, rather it noted its intent to sponsor such legislation in the 2011-12 legislative cycle and, in the meantime, assigned the Leadership Council, along with appropriate stakeholders, the responsibility to evaluate and create a new comprehensive recruiting model for men's basketball. It was noted that while the Leadership Council is charged with creating a new recruiting model, input would be sought from various stakeholders, including the Recruiting Cabinet.

b. Agents. The Leadership Council and the Amateurism Cabinet are engaged in discussions regarding agents and the manner by which they enter the lives of prospective and enrolled student-athletes, and how they influence the decisions student-athletes ultimately make regarding professional career opportunities. It is anticipated that the Leadership Council will be expected to submit recommendations to the Board of Directors that will lead to a better process to ensure that individuals make an informed decision when considering a career in professional athletics.

c. Academics. The Academic Cabinet continues its discussion of possible changes to the initial-eligibility and 2-4 transfer requirements. The cabinet recommends no changes to the initial-eligibility standards at this time, but it has developed concepts for changes to the 2-4 transfer requirements that it is circulating for membership and two-year college input. The committee was informed that although the cabinet recommends no changes to the initial-eligibility standards at this time, there are a number of presidents in the membership that support enhancing initial-eligibility requirements.

d. Individual Financial Aid Limit. The staff noted that there has been some discussion amongst several Division I conferences regarding the possibility of changing the individual financial aid limit from a full grant-in-aid to the cost of attendance. Some have suggested that individual financial aid limits need not be the same for all student-athletes. The Awards, Benefits, Expenses and Financial Aid Cabinet will discuss the individual financial aid limit in the upcoming year.

e. Division I Distribution and Academic Component. The committee was informed that there is a task force comprised of presidents and commissioners discussing the revenue distribution plan and whether there should be changes based on the new Turner/CBS media contract, specifically whether an academic component should be added.

4. **Discussion of Ways to Enhance the Committee's Function**. The committee discussed ways to enhance communication between Division I governance bodies and how this committee could assist in the coordination and management of the Division I agenda.

5. **Division I Student-Athlete Advisory Committee Update**. Nick Fulton, chair of the Division I Student-Athlete Advisory Committee (SAAC), reported on the committee's November meeting and noted that the Division I SAAC spent considerable time taking positions on a number of proposals in the 2010-11 legislative cycle.

6. **Proposed Future Call Dates.** The staff noted that the next call of the committee would follow the February cabinet meetings and precede the April Leadership Council meeting. Calendars will be sent to committee members to determine availability.

7. **Adjournment.** The call was adjourned at 2:48 p.m.

REPORT OF THE NCAA DIVISION I COMMITTEE ON ACADEMIC PERFORMANCE OCTOBER 25-26, 2010, MEETING

***KEY ITEM*.**

- **Examination of the NCAA Division I Academic Performance Program (APP).** The NCAA Division I Committee on Academic Performance continued its comprehensive examination of the APP including review of the NCAA Division I Academic Progress Rate (APR) metric, the penalty benchmarks and the penalty structure. This review will continue through the spring as the committee seeks membership input.

***ACTION ITEMS*.**

1. Legislative Items.

- None.

2. Nonlegislative Items.

- None.

***INFORMATIONAL ITEMS*.**

1. Examination of the APP. The committee continued its extensive review of the APP including the principles and goals of the program. The review included an evaluation of the APR calculation, the penalty benchmarks and the penalty structure.

a. Goals and Principles - The committee has adopted the following goals and principles, which have served as a guide in its review of the APP.

Goals.

(1) To ensure that the Division I membership is dedicated to providing student-athletes with exemplary educational and intercollegiate-athletics experiences in environments that recognize and support the primacy of the academic mission of member institutions, while enhancing the ability of male and female student-athletes to earn four-year degrees. (NCAA Bylaw 23.01.1)

(2) To encourage graduation of all student-athletes.

Principles.

(1) All NCAA Division I athletics programs and sports teams should be subject to the penalty and rewards structure.

(2) The APP should encourage continuous and meaningful improvement for academically underperforming teams.

(3) The APP must appropriately penalize those programs that have demonstrated a history of academic underachievement.

(4) The implementation of the APP should recognize the diversity of institutional missions and characteristics among NCAA member institutions.

(5) The integrity of the rates of measure within the APP must be maintained.

(6) The APP must be fair and equitable.

(7) The APP should be as straightforward and understandable as possible.

b. **APR Metric -** The committee noted that the APR continues to be a sound real-time measure of teams' academic success and eventual graduation rates. The committee did discuss options for incorporating a graduation component into the APR metric. Since the implementation of the APR in 2003-04, there have been several important changes that have altered the APR, its distribution of scores and the meaning of the specific APR values. These changes have resulted in the retention component functioning more like an eligibility component, a change in the meaning and impact of the penalty benchmarks and a compacting of the distribution of APRs. Based on the impact of these changes, the committee continued to consider whether refining the APR calculation to include a graduation component was warranted.

c. **APR Penalty Benchmark(s) -** The committee is also considering a change in the penalty benchmark(s). Originally, the 925 penalty benchmark equated to a 50 percent Federal Graduation Rate and a 60 percent Graduation Success Rate, while the 900 penalty benchmark equated to a 37 percent Federal Graduation Rate and a 50 percent GSR. Currently, a 925 equates to a 36 percent Federal Graduation Rate and a 50 percent GSR while the 900 equates to a 25 percent Federal Graduation Rate and a 40 percent GSR. The committee reaffirmed its commitment to setting a penalty benchmark that equates to a 50 percent GSR.

d. **Penalty Structure -** The committee is also considering amending the penalty structure to create a single structure with a single-penalty benchmark. A single-penalty structure will be a simpler and more efficient system for administering the APP and associated penalties. In addition to merging the current penalty structure,

the committee is also considering the addition of a fifth level of penalties, which would include a menu of penalties that would be determined by the committee during a hearing. The committee also examined the possibility of adding new penalties and reconstituting current penalties.

All of these issues will continue to be reviewed by the committee with anticipated recommendations for membership consideration in 2011.

2. Review of NCAA Proposals in the 2010-11 Legislative Cycle. The committee reviewed the following proposals in the current legislative cycle and provided its position as follows:

a. NCAA Proposal No. 2010-58 - Eligibility, Financial Aid and Playing and Practice Seasons -- Summer Academic Preparation and College Acclimatization -- Men's Basketball. The committee supports Proposal No. 2010-58 as written and encourages the NCAA Division I Board of Directors not to amend the proposal. The committee does not support the amendment that would increase the number of credit hours incoming student-athletes must successfully complete in the summer prior to initial full-time enrollment from three to six. The committee supports the work of the NCAA Division I Men's Basketball Academic Enhancement Group and noted that the original concept derived from this group's work will have a positive impact on the men's basketball culture and retention issues within the sport.

b. Proposal No. 2010-59-C - Eligibility -- Progress-Toward-Degree Requirements -- Eligibility for Competition -- Fulfillment of Credit Hour Requirements -- Fall Term Academic Requirements for Future Competition -- One-Time Exception to Regain Full Eligibility -- Football. The committee supports Proposal No. 2010-59-C and opposes Proposal Nos. 2010-59-A and 2010-59-B. The committee generally supports the original concepts developed by the NCAA Division I Football Academic Working Group. However, it noted this alternative proposal recognizes the fact that student-athletes may experience academic difficulty in a term during their collegiate enrollment. Providing the ability to regain full eligibility on one occasion, allows student-athletes to academically recover one time during his academic career, while still supporting the overall premise of the original proposal.

3. Head Coaches' APR Portfolio Release. The Head Coaches' APR Portfolio public website launch occurred August 5, 2010, for football, men's and women's basketball, baseball, and women's indoor and outdoor track and field. The webpage provides information for all head coaches in the sports released from 2003-04 to present. The data collection for coaches in all other sports, and their employment dates will continue through the end of the 2010 data-collection cycle with release of all sports occurring in 2011.

4. **APP Public Recognition Awards.** The committee continued its discussion of the expansion of the Public Recognition Awards designed to acknowledge publicly the academic achievement of deserving teams, coaches, and institutions. Currently, Public Recognition Awards celebrate the superior academic achievement of teams that have achieved an APR within the top 10 percent of all teams in their respective sports. The committee requested the staff to further develop concepts for its consideration. Concepts should focus on expanding recognition and examining methods to recognize improvement.

5. **APP Penalty Waiver Directive**. During its June 2010 meeting, the committee amended its policies and procedures to require institutions be placed in the appropriate level of historical penalty after an APP data review has been completed, even if the corrected data would have subjected the team to a historical penalty at the time the original data was submitted. Based on this change, the committee amended the penalty waiver directive to allow the staff and/or committee to consider this unique scenario as potential mitigating circumstances that may warrant relief of an APP penalty. This policy change is effective immediately.

6. **Application of Practice Penalties to Members of a Team Subject to Occasion-Two and -Three Historical Penalties.** The committee confirmed that teams subject to Occasion-Two or -Three Historical Penalties may not exclude high academically performing student-athletes from the required academic activities. Every student-athlete on the penalized team is required to participate in monitored academic activities; however, not every student-athlete needs to participate in the same academic activities and the academic activities may be tailored for each student-athlete. This policy is effective immediately.

7. **Conditions for Relief of an APP Penalty.** The committee amended the APP penalty waiver directive effective immediately. The following conditions may be imposed on an institution seeking relief from a penalty:

   a. Requiring the institution to implement certain elements of its APR Improvement Plan identified by the staff or committee as critical to improving academic performance;

   b. Requiring the institution to demonstrate it satisfied its commitment of resources to enhance academic support initiatives that are part of the institution's APR Improvement Plan or cited in its APP penalty waiver/hearing;

   c. Requiring the institution to impose limits, restrictions, or penalties that it has established as part of its APR Improvement Plan or waiver/hearing mitigation;

   d. Requiring an institution to use the NCAA Facilitating Learning and Achieving Graduation/Graduation Risk Overview (FLAG/GRO) program; and

e. Requiring an institution to implement identified academic profile standards for entering student-athletes, as established in its APR Improvement Plan and/or APP penalty waiver/hearing materials.

Historically, the staff and committee have set as conditions single-year APR goals and implementation of the APR Improvement Plan. The committee recognized the need to expand the number of possible conditions to ensure that APP continues to advance the principles of academic reform.

8. Reinstatement for Championships Eligibility When an Institution Fails to Meet an APP Data-Related Requirement. The committee amended its policies and procedures to permit reinstatement for championships eligibility after an institution complies with data-related requirements (i.e., submits its APR/GSR data, submits usable APR/GSR data or provides information as part of the data review process). The institution would no longer be required to make a formal written request for reinstatement. The institution will continue to be required to submit a plan that must include the steps the institution will take in future data collections to ensure timely submission of data or usable data. This plan is not required prior to being reinstated for championships. Eliminating the requirement that an institution must request reinstatement for postseason competition removes unnecessary bureaucracy from the process. This policy change is effective immediately.

9. Consideration of Part-Time Student-Athletes who have Exhausted Eligibility within the APP. The committee reviewed the status of part-time student-athletes who have exhausted their eligibility and are receiving athletics aid within the APR cohort in light of Proposal No. 2010-61 (Financial Aid – General Principles – Eligibility of Student-Athletes for Institutional Financial Aid – Exception – Part Time Enrollment after Exhausted Eligibility). This proposal, if adopted, would allow student-athletes who have exhausted eligibility and are enrolled as part-time students to receive athletics aid. The committee determined that student-athletes who are receiving athletics aid due to this exception to full-time enrollment should be included in the APR cohort during the term that the exception is being used. The committee also determined that the retention point would be awarded for the term immediately prior to when the exception is being used. Finally, the committee determined that the student-athlete must meet all applicable academic-eligibility requirements (e.g., NCAA progress-toward-degree requirements, conference academic requirements, institutional good academic standing) in order to earn the eligibility point for the term in question, even if the student-athlete is enrolled in less than six credits during the term. The institution would be able to request an adjustment for any student-athlete who did not meet the applicable requirements. If the proposal is adopted, this change would become effective with the 2011-12 APR cohort to be collected fall 2012 and would not apply retroactively.

10. GSR Data Submission Requirements for Institutions Transitioning To Division I. The committee approved a policy change for the submission of GSR data for institutions that reclassify to Division I. Prior to this change, institutions in the membership transition process were required to submit the legislatively required data for Division I when the institution is required to be in compliance with Division I legislation (e.g., year one or year two of the process). The six-year lag time in the reporting of GSR data has created confusion among institutions in the membership process as they are required to apply Division I legislation at a certain point in the process but still are reporting graduation rate data for another division. In order to streamline the data submission process, the process was amended as follows and is effective immediately:

a. Require reclassifying institutions to submit GSR data once they are mandated to be in compliance with Division I legislation.

b. The institution will appear in the public release with all other Division I institutions.

c. The NCAA staff will notify affected institutions each fall as a reminder of its APP data submission requirements.

11. Annual Release of GSR and Federal Graduation Rate Information. Release of the GSR and Federal Graduation Rate data for the 2000-03 cohort for all NCAA Division I institutions occurred Wednesday, October 27, 2010. Consistent with the last two years' findings, this year's results indicate Division I student-athletes continue to perform well in the classroom. The four-year Division I GSR for student-athletes is 79 percent; 72 percent for male student-athletes and 87 percent for female student-athletes. The largest gains seen this year were specific to African Americans in the sports of football and men's basketball. African American men's basketball student-athletes' GSR increased three percent while African American football student-athletes' GSR increased five percent.

12. NCAA Division I Academic Cabinet Update. The committee received an update regarding the September 2010 Academic Cabinet meeting, specifically noting the cabinet's continued review of the division's initial-eligibility and two-year college transfer requirements.

a. Initial-Eligibility Standards. The committee encourages the cabinet and Board to examine the possibility of implementing a tiered eligibility model that establishes a core grade-point average floor (e.g., 2.500). Such a model could provide access to athletics aid and practice based on the current initial-eligibility standards while requiring an increased core grade-point average to be eligible for competition. The committee noted the length of time needed to implement changes to initial-eligibility regulations and noted that it would take several years to understand the impact of the increase to 16 core courses as well as core-course taking patterns. Data supports establishing a floor on core-course grade-point average in conjunction with an

established tiered eligibility structure. The committee requests the Board refer this matter to the Academic Cabinet to study the issue and make possible recommendations to the Board in April.

b. **Two-Four Transfer Requirements**. The committee was supportive of the two-year college transfer concepts developed by the Academic Cabinet and encourages Board support of the concepts. The committee offers the following feedback for cabinet consideration:

(1) Maintain the three semester/four quarters of attendance at the two-year institution for nonqualifiers.

(2) Consider requiring student-athletes who use the year of academic readiness to remain at two-year institution where year was served for a specified period of time.

Committee Chair: Walter Harrison, University of Hartford, America East Conference
Staff Liaisons: Diane Dickman, Academic and Membership Affairs
Kevin Lennon, Academic and Membership Affairs
Todd Petr, Research
Bill Regan, Academic and Membership Affairs
John Shukie, Academic and Membership Affairs
Jennifer Strawley, Academic and Membership Affairs

Excerpts from the Report of the
NCAA Division I Leadership Council
October 5, 2010, Meeting

2. INFORMATION ITEMS.

a. Update from new NCAA President. The Leadership Council welcomed new NCAA President Mark Emmert. President Emmert reviewed with the Council his focus for the future of the Association:

- Enhance the student-athlete experience.
- Demonstrate leadership with members to keep strengthening the platform that governs national intercollegiate athletics.
- Engage the world beyond higher education to further support and sustain the collegiate model.

President Emmert engaged in a question and answer session on various topics of interest to the Council.

Leadership Council chair: Michael Alden, University of Missouri
Staff Liaisons: S. David Berst, Division I governance
Jacqueline Campbell, Division I governance
Kevin Lennon, academic and membership affairs

Excerpts from the Report of the
NCAA Division I Administration Cabinet
September 16, 2010, Meeting

INFORMATION ITEMS.

3. Committee Appointments. The cabinet approved appointments to nine Division I and Association-wide committees. A list of the appointments is attached (See Attachment A).

Cabinet chair: Rob Halvaks, Big West Conference
Cabinet liaisons: Jacqueline Campbell, governance
Steve Mallonee, academic and membership affairs
Delise O'Meally, membership and governance
Dave Schnase, academic and membership affairs
Sharon Tufano, governance

Excerpts from the Report of the
NCAA Division I Administration Cabinet - Attachment A
September 16, 2010, Meeting

NCAA DIVISION I ADMINISTRATION CABINET COMMITTEE APPOINTMENTS
September 16, 2010

All committee appointments are effective immediately, unless otherwise noted.

DIVISION I COMMITTEE ON ACADEMIC PERFORMANCE

- Roderick McDavis, president, Ohio University, Mid-American Conference.

DIVISION I INITIAL-ELIGIBILITY WAIVERS COMMITTEE

- The cabinet voted not to make any appointments to the committee until a solicitation for additional nominations occurs.

Excerpts from the Report of the
NCAA Division I Amateurism Cabinet
September 29-30, 2010, Meeting

INFORMATIONAL ITEMS.

1. Legislative Informational Items.

c. Proposal No. 2010-25 – Amateurism and Awards, Benefits and Expenses – Use of Agents – Benefits, Gifts and Services – Career Counseling and Internship/Job Placement Services. The cabinet opposes Proposal No. 2010-25, which would allow a student-athlete to use career counseling and internship/job placement services available exclusively to student-athletes, provided the student-athlete is not placed in a position in which the student-athlete uses his or her athletics ability. The cabinet noted the opportunity for student-athletes to use internship/job placement services available to students generally at any time. The cabinet further noted that current legislation and interpretations permit institutions and outside entities to provide career counseling services that are educational in nature and to provide other educational benefits exclusively to student-athletes. Finally, the cabinet noted the additional monitoring associated with internship/job placement services as well as the potential for placement based exclusively on athletics reputation.

Cabinet Chair: Mike Rogers, Baylor University, Big 12 Conference
Staff Liaison(s): Rachel Newman Baker, Agent, Gambling and Amateurism Activities
Angie Cretors, Agent, Gambling and Amateurism Activities
Jobrina Perez, Academic and Membership Affairs

Excerpts from the Report of the
NCAA Division I Championships/Sports Management Cabinet
September 14-15, 2010, Meeting

INFORMATIONAL ITEMS.

1. **Comments on Proposals Currently in the 2010-11 Legislative Cycle.** The cabinet reviewed proposals assigned to it for review that will be considered by the Division I membership as part of the 2010-11 legislative cycle and offered the comments below. Proposals previously sponsored by the cabinet were provided for informational purposes.

   b. Proposal No. 2010-54 Eligibility -- Seasons of Competition: Five-Year Rule -- Hardship Waiver -- First Half of Playing Season Calculation -- Tennis. The cabinet agreed to oppose Proposal No. 2010-54, which would, in tennis, specify that the first half of the season calculation is based on the number of days in the season that concludes with the NCAA championships, as declared by the institution, between the first date of competition used by any individual on the team after the conclusion of the institution's fall term and the last date of competition used by any individual on the team at the end of the declared playing season. The cabinet expressed philosophical concerns that competition factoring into championships selection for tennis student-athletes would not count when determining the first half of the season for the purpose of hardship waivers.

   c. Proposal No. 2010-58 Eligibility, Financial Aid and Playing and Practice Seasons -- Summer Academic Preparation and College Acclimatization -- Men's Basketball. The cabinet agreed to oppose Proposal No. 2010-58, which would, in men's basketball, establish a summer academic preparation and college acclimatization model, as specified. Cabinet members expressed concern about an approach that would require incoming student-athletes to be enrolled in six hours of academic credit to receive financial aid but only pass three of those hours to maintain eligibility. The cabinet was concerned that this is not an appropriate level of success. Finally, with the addition of formal athletics development activities in the summer, the additional impact on support staff (e.g., trainers) was a concern.

   g. Proposal No. 2010-87 Playing and Practice Seasons -- Nonchampionship Segment -- Travel Restrictions -- Cross Country, Field Hockey, Soccer, Softball and Volleyball -- Hawaii or Alaska Exception -- Once in Four Years. The cabinet agreed to support Proposal No. 2010-87, which would, in men's and women's cross country (for institutions without indoor or outdoor track and field), field hockey, men's and women's soccer, softball and men's and women's volleyball,

specify that, once every four years, an institution may use any form of transportation for travel to Hawaii or Alaska for nonchampionship segment competition against an active member institution located in Hawaii or Alaska. The cabinet agreed with the sponsor's rationale.

h. Proposal No. 2010-88 Playing and Practice Seasons -- Nonchampionship Segment -- Cross Country, Field Hockey, Women's Lacrosse, Soccer, Softball and Volleyball -- Two Dates of Competition -- One Away-From Home Date. The cabinet agreed to oppose Proposal No. 2010-88, which would, in men's and women's cross country, field hockey, women's lacrosse, men's and women's soccer, softball, and men's and women's volleyball, specify that an institution is limited to two dates of competition during the nonchampionship segment, of which only one date may be an away-from-home date of competition. The cabinet noted that it has discussed issues surrounding the nonchampionship segment previously and determined that it is best to wait until the development of guiding principles related to cost containment were finalized by the NCAA Value-Based Decision-Making Task Force. To that end, the cabinet did not support reducing competitive opportunities in these identified sports at this time.

p. Proposal No. 2010-99 Playing and Practice Seasons -- Foreign Tours and Competition -- No Institutional or Conference Foreign Tours. The cabinet agreed to oppose Proposal No. 2010-99 as written, which would specify that an institution or conference shall not sponsor or participate in a foreign tour; further, to specify that competition in a U.S. territory shall be restricted to once every four years on one trip during the prescribed playing season. The cabinet recommends the sponsor modify Proposal No. 2010-99 to specify that contracts before August 13, 2010, may be honored or foreign tours that will take place during summer 2011 may occur. The cabinet would support the proposal if modified. Further, in the event the sponsor does not support the suggested modification, the cabinet shall sponsor an alternative proposal. The cabinet is supportive of the elimination of foreign tours. However, the cabinet noted that an institution may have begun planning a foreign tour prior to the publication of this proposal that would occur during summer 2011 but may not have executed a final contract by August 13.

Committee Chair: Judy Rose, University of North Carolina, Charlotte
Staff Liaisons: Joni Comstock, Championships
David W. Schnase, Academic and Membership Affairs

Excerpts from the Report of the
NCAA Division I Awards, Benefits, Expenses and Financial Aid Cabinet
September 21, 2010, Meeting

***INFORMATIONAL ITEMS*.**

1. Legislative Items.

a. Comments on proposals in the 2010-11 legislative cycle forwarded to the cabinet. The cabinet reviewed Division I legislative proposals forwarded to it for review that will be considered by the Division I membership as part of the 2010-11 legislative cycle and offered the following comments:

(1) Proposal No. 2010-25. The cabinet agreed to support Proposal No. 2010-25 as written, which would permit a student-athlete to use career counseling and internship/job placement services available exclusively to student-athletes, provided the student-athlete is not placed in a position in which the student-athlete uses his or her athletics ability. The cabinet agreed with the sponsor's rationale.

(2) Proposal No. 2010-58. The cabinet took no position on Proposal No. 2010-58 which would establish a summer academic preparation and college acclimatization model, as specified. Although the cabinet expressed no concerns with the proposal's financial aid requirements, the cabinet expressed concerns about continuing student-athletes who attend summer school and engage in summer athletics development activities being required to successfully complete a minimum of six credit hours in order to be eligible to compete in the first term of the following academic year.

Committee Chair: Sarah Bobert, Marquette University, Big East Conference
Staff Liaisons: *Kris Richardson, Academic and Membership Affairs*
Shauna Cobb, Academic and Membership Affairs
Katie Willett, Academic and Membership Affairs

Excerpts from the Report of the
NCAA Division I Recruiting and Athletics Personnel Issues Cabinet
September 28-29, 2010, Meeting

***INFORMATIONAL ITEMS*.**

2. Legislative – Comments on Proposals to be initially considered by the NCAA Division I Legislative Council in January 2011. The cabinet's positions and comments related to recruiting and athletics personnel legislation sponsored by other NCAA governance entities and conferences in the 2010-11 legislative cycle are included in Attachment A.

Cabinet Chair: Petrina Long, University of California, Los Angeles, Pacific-10 Conference
Staff Liaisons: Leeland Zeller, Academic and Membership Affairs
Jen Daniels, Academic and Membership Affairs
Charnele Kemper, Academic and Membership Affairs
Jackie Thurnes, Enforcement Services

Excerpts from the Report of the
NCAA Division I Recruiting and Athletics Personnel Issues Cabinet - Attachment A
September 28-29, 2010, Meeting

NCAA DIVISION I RECRUITING AND ATHLETICS PERSONNEL ISSUES CABINET LEGISLATIVE POSITIONS AND COMMENTS ON PROPOSALS IN THE 2010-11 LEGISLATIVE CYCLE

The following chart sets forth positions and comments related to recruiting and athletics personnel legislation sponsored by other NCAA governance entities and conferences in the 2010-11 legislative cycle. Please note that a position of support with no additional comment reflects that the cabinet supported the rationale provided by the sponsor of the proposal.

NCAA Proposal Number	Title	Intent	Cabinet Position/Comments
2010-35	RECRUITING -- BASKETBALL EVALUATIONS -- WOMEN'S BASKETBALL -- NONSCHOLASTIC EVALUATIONS DURING ACADEMIC YEAR -- NATIONAL STANDARDIZED TESTING WEEKENDS	In women's basketball, to specify that evaluations at nonscholastic events during the academic year evaluation period shall not occur during any weekend (including Friday, Saturday and Sunday) during which the PSAT, SAT, PLAN or ACT national standardized tests are administered; further, to specify that if such a test is administered on a date that conflicts with the fall nonscholastic evaluation weekend, evaluations at nonscholastic events shall be permissible during the first full weekend (including Friday, Saturday and Sunday) of the fall/winter evaluation period; and that if such a test is administered on a date that conflicts with the spring nonscholastic evaluation weekend, the five day evaluation period in April shall shift to the second Friday following the initial date of the spring National Letter of Intent signing period through the following Tuesday.	Support.

REPORT OF THE NCAA DIVISION I STUDENT-ATHLETE ADVISORY COMMITTEE

The NCAA Division I Student-Athlete Advisory Committee (SAAC) submits the following report from its November 19-21, 2010, meeting.

KEY ITEMS.

1. **Legislative Proposals**. The committee reviewed and discussed numerous proposals in the current legislative cycle related to student-athlete well-being, including proposals related to recruiting, eligibility and playing and practice seasons. The position of Division I SAAC on the proposals considered is included in this report (attachment). Please note additional discussions regarding selected proposals may occur in January 2011.

2. **Commercial Activity in Intercollegiate Athletics.** Representatives from EA Sports gave a presentation to the committee regarding the NCAA College Football video game and answered questions regarding the use of student-athletes' likeness in the game. Scott Bearby, NCAA associate general counsel, addressed the committee regarding commercial activities in intercollegiate athletics and provided an update on recent litigation related to commercialism.

3. **Capital One Cup.** The committee noted its appreciation and support for Capital One's recognition of student-athlete achievement but expressed strong disagreement with the award's categorization of sports into three tiers and the absence of other sports in the award's criteria. The committee believes that despite variations in popularity and funding among sports, the excellence and dedication necessary to achieve success in college athletics is of the highest tier and achievements by student-athletes in every sport are equally outstanding.

ACTION ITEMS.

1. **Legislative Items.**

   None.

2. **Nonlegislative Items.**

   None.

INFORMATIONAL ITEMS.

1. **New Members**. The following student-athletes were introduced as new members of SAAC:

   a. Horizon League: Cassandra Lloyd, Wright State University, Indoor Track and Field.

   b. Metro Atlantic Athletic Conference: Kaitlyn Carew, Siena College, Women's Swimming.

   c. Mid-Eastern Athletic Conference: Carvell Copeland, North Carolina A&T State University, Baseball.

   d. Big Sky Conference: Natasha Law, University of Northern Colorado, Women's Volleyball.

   e. Southwestern Athletic Conference: Taylour Smith, Grambling State University, Softball.

   f. Southern Conference: Chris Everett, Western Carolina University, Football

   g. Big West Conference: Amanda Sims, Long Beach State University, Women's Basketball

2. **Cabinet and Committee Reports**. The committee received updates regarding the work of Division I cabinets and committees and association wide committees on which SAAC members serve. Members received information related to several current issues including medical safeguards, bowl licensing, commercial activity in intercollegiate athletics, and academic and recruiting issues.

3. **Legislative Proposals.** The committee reviewed and discussed numerous proposals in the current legislative cycle as discussed above.

4. **Guest Speakers.** The committee welcomed a number of speakers from the NCAA staff to discuss issues involving student-athlete well-being, including:

   a. Alex Smith, associate director of academic and membership affairs, and Jennifer Strawley, director of academic and membership affairs, addressed the committee regarding eligibility concepts for 2-4 transfer student-athletes, including a proposed increase in transferrable grade point average and expanded course and credit requirements.

b. Greg Shaheen, interim executive vice president of championships and alliances, addressed the committee regarding the Capital One Cup, an all-sports award that categorizes a limited number of sports into three tiers. Shaheen explained the purpose of the tiered structure and the selection of specific sports. The committee provided feedback and noted their disagreement with the tier structure and the absence of some sports from the award, as set forth in the Key Items above.

5. **Joint Student-Athlete Advisory Committee Meeting.** The committee attended a joint meeting of the three divisional SAACs and received updates on association-wide committees, as well as divisional SAAC initiatives. Members were addressed regarding health and safety, emerging sports for women and transgender issues.

6. **NCAA Convention.** The committee reviewed the tentative schedule for the 2011 NCAA Convention and discussed meeting times and preparation. Members reviewed key areas they anticipate discussing with the Legislative and Leadership Councils and Board of Directors, including football and men's basketball academic issues, bowl licensing, nutrition, student-athlete voice and representation through SAAC voting, agents and issues regarding commercialism, particularly student-athlete consent requirements.

7. **Update from Faculty Athletics Representatives Association Meeting.** The committee was updated on the SAAC's participation at the November meeting of the Faculty Athletics Representative Association (FARA) in Baltimore, Maryland. Members were encouraged to establish and maintain relationships with faculty athletics representatives on their respective campuses. The committee looks forward to further discussions with FARA regarding emerging issues in intercollegiate athletics.

8. **2010 NCAA Division I Regional Leadership Conference.** The committee was updated regarding members' participation at the November Regional Leadership Conference in Orlando, Florida. It was noted that five committee members attended the conference and met with other student-athletes to discuss student-athlete wellbeing issues.

9. **Media Team Update.** The committee received an update regarding the SAAC's media team project, including ideas to increase blog entries. The committee decided to write about "hot topics" on a regular basis to increase traffic to the site and keep visitors informed of issues affecting student-athletes.

10. **Green Team Update.** The committee was updated regarding the Green Team and was asked to provide feedback on waste reduction policies, particularly for NCAA committee meetings, as well as other initiatives designed to promote environmental sustainability. The committee also received information about Green Laces, an organization founded and supported by athletes to raise environmental awareness. The committee was encouraged to become involved with Green Laces and inform their campuses and conferences about the organization.

11. **Service Team Update.** The committee donated gently used shoes to the Samaritan's Feet organization and discussed other organizations to support in the future. Members decided to explore conference and campus interest for implementing a division wide community service initiative and to gauge interest for the types of service opportunities the SAAC constituents would like to support.

12. **2010 Fall Legislative Webinar.** The committee reviewed the 2010 fall legislative Webinar and the format used to present proposals to the SAAC's constituents. Members provided positive feedback and discussed additional methods for increased education and understanding of legislative proposals by campus and conference SAACs.

13. **National SAAC Award of Excellence.** The committee recognized Boston College University as the recipient of the National SAAC Award of Excellence for outstanding achievements by its campus SAAC

14. **Attendance.** Attendance for the November meeting is as follows:

Conference	School	Name	Sport	Present
America East Conference	Binghamton University	Robert Nolte	Men's Diving	Yes
Atlantic 10 Conference	University of North Carolina at Charlotte	Darius Law	Men's Track and Field	Yes
Atlantic Coast Conference	North Carolina State University	CJ Williams	Men's Basketball	No
Atlantic Sun Conference	Stetson University	Carolyn Boyd	Softball	Yes
Big 12 Conference	Baylor University	Logan Roberts	Men's Track and Field	Yes
Big East Conference	Georgetown University	Norah Swanson	Women's Soccer	Yes

Big South Conference	Winthrop University	Matthew Horn	Men's Soccer	Yes
Big Sky Conference	University of Northern Colorado	Natasha Law	Women's Volleyball	Yes
Big Ten Conference	University of Wisconsin, Madison	Nick Fulton	Men's Swimming	Yes
Big West Conference	Long Beach State University	Amanda Sims	Women's Basketball	No
Colonial Athletic Conference	James Madison University	Matthew Goff	Football	No
Conference USA	East Carolina University	Jarrett Newby	Men's Track and Field	Yes
Horizon League	Wright State University	Cassandra Lloyd	Indoor Track and Field	Yes
Ivy Group	Columbia University-Barnard College	Natalia Christenson	Women's Tennis	Yes
Metro Atlantic Athletic Conference	Siena College	Kaitlyn Carew	Women's Swimming	Yes
Mid-American Conference	Eastern Michigan University	Kaitlyn Vincek	Women's Volleyball	Yes
Mid-Eastern Athletic Conference	North Carolina A&T State University	Carvell Copeland	Baseball	Yes
Missouri Valley Conference	Illinois State University	Scott Krapf	Men's Track and Field	Yes
Mountain West Conference	Colorado State University	Eugene Daniels	Football	Yes
Northeast Conference	Fairleigh Dickinson University, Metropolitan	Lauren Chapman	Women's Golf	Yes
Ohio Valley Conference	Jacksonville University	Chelsea Pelletier	Women's Soccer	Yes

Pacific -10 Conference	University of Southern California	Jonathan Hackett	Men's Volleyball	Yes
Patriot League	American University	Zack Solomon	Men's Soccer	Yes
Southeastern Conference	Mississippi State University	DJ Looney	Football	No
Southern Conference	Western Carolina University	Chris Everett	Football	No
Southland Conference	Northwestern State University	Yaser Elqutub	Football	No
Southwestern Athletic Conference	Grambling State University	Taylour Smith	Softball	Yes
The Summit League	Western Illinois University	Eric Anerino	Men's Cross Country/Track	Yes
Sun Belt Conference	University of Arkansas, Little Rock	Rachael Maina	Women's Soccer	Yes
West Coast Conference	University of Portland	Natalie Hemphill	Women's Cross Country/Track	Yes
Western Athletic Conference	University of Hawaii	Jessica Stacy	Women's Swimming	No
Others:				
Legislative Council	Texas State University – San Marcos	Tracy Shoemake, Associate Athletic Director	Southland Conference	No
Leadership Council	Pepperdine University	John Watson, Director of Athletics	West Coast Conference	No
Leadership Council	University of Miami (Ohio)	Susan Lipnickey, Faculty Athletic Representative	Mid-American Conference	Yes

15. **Future Meeting Schedule.**

a. January 11-15, 2011, in conjunction with the NCAA convention, San Antonio, Texas.

b. April 2011, Teleconference.

c. July 2011, Indianapolis, Indiana.

d. September 2011, Legislative Webinar.

Committee Chair: Nick Fulton, University of Wisconsin Madison, Big Ten Conference
Committee Vice-Chair: Scott Krapf, Illinois State University, Missouri Valley Conference
Staff Liaisons: Amanda Conklin, Student-Athlete Affairs and Leadership Development Programs
Kelly Groddy, Academic and Membership Affairs
Tim Nevius, Enforcement
Abigail Renaker, Academic and Membership Affairs

Excerpts from the Report of the
NCAA Division I Legislative Council
October 18-19, 2010, Meeting

INFORMATIONAL ITEMS.

1. Legislative Actions.

a. **Legislation Recommended as Noncontroversial.** The Legislative Council's actions related to legislation recommended as noncontroversial are listed in Attachment B, and voting results are in Attachment C.

[Note: Per NCAA Constitution 5.3.2.2.4.1, legislation adopted by the Legislative Council shall be subject to possible review by the Board of Directors at its next meeting. At its discretion, the Board of Directors may ratify, amend or defeat legislation adopted by the Legislative Council.]

5. Discussion of the Board of Directors Resolution Related to Legislative Process. At its April meeting, the Board of Directors reviewed a resolution requesting that the Legislative Council develop a draft of a policy statement that the Board of Directors and Legislative Council might adopt that would provide better guidance regarding consideration of proposed NCAA legislation by applying a metric to identify those legislative proposals to defeat or consider, and those proposals to call to the attention of the Board. In response to the resolution the council reviewed and discussed the following concepts related to the legislative process:

a. Require Division I conferences to submit legislative proposals/concepts to the appropriate cabinet /committee for consideration of sponsorship into the legislative cycle.

b. Establish submission requirements that require multiple conferences to sponsor legislation, or in the alternative, establish restrictions on the number of proposals that any single conference may submit into the legislative process in a given year.

c. Establish principles/guidelines for the development and review of legislative proposals to share with conferences, cabinets/committees and the Legislative Council.

d. Increased use by the Legislative Council of its authority to identify and adopt noncontroversial (e.g., housekeeping) proposals at its October meeting.

e. Increase the requisite number of requests necessary to override action taken by the Legislative Council and/or Board of Directors.

f. Provide the Board of Directors details on proposals identified as national in significance and proposals related to Board of Directors' initiatives earlier in the process; further, provide a written summary of such proposals to the Board for consideration at its January and April meetings.

The council members agreed to seek additional feedback from their conferences with the view toward further discussion and development of a policy statement and/or legislative proposals to effectuate the desired results. The council will continue discussions related to this topic during its January 2011 meeting and/or its April 2011 meeting.

Council Chair: *Shane Lyons, Atlantic Coast Conference*
Council Liaisons: *Lynn Holzman, Academic and Membership Affairs*
Steve Mallonee, Academic and Membership Affairs
Binh Nguyen, Academic and Membership Affairs
Leeland Zeller, Academic and Membership Affairs

Excerpts from the Report of the
NCAA Division I Legislative Council - Attachment B
October 18-19, 2010, Meeting

NCAA Division I Legislative Council Action Related to Proposals Recommended as Emergency or Noncontroversial Legislation

NCAA Proposal Number	Title	Source	Effective Date	Intent	LGC Action
2010-114	ELIGIBILITY -- FULL-TIME ENROLLMENT -- REQUIREMENT FOR COMPETITION -- EXCEPTION -- COOPERATIVE EDUCATIONAL WORK EXPERIENCE	NCAA Division I Academics Cabinet	Immediate	To permit a student-athlete to represent the certifying institution in intercollegiate athletics while he or she is enrolled in a cooperative educational work experience program (e.g., co-op, internship, practicum, student-teaching) offered by the institution, provided the student is considered to be enrolled in a full-time program of studies, regardless of the credit value of the program; further; to specify that a student who participates in a cooperative educational work experience program that is not a required element of his or her degree program must be enrolled in a minimum of six additional credit hours at the certifying institution during the same term.	Supported as noncontroversial legislation. Adopted.

NCAA Division I Legislative Council January 2011 Legislative Actions
Actions Related to 2010-11 Legislative Cycle Proposals Sponsored by the NCAA Division I Academic Cabinet

Proposal Number	Title	Source	Effective Date	Intent	Legislative Council Action
2010-51-A	ELIGIBILITY -- GENERAL ELIGIBILITY REQUIREMENTS -- FULL-TIME ENROLLMENT -- REQUIREMENT FOR COMPETITION -- NONTRADITIONAL COURSES	NCAA Division I Academics Cabinet	August 1, 2011	To specify that enrollment in a nontraditional course (e.g., distance-learning, correspondence, extension, Internet/virtual courses, independent study or any other course or credit that is not earned in a face-to-face classroom environment with regular interaction between the instructor and the student) offered by the certifying institution may be used to satisfy the full-time enrollment requirement for competition, provided specified conditions are met.	Forwarded for membership review and comment.
2010-51-B	ELIGIBILITY -- GENERAL ELIGIBILITY REQUIREMENTS -- FULL-TIME ENROLLMENT -- REQUIREMENT FOR COMPETITION -- NONTRADITIONAL COURSES -- UP TO 50 PERCENT OF MINIMUM REQUIREMENT	NCAA Division I Legislative Council	August 1, 2011	To specify that enrollment in a nontraditional course (e.g., distance-learning, correspondence, extension, Internet/virtual courses, independent study or any other course or credit that is not earned in a face-to-face classroom environment with regular interaction between the instructor and the student) offered by the certifying institution may be used to satisfy up to 50 percent of the minimum full-time enrollment requirement for competition, provided specified conditions are met.	Forwarded for membership review and comment.

Proposal Number	Title	Source	Effective Date	Intent	Legislative Council Action
2010-55	ELIGIBILITY -- INITIAL ELIGIBILITY -- COMMON PROVISIONS -- DIVISION I AND DIVISION II	NCAA Division I Academics Cabinet	Immediate	To change the voting line for bylaws related to initial eligibility from federated to common for Division I and Division II, as specified.	Adopted.
2010-56	ELIGIBILITY -- FRESHMAN ACADEMIC REQUIREMENTS -- CORE-CURRICULUM TIME LIMITATION -- LEAVING EXAMINATIONS	NCAA Division I Academics Cabinet (International Student Records Committee)	August 1, 2012; applicable to student-athletes who initially enroll full time in a collegiate institution on or after August 1, 2012.	To specify that the eligibility of an international prospective student-athlete whose prescribed educational path culminates with a leaving examination shall be determined based on the leaving examination, regardless of a delay in graduation or completion of the leaving examination.	Amended the effective date to August 1, 2012; applicable to student-athletes who initially enroll full time in a collegiate institution on or after August 1, 2012. (Previously August 1, 2011.) Adopted.
2010-58-B	ELIGIBILITY, FINANCIAL AID AND PLAYING AND PRACTICE SEASONS -- SUMMER ACADEMIC PREPARATION AND COLLEGE ACCLIMATIZATION -- MEN'S BASKETBALL -- SIX HOURS REQUIREMENT FOR INCOMING STUDENT-ATHLETES	NCAA Division I Academics Cabinet	August 1, 2011; effective beginning with the summer 2012.	In men's basketball, to establish a summer academic preparation and college acclimatization model, as specified.	Amended the effective date to specify that the legislation would be effective beginning with the summer 2012. Defeated.

Proposal Number	Title	Source	Effective Date	Intent	Legislative Council Action
2010-60	ELIGIBILITY -- PROGRESS-TOWARD-DEGREE REQUIREMENTS -- REGULATIONS FOR ADMINISTRATION OF PROGRESS TOWARD DEGREE -- NONTRADITIONAL COURSES	NCAA Division I Academics Cabinet	August 1, 2011	To specify that nontraditional courses (e.g., distance-learning, correspondence, extension, Internet/virtual courses, independent study or any other course or credit that is not earned in a face-to-face classroom environment with regular interaction between the instructor and the student) completed at an institution other than the certifying institution, may be used to meet credit-hour and percentage-of-degree requirements, provided specified conditions are met.	Forwarded for membership review and comment.

NCAA Division I Legislative Council January 2011 Legislative Actions
Actions Related to 2010-11 Legislative Cycle Proposals Reviewed by NCAA Division I Academic Cabinet

Proposal Number	Title	Source	Effective Date	Intent	Legislative Council Action
2010-25	AMATEURISM AND AWARDS, BENEFITS AND EXPENSES -- USE OF AGENTS -- BENEFITS, GIFTS AND SERVICES -- CAREER COUNSELING AND INTERNSHIP/JOB PLACEMENT SERVICES	Big East Conference	Immediate	To permit a student-athlete to use career counseling and internship/job placement services available exclusively to student-athletes, provided the student-athlete is not placed in a position in which the student-athlete uses his or her athletics ability.	Forwarded for membership review and comment.

Proposal Number	Title	Source	Effective Date	Intent	Legislative Council Action
2010-35	RECRUITING -- BASKETBALL EVALUATIONS -- WOMEN'S BASKETBALL -- NONSCHOLASTIC EVALUATIONS DURING ACADEMIC YEAR -- NATIONAL STANDARDIZED TESTING WEEKENDS	NCAA Division I Championships/Sports Management Cabinet (Women's Basketball Issues Committee)	August 1, 2011	In women's basketball, to specify that evaluations at nonscholastic events during the academic year evaluation period shall not occur during any weekend (including Friday, Saturday and Sunday) during which the PSAT, SAT, PLAN or ACT national standardized tests are administered; further, to specify that if such a test is administered on a date that conflicts with the fall nonscholastic evaluation weekend, evaluations at nonscholastic events shall be permissible during the first full weekend (including Friday, Saturday and Sunday) of the fall/winter evaluation period; and that if such a test is administered on a date that conflicts with the spring nonscholastic evaluation weekend, the five day evaluation period in April shall shift to the second Friday following the initial date of the spring National Letter of Intent signing period through the following Tuesday.	Adopted.

Proposal Number	Title	Source	Effective Date	Intent	Legislative Council Action
2010-52	ELIGIBILITY -- GRADUATE STUDENT/ POSTBACCALAUREATE PARTICIPATION -- ONE-TIME TRANSFER EXCEPTION -- NONRENEWAL OF ATHLETICS AID AT PREVIOUS INSTITUTION -- BASEBALL, BASKETBALL, FOOTBALL AND MEN'S ICE HOCKEY	Mountain West Conference	August 1, 2011	In baseball, basketball, football and men's ice hockey, to permit a student-athlete who is enrolled in a graduate or professional school of an institution other than the institution from which he or she previously received a baccalaureate degree to participate in intercollegiate athletics, provided the student-athlete meets the conditions of the one-time transfer exception (other than the sport restrictions), has at least one season of competition remaining and the student-athlete's previous institution did not renew his or her athletically related financial aid for the following academic year.	FBS: Forwarded for membership review and comment. FCS: On initial consideration, adopted. On reconsideration, forwarded for membership review and comment. Division I: Forwarded for membership review and comment.

Proposal Number	Title	Source	Effective Date	Intent	Legislative Council Action
2010-53	ELIGIBILITY -- SEASONS OF COMPETITION: FIVE YEAR RULE -- DELAYED ENROLLMENT -- SEASONS OF COMPETITION -- SPORTS OTHER THAN MEN'S ICE HOCKEY AND SKIING -- EXCEPTION -- NATIONAL/INTERNATIONAL COMPETITION	NCAA Division I Amateurism Cabinet	August 1. 2011; applicable to student-athletes who initially enroll full time in a collegiate institution on or after August 1, 2011.	In sports other than men's ice hockey and skiing, to exempt a prospective student-athlete's participation in organized national/international competition from the application of the delayed enrollment, seasons of competition legislation for a maximum of one year after his or her first opportunity to enroll following the one-year time period after his or her high school graduation date or the graduation date of his or her class, whichever occurs earlier, as specified.	Adopted.
2010-54	ELIGIBILITY -- SEASONS OF COMPETITION: FIVE-YEAR RULE -- HARDSHIP WAIVER -- FIRST HALF OF PLAYING SEASON CALCULATION -- TENNIS	Southeastern Conference	August 1, 2011	In tennis, to specify that the first half of the season calculation is based on the number of days in the season that concludes with the NCAA championship, as declared by the institution, between the first date of competition used by any individual on the team after the conclusion of the institution's fall term and the last date of competition used by any individual on the team at the end of the declared playing season.	Defeated.

Proposal Number	Title	Source	Effective Date	Intent	Legislative Council Action
2010-57	ELIGIBILITY -- FRESHMAN AND TRANSFER ACADEMIC REQUIREMENTS -- PARTICIPATION PRIOR TO CERTIFICATION -- RECRUITED STUDENT-ATHLETE -- 21-DAY PERIOD	Atlantic Coast Conference	August 1, 2011	To increase the temporary certification period for a recruited student-athlete from 14 days to 21 days.	Adopted.
2010-58-A	ELIGIBILITY, FINANCIAL AID AND PLAYING AND PRACTICE SEASONS -- SUMMER ACADEMIC PREPARATION AND COLLEGE ACCLIMATIZATION -- MEN'S BASKETBALL	NCAA Division I Board of Directors (Men's Basketball Academic Enhancement Group)	August 1, 2011; effective beginning with the summer 2012.	In men's basketball, to establish a summer academic preparation and college acclimatization model, as specified.	Amended the effective date to specify that the legislation would be effective beginning with the summer 2012. Defeated.
2010-58-B	ELIGIBILITY, FINANCIAL AID AND PLAYING AND PRACTICE SEASONS -- SUMMER ACADEMIC PREPARATION AND COLLEGE ACCLIMATIZATION -- MEN'S BASKETBALL -- SIX HOURS REQUIREMENT FOR INCOMING STUDENT-ATHLETES	NCAA Division I Academics Cabinet	August 1, 2011; effective beginning with the summer 2012.	In men's basketball, to establish a summer academic preparation and college acclimatization model, as specified.	Amended the effective date to specify that the legislation would be effective beginning with the summer 2012. Defeated.

Proposal Number	Title	Source	Effective Date	Intent	Legislative Council Action
2010-58-C	ELIGIBILITY, FINANCIAL AID AND PLAYING AND PRACTICE SEASONS -- SUMMER ACADEMIC PREPARATION AND COLLEGE ACCLIMATIZATION -- MEN'S BASKETBALL -- NATIONAL SERVICE ACADEMY EXCEPTION	Mountain West Conference	August 1, 2011; effective beginning with the summer 2012.	In men's basketball, to establish a summer academic preparation and college acclimatization model, as specified, including exceptions for national service academies.	Amended the effective date to specify that the legislation would be effective beginning with the summer 2012. Defeated. ***Note: Board of Directors restored proposal to 2010-11 legislative cycle and forwarded for membership review and comment***

Proposal Number	Title	Source	Effective Date	Intent	Legislative Council Action
2010-59-A	ELIGIBILITY -- PROGRESS-TOWARD-DEGREE REQUIREMENTS -- ELIGIBILITY FOR COMPETITION -- FULFILLMENT OF CREDIT HOUR REQUIREMENTS -- FALL TERM ACADEMIC REQUIREMENTS FOR FUTURE COMPETITION -- POTENTIAL TO REGAIN ELIGIBILITY FOR TWO CONTESTS -- FOOTBALL	NCAA Division I Board of Directors (Football Academic Working Group)	August 1, 2011	In football, to specify that a student-athlete who does not successfully complete nine-semester hours or eight-quarter hours of academic credit during the fall term and earn the Academic Progress Rate eligibility point for the fall term shall not be eligible to compete in the first four contests against outside competition in the following playing season; further, to specify that the student-athlete may regain eligibility to compete in the third and fourth contests of that season, provided he or she successfully completes at least 27-semester hours or 40-quarter hours of academic credit before the beginning of the next fall term.	FBS: Defeated. FCS: Forwarded for membership review and comment.

Proposal Number	Title	Source	Effective Date	Intent	Legislative Council Action
2010-59-B	ELIGIBILITY -- PROGRESS-TOWARD-DEGREE REQUIREMENTS -- ELIGIBILITY FOR COMPETITION -- FULFILLMENT OF CREDIT HOUR REQUIREMENTS -- FALL TERM ACADEMIC REQUIREMENTS FOR FUTURE COMPETITION -- POTENTIAL TO REGAIN FULL ELIGIBILITY -- FOOTBALL	Big East Conference	August 1, 2011	In football, to specify that a student-athlete who does not successfully complete nine-semester hours or eight-quarter hours of academic credit during the fall term and earn the Academic Progress Rate eligibility point for the fall term shall not be eligible to compete in the first four contests against outside competition in the following playing season; further, to specify that the student-athlete may regain eligibility to compete in the first four contests against outside competition in the following playing season, provided he or she successfully completes at least 27-semester hours or 40-quarter hours of academic credit before the beginning of the next fall term.	FBS: Defeated. FCS: Forwarded for membership review and comment.

Proposal Number	Title	Source	Effective Date	Intent	Legislative Council Action
2010-59-C	ELIGIBILITY -- PROGRESS-TOWARD-DEGREE REQUIREMENTS -- ELIGIBILITY FOR COMPETITION -- FULFILLMENT OF CREDIT HOUR REQUIREMENTS -- FALL TERM ACADEMIC REQUIREMENTS FOR FUTURE COMPETITION -- ONE-TIME EXCEPTION TO REGAIN FULL ELIGIBILITY -- FOOTBALL	Atlantic Coast Conference	August 1, 2011	In football, to specify that a student-athlete who does not successfully complete nine-semester hours or eight-quarter hours of academic credit during the fall term and earn the Academic Progress Rate eligibility point for the fall term shall not be eligible to compete in the first four contests against outside competition in the following playing season; further, to specify that the student-athlete may regain eligibility to compete in the third and fourth contests of that season, provided he or she successfully completes 27-semester hours or 40-quarter hours of academic credit before the beginning of the next fall term; finally, to specify that one time during a student-athlete's five-year period of eligibility, a student-athlete may regain eligibility to compete in the first four contests against outside competition in the following playing season, provided he or she successfully completes at least 27-semester hours or 40-quarter hours of academic credit before the beginning of the next fall term.	FBS: Forwarded for membership review and comment. FCS: Forwarded for membership review and comment.

Proposal Number	Title	Source	Effective Date	Intent	Legislative Council Action
2010-61	FINANCIAL AID -- GENERAL PRINCIPLES -- ELIGIBILITY OF STUDENT-ATHLETES FOR INSTITUTIONAL FINANCIAL AID -- EXCEPTION -- PART TIME ENROLLMENT AFTER EXHAUSTED ELIGIBILITY	NCAA Division I Awards, Benefits, Expenses and Financial Aid Cabinet	August 1, 2011	To specify that an institution may provide financial aid to a student-athlete who has exhausted eligibility in his or her sport and is enrolled in less than a minimum full-time program of studies, provided the student-athlete is carrying for credit the courses necessary to complete degree requirements, or the student-athlete is carrying for credit all the degree-applicable courses necessary to complete his or her degree requirements that are offered by the institution during that term.	Adopted.

Proposal Number	Title	Source	Effective Date	Intent	Legislative Council Action
2010-73	FINANCIAL AID -- COUNTERS AND EQUIVALENCY COMPUTATIONS -- REQUIRED GRADE-POINT AVERAGE TO QUALIFY FOR EXEMPTIONS OF COUNTER STATUS AND COUNTABLE INSTITUTIONAL AID -- REDUCTION FROM 3.300 TO 3.000	NCAA Division I Awards, Benefits, Expenses and Financial Aid Cabinet	August 1, 2011	To reduce the necessary cumulative transferable grade-point to exempt institutional financial aid awarded to transfer student-athletes (and the grade-point average at the certifying institution for renewals) and institutional academic scholarships based solely on the recipient's academic record at the certifying institution from team limits from 3.300 to 3.000; further, in football and basketball, to reduce the necessary cumulative grade-point average at the certifying institution to meet the "institutional academic aid only" exception to counter status from 3.300 to 3.000.	Adopted.

Proposal Number	Title	Source	Effective Date	Intent	Legislative Council Action
2010-86	PLAYING AND PRACTICE SEASONS -- GENERAL PLAYING SEASON REGULATIONS -- NO MISSED CLASS TIME IN CONJUNCTION WITH NONCHAMPIONSHIP SEGMENT COMPETITION -- BASEBALL, CROSS COUNTRY, FIELD HOCKEY, LACROSSE, SOCCER AND VOLLEYBALL	NCAA Division I Championships/Sports Management Cabinet	August 1, 2011	In baseball, men's and women's cross country (without indoor or outdoor track and field), field hockey, men's and women's lacrosse, men's and women's soccer, and men's and women's volleyball, to specify that no class time shall be missed in conjunction with competition during the nonchampionship segment, including activities associated with such competition (e.g., travel and other pregame or postgame activities).	Forwarded for membership review and comment.
2010-87	PLAYING AND PRACTICE SEASONS -- NONCHAMPIONSHIP SEGMENT -- TRAVEL RESTRICTIONS -- CROSS COUNTRY, FIELD HOCKEY, SOCCER, SOFTBALL AND VOLLEYBALL -- HAWAII OR ALASKA EXCEPTION -- ONCE IN FOUR YEARS	Western Athletic Conference	August 1, 2011	In men's and women's cross country (for institutions without indoor or outdoor track and field), field hockey, men's and women's soccer, softball and men's and women's volleyball, to specify that, once every four years, an institution may use any form of transportation for travel to Hawaii or Alaska for nonchampionship segment competition against an active member institution located in Hawaii or Alaska.	Forwarded for membership review and comment.

Proposal Number	Title	Source	Effective Date	Intent	Legislative Council Action
2010-88	PLAYING AND PRACTICE SEASONS -- NONCHAMPIONSHIP SEGMENT -- CROSS COUNTRY, FIELD HOCKEY, WOMEN'S LACROSSE, SOCCER, SOFTBALL AND VOLLEYBALL -- TWO DATES OF COMPETITION -- ONE AWAY-FROM HOME DATE	Big Ten Conference	August 1, 2011	In men's and women's cross country, field hockey, women's lacrosse, men's and women's soccer, softball, and men's and women's volleyball, to specify that an institution is limited to two dates of competition during the nonchampionship segment, of which only one date may be an away-from-home date of competition.	Defeated.
2010-99	PLAYING AND PRACTICE SEASONS -- FOREIGN TOURS AND COMPETITION -- NO INSTITUTIONAL OR CONFERENCE FOREIGN TOURS	Big Ten Conference	Immediate; a contract signed before August 13, 2010, may be honored and tours may occur during summer 2011 regardless of when or whether a contract is signed.	To specify that an institution or conference shall not sponsor or participate in a foreign tour; further, to specify that competition in a U.S. territory shall be restricted to once every four years on one trip during the prescribed playing season.	Defeated.

Recent Interpretations of Interest to the NCAA Division I Academic Cabinet

Title: Institutional Limits on the Number of Transferable Courses (I)
Date Issued: August 31, 2010.

Date Published: September 29, 2010.

Type: Staff Interpretation.

Item Ref: a

The academic and membership affairs staff confirmed that, in situations other than those related to the use of physical education activity courses for a men's basketball two-year college transfer, if a member institution places a limit on the number of courses [e.g., overall limit or limit from a specific area (e.g., physical education activity courses)] that may be transferred to the institution, then the institution may not use courses in excess of that limit when evaluating the transferable credit-hour requirements for 2-4 and 4-2-4 college transfers. However, when calculating the transferable grade-point average requirement, the certifying institution must include grades earned in all courses normally transferable to the institution, even if the institution limits the number of credits accepted from the two-year institution.

[References: NCAA Bylaws 14.5.4.1.2 (use of physical education activity courses -- men's basketball), 14.5.4.2.4 (use of physical education activity courses -- men's basketball), 14.5.4.5.3 (determination of transferable degree credit); 14.5.4.5.3.1 (transferable credit, unacceptable grade); 14.5.4.5.3.2 (calculation of grade-point average for transferable credit); staff interpretation (11/10/1993, item a); and a staff interpretation (07/22/92, item a), which has been archived.]

Trends in Graduation Success Rates and Federal Graduation Rates at NCAA Division I Institutions

NCAA Research Staff

October 2010

Comparison of GSR and Federal Graduation Rate Cohorts

(2000-2003 Entering Classes)

	Federal Rate	GSR
Enrolled (Under Federal Definition)	75,568	75,568
Enrolled as Frosh in January	0	2,109
Two-Year College Transfers	0	9,241
Four-Year College Transfers	0	7,663
Non-Scholarship Athletes (Only at Schools not Offering Aid)	0	7,367
Total Enrolled	75,568	**101,948 (+34.9%)**
Allowable Exclusions (Death, Military, Church Mission, etc.)	269	352
Left Eligible	0	18,966
Total Denominator	**75,299**	**82,630 (+9.7%)**

Four-Cohort Graduation Success Rates (GSR)

NCAA Research

Average GSRs for Division I Student-Athletes in 1999-02 Cohorts Vs. 2000-2003 Cohorts

	1999-02 Cohorts	2000-03 Cohorts
Division I Overall	79%	79%
Division I Men	72%	72%
Division I Women	88%	87%
Division I Football Bowl Subdivision	79%	80%
Division I Football Championship Subdivision	76%	76%
Division I (No Football)	81%	81%

Graduation Success Rates for Division I Men's Sports

Four-Class Averages for 1999-02 Cohorts vs. 2000-03 Cohorts

SPORT	Four-Class Average 1999-02 Cohorts	Four-Class Average 2000-03 Cohorts
Baseball	69%	70%
Basketball	64%	65%
Cross Country/Track	75%	74%
Fencing	84%	84%
Football (FBS)	67%	67%
Football (FCS)	64%	64%
Golf	80%	81%
Gymnastics	85%	87%
Ice Hockey	82%	79%
Lacrosse	88%	88%
Rifle	82%	75%
Skiing	87%	82%
Soccer	78%	77%
Swimming	83%	85%
Tennis	84%	84%
Volleyball	79%	74%
Water Polo	87%	85%
Wrestling	72%	72%

Graduation Success Rates for Division I Women's Sports

Four-Class Averages for 1999-02 Cohorts vs. 2000-03 Cohorts

SPORT	Four-Class Average 1999-02 Cohorts	Four-Class Average 2000-03 Cohorts
Basketball	83%	83%
Bowling	76%	72%
Crew	91%	92%
Cross Country/Track	85%	85%
Fencing	91%	91%
Field Hockey	93%	93%
Golf	88%	88%
Gymnastics	94%	93%
Ice Hockey	91%	88%
Lacrosse	94%	94%
Rifle	82%	74%
Skiing	98%	95%
Soccer	89%	89%
Softball	86%	86%
Swimming	91%	91%
Tennis	89%	89%
Volleyball	88%	88%
Water Polo	88%	88%

Trends in Single-Year Graduation Success Rates (GSR)

Summary of GSR Trends Between 1995 and 2003 Cohorts

- Differences in GSR between the 1995 and 2003 cohorts are notable due to the fact that initial-eligibility rules changed in 1996 and again in 2003. There are some notable differences in GSRs between these cohorts:
  - The overall rate is five percentage points higher for the 2003 cohort than for the 1995 cohort.
  - The major changes were seen in the African-American groups. African-American males saw their graduation rates increase by eight percentage points while females increased by five percentage points.
  - The rate for men's basketball increased by ten percentage points over that timeframe, with a 14 percentage point increase for African-Americans in men's basketball.
  - For FBS football, there has been an overall increase of six percentage points. African-Americans have seen their graduation rates jump eight percentage points in that timeframe, while white FBS football student-athletes saw a jump of six percentage points.

Summary of GSR Trends Between 2002 and 2003 Cohorts

- Overall, the GSR for the 2003 cohort was at 79 percent – the same rate as had been reported for the 2001 and 2002 cohorts. There were some specific sub-group differences worth noting:
  - The GSR for men's basketball stayed constant at 66 percent, the highest rate recorded in that sport. There was a three percentage point increase, though, for African-Americans in the sport who hit the 60 percent mark for the first time. That was offset by a two percentage point drop among whites in the sport.
  - In the sport of football in the Football Bowl Subdivision (FBS) the overall rate increased by three percentage points to 69 percent. The rate for African-Americans in the sport increased by five percentage points to 61 percent. The rate for whites increased by two percentage points. In the FCS, the overall rate decreased by a point to 65 percent.

Comparison of Graduation Success Rates from Entering Classes of 1995* and 2003

Nine-Year Trends For Select Groups of Student-Athletes

Student-Athlete Group	1995 GSR	2003 GSR
Overall	74%	79%
White	81%	84%
African-American	56%	64%
White Males	76%	78%
African-American Males	51%	59%
White Females	89%	90%
African-American Females	71%	76%

*1995 was the last year of the former initial-eligibility rules (known as Prop. 48). It was also the first year in which GSR data were collected.

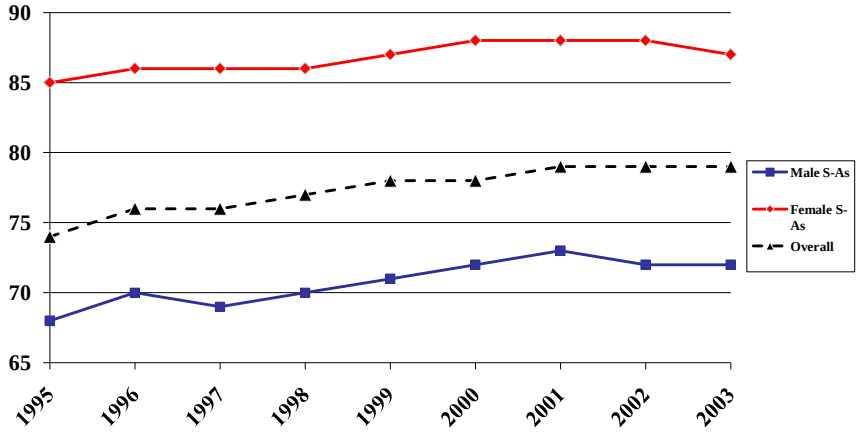
Comparison of Graduation Success Rates from Entering Classes of 1995* and 2003

Nine-Year Trends For Select Sport Groups

Student-Athlete Group	1995 GSR	2003 GSR
Men's Basketball	56%	66%
White Men's Basketball	76%	82%
African-American Men's Basketball	46%	60%
Football (FBS)	63%	69%
White Football (FBS)	76%	82%
African-American Football (FBS)	53%	61%
Women's Basketball	80%	85%
White Women's Basketball	87%	90%
African-American Women's Basketball	70%	79%

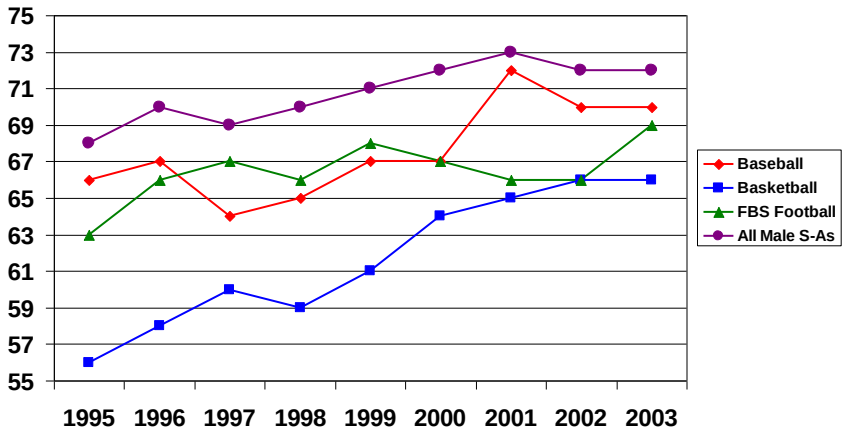
*1995 was the last year of the former initial-eligibility rules (known as Prop. 48). It was also the first year in which GSR data were collected.

Annual Graduation Success Rates of All Student-Athletes at Division I Institutions Overall and by Gender



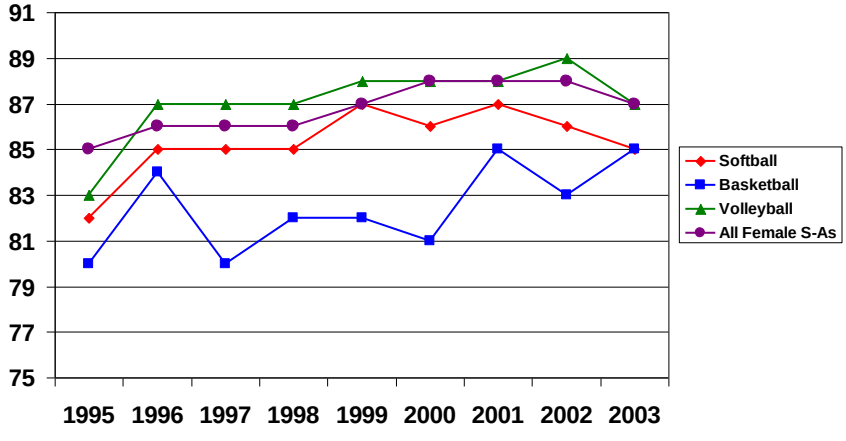
Nine-Year Trends in GSR for Division I Men's Basketball and Baseball, and FBS Football

1995-2003



Nine-Year Trends in GSR for Division I Women's Basketball, Softball and Volleyball

1995-2003



Graduation Success Rate Trends for Division I Men's Sports

1995 to 2003 Entering Cohorts

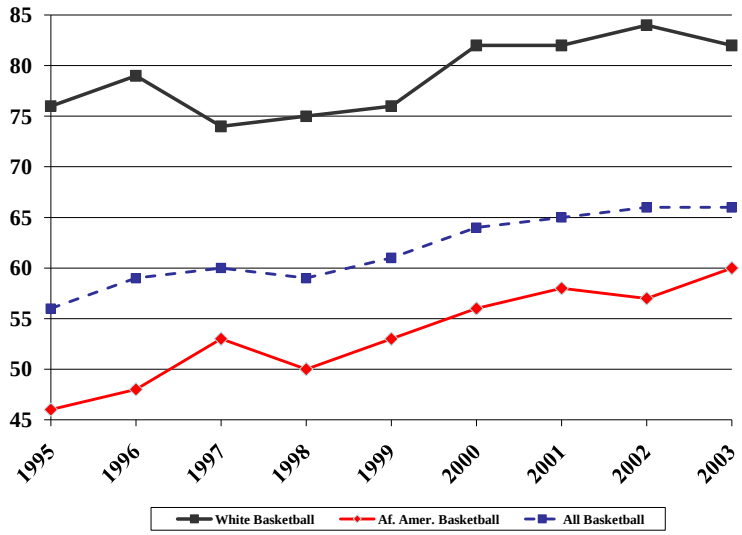
SPORT	1995	1996	1997	1998	1999	2000	2001	2002	2003
Baseball	65.3%	66.7%	63.9%	64.7%	66.7%	67.3%	71.7%	69.9%	69.6%
Basketball	55.8%	58.7%	59.5%	59.0%	60.7%	63.6%	65.0%	65.5%	66.4%
X-Country/Track	72.1%	74.0%	72.6%	73.6%	75.9%	73.5%	75.4%	74.6%	72.8%
Fencing	100%	82.4%	86.7%	90.0%	88.9%	84.6%	81.0%	81.0%	100%
Football (FBS)	63.1%	65.6%	66.7%	65.5%	67.6%	66.7%	66.4%	65.9%	69.2%
Football (FCS)	62.0%	63.4%	64.6%	65.7%	64.2%	65.1%	62.7%	65.7%	64.7%
Golf	77.0%	77.0%	76.4%	77.6%	79.0%	80.6%	79.6%	80.6%	83.5%
Gymnastics	76.4%	80.4%	92.7%	91.8%	81.4%	84.8%	86.7%	85.7%	89.5%
Ice Hockey	78.0%	81.5%	83.0%	82.3%	89.3%	79.1%	80.1%	79.2%	81.0%
Lacrosse	91.2%	92.0%	89.3%	85.0%	87.4%	90.2%	90.9%	83.0%	88.0%
Rifle	84.2%	67.9%	70.8%	73.1%	84.0%	82.8%	77.8%	80.0%	82.6%
Skiing	84.2%	100%	100%	68.4%	94.7%	76.9%	88.2%	85.0%	77.8%
Soccer	74.3%	77.5%	74.9%	80.4%	78.4%	75.4%	80.1%	77.7%	77.9%
Swimming	81.0%	81.7%	81.8%	81.1%	82.3%	84.3%	86.0%	81.3%	84.6%
Tennis	84.7%	82.1%	82.9%	83.3%	81.9%	81.9%	84.5%	86.5%	80.1%
Volleyball	72.9%	74.0%	63.0%	84.1%	84.0%	84.5%	80.9%	67.3%	72.9%
Water Polo	94.6%	86.0%	85.4%	86.7%	80.0%	87.1%	91.7%	85.7%	80.3%
Wrestling	61.5%	71.6%	63.3%	70.4%	70.7%	73.8%	70.2%	71.8%	73.4%
Overall	**67.6%**	**69.6%**	**69.1%**	**69.8%**	**70.9%**	**71.6%**	**72.7%**	**72.1%**	**72.0%**

Graduation Success Rate Trends for Division I Women's Sports

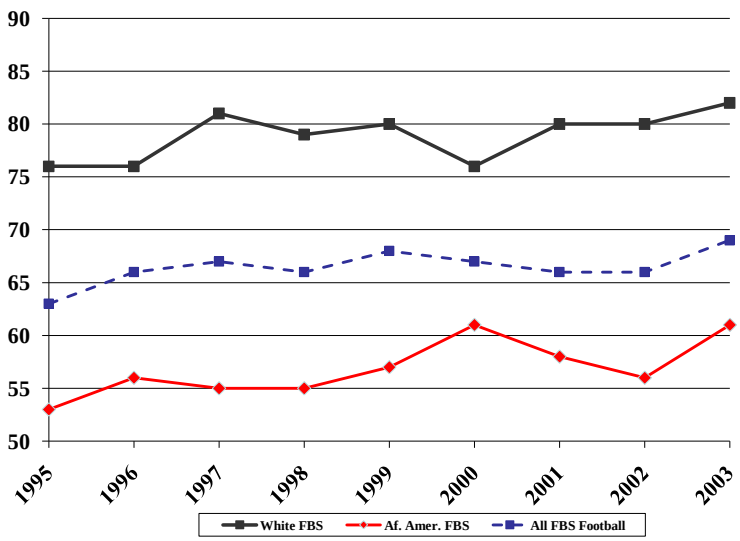
1995 to 2003 Entering Cohorts

SPORT	1995	1996	1997	1998	1999	2000	2001	2002	2003
Basketball	79.8%	83.7%	79.9%	81.5%	81.9%	81.0%	85.3%	82.8%	84.8%
Bowling	100%	100%	90.9%	50.0%	69.2%	68.2%	78.6%	86.4%	63.3%
Crew	89.6%	89.7%	88.9%	89.2%	88.5%	91.8%	91.9%	92.0%	92.0%
X-Country/Track	82.4%	82.8%	82.1%	83.1%	83.3%	84.6%	85.6%	85.3%	82.9%
Fencing	86.7%	92.9%	100%	94.7%	88.9%	89.3%	87.0%	100%	88.5%
Field Hockey	92.9%	93.7%	91.7%	95.5%	93.3%	93.1%	93.0%	94.1%	92.4%
Golf	88.3%	90.6%	84.2%	86.5%	89.3%	88.2%	86.4%	89.4%	87.7%
Gymnastics	93.1%	92.4%	89.0%	97.1%	96.1%	94.6%	92.5%	92.8%	91.4%
Ice Hockey	85.7%	100%	85.0%	83.3%	89.3%	96.8%	87.1%	89.8%	89.7%
Lacrosse	93.9%	93.0%	95.1%	92.9%	92.7%	94.9%	95.7%	92.9%	93.9%
Rifle	66.7%	90.0%	78.6%	62.5%	83.3%	80.0%	80.0%	82.1%	73.1%
Skiing	100%	93.8%	86.4%	95.8%	100%	100%	96.0%	95.0%	90.9%
Soccer	86.1%	86.7%	88.3%	86.6%	89.4%	89.9%	89.3%	88.6%	87.7%
Softball	82.3%	84.5%	84.6%	84.8%	86.5%	86.0%	87.3%	85.7%	85.4%
Swimming	90.8%	91.1%	90.8%	90.6%	90.3%	91.1%	90.2%	91.7%	90.7%
Tennis	85.7%	88.4%	87.6%	88.8%	88.5%	89.4%	90.3%	88.5%	89.9%
Volleyball	83.2%	86.6%	87.0%	87.4%	87.8%	88.0%	88.1%	89.2%	86.7%
Water Polo	100%	80.8%	88.7%	81.7%	89.6%	81.0%	91.0%	91.0%	91.4%
Overall	**84.9%**	**86.3%**	**85.6%**	**86.1%**	**87.2%**	**87.5%**	**88.2%**	**87.9%**	**87.1%**

Graduation Success Rates of Division I Men's Basketball Players by Ethnicity



Graduation Success Rates of FBS Football Players by Ethnicity



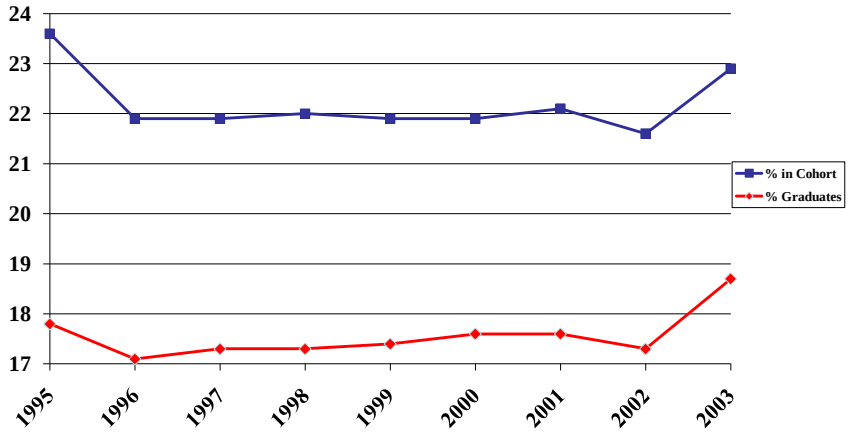
Academic Access and Success of African-American Student-Athletes 1995-2003

Access and Success of African-American Student-Athletes - Background

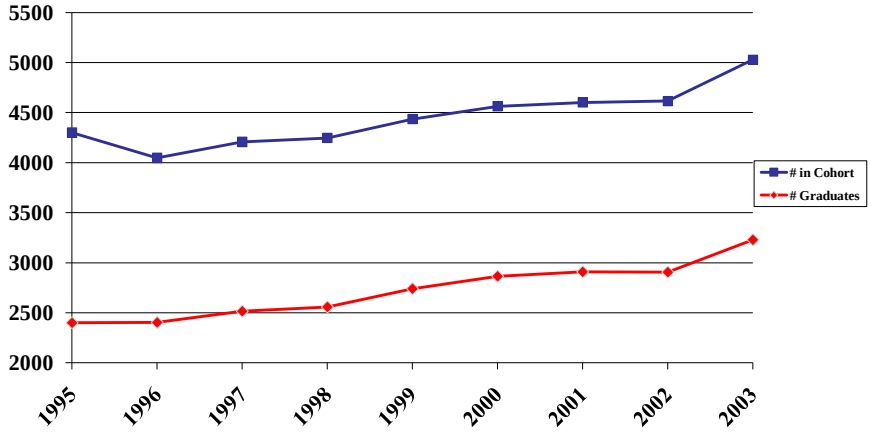
- There was a noticeable drop in the number and proportion of African-American student-athletes in the GSR cohort when Proposition 16 was fully implemented in 1996. The proportion of African-American students in the GSR cohort stayed fairly constant between 1996 and 2002.

- The goals of the academic reforms that were initially implemented in 2003 were to "maximize graduation rates while minimizing adverse impact on low-income and minority student-athletes." The current data do not allow for us to understand impacts on low-income students, but we can track the effects on African-American student-athletes.

Proportion of African-American Student-Athletes Among GSR Cohort and GSR Graduates 1995-2003



Number of African-American Student-Athletes Among GSR Cohort and GSR Graduates 1995-2003



Access and Success of African-American Student-Athletes - Outcomes

- Changes in initial eligibility standards that were implemented in 2003 were designed to be more inclusive of minority and low-income student-athletes, while maximizing the graduation rates of all student-athletes. In other words, the initial eligibility rules were tweaked to shift emphasis to a student's grades in 16 core academic courses and provide a more efficient evaluation of a student-athlete's likely success in college and there is evidence that this is exactly what is occurring. Specifically, we see approximately 400 more African-American student-athletes in the cohort, and approximately 300 more African-American graduates when compared to the previous year.

- There were significant gains in the graduation rates of African-American student-athletes in the high profile sports of FBS football (five percentage point increase) and men's basketball (three percentage point increase).

- Beginning in 2003, the initial-eligibility standards were re-balanced to more appropriately weight high school grades in core academic classes and standardized test scores. The initial results appear clear: we see high school students who are better prepared to succeed in the college classroom as well as increases in the number of African-American student-athletes participating and graduating.

Trends in Federal Graduation Rates

NCAA Research

Federal Graduation Rates for Division I Men's Sports

Four-Class Averages for 1999-02 Cohorts vs. 2000-03 Cohorts

SPORT	Four-Class Average 1999-02 Cohorts	Four-Class Average 2000-03 Cohorts
Baseball	47%	47%
Basketball	48%	48%
Cross Country/Track	60%	60%
Fencing	73%	76%
Football (FBS)	55%	55%
Football (FCS)	54%	54%
Golf	62%	63%
Gymnastics	70%	78%
Ice Hockey	63%	63%
Lacrosse	72%	73%
Rifle	58%	71%
Skiing	78%	74%
Soccer	58%	58%
Swimming	70%	72%
Tennis	65%	65%
Volleyball	67%	64%
Water Polo	72%	71%
Wrestling	54%	56%

Federal Graduation Rates for Division I Women's Sports

Four-Class Averages for 1999-02 Cohorts vs. 2000-03 Cohorts

SPORT	Four-Class Average 1999-02 Cohorts	Four-Class Average 2000-03 Cohorts
Basketball	64%	64%
Bowling	58%	54%
Crew	77%	80%
Cross Country/Track	70%	70%
Fencing	84%	87%
Field Hockey	82%	81%
Golf	72%	72%
Gymnastics	83%	82%
Ice Hockey	74%	77%
Lacrosse	84%	83%
Rifle	70%	59%
Skiing	75%	66%
Soccer	72%	71%
Softball	70%	70%
Swimming	75%	77%
Tennis	70%	70%
Volleyball	70%	70%
Water Polo	76%	77%

Summary of Federal Graduation Rate Differences Between Student-Athletes and Student Body

2003 Cohort

- Overall, student-athletes in the entering class of 2003 at Division I institutions equaled their highest rate in history – 64 percent. That is one percentage point higher than the general student body at Division I institutions.

- When looked at by subgroups based on gender and ethnicity, only white males trail the corresponding rates among the student population (by one point). Of note:
  - African-American male student-athletes graduate at a ten percentage point higher rate than African-American males in the student body (48 percent to 38 percent).
  - African-American female student-athletes outpace their student body counterparts by 16 percentage points (64 percent to 48 percent).

- In the sports of men's basketball and FBS football, the overall rates lag behind the rates of males in the student body. However, the rates for the African-Americans in those sports are higher than African-American males in the student body (by five points in basketball and four points in FBS football).

Summary of Federal Graduation Rate Trends 1984 to 2003

- Graduation rates data were first collected using the federal methodology for the entering class of 1984. Between 1984 and 2003, there were significant changes in the graduation rates of many student-athlete groups:
  - The overall graduation rate has increased from 52 percent to 64 percent.
  - The rate for African-American student-athletes increased by 18 percentage points over that time period (35 percent to 53 percent). The African-American males increased by 15 percentage points (33 percent to 48 percent), and the African-American females increased by 19 percentage points (45 percent to 64 percent).
  - In men's basketball, the overall rate increased by 11 percentage points. The federal rate for white men's basketball student-athletes is the same as it was in 1984, while the rate for African-Americans has increased by 14 percentage points.
  - The overall rate for football at the FBS level increased by nine percentage points. The rate for white student-athletes has increased by nine points, and the rate for African-Americans in that sport has increased by 14 percentage points.

Comparison of Federal Graduation Rates Between Student-Athletes and Student Body For Select Groups in 2003 Entering Class

Student-Athlete Group	Student-Athlete Graduation Rate	Student Body Graduation Rate
Overall	64%	63%
White	68%	66%
African-American	53%	44%
White Males	61%	63%
African-American Males	48%	38%
White Females	74%	68%
African-American Females	64%	48%

Comparison of Federal Graduation Rates from Entering Classes of 1984* and 2003

Twenty-Year Trends For Select Groups of Student-Athletes

Student-Athlete Group	1984 Graduation Rate	2003 Graduation Rate
Overall	52%	64%
White	59%	68%
African-American	35%	53%
White Males	55%	61%
African-American Males	33%	48%
White Females	66%	74%
African-American Females	45%	64%

*1984 was the first cohort for which federal graduation rate data were collected.

Comparison of Federal Graduation Rates from Entering Classes of 1984* and 2003

Twenty-Year Trends For Select Sport Groups

Student-Athlete Group	1984 Graduation Rate	2003 Graduation Rate
Men's Basketball	38%	47%
White Men's Basketball	53%	53%
African-American Men's Basketball	29%	43%
Football (FBS)	47%	56%
White Football (FBS)	56%	67%
African-American Football (FBS)	35%	49%
Women's Basketball	57%	64%
White Women's Basketball	66%	64%
African-American Women's Basketball	42%	62%

*1984 was the first cohort for which federal graduation rate data were collected.

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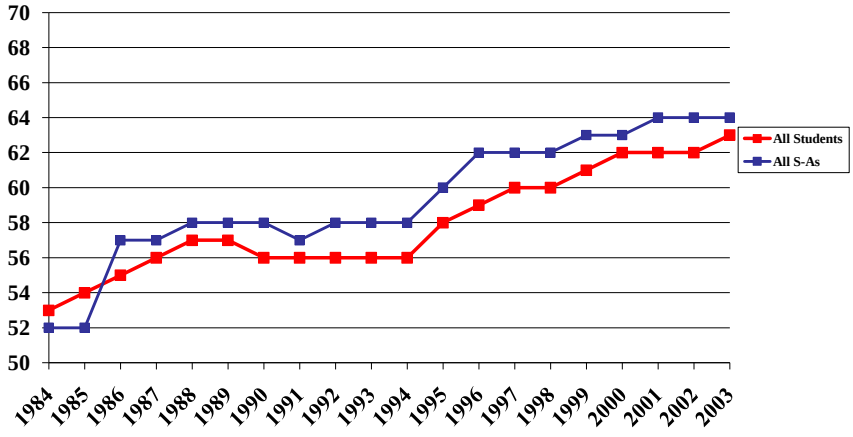
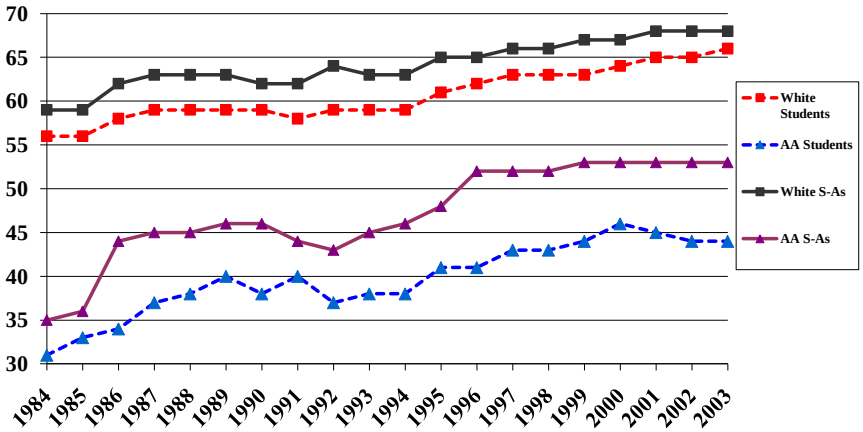
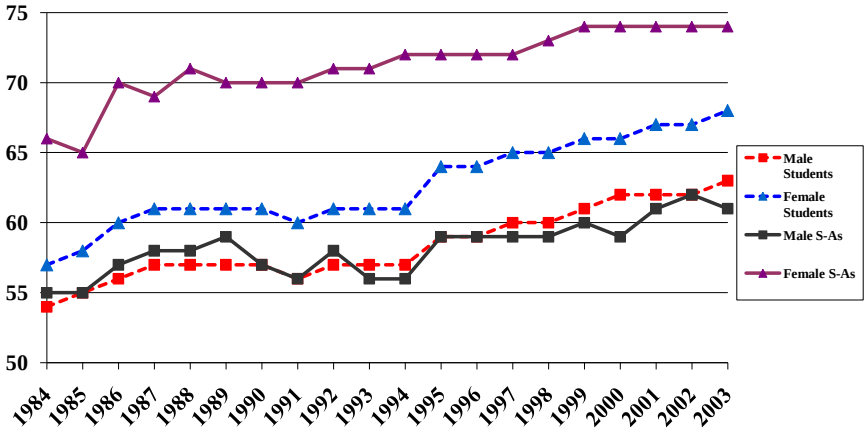
Federal Graduation Rates of All Student-Athletes versus All Students at Division I Institutions



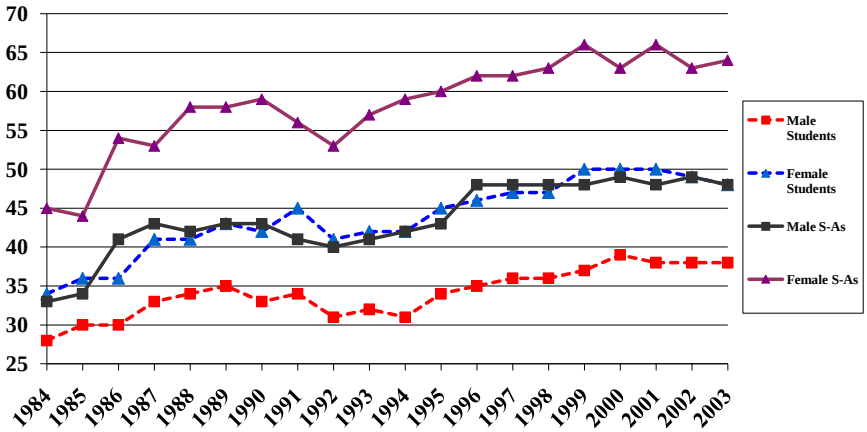
Federal Graduation Rates of All Student-Athletes versus All Students at Division I Institutions by Race/Ethnicity



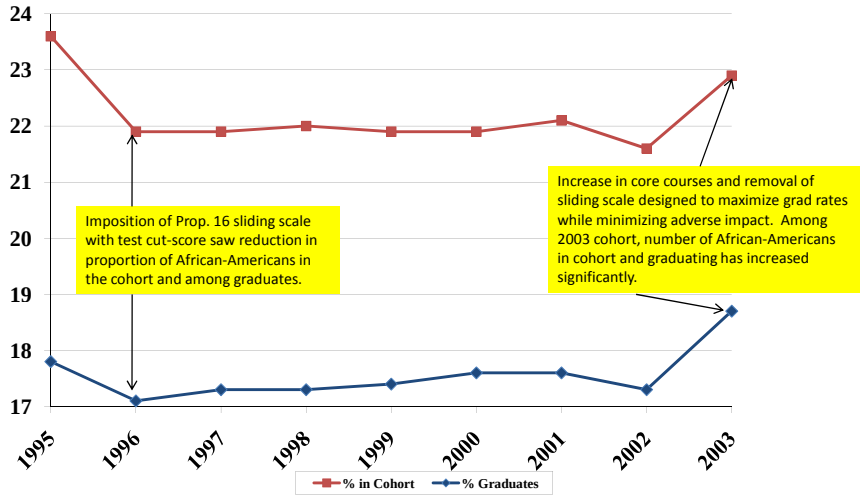
Federal Graduation Rates of **White Student-Athletes** versus **White Students** at Division I Institutions by Gender



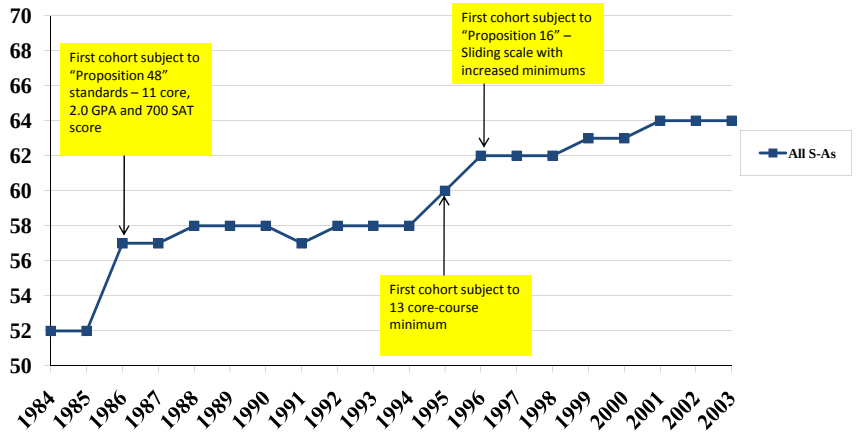
Federal Graduation Rates of **African-American Student-Athletes** versus **African-American Students** at Division I Institutions by Gender



Proportion of African-American Student-Athletes Among GSR Cohort and GSR Graduates 1995-2003



Trends in Federal Graduation Rates of All Student-Athletes at Division I Institutions



REPORT OF THE NCAA INTERNATIONAL STUDENT RECORDS COMMITTEE NOVEMBER 4-5, 2010, MEETING

***ACTION ITEMS*.**

- None.

***INFORMATIONAL ITEMS*.**

1. Legislative Items.

- None.

2. Nonlegislative Items.

a. Review of NCAA International Student Records Committee report.

The committee approved the report from its March 4-5, 2010, meeting.

b. Singapore Integrated Program.

Singapore's Integrated Program provides an educational path that does not require students to complete General Certification of Education (GCE) Ordinary-Level (O-level) examinations, and only requires students to complete GCE Advanced-Level (A-level) examinations, or an International Baccalaureate Diploma. Because students in the Integrated Program will not complete an O-level English (or Native Language) examination, and because there is no English examination at the A-level, the committee reviewed whether Singapore's General Paper is appropriate to use for the English/Native Language subject pass requirement.

The committee determined that prospective student-athletes from Singapore who attend schools that only offer GCE A-level examinations may use the country's General Paper to satisfy the English/Native Language subject pass requirement. The committee noted that the General Paper, which is completed by all students and consists of two, one and one-half hour essays completed in the same day, is comparable to a GCE A-level English/Native Language examination.

c. Calculation of core-course grade-point average for prospective student-athletes who present a category one document and complete one additional core course after high school graduation but before initial full-time enrollment.

NCAA Division I legislation permits an on-time high school graduate to complete one additional core course after high school graduation for initial-eligibility purposes. A student who graduates from an international educational system within the appropriate timeframe may complete one additional core course or one subject pass after high school graduation and prior to initial full-time enrollment, and the additional course does not need to be completed in his or her home country's system.

The committee reviewed three options for calculating the core-course grade-point average of a prospective student-athlete who graduates on time and presents a category one document and subsequently completes an additional core course.

Option One — Use the credit and grade earned in the additional core course to replace the entire subject pass. For example, if an individual presents a category one document with a D grade on the science subject pass, and subsequently completes a one-unit biology course with an A grade, that A grade would replace the D earned on her science subject pass. In other words, one science course is replacing the equivalent of two science courses.

Option Two — Add the credit and grade earned in the additional course to the existing certification without any replacement. For example, if an individual presents a category one document, he or she satisfies the 16 core-course requirement and his or her grade-point average is calculated accordingly. If this individual completes a one-unit math course with a B grade, his or her grade-point average would be calculated using 17 core courses and three additional quality points.

Option Three — Use the credit and grade earned in the additional core course to replace a fraction of the credit and grade awarded from the category one document. This option is currently used in the initial-eligibility certification process.

The committee determined that option three was the most appropriate method for calculating the core-course grade-point average of prospective student-athletes who present a category one document and subsequently complete an additional core course after high school graduation. The committee noted that option three provides a more consistent application of the legislation among all prospective student-athletes than options one or two.

d. Romanian *Certificat De Absolivire A Ciclului Inferior Al Liceului*.

The committee reviewed the *Certificat De Absolvire A Ciclului Inferior Al Liceului* academic credential from Romania and determined that it is a category three document, and shall be added to the country profile for Romania in the NCAA Guide to International Academic Standards for Athletics Eligibility. The committee noted that the *Certificat De Absolvire A Ciclului Inferior Al Liceului* does not represent high school graduation because it is earned after completing year 10 and before the conclusion of upper secondary school.

e. Republic of South Africa.

The committee reviewed whether scores achieved by private exam candidates for the National Senior Certificate in the Republic of South Africa should be awarded a higher value than scores achieved by public candidates. The committee also reviewed information from the Independent Schools Association of Southern Africa regarding a grading scale for the National Senior Certificate that differs from the grading scale currently set forth in the Guide to International Academic Standards.

The committee determined that National Senior Certificate exam scores for public and private candidates shall be treated equally, and noted the curriculum for the National Senior Certificate is standardized by the Ministry of Education, and that there was no documentation to support that exam scores for private candidates should be awarded an additional weight. In addition, the committee noted that based on the available research, grades of 33 to 39 percent and below shall continue to be considered failing grades.

f. Business and Technology Education Council (BTEC).

During its 2008 fall meeting, the committee determined that all BTEC credentials would no longer be considered category two documents and would be evaluated as category three documents. This determination was made effective for all prospective student-athletes completing the credentials in June 2010 and after. However, during its 2010 spring meeting, the committee decided to revisit its previous determination. Based on further research into BTEC credentials and a comparison with analogous educational systems, the committee determined BTEC credentials should be evaluated as follows.

(1) National Certificate and National Diploma.

The committee determined that the BTEC National Certificate and the BTEC National Diploma are category two documents because they are equivalent to at least two GCE A-level passes and grant admission to university in the United Kingdom and the United States. The committee also determined that the National Certificate must be achieved within one year and the National Diploma must be achieved within two years in order to be considered category two documents, and prospective student-athletes must enroll in each program at the first opportunity after successfully completing the General Certificate of Secondary Education (GCSE).

(2) Introductory Diploma, Introductory Certificate, First Diploma and First Certificate.

The committee determined that the BTEC Introductory Diploma, BTEC Introductory Certificate, the BTEC First Diploma and BTEC First Certificate are category three documents, and noted that none of these documents are equivalent to at least five GCSEs.

(3) National Award and the Foundation Diploma in Art and Design.

The committee determined the BTEC National Award and the BTEC Foundation Diploma in Art and Design are category three documents, and noted that neither of these documents are equivalent to at least five GCSEs. The committee noted that the National Award and the Foundation Diploma in Art and Design may be reviewed at a later date upon receiving additional information.

(4) Higher National Diploma and the BTEC Higher National Certificate.

The committee also determined that the BTEC Higher National Diploma and the BTEC Higher National Certificate are category four documents, and noted these documents clearly indicate the prospective student-athlete is a transfer student.

(5) National Vocational Qualification Foundation Level.

The committee determined that the National Vocational Qualification Foundation Level is a category three document because it is not equivalent to at least five GCSEs.

In making the above determinations, the committee compared the United Kingdom's national qualifications framework and progress chart to the NCAA's definition of high school graduation (successful completion of five GCSE subject passes by the end of Form Five).

g. Western Australia/Western Australian Certificate of Education (WACE).

Three different WACE certificates are now presented by prospective student-athletes from Western Australia. For WACE certificates from 2007 and prior years, only core subjects coded "D" or "E" under the heading "Subject Results" are used to calculate a core-course grade-point average. For WACE certificates from 2008 and 2009, a combination of "D" and "E" core subjects and WACE course units are displayed, but only the core subjects coded "D" and "E" are used to calculate the grade-point average. Beginning in 2010 and thereafter, WACE will not display "D" and "E" course subjects and will only display WACE core units.

The committee discussed the three different WACE certificates to determine the appropriate methodology for calculating core-course grade-point averages and determined that for WACE certificates issued prior to December 2010, only the core subjects coded "D" and "E" will continue to be used to calculate the core-course grade-point average. Beginning in December 2010, the core-course grade-point average will be calculated by using WACE core-course subjects listed in semester increments for stages one, two and three. In making this determination, the committee noted WACE certificates issued in December 2010 and thereafter will not display year-long "D" and "E" course subjects (110 hours per course, per year), and will display semester-long (55 hours per course) course subjects. Finally, the committee noted the grading scale in the Guide to International Academic Standards will not change.

h. Germany.

The committee determined that when a prospective student-athlete presents a category three document *(*e.g., *Abschlusszeugnis der dreijahrigen Berufsfachschule)* that includes a notation indicating the individual was also awarded a category one document *(*e.g., *Zeugnis der Fachhochschulreife)*, the document shall be considered a category one document. The committee noted the credential earned is a category one document even though it may be achieved concurrently with a category three document.

i. Application of NCAA Division I Bylaw 14.3.5.4 and NCAA Division II Bylaw14.3.5.3 (advanced placement).

Division I Bylaw 14.3.5.4 and Division II Bylaw 14.3.5.3 permits an institution to certify the initial eligibility of a student-athlete based on the completion of 24 semester hours of advanced placement from a College Entrance Examination Board (CEEB) examination or a similar proficiency examination. The committee discussed the application of this legislation to international prospective student-athletes and determined an A-level examination in the British-patterned educational system is currently the only similar proficiency examination to an advanced placement examination in the United States. The committee noted that to be considered a "similar proficiency examination," the examination must be an advanced or higher level, nationally administered proficiency exam with a uniform grading scale that is taken subsequent to high school graduation.

j. Argentina grading scale.

The NCAA Eligibility Center received documentation from the Province of Buenos Aires and an Argentinean high school stating that the lowest passing grade in that province is a four. Currently, the Guide to International Academic Standards states that any grade under five is a failing grade. The NCAA Eligibility Center is asking for guidance and re-evaluation of the Argentinean grading scale to include a scale where four is the lowest passing grade.

The committee determined that the Province of Buenos Aires should have a separate grading scale in the Guide to International Academic Standards as follows:

Grading Scale (may not be all inclusive).

Grade	Translation	Numeric Grade	U.S. Equivalent	Quality Points
Sobresaliente	Outstanding	10	A	4
Muy Bueno	Very Good	8-9	A	4
Bueno	Good	6-7	B	3
Aprobado/Regular	Pass/Fair	4-5	C	2 (lowest passing grade)
Reprobado	Fail	0-3	F	0

The committee noted that the documentation received from the Province of Buenos Aires was reliable and supports four as the lowest passing grade, rather than five.

k. Cambridge Pre-University (Pre-U) Certificate and Diploma.

The Cambridge Pre-U Diploma is a new, post-16 qualification accredited by the Office of Qualifications and Examinations Regulation (OFQUAL), and part of the Cambridge Advanced series. The Cambridge Pre-U Diploma is two years in length and is completed after a student sits for the International General Certificate of Secondary Education (IGCSE) examinations. To achieve the Cambridge Pre-U Diploma, students have to pass three Cambridge Pre-U principal subjects (exams are taken at the end of the two-year subject and up to two A-levels may be substituted), the global perspectives and an independent research report. There are also additional one-year short courses available for completion in modern foreign languages. Many universities in the United Kingdom, as well as the United States, will accept this credential for entrance in their respected postsecondary institution.

The committee categorized the Cambridge Pre-U Diploma as a category two document, and noted that it is accredited by the OFQUAL. The committee determined in order for the Cambridge Pre-U Diploma to be categorized as a category two document, prospective student-athletes must earn the diploma within two years and follow the prescribed pattern for the full award [five components: three principal subjects and the core components (global perspectives and independent research report)].

The committee established the grading scale for the Cambridge Pre-U Diploma as follows: Distinction – grade of A; Merit – grade of B; and Pass – grade of C. The committee noted that the grading scale will be listed in "British-Patterned Education (Other)" and the "United Kingdom" entries in the Guide to International Academic Standards.

In making this determination, the committee noted it will move the graduation date for the Cambridge Pre-U Diploma two years beyond completion of the GCSE or IGCSE that is achieved at age 16, provided matriculation occurs at the first opportunity. In addition, the committee noted that the Cambridge Pre-U Diploma should be treated similar to A-level examinations.

The committee determined an individual Cambridge Pre-U certificate without a diploma is not proof of graduation, and is categorized as a category three document. In making this determination, the committee noted that students may obtain a certificate in a particular subject without obtaining a diploma.

l. Future meeting dates.

The committee determined that its next meetings will be March 3-4, 2011, and November 3-4, 2011, in Indianapolis.

Committee Chair: *Robert Watkins, University of Texas at Austin*
Committee Liaisons: *A. Frank Arredondo, Academic and Membership Affairs*
Stephanie Castera, Academic and Membership Affairs
Doug Healey, Academic and Membership Affairs
Jean Orr, Academic and Membership Affairs

REPORT OF THE NCAA HIGH SCHOOL REVIEW COMMITTEE SEPTEMBER 20-21, 2010, MEETING

***ACTION ITEMS*.**

1. Legislative Items.

NCAA Divisions I and II.

- Weighted grading scales.

  (1) Recommendation. The NCAA Eligibility Center staff discussed the procedure for including weighted grading scales in the initial-eligibility certification process, specifically the limitation against using weighted grading scales that are used for class rank only. The committee reviewed the April 10, 1991, interpretation and recommended that the interpretation be archived.

  (2) Effective date. Immediately.

  (3) Rationale. The NCAA High School Review Committee noted that many high schools use weighted grading scales for purposes of determining class rank or other uses. The High School Review Committee also noted that use of these grading scales is also prevalent in the college admissions process. The High School Review Committee believes it would benefit student-athletes to use every available part of their academic record in determining initial-eligibility, and noted that the NCAA Eligibility Center staff maintains the ability to deny the use of grading scales that it deems inappropriate.

  (4) Estimated Budget Impact. None.

  (5) Student-Athlete Impact. Would allow for the use of grading scales used solely for class rank in the certification of initial academic eligibility.

2. Nonlegislative Items.

NCAA Divisions I and II.

- **NCAA High School Review Committee Core-Course Review Policies and Procedures**

(1) Recommendation. The High School Review Committee reviewed its policies and procedures and recommended that the staff incorporate additional proposed language and edits suggested by the High School Review Committee. The High School Review Committee also recommended that the staff design a template for high schools to use in the appeal process to focus the appeal on the legislative issues and standardize the presentation of appeals to the High School Review Committee. The staff will present all revisions to the High School Review Committee for its final approval during an upcoming teleconference.

(2) Rationale. None.

(3) Estimated Budget Impact. None.

(4) Student-Athlete Impact. None.

INFORMATIONAL ITEMS.

Association-wide.

1. Current State of High School Review and Core-Course Review Processes.

a. The NCAA Eligibility Center staff provided the High School Review Committee with information on overall numbers and trends in core-course review. The NCAA Eligibility Center staff presented a summary of its operations and basic review procedures for the new committee members. The NCAA Eligibility Center staff then proceeded to discuss core-course review volume from 2010-11. The NCAA Eligibility Center staff answered questions about volume differences between 2009-10 and 2010-11.

b. The NCAA Eligibility Center Staff presented summary information about the high school review process.

c. The NCAA Eligibility Center staff presented an update on the relationship building efforts of the staff to build collaboration and share information with other national groups who encounter similar issues to the NCAA Eligibility Center. The High School Review Committee offered suggestions for contacts and groups that may be helpful to the staff.

2. Current trends in high school education.

a. State-mandated alternative-credit opportunities

(1) The NCAA Eligibility Center staff provided information on secondary-school trends such as credit flex, state-mandated credit-by-exam legislation and competency-based systems. The High School Review Committee discussed the factors driving these trends and the differences between models for competency-based systems. The High SchooL Review Committee agreed to continue to examine these trends in the coming year. The High School Review Committee also agreed to discuss options for formalizing new credit-by-examination legislation on an upcoming teleconference.

(2) The High School Review Committee discussed public school districts with credit-recovery programs, including the varying levels of quality of credit-recovery programs being used. The High School Review Committee confirmed that the NCAA Eligibility Center should use nontraditional course legislation when analyzing the core nature of credit-recovery courses.

The NCAA Eligibility Center staff provided information regarding secondary-school institutions that outsource some or all of their instruction, yet issue transcripts for their students. The NCAA Eligibility Center staff explained the certification procedures relating to those situations and the related high school review procedures.

3. Review of high school review appellate decisions.

- The NCAA staff reviewed the high school review appeals case that was heard by the High School Review Committee in the 2009-10 academic year.

4. Update from the NCAA Student Records Review Committee.

a. A liaison from the Student Records Review Committee presented an update on the volume and case decisions from the prospective student-athlete review (PSA Review) process. The staff also discussed the impact of the use of credit-recovery by prospective student-athletes and general trends in the PSA Review process. The liaison also shared that the Student Records Review Committee is preparing a document regarding academic soundness, which is scheduled to be

published in the next year as guidance for the NCAA membership and high school communities.

b. The High School Review Committee discussed additional educational materials that could be created to educate the secondary-school community about credit-recovery issues in initial-eligibility certification. The NCAA staff agreed to review the educational materials and share them with the High School Review Committee on a future call.

5. Review of core-course definition.

- The NCAA Eligibility Center staff reviewed the separate components of the NCAA Bylaw 14.3.1.2

  (1) The High School Review Committee affirmed that the NCAA Eligibility Center's application of NCAA Division I and Division II Bylaw 14.3.1.2. (a) is correct.

  (2) The High School Review Committee affirmed that the NCAA Eligibility Center's application of NCAA Division I and Division II Bylaw 14.3.1.2. (e) is correct.

  (3) The High School Review Committee affirmed the current procedures for evaluating independent study courses typically used for senior projects.

  (4) The High School Review Committee affirmed the certification practice that stipulates that courses taken in grade eight must be placed on the high school transcript and must receive high school graduation credit to be used in the initial-eligibility certification process.

  (5) The High School Review Committee instructed the staff to propose new wording to refer to the college preparatory nature of a course, including the removal of the phrase "by the high school." The staff will present new language for the committee at an upcoming teleconference.

6. Review of computer-science courses as core courses.

- The NCAA Eligibility Center staff presented information received from the Computer Science Teachers Association concerning adding computer science as a separate core course. Currently, computer-science courses may only be used in the initial-eligibility certification process if the student receives graduation credit

in math or science. The High School Review Committee requested the staff prepare alternatives for adding computer science to the list of core disciplines. The High School Review Committee also suggested that additional information from external authorities in this area would be helpful as it considers this issue.

7. Review of media literacy courses.

- The NCAA Eligibility Center staff reviewed the issues encountered when reviewing media literacy courses for acceptance as English courses. The High School Review Committee confirmed that media literacy submitted as an English course must meet the standards set for English courses, and media literacy courses submitted as social studies or other subjects should meet the standards set for that subject.

8. Impact of NCAA Division I Proposal No. 2009-64.

- The NCAA staff and NCAA Eligibility Center staff reviewed the implementation of NCAA Division I Proposal No. 2009-64, including the impact on secondary-education institutions and prospective student-athletes. The High School Review Committee confirmed that the NCAA Eligibility Center staff has correctly implemented the legislation.

9. Discussion of alternative-science curricula.

- The NCAA staff and NCAA Eligibility Center staff presented the rationale from a previous core-course appeal involving conceptual chemistry and conceptual physics. The High School Review Committee discussed alternative science-curricula and science curricula taught with differing levels of mathematics than the standard chemistry and physics courses. The High School Review Committee affirmed the NCAA Eligibility Center's current practices in evaluating science courses. However, the High School Review Committee also expressed an interest in reviewing more of these courses as science curriculum evolves.

Committee Chair: Janet Constantinides, University of Wyoming, Mountain West Conference
Staff Liaison(s): John Shukie, NCAA Academic and Membership Affairs
Greg Dana, NCAA Academic and Membership Affairs

To be distributed at later date.

NCAA Division I Academic Cabinet

Proposed Concepts
Two-Year College Transfer Requirements

Goals of 2-4 Transfer Academic Review

- Establishment of 2-4 transfer academic requirements that:
  - Improve academic success and graduation from four-year institution.
  - Provide greater opportunity for academically underprepared student-athletes to gain academic skills needed to succeed and graduate from four-year institution.
  - Result in outcomes closely mirroring nontransfers.

Principles

- Maximize first-year college success, ensuring student-athletes are on track to graduate in five years.
- Minimize adverse impact.
- Be research based and yield ineligibility rates and outcomes similar to nontransfers.
- Be minimal standards and NCAA members should continue to make admissions decisions.
- Consider simplicity of application and understanding by all involved.
- Strive to emphasize requirements needed to prepare student-athlete for academic success at four-year institution.

Proposed Concepts for QUALIFIERS

- Increase transferable GPA from 2.000 to 2.500.
- Expand physical education activity course limit of two credits to ALL sports (currently applies only to men's basketball).
- All other current requirements would remain in effect.
- Increased standards also would apply to 4-2-4 transfers.

Proposed Concepts for NONQUALIFIERS

- Increase transferable GPA from 2.000 to 2.500 (for competition purposes only – athletics aid and practice to be determined).
- Expand physical education activity course limit of two credits to ALL sports (currently applies only to men's basketball).

Proposed Concepts for NONQUALIFIERS (continued)

- Require completion of transferable core courses as follows: three math, three science, six English. Science would be new requirement.
- Eliminate current three semester/four quarter attendance requirement.
- All other current requirements would remain in effect (e.g., earn A.A. degree, 48-transferable credits etc).

Proposed Concepts for YEAR OF ACADEMIC READINESS

- Provides an alternative path for academically underprepared student-athletes.
- Year would occur at two-year college during first year of full-time collegiate enrollment.
- No competition during this year.
- Some to be determined "trigger."
  - Trigger could be:
    - Number of remedial hours taken in year one;
    - Nonqualifier status;
    - No competition; or
    - Other.

Proposed Concepts for YEAR OF ACADEMIC READINESS (continued)

- NCAA "clock" would not start until after year of academic readiness. Provides additional time to meet transfer and progress-toward-degree requirements.
- Must attend two-year college as a full time student for three years.

P.O. Box 6222
Indianapolis, Indiana 46206
Telephone: 317/917-6222

Shipping/Overnight Address:
1802 Alonzo Watford Sr. Drive
Indianapolis, Indiana 46202

www.ncaa.org

MEMORANDUM

October 8, 2010

TO: George Boggs, Chief Executive Officer
American Association of Community Colleges;

Carlyle Carter, President
California Community College Athletic Association;

Mary Ellen Leicht, Executive Director
National Junior College Athletic Association;

Dick McClain, Executive Director
Northwest Athletic Association of Community Colleges; and

Other Selected Two-Year Organizations and Affiliations.

FROM: Carolyn Callahan, chair
NCAA Division I Academic Cabinet

SUBJECT: Academic Reform Efforts - Two-Year College Transfer Requirements.

As part of its ongoing academic reform efforts, the NCAA Division I Academic Cabinet has undertaken a review of the two-year college transfer requirements. Throughout this review, the cabinet has collaborated with representatives from the two-year college community, including many of you. We appreciate your input to date and look forward to your continued insights as the cabinet works to finalize a proposal.

Over the past year, the cabinet has reviewed historical academic data, and noted differences between the academic profile, preparedness and likelihood of graduation of two-year transfer student-athletes and their nontransfer counterparts. Equipped with these data, the cabinet has fashioned a number of draft concepts for potential modification of the current two-year college transfer requirements. **The purpose of this communication is to provide an outline of these draft concepts, and request input from your organization by January 15, 2011.** A feedback form is provided in Attachment No. 4.

It is important to note that the concepts developed are in draft form, and the cabinet is seeking feedback from both the two-year college community and the NCAA Division I membership. It is anticipated that the cabinet will review

all comments during its February 2011 meeting, with the goal of finalizing eligibility models in June for NCAA membership consideration in 2011-12.

Attached with this letter are materials that outline the concepts that the cabinet has drafted. Please provide feedback from your association to either Diane Dickman (ddickman@ncaa.org) or Jennifer Strawley (jstrawley@ncaa.org) with the NCAA staff not later than January 15, 2011. Representatives from the NCAA national office are also scheduled to meet in the near future with officials from various two-year organizations. If you are aware of specific groups that would be able to provide valuable feedback on these concepts, please share this with the NCAA staff.

Thank you in advance for your thoughtful feedback.

CC:ld

Attachment

cc: Selected NCAA Staff Members

ATTACHMENT

NCAA Division I Academic Cabinet Two-Year College Transfer Concepts Overview

The legislated duties of the NCAA Division I Academic Cabinet include the review of Division I legislation regarding academic requirements for all NCAA student-athletes. To that end, over the past year the cabinet has undertaken a thorough review of the existing eligibility standards for student-athletes who transfer from two-year colleges into four-year Division I institutions. Equipped with data regarding the academic performance of transfer student-athletes, the cabinet has developed draft concepts that were guided by its stated goals and principles and grounded in key research findings. These draft concepts were formulated based on input from several two-year college representatives who participated in meetings with the Academic Cabinet. More formal two-year college input is now being sought.

1. Current 2-4 Transfer Eligibility Standards.

For those who may not be familiar with NCAA policies, in order to clearly understand the discussion of changes to the current two-year college transfer eligibility requirements, it is crucial to recognize the difference between qualifiers and nonqualifiers.

The current two-year college transfer requirements for qualifiers state that in order to be eligible to compete at the four-year institution, the student must[1]:

a. Complete at least one regular academic semester or quarter as a full-time student (summer school does not count).

b. Earn an average of 12-semester or 12-quarter transferable-degree credit hours for each term started full time at the two-year school.

c. Earn a grade-point average of 2.000 in those transferable credit hours.

The current two-year college transfer requirements for nonqualifiers state that in order to be eligible to compete at the four-year institution, the student must[2]:

a. Complete at least three semesters or four quarters as a full-time student (summer school does not count).

b. Graduate from a two-year school (25 percent of the credit hours must be earned at the two-year school that awards the degree).

c. Earn 48-semester or 72-quarter transferable-degree credit hours at the two-year school (limit of 18-semester/27-quarter hours in summer total and nine semester/13.5 quarter hours in summer prior to transfer). For students initially

---

[1] Please note that there are exceptions and other sport-specific requirements not included above, but this summary provides a general overview of current 2-4 transfer requirements for qualifiers.

[2] Please note that there are exceptions and other sport-specific requirements not included above, but this summary provides a general overview of current 2-4 transfer requirements for nonqualifiers.

enrolled full time in any college after August 1, 2009, the transfer credits MUST include six-semester or eight-quarter hours of English and three-semester or four-quarter hours of math.

d. Earn a grade-point average of 2.000 in those transferable credit hours.

2. Goals and Principles.

In keeping with its responsibility to evaluate the effectiveness of Division I academic eligibility standards, the cabinet identified the following goals and principles for its review of 2-4 transfer standards.

Goals.

a. Establishment of 2-4 transfer academic requirements that lead to enhanced first-year academic success at the four-year institution.

b. Establishment of 2-4 transfer academic requirements that improve academic success and graduation of 2-4 college transfer student-athletes at four-year institutions and have these outcomes more closely mirror that of nontransfer student-athletes.

c. Establishment of 2-4 transfer academic requirements that provide greater opportunity for academically underprepared student-athletes to gain the academic skills and preparation necessary to be academically successful and graduate from a four-year institution.

Principles.

a. Two-four transfer academic requirements should strive to emphasize the requirements which are needed to prepare a student-athlete academically to be successful at an NCAA institution.

b. Two-four transfer academic requirements should maximize first-year college academic success when transferring to a four-year institution, ensuring that student-athletes are on track to graduate in five years and minimizing adverse impact.

c. Two-four transfer academic requirements should be based on a standard that data indicate yields similar ineligibility standards to those of nontransfer student-athletes.

d. Two-four transfer regulations are minimal standards set for eligibility to compete, receive athletics aid and practice. There is a continued reliance on member institutions to make admissions decisions regarding 2-4 transfers that are appropriate for determining academic success locally.

e. Data driven decisions used to assist in predicting academic success and eventual graduation should provide overall guidance in any possible changes to the 2-4 transfer regulations.

f. Changes in two-year college transfer regulations should consider simplicity of application for member institutions, two-year institutions and two-year college student-athletes.

g. The academic skills and preparation of qualifiers and nonqualifiers should be considered in any changes to the 2-4 transfer requirements.

3. Key Research Findings.

Through thorough research and analysis of data, the cabinet assembled a number of key findings that informed their discussions and creation of draft concepts regarding 2-4 transfers. These key findings are provided below.

Findings: Academic Performance of 2-4 Transfers.

- Two-year college transfers leave college ineligible at higher rates than any other group of student-athletes, in particular, on exhaustion of athletics eligibility.
- Although 2-4 transfer graduation rates have trended up in the last decade, they still lag behind those of student-athletes who enter a Division I institution directly from high school.
- Transfer students from two-year colleges earn academic progress rates that are significantly lower than those for transfers from four-year colleges or nontransfers.

Findings: Grade-Point Average.

- Grade-point average at the two-year institution is the strongest predictor of first-year academic success at the four-year college.

- Among transfers from two-year colleges, grade-point average at the two-year school is a stronger predictor of academic success at the four-year college than high school grades or ACT/SAT scores.

- Aggregate ineligibility rates among two-year college transfers decrease significantly as a function of increased two-year college grade-point average. In particular, student-athletes transferring from a two-year college with low grade-point averages are much more likely to experience academic difficulties at the four-year school than any other group of students.

Findings: Physical Education Activity Credits.

- The number of physical education activity courses taken at the two-year college has a significant and independent negative relationship with four-year college success. In other words, controlling for other factors such as grades earned, students with fewer physical education activity credits tend to perform better academically at the four-year institution.

Findings: Core Academic Courses.

- Student-athletes that transfer with more core academic courses taken at the two-year institution (particularly in English, science and math) perform better at the four-year institution.

4. Package of Concepts for Comment.

Consistent with the goals established by the cabinet at the outset of its review, 2-4 transfer regulations should be designed to identify those prospective student-athletes who are academically prepared to be successful at an NCAA institution and foster additional support for student-athletes who are academically underprepared. With this philosophical underpinning, and considering key research findings, the cabinet has created draft concepts.

These concepts were considered by the cabinet as a package and the cabinet encourages constituents to consider these components together. The concepts presented strive to balance principles of increased academic success, simplicity of administration, access to higher education and the opportunity for prospective student-athletes who are academically underprepared. The package of draft concepts includes the following:

a. Possible Changes to Two-Year College Transfer Student Academic Requirements for Student-Athletes who are Qualifiers.

(1) Increase transferable grade-point-average requirement from 2.000 to 2.500.

(2) Expand to all sports the current men's basketball limitation of two hours of physical education activity courses that may be used to fulfill the transferable-degree credit and grade-point average requirements. An exception would be provided for a physical education degree program or a degree program in education that requires physical education activity courses.

(3) All other 2-4 transfer regulations for qualifiers would remain in place. This includes the student having spent at least one full-time term at the two year college and completing an average of at least 12 semester or quarter hours of transferable-degree credit per term.

(4) The increase to the grade-point average and the limit on physical education activity courses would also apply to 4-2-4 transfers.

(See Attachment No. 1 for a chart outlining the differences and similarities between the current transfer standards and the draft concepts for qualifiers.)

b. Possible Changes to Two-Year College Transfer Student Academic Requirements for Student-Athletes who are Nonqualifiers.

(1) Increase transferrable grade-point average requirement from 2.000 to 2.500 for competition purposes only. Although data clearly supports the importance of an increased grade-point average requirement, to continue to provide access to higher education for student-athletes who do not meet the increased grade-point average, athletics aid and practice may be provided for student-athletes who achieve the current 2.000 transferable grade-point average and meet all other requirements noted in Item Nos. (2) through (5).

(2) Require completion of the following transferable core curriculum at the two-year institution: six credits of English, three credits of math and three credits of science. This adds three credits of science to the current core requirement.

(3) Expand to all sports the current men's basketball limitation of two hours of physical education activity courses that may be used to fulfill the transferable degree credit and grade-point average requirements. An exception would be provided for physical education degree program or a degree program in education that requires physical education activity courses.

(4) Eliminate the current three semester/four quarter attendance requirement.

(5) Continue to require the following: completion of 48 semester or 72 quarter hours of transferrable degree credit; limitation on the use of hours earned during the summer terms; completion of an Associate of Arts (A.A.) degree from the two-year institution.

(See Attachment No. 2 for a chart outlining the differences and similarities between the current transfer standards and the draft concepts for nonqualifiers.)

c. Year of Academic Readiness for Student-Athletes at Two-Year Institutions.

During previous discussions with the cabinet, representatives from the two-year college community have indicated that for certain student-athletes who enroll at a two-year institution academically underprepared, it is extremely difficult to successfully complete the courses needed to meet NCAA transfer standards or needed to ensure the student-athlete is academically prepared to transfer to an NCAA Division I institution. In addition, student-athletes who need significant remediation or courses taught at a level below those transferable to an NCAA institution are sometimes attending two-year colleges part time for a semester or two in order not to trigger the start of their five-year "NCAA clock."

The draft concept of a year of academic readiness provides an alternative path for academically underprepared student-athletes that may prepare the student-athletes for success at an NCAA Division I institution. The year of readiness would allow students to receive financial aid by attending a two-year college full time and take remedial and other basic academic courses without triggering the start of their five-years of NCAA eligibility. However, these student-athletes would not be able to compete in athletics during their first year at the two-year institution. (See Attachment No. 3 for a visual illustration of the possible changes under this draft concept.) The general principles of the year of academic readiness provided below.

(1) Provides an option for academically underprepared student-athletes who require a longer period of enrollment at the two-year institution in order to be academically prepared for enrollment at an NCAA Division I institution.

(2) Occurs during the student-athletes initial year of college enrollment which for this purpose must occur at a two-year institution.

(3) Prohibits competition during the first year of collegiate enrollment at the two-year institution.

(4) For such students the start of their five-year clock would be delayed during the first year of enrollment at the two-year institution for the purposes of the five-year period of eligibility and purposes of progress toward degree.

(5) The cabinet engaged in extended conversation regarding how student-athletes would be identified for this option, and determined that it was important to obtain further input from the two-year college community and others on this issue to help determine what options are realistic and practical for implementation at the two-year college level. The cabinet considered the following possible triggers that would permit the year of academic readiness: (a) Enrollment in a specified number of remedial hours; (b) Status as a nonqualifier; (c) Some other academic identification; or (d) Lack of competition during the first year of two-year college enrollment. The cabinet determined that it was important to obtain input from the two-year college community and the NCAA membership on this issue before finalizing a recommendation.

(See Attachment No. 3 for a chart outlining the year of academic readiness.)

Chart Outlining Current Standards vs. Draft Concepts for *Qualifiers*

Current Standards	*Draft Concepts for Qualifiers*
• ***2.000 grade-point average required in transferable degree credit.***	• ***2.500 grade-point average required in transferable degree credit.***
• ***Limit on physical education activity courses transferred only in men's basketball.***	• ***Limit of two physical education activity credits (with exceptions for physical education majors) for all sports.***
• ***Must complete at least one regular academic semester or quarter as a full-time student at a two-year institution.***	• ***Must complete at least one regular academic semester or quarter as a full-time student at a two-year institution (SAME).***
• ***Average 12 credit hours per term.***	• ***Average 12 credit hours per term (SAME).***

Chart Outlining Current Standards vs. Draft Concepts for *Nonqualifiers*

Current Standards	*Draft Concepts for Nonqualifiers*
• *2.000 grade-point average required in transferable degree credit.* • *Limit on physical education activity courses transferred only in men's basketball.* • *Must complete at least six hours of English and three hours of math.* • *Complete at least three semesters or four quarters as a full-time student.* • *Graduate from a two-year school with at least 25 percent of the credits earned at school that awards the degree.* • *Earn 48 semester or 72 quarter hours of transferable degree credit.*	• *2.500 grade-point average required in transferable degree credit to be eligible to compete.* • *Limit of two physical education activity credits for all sports (with exceptions for physical education majors).* • *Must complete at least six hours of English, three hours of math, and three hours of science.* • *No requirement of semesters completed.* • *Graduate from a two-year school with at least 25 percent of the credits earned at school that awards the degree (SAME).* • *Earn 48 semester or 72 quarter hours of transferable degree credit (SAME).*

Chart Outlining Year of Academic Readiness

Who is Eligible?	*Eligibility on transfer.*
• *No competition during first year at two-year institution (first year of collegiate enrollment).* • *Considered part time during first year at two-year college for purposes of progress toward degree and five-year clock due to significant remediation.* • *Must attend two-year institution for three full years.* • *If student-athlete competes or does not meet all criteria, clock reverts back to initial collegiate enrollment and subject to 2-4 transfer requirements.*	• *Must meet all nonqualifier requirements as noted on Attachment No. 2.*

ATTACHMENT NO. 4

Please provide input to Diane Dickman (ddickman@ncaa.org) or Jennifer Strawley (jstrawley@ncaa.org) at the NCAA national office by January 15, 2011.

General input on draft concepts for *qualifiers*:

Input requested on specific components of the draft concept for qualifiers:

- Increase in the required grade-point average from 2.000 to 2.500.
- Requiring at least one full-time term at the two-year college prior to transferring.
- Completion of 12 hours of transferable credit per term.
- Limitation on physical education activity credits.

General input on this draft concept for *nonqualifiers*:

Input requested on specific components of the draft concept for nonqualifiers:

- Increase in the required grade-point average from 2.000 to 2.500.
- Core curriculum requirements (i.e., three science, three math, six English).
- Limitation on physical education activity credits.
- Eliminating the current three-semester/four-quarter attendance requirement.
- Earning A.A. degree.
- 48 semester-hours or 72-quarter hours of transferable degree credit.
- Limit on the number of hours taken during summer terms. (Reference Page No. 1, letter c.)

General input on this draft concept of a year of academic readiness:

Input requested on specific components of the year of academic readiness concept:

- Are there suggested methods for identifying how student-athletes would be identified for this option? Number of remedial hours? Nonqualifier status? Other identification?
- Do your two-year institutions provide financial aid? What would the financial aid implications be, if any, of the requirement of an additional year of enrollment at the two-year enrollment? Would athletics scholarships, if offered, be available for three years?
- Would the year of academic readiness be used by students?
- Are enough remedial courses available at most two-year institutions to allow for adequate remediation during the first year of enrollment?
- Are there any unintended consequences of the year of academic readiness?

P.O. Box 6222
Indianapolis, Indiana 46206
Telephone: 317/917-6222

Shipping/Overnight Address:
1802 Alonzo Watford Sr. Drive
Indianapolis, Indiana 46202

www.ncaa.org

MEMORANDUM

December 1, 2010

TO: NCAA Division I Conference Commissioners
NCAA Division I Collegiate Commissioners Association Compliance Administrators
NCAA Faculty Athletics Representatives Association
1A Faculty Athletics Representatives
National Academic Advising Association
National Association for Athletics Compliance
National Association of Academic Advisors for Athletics
Select Coaches Associations
Select NCAA Division I Cabinets/Committees.

FROM: Carolyn Callahan, chair
NCAA Division I Academic Cabinet.

SUBJECT: Academic Reform Efforts - Two-Year College Transfer Requirements.

As part of the ongoing academic reform efforts and based on referrals from the NCAA Division I Basketball Enhancement Group, the NCAA Division I Football Academic Working Group and the NCAA Division I Women's Basketball Issues Committee, the NCAA Division I Academic Cabinet has undertaken a review of the two-year college transfer requirements. Equipped with valuable data provided by Division I member institutions, the cabinet has documented clear differences between the academic profile, preparedness and likelihood of graduation of two-year transfer student-athletes and their nontransfer counterparts. Based on these data, the cabinet has fashioned a number of draft concepts for potential modification of the current two-year college transfer requirements.

The purpose of this communication is to provide an outline of these draft concepts, and request initial input from your members/Associations by February 1, 2011. It is anticipated the cabinet will review all comments during its February 2011 meeting with the goal of finalizing a legislative proposal in June for formal NCAA membership consideration in 2011-12. Any time prior to the cabinet's June meeting, the staff are available to meet with conferences and organizations to explain the concepts and receive input.

Attached with this letter are materials that outline the concepts that the cabinet has drafted. Please provide feedback from your group to either Diane Dickman (ddickman@ncaa.org) or Jennifer Strawley (jstrawley@ncaa.org) with the NCAA staff not later than January 15, 2011.

Thank you in advance for your thoughtful feedback.

CC:ld

Attachment

cc: Selected NCAA Staff Members

ATTACHMENT

NCAA Division I Academic Cabinet
Two-Year College Transfer Concepts Overview

1. **Goals and Principles -** The committee has adopted the following goals and principles, which have served as a guide in its review of the 2-4 transfer regulations.

Goals.

Establishment of 2-4 transfer academic requirements that:

1. Lead to enhanced first-year academic success at the four-year institution.

2. Improve academic success and graduation of 2-4 college transfer student-athletes at four-year institutions and have these outcomes more closely mirror that of nontransfer student-athletes.

3. Provide greater opportunity for academically underprepared student-athletes to gain the academic skills and preparation necessary to be academically successful and graduate from a four-year institution.

Principles.

1. Two-four transfer academic requirements should strive to emphasize the requirements which are needed to prepare a student-athlete academically to be successful at an NCAA institution.

2. Two-four transfer academic requirements should maximize first-year college academic success when transferring to a four-year institution, ensuring that student-athletes are on track to graduate in five years and minimizing impact on minority and low-income student-athletes.

3. Two-four transfer academic requirements should be based on a standard that data indicate yields similar ineligibility standards to those of nontransfer student-athletes.

4. Two-four transfer regulations are minimal standards set for eligibility to compete, receive athletics aid and practice. There is a continued reliance on member institutions to make admissions decisions regarding 2-4 transfers that are appropriate for determining academic success locally.

5. Data driven decisions used to assist in predicting academic success and eventual graduation should provide overall guidance in any possible changes to the 2-4 transfer regulations.

6. Changes in 2-4 transfer regulations should consider simplicity of application for member institutions, two-year institutions and two-year college student-athletes.

7. The academic skills and preparation of qualifiers and nonqualifiers should be considered in any changes to the 2-4 transfer requirements.

2. Package of Concepts for Comment.

The following concepts were considered by the cabinet as a package and the cabinet encourages constituents to consider these components together. The concepts presented strive to balance principles of increased academic success, simplicity of administration, access to higher education and the opportunity for prospective student-athletes who are academically underprepared.

3. Key Research Findings.

Through thorough research and analysis of data, the cabinet noted the following key findings that informed their discussions and creation of draft concepts regarding 2-4 transfers:

Findings: Academic Performance of 2-4 Transfers.

- Two-year college transfers leave college ineligible at higher rates than any other group of student-athletes, in particular, on exhaustion of athletics eligibility.

- Although 2-4 transfer graduation rates have trended up in the last decade, they still lag behind those of student-athletes who enter a Division I institution directly from high school.

- Transfer students from two-year colleges earn academic progress rates that are significantly lower than those for transfers from four-year colleges or nontransfers.

Findings: Grade-Point Average.

- Grade-point average at the two-year institution is the strongest predictor of first-year academic success at the four-year college.

- Among transfers from two-year colleges, grade-point average at the two-year school is a stronger predictor of academic success at the four-year college than high school grades or ACT/SAT scores.

  Aggregate ineligibility rates among two-year college transfers decrease significantly as a function of increased two-year college grade-point average. In particular, student-athletes transferring from a two-year college with low grade-point averages are much more likely to experience academic difficulties at the four-year school than any other group of students.

Findings: Physical Education Activity Credits.

- The number of physical education activity courses taken at the two-year college has a significant and independent negative relationship with four-year college success.

Students with fewer physical education activity credits tend to perform better academically at the four-year institution.

Findings: Core Academic Courses.

- Student-athletes that transfer with more core academic courses taken at the two-year institution (particularly in English, science and math) perform better at the four-year institution.

4. Current Standards vs. Draft Concepts for Qualifiers.

Current Standards	*Draft Concepts for Qualifiers*
• *2.000 grade-point average required in transferable degree credit.* • *Limit on physical education activity courses transferred only in men's basketball.*	• *2.500 grade-point average required in transferable degree credit.* • *Limit of two physical education activity credits (with exceptions for physical education majors) for all sports.*

NOTES:

- **All other 2-4 transfer regulations for qualifiers would remain in effect.** This includes the student having spent at least one full-time term at the two year college and completing an average of at least 12 semester or quarter hours of transferable-degree credit per term.

5. Current Standards vs. Draft Concepts for Nonqualifiers.

Current Standards	*Draft Concepts for Nonqualifiers*
• *2.000 grade-point average required in transferable degree credit.*	• *2.500 grade-point average required in transferable degree credit to be immediately eligible to compete.*
• *Limit on physical education activity courses transferred only in men's basketball.*	• *Limit of two physical education activity credits (with exceptions for physical education majors) for all sports.*
• *Must complete at least six hours of English and three hours of math.*	• *Must complete at least six hours of English, three hours of math, and three hours of science.*
• *Complete at least three semesters or four quarters as a full-time student.*	• *No requirement of semesters completed.*

NOTES:

- **All other 2-4 transfer regulations for nonqualifiers would remain in effect.** This includes graduation from the two-year college, and earning 48 semester/72 quarter hours of transferable degree credit.

- Although data clearly supports the importance of an increased grade-point average requirement, to continue to provide access to higher education for student-athletes who do not meet the increased grade-point average, athletics aid and practice may be provided for student-athletes who achieve the current 2.000 transferable grade-point average and meet all other requirements.

6. Year of Academic Readiness.

For some student-athletes who enroll at a two-year institution academically underprepared, it is extremely difficult to successfully complete the courses needed to meet NCAA transfer standards or needed to ensure the student-athlete is academically prepared to transfer to an NCAA Division I institution. In addition, student-athletes who need significant remediation or courses taught at a level below those transferable to an NCAA institution are sometimes attending two-year colleges part time for a semester or two in order not to trigger the start of their five-year "NCAA clock."

The draft concept of a year of academic readiness provides an alternative path for academically underprepared student-athletes that may prepare the student-athletes for success at an NCAA Division I institution. The year of readiness would allow students to receive financial aid by attending a two-year college full time and take remedial and other basic academic courses without triggering the start of their five-years of NCAA eligibility. However, these student-athletes would not be able to compete in athletics during their first year at the two-year institution. The general concept of the year of academic readiness is provided below.

a. Provides an option for academically underprepared student-athletes who require a longer period of enrollment at the two-year institution in order to be academically prepared for enrollment at an NCAA Division I institution.

b. Occurs during the student-athletes initial year of college enrollment which for this purpose must occur at a two-year college.

c. Prohibits competition during the first year of collegiate enrollment at the two-year college.

d. For such students the start of their five-year clock would be delayed during the first year of enrollment at the two-year institution for the purposes of the five-year period of eligibility and purposes of progress toward degree.

e. The cabinet engaged in extended conversation regarding how student-athletes would be identified for this option, and determined that it was important to obtain further input on this issue. The cabinet considered the following possible triggers that would permit the year of academic readiness: (1) Enrollment in a specified number of remedial hours; (2) Status as a nonqualifier; (3) Some other academic identification; or (4) Lack of competition during the first year of two-year college enrollment. The cabinet determined that it was important to obtain input from the two-year college community and the NCAA membership on this issue before finalizing a recommendation.

Two-Year College Transfer Proposed Eligibility Model
Feedback from Two-Year College Community and
Member Institutions and Affiliated Organizations
- Executive Summary -

Feedback regarding the two-year college transfer concepts model proposed by the NCAA Division I Academic Cabinet during its September 2010 meeting was solicited via two mailings and several in-person presentations to the two-year college community, member institutions and affiliated organizations during the fall and early winter. Attachment A is a summary of feedback received. Attachment B provides letters or statements received from various organizations.

In reviewing the feedback to date, the following indicates several emerging themes:

1. Feedback has generally been positive relative to the package of proposals, including a general identification of the need to treat the proposals as a package.

2. Feedback relative to the grade-point average increase suggests that 2.500 may be too significant of an increase. A more modest increase and/or a gradual implementation of the increase to grade-point average suggested by numerous groups.

3. Feedback suggested suspending implementation of the grade-point average increase until after review of the impact of other changes on four-year eligibility outcomes, specifically the limitation on physical education activity courses and core-course curriculum requirements.

4. A segment of feedback, predominantly from the two-year community, noted the disparity between the proposed grade-point average for two-year transfers and the grade-point average requirements for continuing students and four-year transfers, including the potential creation of a negative perception of the caliber of two-year education.

5. Significant support for maintaining the three semester/four quarter and graduation requirement for nonqualifiers, although a small number of comments suggested maintaining the graduation requirement may create an undue burden relative to also obtaining the additional academic requirements within an appropriate timeframe.

6. While generally supportive of the year of academic readiness concept, feedback expressed concern regarding potential implementation issues (e.g., identification and monitoring; allowance of sixth year of athletics aid), roadblocks to use (e.g., coach promotion and use of athletics aid for year of no competition), and student-athletes pursuing alternatives to two-year institutions in order to maximize four-year eligibility opportunities (e.g., prep school).

7. Suggestions regarding modification of the year of academic readiness included allowing designation during year subsequent to initial year and potential applicability at the four year institution to assist with adjustment to that specific academic environment.

Two-Year College Transfer Proposed Eligibility Model
Feedback from Two-Year College Community and
Member Institutions and Affiliated Organizations

Qualifier.

GPA Increase.

Comment	Source
President silent on raising GPA; coaches thought by minimizing the PE units, the GPA would be effected, so the raising of the GPA may be moot	Wanda Wong (West Valley College).
2.5 GPA increase may be too high, prefer something lower or a phase in approach starting maybe with 2.25	Northwest Athletic Association of Community Colleges (NWAACC) leadership teleconference.
Seems a bit steep to take in a single step; suggested moving to 2.25 for five years and then to 2.5	Brad Johnson (President, Northeast Texas Community College).
To require 2.5 GPA is raising the bar higher than is expected of DI athletes and is extremely unfair to a JC SA.	Norma Carr (Athletic Director, Salt Lake Community College)
GPA increase is dramatic… Was 2.5 a threshold where students' performance significantly changed in the data?	Jeff Thies (Athletic Director, Central Arizona College)
Support increased standards for 2-4 transfers	National Academic Advising Association (NACADA)
Is it necessary to increase to 2.5, can stagger, can see impact of other changes? Increasing GPA and only allowing 2 PE credits will have major impact. Limiting PE may be enough and not need GPA increase. Could only increase GPA to 2.25? Some in group supported 2.5, others thought 2.5 to sharp and increase. Can stagger implementation of GPA, raise to 2.25 and then in couple years raise to 2.5	California Community College Counselors/Advisors Academic Association for Athletics (3C4A)
I have difficulty with this requirement. I could only believe it acceptable if students who begin their education at an NCAA institution are required to have a minimum 2.500 GPA to continue at the institution as juniors. Whatever the requirement is for all students (transfer or not) should be used for all students. Anything different than this should be considered discrimination.	President, Iowa Western Community College
While I am supportive of an increase to the GPA requirements for 2 yr transfers, an increase of .5 seems rather high unless there's data to support a significant difference in the academic achievement of transfers with a 2.5 versus a lower GPA such as a 2.2 or 2.3. I would suggest lowering that requirement unless data shows that a lower GPA doesn't have any positive affect on the transfer student-athlete's academic achievement at the 4-yr institution as compared to a 2.0.	Keli Cunningham (Associate Athletics Director, West Virginia University)

I recommend that consideration of an increase in the grade-point-average (GPA) requirement for qualifiers (a1) or non-qualifiers (b1) be tabled until there is time to evaluate the effect of the changes in course-taking patterns of the students. If there is to be an increase in GPA at some point, I would recommend a more gradual increase, perhaps from 2.00 to 2.25, again evaluating the impact.	George R. Boggs (President and CEO, American Association of Community Colleges)
• General consensus was that 2.5 is too high • Limit of PE courses will also have an impact on GPA • Significant increase to GPA may encourage student-athletes to attend a prep school instead of a 2-year institution. If we create a standard that does not seem attainable, will push students away. • Suggested looking at phasing in GPA increase gradually. • Also suggested looking at courses taken with GPA – e.g. if complete 48 credits need 2.5, if complete 60 credits transferrable hours need 2.0 or if complete 3 credits math, science and 6 English need 2.5, but if complete some other more rigorous combination (6 math, 12 English – look at 2-year graduation requirements) need only 2.0 • Suggested needing 2.5 in core curriculum (3 math, 3 science and 6 English), but 2.0 for transferrable GPA	National Junior College Athletic Association (NJCAA) meeting (summary feedback)
More than any legislation proposed, by far this has the most impact upon our athletes and our programs. A leap from a 2.000 to a 2.500 is a huge leap, one that I would say is unprecedented in NCAA or NJCAA legislative history. This requires the two year transfer to obtain a GPA one half grade higher than before, and one half grade higher than the non transfer in the same time frame. Essentially the non transfer can have a 2.000 GPA on the same forty-eight credits, but the two year transfer must have a 2.500 GPA. This seems to be a standard that is somewhat hypocritical and could have devastating effect upon two year college students. As was mentioned in the meeting, perhaps the GPA could be phased in, while at the same time monitoring the graduation rate. It is also my belief that the science requirement and the physical education limitation will in itself reduce the current GPA's of transferring students, making compliance with the current 2.000 standard even more difficult. As was readily observed at the meeting, this proposal is very disconcerting to those at the two year college level. I believe this concern to be widespread, from the two year college President to the coach.	Wayne Baker (Athletic Director, Odessa College)

• I believe these recommendations are excellent, especially the Year of Academic Readiness concept. At first I thought the 2.5 GPA was high, but it looks like they studied what predicts success at the 4-year school, so I'm all for it. • While it would certainly make the job of academic support easier if we only allow those athletes with 2.5 cumulative grade point averages to transfer to the 4 year institution, I feel this is too restrictive and could encourage cheating. I am supportive of the requirement for two transferable English, one transferable math and one transferable Science, since this will facilitate direct admission into the degree program.	Horizon League (compilation)
…it seems appropriate to note that <u>the overriding concern for those conference captains that are in opposition of the package as drafted is the proposed increase in the GPA requirement</u>. Appropriate or not, it is a common assumption that a student who attends a junior college has an academic need and/or may not be immediately emotionally, mentally and/or physically equipped to handle a four-year college curriculum due to their home life or social economic standards, etc. For these students, there is apprehension that increasing the GPA requirement to a 2.5 could prove difficult for them to achieve due to subpar academic support and/or academic mentoring at many junior colleges. Ideally, NCAA bylaws should be created with the intent to provide reasonable opportunities to all types of student-athletes, and not just a select few. Further, despite the junior college system serving as a life-line to many Division I institutions, an increase in the GPA requirement for a two-year transfer may ultimately prevent many two-year college student-athletes from continuing their education at a four-year college. Perhaps most troublesome with this possibility is the fact that a 2.5 GPA requirement for a two-year transfer would be a higher GPA standard than what is required for current juniors and seniors at a most four-year institutions. In summary, the WBCA supports the concept of academic reform for two-year college transfers, but would like to recommend that the Academic Cabinet consider a revised two-year college transfer GPA standard of a <u>2.25 or lower</u>.	Women's Basketball Coaches Association (WBCA)

• Increase of 0.5 in the transferable degree credit GPA seems large (we understand it is based on the data). Can the increase be phased in over a couple of years to allow PSAs to adjust? • Does the GPA data for qualifiers show the same need for an increase to 2.5 as is the case for nonqualifiers? It seems that since qualifiers meet the HS GPA and test score requirements there would be a little more reason to allow them to keep the 2.0 minimum transferable GPA.	Eastern Kentucky University
…A few FARs expressed concern regarding institutional autonomy in that the 2.5 GPA is higher than that required for non student-athletes who are two-four transfers at their institutions. From the comments, it appears that there may be support for a GPA that is not as rigorous as 2.5…. (see General section for full context)	FBS Conference FARs
Support – We support the concept of raising the minimum grade point averages required in transferable degree credit and limit of two physical education courses.	National Association of Academic Advisors for Athletics (N4A)
We do not support this legislation. The receiving institution should examine each athlete individually relevant to academic ability and their admission standards.	Riverland Community College
• 2.500 grade-point average (GPA) required in transferable degree credits. The group's recommendation is to wait to implement an increased GPA requirement.	Sacramento State (includes input from local community colleges)

Physical Education Course Limits.

Comment	Source
President in favor of P.E. unit limitation; coaches thought that if University of California could accept 4 units of PE in total for general populace, should be same for SAs	Wanda Wong (West Valley College)
Noted a likely increase in the number of PE majors due to PE major exception	NWAACC leadership teleconference
Very supportive	Brad Johnson (President, Northeast Texas Community College)
I agree that a limit of transferrable PE credits makes sense to limit.	Norma Carr (Athletic Director, Salt Lake Community College)
No problems with requirement	Jeff Thies (Athletic Director, Central Arizona College)

Support increased standards for 2-4 transfers	NACADA
Limit on PE courses may cause clustering of majors in PE	3C4A
I support the proposals to limit the transfer of physical education credits to two credit-hours for both qualifiers (a2) and non-qualifiers (b3), and support the addition of three credits of science to the current core requirement for non-qualifiers (b2). New requirements in these areas should result in significant changes in course-taking patterns for community college student athletes, and it will be important to see the impact of these changes on the success rates of transfer students.	George R. Boggs (President and CEO, American Association of Community Colleges)
I have no objection and did not hear much objection to this statute. Our college may continue the process of granting credit hours for sport participation, with the understanding that only two may count in the 48 transferable within a degree. As referred to by the NCAA research, too often these courses have been GPA enhancers, with a false sense of academic proficiency.	Wayne Baker (Athletic Director, Odessa College)
• When would a student-athlete have to declare as a PE major so that the PE activity classes (in excess of two) count as transferable degree credits – at the 2-year school, earn an AA in PE, upon matriculation at the 4-year school)?	Eastern Kentucky University
Support – We support the concept of raising the minimum grade point averages required in transferable degree credit and limit of two physical education courses.	N4A
…does not support limiting physical education activity credits. The student athlete must achieve at least 67% of major coursework (progress toward degree requirements) in each term.	Riverland Community College
• <u>Concerns to the limitation of only two physical education activity credits.</u> The community college athletic counselors would like the NCAA to note that by limiting a two-year college student-athlete to two credits is a similar issue to the part-time status issue for insurance needs. A student-athlete at the two-year college is required to take physical education credits to participate on a team and be covered by insurance for that college. For example, a student-athlete on the women's soccer team has to take women's soccer class credits to participate in practice and competition for the college. Also a student-athlete has to enroll in weight lifting credits to be covered for insurance to lift weights as a part of their training at the two-year college level. The community college counselors would request that the NCAA revisit the number of credits and consider increasing that number to four to ensure a student-athlete can take these credits to be covered for insurance reasons by the two-	Sacramento State (includes input from local community colleges)

year college. In addition the community colleges in Northern California have a term 18 unit cap for all students. Thus, a student-athlete can only take so many academic and physical education activity credits due to this cap regardless of the NCAA transfer requirements. In addition the group questioned why not start with just the physical education activity credits for a period of time to see if this has a positive impact on graduation rates of two-year college qualifier transfers. Currently the men's basketball legislation similar to this requirement is in effect and we do not yet know if this legislation will ultimately lead to higher graduation rates and academic success of the men's basketball student-athletes now attending four year colleges this year. Thus, our collective thoughts were to implement the same requirement (e.g., physical education credit limits) across all sports to see its impact before adding to the transfer requirements for qualifiers.	

Other.

Comment	Source
Supportive of maintaining other requirements	Brad Johnson (President, Northeast Texas Community College)
No problems with maintaining other requirements	Jeff Thies (Athletic Director, Central Arizona College)
Noted "clustering" concerns/exacerbation with totality of increased standards.	Faculty Athletics Representatives Association (FARA)
Expressed support of current one full-time term and 12 hours of transferable credit per term requirements.	Riverland Community College

Nonqualifier.

GPA Increase.

Comment	Source
President silent on raising GPA; coaches thought by minimizing the PE units, the GPA would be effected, so the raising of the GPA may be moot	Wanda Wong (West Valley College)
2.5 GPA increase may be too high, prefer something lower or a phase in approach starting maybe with 2.25	NWAACC leadership teleconference
To require 2.5 GPA is raising the bar higher than is expected of DI athletes and is extremely unfair to a JC SA.	Norma Carr (Athletic Director, Salt Lake Community College)
GPA increase is dramatic… Was 2.5 a threshold where students' performance significantly changed in the data?	Jeff Thies (Athletic Director, Central Arizona College)
Support increased standards for 2-4 transfers	NACADA
Is it necessary to increase to 2.5, can stagger, can see impact of other changes? Increasing GPA and only allowing 2 PE credits will have major impact. Limiting PE may be enough and not need GPA increase. Could only increase GPA to 2.25? Some in group supported 2.5, others thought 2.5 to sharp and increase. Can stagger implementation of GPA, raise to 2.25 and then in couple years raise to 2.5	3C4A
I have difficulty with this requirement. I could only believe it acceptable if students who begin their education at an NCAA institution are required to have a minimum 2.500 GPA to continue at the institution as juniors. Whatever the requirement is for all students (transfer or not) should be used for all students. Anything different than this should be considered discrimination.	President, Iowa Western Community College
While I am supportive of an increase to the GPA requirements for 2 yr transfers, an increase of .5 seems rather high unless there's data to support a significant difference in the academic achievement of transfers with a 2.5 versus a lower GPA such as a 2.2 or 2.3. I would suggest lowering that requirement unless data shows that a lower GPA doesn't have any positive affect on the transfer student-athlete's academic achievement at the 4-yr institution as compared to a 2.0.	Keli Cunningham (Associate Athletics Director, West Virginia University)
I recommend that consideration of an increase in the grade-point-average (GPA) requirement for qualifiers (a1) or non-qualifiers (b1) be tabled until there is time to evaluate the effect of the changes in course-taking patterns of the students. If there is to be an increase in GPA at some point, I would recommend a more gradual increase, perhaps from 2.00 to 2.25, again evaluating the impact.	George R. Boggs (President and CEO, American Association of Community Colleges)

• General consensus was that 2.5 is too high • Limit of PE courses will also have an impact on GPA • Significant increase to GPA may encourage student-athletes to attend a prep school instead of a 2-year institution. If we create a standard that does not seem attainable, will push students away. • Suggested looking at phasing in GPA increase gradually. • Also suggested looking at courses taken with GPA – e.g. if complete 48 credits need 2.5, if complete 60 credits transferrable hours need 2.0 or if complete 3 credits math, science and 6 English need 2.5, but if complete some other more rigorous combination (6 math, 12 English – look at 2-year graduation requirements) need only 2.0 • Suggested needing 2.5 in core curriculum (3 math, 3 science and 6 English), but 2.0 for transferrable GPA	NJCAA meeting (summary feedback)
More than any legislation proposed, by far this has the most impact upon our athletes and our programs. A leap from a 2.000 to a 2.500 is a huge leap, one that I would say is unprecedented in NCAA or NJCAA legislative history. This requires the two year transfer to obtain a GPA one half grade higher than before, and one half grade higher than the non transfer in the same time frame. Essentially the non transfer can have a 2.000 GPA on the same forty-eight credits, but the two year transfer must have a 2.500 GPA. This seems to be a standard that is somewhat hypocritical and could have devastating effect upon two year college students. As was mentioned in the meeting, perhaps the GPA could be phased in, while at the same time monitoring the graduation rate. It is also my belief that the science requirement and the physical education limitation will in itself reduce the current GPA's of transferring students, making compliance with the current 2.000 standard even more difficult. As was readily observed at the meeting, this proposal is very disconcerting to those at the two year college level. I believe this concern to be widespread, from the two year college President to the coach.	Wayne Baker (Athletic Director, Odessa College)
• I believe these recommendations are excellent, especially the Year of Academic Readiness concept. At first I thought the 2.5 GPA was high, but it looks like they studied what predicts success at the 4-year school, so I'm all for it. • While it would certainly make the job of academic support easier if we only allow those athletes with 2.5 cumulative grade point averages to transfer to the 4 year institution, I feel this is too restrictive and could encourage cheating. I am supportive of the requirement for two transferable	Horizon League (compilation)

English, one transferable math and one transferable Science, since this will facilitate direct admission into the degree program.	
…it seems appropriate to note that the overriding concern for those conference captains that are in opposition of the package as drafted is the proposed increase in the GPA requirement. Appropriate or not, it is a common assumption that a student who attends a junior college has an academic need and/or may not be immediately emotionally, mentally and/or physically equipped to handle a four-year college curriculum due to their home life or social economic standards, etc. For these students, there is apprehension that increasing the GPA requirement to a 2.5 could prove difficult for them to achieve due to subpar academic support and/or academic mentoring at many junior colleges. Ideally, NCAA bylaws should be created with the intent to provide reasonable opportunities to all types of student-athletes, and not just a select few. Further, despite the junior college system serving as a life-line to many Division I institutions, an increase in the GPA requirement for a two-year transfer may ultimately prevent many two-year college student-athletes from continuing their education at a four-year college. Perhaps most troublesome with this possibility is the fact that a 2.5 GPA requirement for a two-year transfer would be a higher GPA standard than what is required for current juniors and seniors at a most four-year institutions. In summary, the WBCA supports the concept of academic reform for two-year college transfers, but would like to recommend that the Academic Cabinet consider a revised two-year college transfer GPA standard of a 2.25 or lower.	WBCA
• Increase of 0.5 in the transferable degree credit GPA seems large (we understand it is based on the data). Can the increase be phased in over a couple of years to allow PSAs to adjust?	Eastern Kentucky University
…A few FARs expressed concern regarding institutional autonomy in that the 2.5 GPA is higher than that required for non student-athletes who are two-four transfers at their institutions. From the comments, it appears that there may be support for a GPA that is not as rigorous as 2.5….(see General section for full context)	FBS Conference FARs

Support – We support the 2.50 minimum grade point average, limitation of two physical education activity courses, and course requirements to compete. We also support access to athletics aid and practice for those who do not meet the increased grade point average.	N4A
We do not support this legislation. The receiving institution should examine each athlete individually relevant to academic ability and their admission standards.	Riverland Community College
The recommendation would be to not move forward with the grade point average requirement, but with just the physical education credit limitation for all sports.	Sacramento State (includes input from local community colleges)

Physical Education Course Limits

Comment	Source
President in favor of P.E. unit limitation; coaches thought that if University of California could accept 4 units of PE in total for general populace, should be same for SAs	Wanda Wong (West Valley College)
Noted a likely increase in the number of PE majors due to PE major exception	NWAACC leadership teleconference
I agree that a limit of transferrable PE credits makes sense to limit.	Norma Carr (Athletic Director, Salt Lake Community College)
No problems with requirement	Jeff Thies (Athletic Director, Central Arizona College)
Support increased standards for 2-4 transfers	NACADA
Limit on PE courses may cause clustering of majors in PE	3C4A
I support the proposals to limit the transfer of physical education credits to two credit-hours for both qualifiers (a2) and non-qualifiers (b3), and support the addition of three credits of science to the current core requirement for non-qualifiers (b2). New requirements in these areas should result in significant changes in course-taking patterns for community college student athletes, and it will be important to see the impact of these changes on the success rates of transfer students.	George R. Boggs (President and CEO, American Association of Community Colleges)
I have no objection and did not hear much objection to this statute. Our college may continue the process of granting credit hours for sport participation, with the understanding that only two may count in the 48 transferable within a degree. As referred to by the NCAA research, too often these courses have been GPA enhancers, with a false sense of academic proficiency.	Wayne Baker (Athletic Director, Odessa College)

• When would a student-athlete have to declare as a PE major so that the PE activity classes (in excess of two) count as transferable degree credits – at the 2-year school, earn an AA in PE, upon matriculation at the 4-year school)?	Eastern Kentucky University
Support – We support the 2.50 minimum grade point average, limitation of two physical education activity courses, and course requirements to compete.	N4A
…does not support limiting physical education activity credits. The student athlete must achieve at least 67% of major coursework (progress toward degree requirements) in each term.	Riverland Community College
The recommendation would be to not move forward with the grade point average requirement, but with just the physical education credit limitation for all sports.	Sacramento State (includes input from local community colleges)

Science Core Requirement.

Comment	Source
The extra science class requirement seems too narrow and unfair. Perhaps a choice of science (physical, social, Bio, etc) and also include choice of a diversity class or an American Institution, or a Humanities, or even an upper level course. But to narrow to just a science class, especially when a science class may not transfer and count toward a future 4 year major would be damaging; Also, to prepare JC SA for DI, four year institutions, it is difficult to guess what each DI institution's major requirements and hours might be. We are already struggling to meet the DI NCAA SA progression requirement. JC SA don't know the institution where they may finally attend, what that institution's class and hour requirements are for going into their junior year, etc. Taking the wrong core academic classes can negatively affect their progress going into the DI institution. So to require certain core classes would be another thing that could affect the JC SA's academic progression going into their junior, etc year.	Norma Carr (Athletic Director, Salt Lake Community College)
Need to confirm whether the science requirement would include a lab. Does the limit to three hours imply the lab is not required?	Jeff Thies (Athletic Director, Central Arizona College)
Support increased standards for 2-4 transfers	NACADA

I support the proposals to limit the transfer of physical education credits to two credit-hours for both qualifiers (a2) and non-qualifiers (b3), and support the addition of three credits of science to the current core requirement for non-qualifiers (b2). New requirements in these areas should result in significant changes in course-taking patterns for community college student athletes, and it will be important to see the impact of these changes on the success rates of transfer students.	George R. Boggs (President and CEO, American Association of Community Colleges)
• Generally supportive • Most require science credit for graduation • One person felt science was too narrow, could the student-athlete choice to take additional math instead of science if it fit better in his/her degree?	NJCAA meeting (summary feedback)
I endorse this concept and believe that most administrators at the forum also endorsed this proposal. In my opinion, the further review and development of a core requirement for the two year transfer would not only enhance the quality of student transferring, but also equate and standardize the education across the broad spectrum of two year institutions.	Wayne Baker (Athletic Director, Odessa College)
• While it would certainly make the job of academic support easier if we only allow those athletes with 2.5 cumulative grade point averages to transfer to the 4 year institution, I feel this is too restrictive and could encourage cheating. I am supportive of the requirement for two transferable English, one transferable math and one transferable Science, since this will facilitate direct admission into the degree program.	Horizon League (compilation)
Support – We support the 2.50 minimum grade point average, limitation of two physical education activity courses, and course requirements to compete.	N4A
….to add a science requirement and GPA requirement along with these above changes [physical education activity course limitations] for a non-qualifier could have an adverse impact on the option to transfer to Division I NCAA institutions for two-year college student-athletes.	Sacramento State (includes input from local community colleges)

Other.

Comment	Source
Support AA degree completion	NWAACC leadership teleconference
Cautions the use of only AA citing AB, AS and AAS. (Need to clarify current application not changing per degree requirement bylaw); no problems with other points not specifically noted	Jeff Thies (Athletic Director, Central Arizona College)
Continue to require enrollment at 2-year institution for three semesters; eliminating this requirement would create opportunity for abuse (non-traditional courses)	NACADA
Must continue to require AA degree, requirements are inconsistent and AA degree is needed for out of state to waiver general education requirements. Texas receives funding based on granting of AA degree	3C4A
Noted "clustering" concerns/exacerbation with totality of increased standards.	FARA
Most community colleges offer several associate degree options to students depending on the program of study so the "completion of an Associate of Arts (A.A.) degree" is too narrow use of terminology. For example, the Associate of Science (A.S.) degree is awarded to students taking many credit hours in science and math in preparation for transfer to engineering and medical degree programs. So, the proposed language needs to be reconsidered. (Need to clarify current application not changing per degree requirement bylaw)	President, Iowa Western Community College
For the degree-completion requirement for non-qualifiers (b5), I recommend that you change the language to completion of an Associate degree which would permit Associate in Science and Associate in Applied Science Degrees as well as Associate in Arts degrees for those students who are more interested in STEM fields.	George R. Boggs (President and CEO, American Association of Community Colleges)
• Must continue to require AA degree, especially important to the state of Texas and educational requirements • Felt removing three semester requirement from nonqualifier transfer regulations would create many loopholes and abuses. Concerned unscrupulous 2-year institutions would find a way for student-athletes to graduate in a single year and meet standards.	NJCAA meeting (summary feedback)

• I'm ok with the Academic Reform initiatives. However, I think the 3 semester minimum for non-qualifiers should remain intact. Those that are non-qualifiers pre-college probably need the 3 semesters at a J.C. and the AA. • How do you take away the year "residency" thing for nonqualifiers at the two year institution; nonqualifiers should have mandatory time at two year...	Horizon League (compilation)
Would continue to explore the graduation requirement. Have not seen consistently that AA requirements lead to enhanced first-year academic success at the 4-year institution or improve academic success and graduation of 2-4 transfers. Have seen cases where students have to take additional courses (that don't assist with % degree) to meet AA requirements. With the increased focused on graduation from the 4-year institution, it seems counterproductive to require the student-athlete to earn the AA.	N4A
• Would support eliminating the current three-semester/four-quarter attendance requirement. • Does not support maintaining need to earn AA degree. The receiving institution should examine each athlete individually relevant to academic ability, academic progress, and admission standards. • Would support maintaining 48 semester-hours or 72-quarter hours of transferable degree credit. • Does not support maintaining limit on the number of hours taken during summer terms as long as the student athlete is making progress toward degree requirements.	Riverland Community College

Year of Academic Readiness.

Comment	Source
President in favor; coaches like the idea	Wanda Wong (West Valley College)
Indicated NQ trigger for YAR is best (remedial hour option leaves too much campus variance and has recruiting implications); noted significantly reduced opportunities if YAR not adopted and only increase standards; would change their rules to allow athletics aid for three years if YAR passes; need to educate on opt out opportunities if meet transfer requirements early; third year can assist with difficulty in getting into necessary classes; need to resolve YAR impact on recruiting timeline	NWAACC leadership teleconference
To expect a junior college athlete to not participate the first year, hence meaning three years to financially support a student athlete would be damaging to the junior college athletic programs. Institutions are struggling to keep the sports they presently have. JC programs could not sustain a requirement to have tutors, extra years, etc or any other like financial concerned policy.	Norma Carr (Athletic Director, Salt Lake Community College)
First impression is that significantly more non-qualifiers will start to choose "Prep schools" that offer a 5th year of HS over the community college route. Scholarship dollars at the 2-year level vary tremendously by region: some can offer tuition and books; others Room/board, tuition, books; some colleges provide zero scholarship. Of those that have the option of offering "full rides", most don't have the resources to offer full rides to the number allowable by NJCAA policy. For example we average about half (NJCAA allows 24 in softball, we have funding to provide 12). No. Choices are 1) play at a prep school and not lose any of my 4 years or 2) go to the juco, possibly sit out a year if I don't place out of developmental courses and be resigned to 2 years at the NCAA level. Yes. For example at our place these classes with one PE Activity course would get you to FT Fall: MAT 086, RDG 090, ENG 90 Spring: MAT 092, RDG 094, ENG 91 Financial burden on JUCO coaches, limitation on scholarships will push non-qualifiers towards alternatives other than higher education.	Jeff Thies (Athletic Director, Central Arizona College)

Raised concern over how to track academic year of readiness (i.e., how would institutions know student-athlete utilized year); Concern over who would utilize. Coaches would discourage use, would 2-year institutions administration assist in decision making and education beyond coaches; Would two-year institutions provide aid during year of academic readiness? Would two-year institutions provide three years of aid for these student-athletes? Support that remediation year should take place at two-year institutions. Generally, four year institutions not in a position to provide appropriate level of remediation.	NACADA
Believe academic year of readiness is necessary/will be a major step to assist at 2-year level. Noted allowing all nonqualifiers to use academic year of readiness; Incorporate use of Eligibility Center to track electronically who is utilizing academic year of readiness, 2-year institution registers student-athletes who are utilizing. Do student-athletes have to pay at this point or can hold payment till certification needed? 2-year community will need to have continued discussed regarding how convince coaches to allow student-athletes to use academic year of readiness. 2-year administration will need to work to take decisions from coaches Academic year of readiness is a cultural shift away from focus at 2-year institution on athletics and requires focus on academics. Academic year of readiness should be a choice for student-athlete	3C4A
Some skepticism regarding the effectiveness of the 2-year remediation model. Was there discussion regarding the YAR at the four-year institution? Did not see a need for a limit as to which SAs could take advantage of the YAR. Should there be a Q/NQ distinction?	FARA
Does the YAR potentially discourage SAs from meeting initial-eligibility requirements? Is there a potential athletic incentive to the YAR? Noting a distinction in academic cultures, would the YAR and the requirement to spend three years at the 2-year institution potentially exacerbate transition to a four-year environment?	DI SAAC

I believe this would be a good option for some students enabling them to prepare to succeed in college level work. I believe the possible triggers listed could be structured in a way to assure accountability and compliance. In particular, I believe the lack of competition during the first year of community college enrollment should be a requirement.	President, Iowa Western Community College
Prohibiting competition during the 1st year of enrollment could be detrimental to the student-athlete. I expect college coaches would be very concerned about the athletic readiness of a transfer who hasn't competed in a year and therefore could jeopardize the student-athlete's options to end up at a 4 yr institution. Also, if the intent of the concept is to better prepare them for a DI institution, it would seem necessary that they experience similar scheduling demands at the 2 yr institution. Part of the problem with a student-athlete's ability to academically achieve is a result of the time demands and "schedule shock" to them upon enrollment in college. Competing greatly impacts their schedule. If you don't allow them to compete at the 2 yr institution they could transfer to a 4 yr institution without the necessary time management skills to balance their demands an athlete and student. My suggestion would be to remove #3 from the concept.	Keli Cunningham (Associate Athletics Director, West Virginia University)
I support the proposal to allow an academic year of readiness for student-athletes who are not prepared for college-level work upon entry. For a student to be eligible to participate in the academic year of readiness, I recommend that students must be assessed as needing remedial course-work and must enroll in a course load that is 40% remedial or developmental. Eligible students should receive counseling about the academic year of readiness before they make a voluntary decision to participate. I agree that students who participate in the academic year of readiness would not be permitted to compete, but I recommend that they be allowed to participate in practices so they can be mentored by coaches and be motivated to continue to make academic progress.	George R. Boggs (President and CEO, American Association of Community Colleges)
• Nonqualifier seems to be best trigger to provide opportunity to use YAR, require register with clearinghouse and be true nonqualifier. Provide fee waivers to students on Pell. • NJCAA would have institutions identify who using YAR during certification period. • Providing 2-year institutions access to Eligibility Center information would allow student-athletes to be identified in EC information as using YAR and could be tracked by NCAA institutions. • Recruiting contact issues regarding communication with NCAA institution on what credits need and what credits to	NJCAA meeting (summary feedback)

take • Brought up hardship waiver issue – if SA is injured and gets a hardship waiver after utilizing YAR – can stay at 2-year institution for 4 years? If only stay for 3 – have can compete for 3 years at NCAA institution? • Discussed possibility of allowing use of YAR during first or second year. Must declare use before start of third full-time semester. Would allow compete in first year and use during second year. Allows student who identifies academic deficiencies after first year to take advantage. • Can a student-athlete go to prep school for a year after high school and come to 2-year institution and use YAR? • Interested in allowing football players to be able to transfer to NCAA institution after 2 and a half years. Don't want abuses of other student-athletes transferring. For 2-year institution to invest in YAR, need commitment of two seasons of competition. Allow transfer after enrollment at 2 year institution for 5 semesters and use of two seasons of eligibility (would prohibit baseball player from transferring after 5 semesters).	
In theory, this proposal makes sense. However I am concerned about some aspects of the implementation of the academic year in readiness proposal. Too much of this proposal is yet undefined, and in the current state is difficult to comment on. I support the concept, at the same time wondering if this would actually be used to solve academics deficiency. The blue chip athlete will not endure this process, because the bright lights of NCAA competition will not tolerate patience. I would see this used as a redshirt year for the athletically unprepared student-athlete, however, if the student met the academic "trigger" the process could have success. My suggestion for the trigger would be nonqualifier status, as this could be identified and monitored by both the NCAA and the NJCAA through the current NCAA eligibility process. Identification of those in the year in readiness could occur through the NJCAA in the certification process, and should be designated prior to the first contest. I would suggest that these athletes be limited to practice only. No scrimmage against outside competition, nor travel to away games/events. Also, to be fair to all NJCAA programs, the NJCAA should limit the number per sport within the year in readiness. I do not believe the current scholarship numbers that exist within the NJCAA need to be adjusted at all to accommodate the year in readiness.	Wayne Baker (Athletic Director, Odessa College)

• I believe these recommendations are excellent, especially the Year of Academic Readiness concept. At first I thought the 2.5 GPA was high, but it looks like they studied what predicts success at the 4-year school, so I'm all for it. • My opinion would be not to have a "year of readiness" for 2 yr college transfers. They need to have the pressure of going to class and getting passing grades in order to play. They hit the thresholds and play. If there were no requirements while sitting out I think there would be higher drop out during the season of readiness. Actual negative consequence. • Also, in terms of the year of readiness - there are so many outliers, including but not limited to the outside competition thing. These students can't play at the junior college their first year, but you can bet they will need to stay playing their sport somehow/somewhere… • Plus the whole monitoring nightmare of so many things between the junior college and the four year institution, it's already very hard. • I am especially supportive of the proposal involving the Year of Academic Readiness. This would allow the non-qualifiers who need remediation to "catch up" to the traditional college track, without being penalized and without forcing athletes to take more classes than they can handle. I believe that there are many athletes currently who cannot attend four year institutions due to the percentage requirements, which are impossible to reach if the student must take several DEV classes.	Horizon League (compilation)
• Would it be possible to allow the academic year of readiness concept to occur any year at the 2-year school, not just the first year of enrollment at the 2-year school? • How would the academic year of readiness affect 15.01.5? It seems a student-athlete could get six years of aid if he/she redshirts at the 4-year school after spending three years at the 2-year school.	Eastern Kentucky University
…Although sentiment was mixed, it also appears that all or a majority of FARs in at least six conferences support the draft concept regarding a year in residence for low predictors. With regard to this latter proposal, however, several FARs had concern, primarily centered on the notion that the opportunity to compete drives academic performance of low predictors. There also was some feeling that further refinement of this concept is needed as there is insufficient information as to how the year in residence would work and who, precisely, would be affected. Other FBS	FBS Conference FARs

FARs believed that all three draft concepts must go forward as a package as the year in residence is an integral component that should not be severed from the other two concepts… (see General section for full context)	
• Oppose - If students are "identified" for this model and then are successful in their first year, can they opt out .. if so, what happens to their "clock" – who's monitoring this? • This concept is grounded in trying to provide access … which I support, however – it seems flawed, difficult to monitor, and open for significant abuse. • Many two-year institutions have competitive athletics programs – why would they want to provide aid for students in first year who are not eligible to compete? • The N4A opposes a 6th year of aid model. An original version of this model stuck to the 5 years of aid, but delayed the start of monitoring progress towards degree to allow for time for remediation. We are generally supportive of a model more similar to this and think a competitive advantage should not be provided to students who fail to meet the academic requirements (6 years of aid… and theoretically an additional "training" year)	N4A
Noted support of year of academic readiness and no anticipation of any unintended consequences. Noted in response to additional questions the use of assessment on college readiness using Accuplacer as method of identification with placement according to the test scores. Noted learning communities and cohort-style learning groups available for student resources and support. Noted also, enough remedial courses available at most two-year institutions and that would be used by students. Noted re: financial aid potential eligibility for federal financial aid Financial Aid Department on campus to assist students.	Riverland Community College
The overall concern to this potential legislative change was the limitations at the two-year colleges in terms of class offerings due to budget cuts at the state level, unit caps (e.g., 18 units a term) and lack of priority registration for student-athletes at some community colleges. If a year of academic readiness was available to a select population, for example non-qualifiers, the athletic counselors in Northern California noted the previously mentioned issues would limit the opportunities to allow the student-athletes to take advantage of this year of academic readiness. With all the external factors that could limit the student's options to possibly take all their remediation requirements and not start the NCAA Division I five year college clock seems counterproductive to the year of academic readiness. The other issue is a two-year coach could tell a student-athlete they should not elect to do the academic year of	Sacramento State (includes input from local community colleges)

readiness specific to Division I because the prospect could ultimately transfer to Division II or III institution or NAIA institution. Overall the group's feedback was to let the legislation move forward for the qualifiers and non-qualifiers who trigger transfer status first to see its success before implementing something as complicated as a year of academic readiness that non-NCAA member two-year college are then required to monitor, enforce and educate their coaches, administrators, parents and student-athletes surrounding.	

General.

Comment	Source
Generally very supportive of concepts; noted need sufficient implementation timeline to educate two-year community for a whole year	NWAACC leadership teleconference
To compare men's football and basketball to all the other sports, including women's gives a skewed perspective. I agree that we need to be responsible academically to the student athletes moving from junior college to the NCAA colleges. Please keep in mind that the JC graduation and academic success should be lagging behind the 4 year DI athletes. The DI athletes have been in the university system for two years longer than a JC athlete and have learned the specific need to meet success plus they have much more support academically, financially, and socially due to DI having more resources. It is ridiculous to ask the same of, and especially more from a JC transfer than a 4-year student athlete. We have also found that when DI SA move to the JC level, they are further behind than the present JC SA's; I hope that reform will be fair, something that is manageable for the JC student athletes and is fair for all sports not sports of concern.	Norma Carr (Athletic Director, Salt Lake Community College)
1. The letter states that the cabinet has reviewed historical academic data. I understand you may have simplified the summary of this data for the purposes of the memorandum. If that is the case is it possible to see the raw data or the research methods used to make inferences from the data? I ask because this policy decision potentially affects a large number of student athletes at out level and the current suggestions all put the work back on our institutions. Some questions for clarity: • What is the sample size/population/broken down by sport? Is this a Football/Men's basketball issue?	Jeff Thies (Athletic Director, Central Arizona College)

• GPA is mentioned as the strongest indicator, but how strong is strong? The strongest of very weak indicators would still be viewed as the strongest amongst its peers. • How was the concept of "Transfer Shock" utilized in the study of the data? Was the transfer success rate of the general population at each college incorporated? Transfer students in general do not succeed at the same rate for various reasons. Without the data to answer some of these questions I find it difficult to recommend approval of any of the changes proposed, but provide my thoughts based on anecdotal evidence from our college and Region: 2. I understand where we are in the higher education pecking order and realize the NCAA has the ability to change their policies with or without our consent. I applaud the effort to include all 2-year associations in the discussion. I would like to see that a true research plan was put into place to assist with making these policy changes (it may have, it's just not apparent in the memo or PowerPoint). A plan that investigated the 4-year institution's role and responsibilities for transfer students they accept on their terms, not ours. Data that provides clear inferential statistics backing the changes.	
Generally supports concepts as a package. Majority recognize that increased standards are needed if want to have academic year of readiness pass.	3C4A
I agree with the Cabinet's findings on 2-4 Transfers and support the Draft Concepts for Qualifiers and Non-Qualifiers. I also think the Year of Academic Readiness would be very beneficial. As long as that first year doesn't start the 5-year clock, as stated, I feel student-athletes would more likely take advantage of it. Our men's basketball program recruits a lot of 2-year transfers and has also had some APR issues. I feel these new standards would help bring in 2-4 transfers that are more prepared to succeed in the classroom and on the court, for basketball and the rest of our sports.	Brian Stavisky (Director of Compliance, St. Bonaventure University)
I strongly encourage you to make the GPA and course-taking requirements the same for all student athletes (2-4 transfers, 4-2-4 transfers, and native students). To require a higher standard for community college transfers implies inferior status for our institutions.	George R. Boggs (President and CEO, American Association of Community Colleges)

These changes would be significant, and I anticipate that there are aspects of them that would need to be worked out in partnership as they are implemented.	George R. Boggs (President and CEO, American Association of Community Colleges)
Interested in the following: • Can we share / do we have data related to what NCAA institution's graduate two-year transfer student-athletes? • Is it possible for NCAA to track success of two-year college student-athletes by 2-year institution? This would show what 2-year institutions are having success preparing student-athletes and which ones are not.	NJCAA meeting (summary feedback)
• Because of the initial starting point for two year college students academically, most likely there will always be a gap in the graduation rate of the non-transfer opposed to the graduation rate of the two year transfer. The sports of basketball and football will continue to lag behind the other sports in graduation rate at the university level, much as this rate is also the lowest relative to receiving the Associate Degree. The process of educating the under prepared student at the two year college level, often with small budgets, will continue to be a 24/7 challenge for all two year colleges. However, this is part of the role that we accept and engage with strong conviction and passion. Common sense tells us that the rates will always show a gap, as obviously the academically prepared student, directly attending and benefiting from the resources of the four year university should excel. • The proposals and initiatives presented are directly based upon the research conducted by the NCAA, which accurately identify those demographics and specific groups relative to graduation rates. However, the NCAA research also indicate the two year transfer group as making the most progress over the past ten years. Where the gap was at one time 20 percentage points, it is now less than ten. This would indicate to me that changes made by both the two year college and the four year institutions over the past ten years have had a dramatic effect upon the university graduation rate of two year transfers. If the rate continues to improve over the next five years in the same manner, the rate will close to within 5 percentage points. • During the time frame presented in the research, the NJCAA also endorsed legislation which I believe directly increased the graduation rates of two year transfers. Among the legislation was an increase in required GPA, reduction of the number of remedial hours that could count towards	Wayne Baker (Athletic Director, Odessa College)

eligibility, a reduction in the number of games, reduction in the number of practice opportunities, reduction in the number of scholarships per sport and increased penalties for non-compliance. Additionally, the NJCAA introduced legislation that reduces the number and ease of transfer within the organization. Beginning next year the NJCAA will require student-athletes to be high school graduates or GED recipients, which is in direct opposition to our open door policy for non-athletes. It is my opinion that this legislation has directly impacted the quality of students graduating from two year colleges and thusly transferring to NCAA institutions. • Current NCAA regulations regarding the five to play four clock and the 20/40/60% progress rule currently inhibit the academic growth and process at the two year college level. Instead of proper remediation in a suitable timeline, many students are rushed through the academic process to enable the student to transfer eligible under the current guidelines. If remediation is required, oftentimes students are obtaining 70-80 hours in a twenty-four month time period. While not impossible, this does not present the best academic solution for the two year college student-athlete. The best academic remedy would be for this to occur over a three year period, with a redshirt year involved. However, currently the above mentioned regulations prevent this from being possible. ….I do not believe drastic effort is needed, but continued massaging of the current regulations, with the addition of a stronger core requirement. If the current trend of two year transfers and the corresponding graduation rate continues to climb, both organizations will be the benefactors.	
• As far as my thoughts on the Academic Reform Efforts document, I do not see a need to make any modifications to the current requirements of 2-year transfers. I believe the information the NCAA has recently requested is invaluable, however, we would be better served to wait at least another year or so in order to gather more data. I would feel much more confident starting to think about changes to the 2-year requirements after more info is gathered and analyzed.	Horizon League (compilation)
Generally speaking, a majority of the conference captains that responded are <u>in favor</u> of the package of concepts as drafted for the following reasons: • Higher academic standards and a limit on physical activities classes would better prepare a two-year transfer student for	WBCA

the academic demands of most four-year institutions. • Academic success needs to be re-emphasized. Expectations beyond basketball (and life after college) are fading, and the proposed enhancements to the two-year transfer requirements could help compel two-year institutions to focus more on the academic track of their student-athletes. • The proposed two-year transfer requirements would create a more even playing field for those institutions that currently can't admit a transfer student with a 2.0 GPA. • Initial eligibility standards for high school students have recently become more challenging, and the proposed two-year transfer requirements would follow the trend of expecting higher historical academic success from incoming student-athletes.	
• The goals and principles are good. • What will be the delayed implementation schedule in general to allow PSAs to adjust?	Eastern Kentucky University
The 1A FAR Board endorses the Academic Cabinet's draft concepts for changing the 2-4 transfer requirements for qualifiers and nonqualifiers and awaits the opportunity to review formal proposal language implementing these concepts in final, concrete form. The draft concepts are based on data concerning the academic performance of 2-4 transfers and are designed to make the academic success and graduation rates for 2-4 transfer student-athletes more closely match the numbers for non-transfer student-athletes. The Board recognizes and shares the concern of some FBS FARs that requiring student-athletes to sit a year if they do not meet the new academic requirements may mean that a number of SAs will never attend a four-year institution even though they could have attended and succeeded. The Board understands that the Academic Cabinet considered this potential negative consequence but decided that it was outweighed by the predicted improved academic success for 2-4 transfer student-athletes. The 1A FAR Board thanks and commends the Academic Cabinet both for its work and for circulating draft concepts in a form sufficiently concrete to permit informed feedback in a timely manner.	1A FAR Board
FBS Conference FARs. Members of the 1A FAR Board made contact with their Conference FARs re the 2-4 transfer proposals. Few of us have had in-person Conference meetings since these proposals were forwarded for comment. That means that not all Conference FAR Councils reported even a tentative position as in several conferences there has not been the benefit of a full discussion of the draft concepts and insufficient time for some FARs to review and take a position. As with any proposal, going from draft concept to black letter language may raise particular	FBS Conference FARs

issues. With these caveats -- There is clear support for efforts to have the academic success and graduation rates of 2-4 transfer student-athletes match those of student-athletes who matriculate out of high school. It appears that all or a majority of FARs in at least six conferences support the draft concepts for 2-4 transfers who are qualifiers as well as those for 2-4 transfers who are not qualifiers. A few FARs expressed concern regarding institutional autonomy in that the 2.5 GPA is higher than that required for non student-athletes who are two-four transfers at their institutions. From the comments, it appears that there may be support for a GPA that is not as rigorous as 2.5. Although sentiment was mixed, it also appears that all or a majority of FARs in at least six conferences support the draft concept regarding a year in residence for low predictors. With regard to this latter proposal, however, several FARs had concern, primarily centered on the notion that the opportunity to compete drives academic performance of low predictors. There also was some feeling that further refinement of this concept is needed as there is insufficient information as to how the year in residence would work and who, precisely, would be affected. Other FBS FARs believed that all three draft concepts must go forward as a package as the year in residence is an integral component that should not be severed from the other two concepts. The response from Conference FARs is tentative and several indicated that they might support other iterations of these draft concepts. All that said, no FBS conference reported that a majority of FARs were opposed to any of the draft concepts.	

ADDENDUM
ATTACHMENT A
SUPPLEMENT NO. 18

Two-Year College Transfer Proposed Eligibility Model
Feedback from Two-Year College Community and
Member Institutions and Affiliated Organizations
(Addendum)

Qualifier.

GPA Increase.

Comment	Source
Let me begin by saying thank you on behalf of the joint NJCAA Executive and Eligibility Committees with which you met on January 16, 2011…. ….To summarize the collective input from that meeting, I have listed our concerns from greatest to least: 1. The proposed increase in GPA from a 2.00 to a 2.50 continues to be the change which causes the most concern within the NJCAA for the following reasons: a. We believe the proposed changes to the core curriculum and the limitation on the number of transferable P.E. activity credits will cause an adjustment to the overall GPA of the population of student-athletes who will be eligible upon transfer in and of themselves. b. In many cases a 2.50 GPA is well above that required of a transfer who is not a student-athlete. c. A 2.25 GPA is a more acceptable first step in evaluating the impact of these proposed changes on the graduation success rates of two-year college transfers.	NJCAA Executive & Eligibility Committee Meeting (1/16/11) Summary
We agree with the proposal that would increase the number of required courses. The GPA we would accept, but may not be the right thing to do because if you are a regular attending rising junior all you really need is a 2.0 GPA to compete, so we would like the GPA to stay at 2.0 for transfers.	George Mason University (CC)
Below are some of the areas of concerns/feedback we have regarding the draft concepts for academic reform efforts for 2-Year College Transfers. • Increased grade-point average will help with the academic success of 2-year college transfers, based on our experience here at UD.	University of Delaware (CC and coaches)

(6) **From Compliance**: in favor of the GPA increase purely on the fact that 2-year college transfers are rarely admissible to our institution with less than a 2.50 GPA. However, this may not be the case for all institutions in our conference. (7) **From Faculty Athletics Representative**: My initial thoughts were that the GPA should be higher than a 2.0 and that more core courses should be required. I don't know how things are in other states or other schools, but my experience (from 14 years advising 'wannabes' for a competitive admissions graduate program) is that GPAs from most 2-year colleges are inflated (as if they aren't at 4-year institutions but that's another issue) and that many students who had high GPAs at the 2-year college had lower GPAs after transferring to a 4-year institution. If this was the case for the Physical Therapy wannabes, then student-athletes who were in less rigorous situations would be worse off! And a 2.0 GPA from a 2-year college, in my experience, is just not that good, despite what TBR (TN Board of Regents) or the 2-year college might say. It's just not equivalent to a 2.0 here at our 4-year institution.	Jacksonville University and Atlantic Sun Conference
Recommendation: We do not support the recommendation to change the transfer GPA requirements without further research and consideration. Use of the cumulative GPA reflects the entire student career, even early terms when the student may be completing the development course sequences and are most likely to earn their lowest grades. Use of the GPA from their last 30 credit hours of enrollment may provide a more accurate prediction of student success.	Illinois Skyway Collegiate Conference (Athletic Director Council)
As it relates to academic qualifiers, based upon the Cabinet's Key Research Findings cited in your December 1, 2010 memo, it appears appropriate to enact policy that will elevate the grade point average for transferrable degree credit to a 2.5 and extend the two-credit limit on transferrable physical education activity courses to govern all sports.	Southeastern Conference

Physical Education Course Limits.

Comment	Source
Let me begin by saying thank you on behalf of the joint NJCAA Executive and Eligibility Committees with which you met on January 16, 2011… …To summarize the collective input from that meeting, I have listed our concerns from greatest to least: 3. The addition of the three credits of science and limiting the number of transferable physical education activity credits were not opposed by the committee.	NJCAA Executive & Eligibility Committee Meeting (1/16/11) Summary
We concur with recommendations 2, 3 and 4 and believe these could enhance the academic success of community college transfer students at the NCAA Division I level.	Illinois Skyway Collegiate Conference (Athletic Director Council)
As it relates to academic qualifiers, based upon the Cabinet's Key Research Findings cited in your December 1, 2010 memo, it appears appropriate to enact policy that will elevate the grade point average for transferrable degree credit to a 2.5 and extend the two-credit limit on transferrable physical education activity courses to govern all sports.	Southeastern Conference

Nonqualifier.

GPA Increase.

Comment	Source
Let me begin by saying thank you on behalf of the joint NJCAA Executive and Eligibility Committees with which you met on January 16, 2011…. ….To summarize the collective input from that meeting, I have listed our concerns from greatest to least: 1. The proposed increase in GPA from a 2.00 to a 2.50 continues to be the change which causes the most concern within the NJCAA for the following reasons:	NJCAA Executive & Eligibility Committee Meeting (1/16/11) Summary

a. We believe the proposed changes to the core curriculum and the limitation on the number of transferable P.E. activity credits will cause an adjustment to the overall GPA of the population of student-athletes who will be eligible upon transfer in and of themselves. b. In many cases a 2.50 GPA is well above that required of a transfer who is not a student-athlete. c. A 2.25 GPA is a more acceptable first step in evaluating the impact of these proposed changes on the graduation success rates of two-year college transfers.	
We agree with the proposal that would increase the number of required courses. The GPA we would accept, but may not be the right thing to do because if you are a regular attending rising junior all you really need is a 2.0 GPA to compete, so we would like the GPA to stay at 2.0 for transfers.	George Mason University (CC)
Below are some of the areas of concerns/feedback we have regarding the draft concepts for academic reform efforts for 2-Year College Transfers. • Increased grade-point average will help with the academic success of 2-year college transfers, based on our experience here at UD.	University of Delaware (CC and coaches)
(6) **From Compliance**: in favor of the GPA increase purely on the fact that 2-year college transfers are rarely admissible to our institution with less than a 2.50 GPA. However, this may not be the case for all institutions in our conference. (7) **From Faculty Athletics Representative**: My initial thoughts were that the GPA should be higher than a 2.0 and that more core courses should be required. I don't know how things are in other states or other schools, but my experience (from 14 years advising 'wannabes' for a competitive admissions graduate program) is that GPAs from most 2-year colleges are inflated (as if they aren't at 4-year institutions but that's another issue) and that many students who had high GPAs at the 2-year college had lower GPAs after transferring to a 4-year institution. If this was the case for the Physical Therapy wannabes, then student-athletes who were in less rigorous situations would be worse off! And a 2.0 GPA from a 2-year college, in my experience, is just not that good, despite what TBR (TN Board of Regents) or the 2-year college might say. It's just not equivalent to a 2.0 here at our 4-year institution.	Jacksonville University and Atlantic Sun Conference

Recommendation: We do not support the recommendation to change the transfer GPA requirements without further research and consideration. Use of the cumulative GPA reflects the entire student career, even early terms when the student may be completing the development course sequences and are most likely to earn their lowest grades. Use of the GPA from their last 30 credit hours of enrollment may provide a more accurate prediction of student success.	Illinois Skyway Collegiate Conference (Athletic Director Council)
Similarly, the Cabinet's Research Findings also support most of the proposed changes that would govern nonqualifiers who transfer from a two year college to a four year institution. This includes increasing the required transferrable grade point average, limiting the use of physical education activity courses, and requiring completion of the specified number of credit hours in English, math and science.	Southeastern Conference

Physical Education Course Limits.

Comment	Source
Let me begin by saying thank you on behalf of the joint NJCAA Executive and Eligibility Committees with which you met on January 16, 2011… …To summarize the collective input from that meeting, I have listed our concerns from greatest to least: 3. The addition of the three credits of science and limiting the number of transferable physical education activity credits were not opposed by the committee.	NJCAA Executive & Eligibility Committee Meeting (1/16/11) Summary
We agree with the proposal that would increase the number of required courses.	George Mason University (CC)
We concur with recommendations 2, 3 and 4 and believe these could enhance the academic success of community college transfer students at the NCAA Division I level.	Illinois Skyway Collegiate Conference (Athletic Director Council)
Similarly, the Cabinet's Research Findings also support most of the proposed changes that would govern nonqualifiers who transfer from a two year college to a four year institution. This includes increasing the required transferrable grade point average, limiting the use of physical education activity courses, and requiring completion of the specified number of credit hours in English, math and science.	Southeastern Conference

Science Core Requirement.

Comment	Source
We have one follow-up comment on the 2-4 concepts I wanted to pass along. The feedback relates to the addition of the science credits to the required core academic course minimums for 2-4 transfers. Our membership has noted a two-year college science course with a lab (totaling 4 credits) is often considered more "transferable" than a stand-alone two-year college three credit science class without a lab. It was noted that many three credit science classes are counted as electives for an incoming 2-4 transfer student majoring, for example, in a science field. If the science course is 4 credits including a lab, then it would more likely count toward the declared degree. This distinction--the differing long-term academic impact between a 3 credit science course and 4 credit science course w/ lab from a two-year school--might be most germane to student-athletes pursuing science degrees. Yet, the addition of a lab seemingly parallels the same core-course lab requirement for all high school prospects per 14.3. Perhaps there is data that assesses the impact of a science with lab from a two-year college as it relates to long-term academic success at a four-year institution.	Ohio Valley Conference
Below are some of the areas of concerns/feedback we have regarding the draft concepts for academic reform efforts for 2-Year College Transfers… • Would the requirement to complete at least six hours of English, three hours of math and three hours of science be consistently applied/offered at all Junior Colleges? • What would be considered a valid science course?	University of Delaware (CC and coaches)
We concur with recommendations 2, 3 and 4 and believe these could enhance the academic success of community college transfer students at the NCAA Division I level.	Illinois Skyway Collegiate Conference (Athletic Director Council)
Similarly, the Cabinet's Research Findings also support most of the proposed changes that would govern nonqualifiers who transfer from a two year college to a four year institution. This includes increasing the required transferrable grade point average, limiting the use of physical education activity courses, and requiring completion of the specified number of credit hours in English, math and science.	Southeastern Conference

Other.

Comment	Source
Below are some of the areas of concerns/feedback we have regarding the draft concepts for academic reform efforts for 2-Year College Transfers… • Completion of at least three semesters or four quarters as a full-time student should remain a requirement.	University of Delaware (CC and coaches)
In looking at the concepts being considered for the nonqualifiers, I would still like to see the completion of three semesters as a full-time student. I would hate to see the student attempt to overload their credit hours in an attempt to graduate a junior college in a year (potentially two summers, a fall, and a spring).	Old Dominion University (CC)
Recommendation: We recommend the elimination of this proposal. (Maintaining limitation on transferable summer courses)	Illinois Skyway Collegiate Conference (Athletic Director Council)
We are concerned that removing the minimum requirement for terms completed at the two year college by a non-qualifier will serve to encourage efforts to complete a large number of credit hours within an inappropriate time frame. It does not appear the current three semester/four quarter "residence" requirement is problematic, thus we recommend the existing "residence" requirement be maintained.	Southeastern Conference

Year of Academic Readiness.

Comment	Source
Let me begin by saying thank you on behalf of the joint NJCAA Executive and Eligibility Committees with which you met on January 16, 2011… …To summarize the collective input from that meeting, I have listed our concerns from greatest to least: 2. There was overall agreement that a Year in Academic Readiness would be beneficial to many students at the two-year college level. However, the committee would like to see some flexibility to allow for the YAR to be used during the first or second year of college. The rationale being that first year freshman may not be appreciative of the academic expectations of college and mature enough to handle their first year out of athletics to concentrate on academics. However as that same student matures and is exposed to college level expectations he/she would benefit more in some cases by having the Year in Academic Readiness come later. In addition, it would be a more "sellable" option at the institutional level from a financial standpoint.	NJCAA Executive & Eligibility Committee Meeting (1/16/11) Summary
Below are some of the areas of concerns/feedback we have regarding the draft concepts for academic reform efforts for 2-Year College Transfers…. • Year of Academic Readiness opens room for exploitation o Who makes the determination of academic readiness? o Will the application of this rule be consistently applied throughout the country? o Would lack of competition, include the ability to practice?	University of Delaware (CC and coaches)
(3) **From Coaches**: Better if student-athletes could take their year of readiness at the 4-year institution --then coaches could keep an eye on them. (4) **Question**: Is the year of readiness option only available to those student-athletes who would need to take remedial courses?	Jacksonville University and Atlantic Sun Conference

Addendum
Attachment A
Supplement No. 18

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In general, we are supportive of the "Year of Readiness" recommendation. Many students who enter community colleges and test into developmental English and Math courses face a difficult road from admission to graduation and transfer. As open enrollment institutions, community colleges become the primary educators for students inadequately prepared for higher education. This situation makes the work of our colleges difficult while our students struggle to learn the most basic concepts of reading, writing, and math. A struggle that can, at times, take a year or longer to overcome and to have the student fully prepared for a robust college curriculum. Though we are supportive of the concept of the "Year of Readiness," we are concerned with the implementation of this program. The specific concerns are: 1. Although this is a critical component of the Academic Council's recommendations, there is only a basic framework for this program with neither general guidelines about determining student eligibility and verification of participation nor institutional reporting requirements. 2. Requiring utilization of the "Year of Readiness" in the first year of college enrollment places an undue burden on the colleges and the students. The entire student recruiting process and the initial work to begin their college careers must be reinvented to effectively implement and manage this option. a. During the recruiting process, coaches will need to determine which students are potential NCAA Division I players before the student even joins a team for practice. By making this assessment for the "Year of Readiness", any player whose skill level could or would improve to DI level through participation would be penalized by loss of this option. b. Academic assessment, placement testing, advising and counseling will need to be done earlier in the summer, or even late spring, in order to determine	Illinois Skyway Collegiate Conference (Athletic Director Council)

a student's eligibility for the "Year of Readiness." c. Referring a student athlete to the "Year of Readiness" and the concept of postponing their athletic participation will be difficult. In this case, the difficulty of this discussion is two-fold: telling the student about their need for developmental coursework and having them sit out their first year of competitive participation. These competitive and motivated individuals thrive on the competition of their sport or sports. It may drive students to make impulsive decisions about college attendance that would hurt their future prospects and options. d. All community college athletic programs and individual coaches may not implement or utilize the "Year of Readiness." To state it bluntly, there are coaches and programs that will tell students they do not need this program and allow the student to compete immediately in order to gain a competitive advantage over other area schools and programs. 3. This will create additional team costs for athletic departments and colleges because of the need to carry a three-year roster for each team. Specifically, colleges will have to underwrite an additional year of athletic scholarships for "Year of Readiness" students, provide additional equipment costs for expanded team rosters and other costs associated with a larger team roster. 4. Current NJCAA rules and procedures limit the number of athletic scholarships awarded within the academic year. This limit is based upon two-year eligibility. To accommodate this additional year, these rules will need to be changed and the number of annual scholarships increased. 5. There will be increased costs for administrative oversight and reporting of the "Year of Readiness" program.	

At the present time, we do not support enacting a "year of Academic Readiness" as identified by the Cabinet. The ability of a young person to extend the timing of their athletics participation, which would occur due to their lack of educational preparation in high school, does not seem an appropriate outcome. Given the significant two year college transfer policy changes proposed by the Cabinet, we believe it is best to allow these changes to take effect and be fully evaluated before additional consideration is given to the suggested "Year of Academic Readiness."	Southeastern Conference

General.

Comment	Source
I really think these will assist the transfer students to be more competitive overall. My experience mirrors the data obtained from the committee and in the requirements I place on some non-athlete programs geared at getting more transfer students to transfer to TU to complete a B.S. degree in Science or math—the students that have good grades (we actually require a 2.8) in the fundamental course work tend to be most successful although still require some tutoring and assistance post-transfer.	Towson University
Below are some of the areas of concerns/feedback we have regarding the draft concepts for academic reform efforts for 2-Year College Transfers…. …In conclusion, we have concerns about how much input has been obtained from the two-year college community and their willingness to ensure that these proposed standards are applied consistently throughout the country.	University of Delaware (CC and coaches)
The proposal seems well thought out and I particularly like the "year of readiness." I also wonder if we can do a better job of reaching potential transfers as soon as they enter the Junior College to let them know about these new guidelines. There will be some students who will work with us if they know what is expected.	Old Dominion University (FAR)
Drexel is in favor of the Draft Concepts for both Qualifiers and Non-Qualifiers. We feel these standards will better prepare	Drexel University (CC and coaches)

student-athletes to be eligible and graduate from Drexel.	
(1) **From Coaches**: There are purely athletic reasons why a 2-year college transfer will leave a 4-year institution after their junior year – the student-athlete realizes that he/she is not good enough to play at a DI institution and/or the coach of the DI institution decides that the student-athlete is not good enough or doesn't fit into the system now so student-athlete will not see any playing time. Usually DI coaches recruit 2-year college transfers for a "quick fix" and if the student-athlete is no longer needed for this reason, then he/she will not play and will probably leave the 4-year institution. (2) **From Compliance**: There would be too much "pressure" on 2-year college and high school coaches and administrators to advise their student-athletes of the differences going to 4-year vs. 2-year institution. There would probably be an increase in waivers resulting from these proposed rule changes. Also, more information would need to be submitted from the 2-year college that these transfer student-athlete are coming from to the 4-year institution, ie, did you take your year of readiness?... ….(5) **From Faculty Athletics Representative**: Need to address the problem of good academic student-athletes transferring from 2-year colleges, but not able to meet the progress-toward-degree percentage their first year at the 4-year institution for their chosen major (usually majors which don't allow many elective credit hours) since they didn't take the right courses at the 2-year college… …(7) **From Faculty Athletics Representative**: … …As for the courses coming in – we have enough problems with progress- toward-degree without adding to it! Now, the down side is that while the student-athlete who starts out at a 2-year college may know he/she is going to transfer, the catch is that he/she doesn't know to WHERE he/she might go, so figuring out what courses to take may be more challenging. Though there is probably a good set of courses (Engl comp, Engl lit, math, psychology, sociology, arts/humanities, basic science) that are fairly common and could be the foundation. (8) **From Coaches**:	Jacksonville University and Atlantic Sun Conference

Addendum
Attachment A
Supplement No. 18

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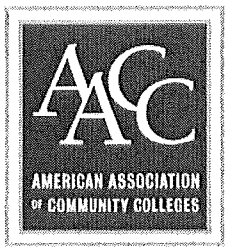
#1. College isn't for everyone. We have already lowered the initial eligibility standards for GPA and test score SO low that if you are not eligible it should send up HUGE red flags about your entire 18 years of educational/environmental history. #2. Two-year colleges are now left with only the lowest of the low achievers. To keep them eligible to compete at the 2-year college level, the 2-year college coaches have found a way to be self serving (just like DI coaches are in their own situations) and enroll the students in classes that will enable their dysfunctions. By the time they have exhausted their eligibility at 2-year college, these student-athletes are no closer to being ready for a DI school than after HS. In fact, by misusing their two years at the 2-year college, they are probably even further behind with respect to realistic progress- towards- degree requirements. I strongly agree with having more requirements of the 2-year college student-athletes. I just think that if a student-athlete is DI talented and they are a qualifier, then the big money school with the academic support machines will do their best to get the student-athlete through four years. If student-athletes are so low that they end up at 2-year college, the 2-year college doesn't have the support in place. These 2-year colleges are there primarily to serve local students, helping them achieve an education at a low cost, not to produce the next NCAA Final Four star player. If an athlete is only eligible for a 2-year college with our current standards, then they are bound to struggle at 4-year institution. Currently student-athletes are cramming in requirements at 2-year colleges during the summer after their second year at the 2-year college, trying to get eligible for the DI institution. So they are taking longer than two years as it is. And we all know what summer school classes are like. I am not surprised at all to find out that 2-year college transfers are not staying eligible at 4-year institutions. Fall sports are probably the beneficiaries. Football student-athletes come in, are eligible, play one year, help the 4-year institution team win, then they disappear. If these student-athletes are great players then it is worth the risk and APR hit to have a great one semester.	



One Dupont Circle, NW
Suite 410
Washington, DC 20036

www.aacc.nche.edu
[T] 202-728-0200
[F] 202-833-2467

December 3, 2010

Ms. Carolyn Callahan
Chair
NCAA Division I Academic Cabinet
P.O. Box 6222
Indianapolis, Indiana 46206

Dear Carolyn:

Thank you for the opportunity to comment on the draft concepts for potential modification of current two-year college transfer requirements. I appreciate the concern that the Academic Cabinet has for the success of transfer students and I am pleased to see a focus on improving college completion rates for student athletes.

I support the proposals to limit the transfer of physical education credits to two credit-hours for both qualifiers (a2) and non-qualifiers (b3), and support the addition of three credits of science to the current core requirement for non-qualifiers (b2). New requirements in these areas should result in significant changes in course-taking patterns for community college student athletes, and it will be important to see the impact of these changes on the success rates of transfer students.

I recommend that consideration of an increase in the grade-point-average (GPA) requirement for qualifiers (a1) or non-qualifiers (b1) be tabled until there is time to evaluate the effect of the changes in course-taking patterns of the students. If there is to be an increase in GPA at some point, I would recommend a more gradual increase, perhaps from 2.00 to 2.25, again evaluating the impact.

I strongly encourage you to make the GPA and course-taking requirements the same for all student athletes (2-4 transfers, 4-2-4 transfers, and native students). To require a higher standard for community college transfers implies inferior status for our institutions.

For the degree-completion requirement for non-qualifiers (b5), I recommend that you change the language to completion of an Associate degree which would permit Associate in Science and Associate in Applied Science Degrees as well as Associate in Arts degrees for those students who are more interested in STEM fields.

I support the proposal to allow an academic year of readiness for student-athletes who are not prepared for college-level work upon entry. For a student to be eligible to participate in the academic year of readiness, I recommend that students must be assessed as needing remedial course-

Ms. Carolyn Callahan
December 3, 2010

work and must enroll in a course load that is 40% remedial or developmental. Eligible students should receive counseling about the academic year of readiness before they make a voluntary decision to participate. I agree that students who participate in the academic year of readiness would not be permitted to compete, but I recommend that they be allowed to participate in practices so they can be mentored by coaches and be motivated to continue to make academic progress.

These changes would be significant, and I anticipate that there are aspects of them that would need to be worked out in partnership as they are implemented.

Again, thank you for the opportunity to comment. Please let me know if you have any follow-up questions.

Sincerely

George R. Boggs
President and CEO

c: Walter Bumphus
Diane Dickman
Members, NCAA Two-Year Relations Panel

Ms. Strawley, Ms. Dickman & Ms. Leicht,

I applaud the effort of both the NCAA and the NJCAA to provide an open forum in a format conducive to open interchange of information. The program was educational, well presented and perhaps most importantly provided an opportunity for two year administrators to voice their opinion. Too often in the past, presentations and forums between the NCAA and the NJCAA were strife with anger, frustration and accusations. This certainly was not the case, and I commend Diane Dickman, Jennifer Strawley and Mary Ellen Leicht for their knowledge and professionalism to ensure that this exchange did not result in harsh feelings and leave all with a sense of apathy regarding the process of academic reform. In my 25 years of administration of sport at the two year college level, this was by far the best and most professional of the many "open forums" that I have witnessed.

I write to you today to fulfill the promise of communicating my thoughts regarding the proposed two year reform changes. As I reflected upon the meeting and the proposals, I would make the following points:

- Because of the initial starting point for two year college students academically, most likely there will always be a gap in the graduation rate of the non-transfer opposed to the graduation rate of the two year transfer. The sports of basketball and football will continue to lag behind the other sports in graduation rate at the university level, much as this rate is also the lowest relative to receiving the Associate Degree. The process of educating the under prepared student at the two year college level, often with small budgets, will continue to be a 24/7 challenge for all two year colleges. However, this is part of the role that we accept and engage with strong conviction and passion. Common sense tells us that the rates will always show a gap, as obviously the academically prepared student, directly attending and benefiting from the resources of the four year university should excel.
- The proposals and initiatives presented are directly based upon the research conducted by the NCAA, which accurately identify those demographics and specific groups relative to graduation rates. However, the NCAA research also indicate the two year transfer group as making the most progress over the past ten years. Where the gap was at one time 20 percentage points, it is now less than ten. This would indicate to me that changes made by both the two year college and the four year institutions over the past ten years have had a dramatic effect upon the university graduation rate of two year transfers. If the rate continues to improve over the next five years in the same manner, the rate will close to within 5 percentage points.
- During the time frame presented in the research, the NJCAA also endorsed legislation which I believe directly increased the graduation rates of two year transfers. Among the legislation was an increase in required GPA, reduction of the number of remedial hours that could count towards eligibility, a reduction in the number of games, reduction in the number of practice opportunities, reduction in the number of scholarships per sport and increased penalties for non-compliance. Additionally, the NJCAA introduced legislation that reduces the number and ease of transfer within the organization. Beginning next year the NJCAA will require student-athletes to be high school graduates or GED recipients, which is in direct opposition to our open door policy for non-athletes. It is my opinion that this legislation has directly impacted the quality of students graduating from two year colleges and thusly transferring to NCAA institutions.
- Current NCAA regulations regarding the five to play four clock and the 20/40/60% progress rule currently inhibit the academic growth and process at the two year college level. Instead of proper remediation in a suitable timeline, many students are rushed through the academic

process to enable the student to transfer eligible under the current guidelines. If remediation is required, oftentimes students are obtaining 70-80 hours in a twenty-four month time period. While not impossible, this does not present the best academic solution for the two year college student-athlete. The best academic remedy would be for this to occur over a three year period, with a redshirt year involved. However, currently the above mentioned regulations prevent this from being possible.

- I understand the desire of the NCAA to reduce the amount of legislation within the rulebook, but I would advise against removing certain regulations from the rules. One example is the current three semester at the two year college residency requirement. This regulation was put in place because of the practice of graduating athletes from the two year college in one year. I would not like to see the NCAA back off certain legislation previously enacted, as those abuses embarrassed both the NCAA and the NJCAA. The 9/18 summer hours limitation is another one that should remain, as is the case with the 25% requirement from the institution the student graduates from. Even though these regulations were enacted upon the masses because of the actions of a few, history tells us these abuses can and will appear again. Unfortunately, not all two year institutions and coaches are above unethical practices such as those that occurred in the past, which directly led to the regulations in place.

Regarding the possible changes to two year college transfers, I would make the following observations:

- Requiring the addition of a three hour science course to the current core. I endorse this concept and believe that most administrators at the forum also endorsed this proposal. In my opinion, the further review and development of a core requirement for the two year transfer would not only enhance the quality of student transferring, but also equate and standardize the education across the broad spectrum of two year institutions.
- Expand to all sports the limitation of two hours of physical education activity courses that may be used to fulfill the transferable degree credit and grade point average requirement. Again, I have no objection and did not hear much objection to this statute. Our college may continue the process of granting credit hours for sport participation, with the understanding that only two may count in the 48 transferable within a degree. As referred to by the NCAA research, too often these courses have been GPA enhancers, with a false sense of academic proficiency.
- Increase transferable grade point average requirement from 2.000 to 2.500. More than any legislation proposed, by far this has the most impact upon our athletes and our programs. A leap from a 2.000 to a 2.500 is a huge leap, one that I would say is unprecedented in NCAA or NJCAA legislative history. This requires the two year transfer to obtain a GPA one half grade higher than before, and one half grade higher than the non transfer in the same time frame. Essentially the non transfer can have a 2.000 GPA on the same forty-eight credits, but the two year transfer must have a 2.500 GPA. This seems to be a standard that is somewhat hypocritical and could have devastating effect upon two year college students. As was mentioned in the meeting, perhaps the GPA could be phased in, while at the same time monitoring the graduation rate. It is also my belief that the science requirement and the physical education limitation will in itself reduce the current GPA's of transferring students, making compliance with the current 2.000 standard even more difficult. As was readily observed at the meeting, this proposal is very disconcerting to those at the two year college level. I believe this concern to be widespread, from the two year college President to the coach.
- Year in readiness. In theory, this proposal makes sense. However I am concerned about some aspects of the implementation of the academic year in readiness proposal. Too much of this proposal is yet undefined, and in the current state is difficult to comment on. I support the concept, at the same time wondering if this would actually be used to solve academics

deficiency. The blue chip athlete will not endure this process, because the bright lights of NCAA competition will not tolerate patience. I would see this used as a redshirt year for the athletically unprepared student-athlete, however, if the student met the academic "trigger" the process could have success. My suggestion for the trigger would be nonqualifier status, as this could be identified and monitored by both the NCAA and the NJCAA through the current NCAA eligibility process. Identification of those in the year in readiness could occur through the NJCAA in the certification process, and should be designated prior to the first contest. I would suggest that these athletes be limited to practice only. No scrimmage against outside competition, nor travel to away games/events. Also, to be fair to all NJCAA programs, the NJCAA should limit the number per sport within the year in readiness. I do not believe the current scholarship numbers that exist within the NJCAA need to be adjusted at all to accommodate the year in readiness.

Once again, I appreciate the opportunity to comment and congratulate both organizations on this joint effort. I do not believe drastic effort is needed, but continued massaging of the current regulations, with the addition of a stronger core requirement. If the current trend of two year transfers and the corresponding graduation rate continues to climb, both organizations will be the benefactors.

Wayne Baker
Odessa College Athletic Director
wbaker@odessa.edu
432-335-6567

VIA ELECTRONIC MAIL

January 3, 2011

Diane Dickman and Jennifer Strawley
NCAA
P.O. Box 6222
Indianapolis, IN 46206

Dear Diane and Jennifer:

I am writing this letter on behalf of the Women's Basketball Coaches Association (WBCA) and in response to the December 1, 2010 request from the Academic Cabinet for feedback about two-year college transfer requirements. We recognize and support the leadership that the Academic Cabinet and the NCAA have provided for the ongoing academic reform efforts and especially appreciate the opportunity to comment on the aforementioned package of proposals.

In order to ensure that this response is representative of the collective WBCA Division I membership, we solicited feedback from our 31 Division I conference captains. Generally speaking, a majority of the conference captains that responded are in favor of the package of concepts as drafted for the following reasons:

- Higher academic standards and a limit on physical activities classes would better prepare a two-year transfer student for the academic demands of most four-year institutions.
- Academic success needs to be re-emphasized. Expectations beyond basketball (and life after college) are fading, and the proposed enhancements to the two-year transfer requirements could help compel two-year institutions to focus more on the academic track of their student-athletes.
- The proposed two-year transfer requirements would create a more even playing field for those institutions that currently can't admit a transfer student with a 2.0 GPA.
- Initial eligibility standards for high school students have recently become more challenging, and the proposed two-year transfer requirements would follow the trend of expecting higher historical academic success from incoming student-athletes.

However, despite the intention of the cabinet that the concepts be considered as a package, it seems appropriate to note that the overriding concern for those conference captains that are in opposition of the package as drafted is the proposed increase in the GPA requirement.

Appropriate or not, it is a common assumption that a student who attends a junior college has an academic need and/or may not be immediately emotionally, mentally and/or physically equipped to handle a four-year college curriculum due to their home life or social economic standards, etc. For these students, there is apprehension that increasing the GPA requirement to a 2.5 could prove difficult for them to achieve due to subpar academic support and/or academic mentoring at many junior colleges. Ideally, NCAA bylaws should be created with the intent to provide reasonable opportunities to all types of student-athletes, and not just a select few.

Further, despite the junior college system serving as a life-line to many Division I institutions, an increase in the GPA requirement for a two-year transfer may ultimately prevent many two-year college student-athletes from continuing their education at a four-year college. Perhaps most troublesome with this possibility is the fact that a 2.5 GPA requirement for a two-year transfer would be a higher GPA standard than what is required for current juniors and seniors at a most four-year institutions.

In summary, the WBCA supports the concept of academic reform for two-year college transfers, but would like to recommend that the Academic Cabinet consider a revised two-year college transfer GPA standard of a 2.25 or lower. We applaud the efforts of the Division I governance structure and thank you again for the opportunity to provide feedback.

Sincerely,
Joanna Britz
WBCA Manager of Legislation and Research

SACRAMENTO STATE
HORNETS

January 11, 2011

TO: Diane Dickman, Academic and Membership Affairs (AMA) NCAA
Jennifer Strawley, Academic and Membership Affairs (AMA) NCAA
Jaynee Nadolski, Assistant Commissioner Compliance, Big Sky Conference

FROM: Katherine G. Zedonis, Compliance Director, Sacramento State
Stephen Perez, Faculty Athletic Representative, Sacramento State
Paul Edwards, Director of the Student-Athlete Resource Center, Sacramento State
Laurie Dahlberg, Athletic Academic Advisor, Sacramento State
Mark McGushin, Coordinator of Life Skills and Student-Athlete Development, Sacramento State
Shannon Hall, Compliance Coordinator, Sacramento State
Josh Collins, Athletic Admissions & Initial Eligibility Coordinator, Sacramento State
Bob Shook, Football Retention Coordinator and Academic Advisor, Sacramento State
Miriam Javier, Athletic Counselor, Sierra College
Lydia Delgado, Athletic Counselor, Folsom Lake College
Victoria Cornelius, Athletic Counselor, Sacramento City College
Allah-mi Allen, Athletic Counselor, Cosumnes River College
Mike Sachau, Athletic Counselor, American River College

SUBJECT: Feedback from Sacramento State and Local Community College Athletic Academic Counselors regarding Academic Reform Efforts – Two-Year College Transfer Requirements.

The purpose of this memorandum is to provide feedback to the National Collegiate Athletic Association (NCAA) regarding the memorandum dated December 1, 2010 surrounding potential academic reform efforts of the two-year college transfer requirements. California State University, Sacramento (Sacramento State) and a group of local athletic academic counselors from the community colleges in the greater Sacramento area met to discuss these reform efforts in late December. During our meeting we gathered our comments based on the volume of two-year college transfers all our institutions advise and certify eligibility for annually. In addition our goal in meeting and providing feedback was to ensure no additional adverse impact to this population of prospective student-athletes based on our years of experience and the challenges two-year college transfers already face with the current NCAA legislation.

It should be noted that the community college advisors already have the greatest challenge in this process because not only do they need to advise prospective student-athletes on community college academic requirements for graduation and athletic eligibility, but also navigate a prospect through NCAA legislation for three divisions, NAIA legislation, admissions requirements for various institutions and also sometimes conference requirements based on institution selected. Our goal as we reviewed these reform efforts was to ensure simplicity of application and understanding for all involved as stated in the principles outlined by the NCAA presentation from the N4A convention during the fall of 2010.

Higher Education in California

California's master plan for public higher education includes three systems: (1) the California Community College System that includes 110 plus institutions, (2) the California State University (CSU) system with 23 campuses, and (3) the University of California (UC) system with 10 campuses. The underlining principles in establishing these systems were to make higher education available to all regardless of economic means. Thus, many students from the community college system go on to transfer to the CSU system, the UC system or other private institutions. The system was established to encourage the transfer of students from the community college system on to the four year colleges within the state or outside of the state. Based on this master plan Sacramento State and the local community colleges in the greater Sacramento area work with the NCAA legislation surrounding transfers daily and want to provide comments on any potential changes to transfer eligibility requirements as they have a large impact on the population of students we serve.

Sacramento State Transfer Data

Attached we have provided data to demonstrate that Sacramento State is an NCAA Division I (FCS) member institution that certifies transfer eligibility for a high number of two-year college transfers annually. Based on our experiences with this population of student-athletes it is our hope that the NCAA and the NCAA Division I Academic Cabinet can take into consideration our feedback regarding this important reform effort. The below figures are reflective of both non-scholarship and scholarship two-year college transfers reviewed over the past seven years. Based on the data our two-year college transfers student-athlete population annually averages about 25% of the total prospective student-athlete population [Appendix I].

Drafted Concepts for Qualifiers

Sacramento State and our local athletic counselors from the community college system feel that the current standards for qualifiers who attend the two-year college should limit the drafted changes to one piece of the proposed academic reform. The recommendation would be to not move forward with the transferable grade point average (GPA) requirement of the 2.500 benchmark, but with just the physical education credit limitation. The community college athletic counselors noted that a prospect could be eligible at one institution with the transferable GPA, but ineligible at another institution depending upon how they accept transfer credits. Thus the group felt the GPA requirement would have a negative impact on a select group that was otherwise NCAA eligible to compete at a four year institution out of high school, but for other reasons selected to attend a two-year college first.

- Concerns to the limitation of only two physical education activity credits. The community college athletic counselors would like the NCAA to note that by limiting a two-year college student-athlete to two credits is a similar issue to the part-time status issue for insurance needs. A student-athlete at the two-year college is required to take physical education credits to participate on a team and be covered by insurance for that college. For example, a student-athlete on the women's soccer team has to take women's soccer class credits to participate in practice and competition for the college. Also a student-athlete has to enroll in weight lifting credits to be covered for insurance to lift weights as a part of their training at the two-year college level. The community college counselors would request that the NCAA revisit the number of credits and

consider increasing that number to four to ensure a student-athlete can take these credits to be covered for insurance reasons by the two-year college. In addition the community colleges in Northern California have a term 18 unit cap for all students. Thus, a student-athlete can only take so many academic and physical education activity credits due to this cap regardless of the NCAA transfer requirements. In addition the group questioned why not start with just the physical education activity credits for a period of time to see if this has a positive impact on graduation rates of two-year college qualifier transfers. Currently the men's basketball legislation similar to this requirement is in effect and we do not yet know if this legislation will ultimately lead to higher graduation rates and academic success of the men's basketball student-athletes now attending four year colleges this year. Thus, our collective thoughts were to implement the same requirement (e.g., physical education credit limits) across all sports to see its impact before adding to the transfer requirements for qualifiers.

- 2.500 grade-point average (GPA) required in transferable degree credits. The group's recommendation is to wait to implement an increased GPA requirement.

Drafted Concepts for Non-Qualifiers

Sacramento State and our local athletic counselors from the community college system feel that the drafted concepts for non-qualifiers who attend the two-year college should come out in stages verses all at once. The recommendation would be to not move forward with the grade point average requirement, but with just the physical education credit limitation for all sports. The overall feedback was to stagger these changes, versus making so many changes all at once. Keeping it simple was the phrase repeated by the group throughout our discussion of this proposed academic reform information.

Again referencing the above recommendation of starting with just the physical education credit requirements and the current English and math requirements, thus seeing what the data demonstrates in academic success with this population of student-athletes. Let the legislation over time illustrate if these changes have a positive impact. The group was concerned that adding these two changes alone over time could make a significant impact and the NCAA membership should be given time to see that impact. Finally to add a science requirement and GPA requirement along with these above changes for a non-qualifier could have an adverse impact on the option to transfer to Division I NCAA institutions for two-year college student-athletes. The group would like to note that the current legislation is already very confusing for prospective student-athletes from the two-year college to navigate and this would add to that confusion. The confusion typically surrounds the labyrinth a prospective student-athlete for Division I needs to meet transfer eligibility requirements, continuing progress towards degree requirements, admissions requirements and any conference specific eligibility requirements upon transfer.

The community college athletic counselors noted that depending upon the NCAA Division I member institution one of their student-athletes transfers to, they get different interpretations regarding PTD requirements. Now with the potential of a transferable GPA requirement and physical education credit requirement these differing interpretations could become even more widespread. In order to ensure that the two-year college prospective student-athletes are not impacted in an adverse way our recommendations are based off of these professional experiences.

Year of Academic Readiness

The overall concern to this potential legislative change was the limitations at the two-year colleges in terms of class offerings due to budget cuts at the state level, unit caps (e.g., 18 units a term) and lack of priority registration for student-athletes at some community colleges. If a year of academic readiness was available to a select population, for example non-qualifiers, the athletic counselors in Northern California noted the previously mentioned issues would limit the opportunities to allow the student-athletes to take advantage of this year of academic readiness. With all the external factors that could limit the student's options to possibly take all their remediation requirements and not start the NCAA Division I five year college clock seems counterproductive to the year of academic readiness. The other issue is a two-year coach could tell a student-athlete they should not elect to do the academic year of readiness specific to Division I because the prospect could ultimately transfer to Division II or III institution or NAIA institution. Overall the group's feedback was to let the legislation move forward for the qualifiers and non-qualifiers who trigger transfer status first to see its success before implementing something as complicated as a year of academic readiness that non-NCAA member two-year college are then required to monitor, enforce and educate their coaches, administrators, parents and student-athletes surrounding.

Conclusion

Sacramento State would like to provide further comments and review of these proposals as they move forward if the opportunity is provided. Please contact Katherine Zedonis at (916) 278-4537 or by email at kzedonis@csus.edu if you have questions regarding this group's feedback.

APPENDIX - I

Number of Two-year Transfers per Academic Year Admitted and Certified for Transfer Eligibility

	04/05	05/06	06/07	07/08	08/09	09/10	10/11	Totals
Baseball	5	8	14	6	5	10	5	**53**
Basketball-M	1	4	3	3	9	6	4	**30**
Basketball-W	5	1	0	1	0	0	1	**8**
Football	14	15	19	19	15	9	7	**98**
Golf	0	1	0	0	1	0	0	**2**
Gymnastics	0	1	0	0	0	0	0	**1**
Rowing	4	2	4	1	7	1	2	**21**
Soccer-M	1	4	1	4	0	4	3	**17**
Soccer-W	1	3	0	0	1	0	2	**7**
Softball	3	1	2	0	0	1	1	**8**
Tennis	0	0	0	0	1	0	1	**2**
Track/Field/XC	9	9	6	2	7	5	10	**48**
Volleyball	1	0	1	1	1	0	0	**4**
Totals	**44**	**49**	**50**	**37**	**47**	**36**	**36**	**299**

Total Number of Prospects Reviewed for Initial and/or Transfer Eligibility and Admitted to Sacramento State (Freshmen and all transfers are included below)

	04/05	05/06	06/07	07/08	08/09	09/10	10/11	Total PSA's Per Sport	# of Total PSA's that are 2-4's	% of 2-4 PSA's Per Sport
Baseball	22	17	20	17	19	20	18	133	53	**39.85%**
Basketball-M	7	6	7	5	12	8	8	53	30	**56.60%**
Basketball-W	8	4	7	5	6	3	8	41	8	**19.51%**
Football	56	36	47	49	55	46	43	332	98	**29.52%**
Golf	7	6	8	2	11	2	1	37	2	**5.41%**
Gymnastics	6	5	8	7	6	4	7	43	1	**2.33%**
Rowing	18	6	16	13	14	11	18	96	21	**21.88%**
Soccer-M	4	13	8	15	9	10	17	76	17	**22.37%**
Soccer-W	9	13	8	5	9	5	11	60	7	**11.67%**
Softball	7	7	8	5	7	9	5	48	8	**16.67%**
Tennis	5	10	9	7	8	3	14	56	2	**3.57%**
Track/Field/XC	30	45	21	31	33	36	53	249	48	**19.28%**
Volleyball	7	6	7	6	6	3	5	40	4	**10.00%**

Totals

TOTAL PSA's Per Year	186	174	174	167	195	160	208	1264
TOTAL 2-4 PSA's Per Year	44	49	50	37	47	36	36	299
% of 2-4 Transfers	23.66%	28.16%	28.74%	22.16%	24.10%	22.50%	17.31%	23.66%

Strawley, Jennifer

From: Gurney, Gerald S. [ggurney@ou.edu]
Sent: Thursday, January 13, 2011 3:20 PM
To: Strawley, Jennifer
Cc: Joseph P Luckey (jluckey); Cardamone, Andrew; Carrie Leger
Subject: N4A Legislative Feedback

Jenn,

The N4A is pleased to provide you with feedback on 2-4 transfers.

Draft concepts for Qualifiers:

- Support – We support the concept of raising the minimum grade point averages required in transferable degree credit and the limit of two physical education courses.

Draft concepts for Non Qualifiers:

- Support – We support the 2.50 minimum grade point average, limitation of two physical education activity courses, and course requirements to compete. We also support access to athletics aid and practice for those who do not meet the increased grade point average.

- Would continue to explore the graduation requirement. Have not seen consistently that AA requirements lead to enhanced first-year academic success at the 4-year institution or improve academic success and graduation of 2-4 transfers. Have seen cases where students have to take additional courses (that don't assist with % degree) to meet AA requirements. With the increased focused on graduation from the 4-year institution, it seems counterproductive to require the student-athlete to earn the AA.

Year of Academic Readiness

- Oppose - If students are "identified" for this model and then are successful in their first year, can they opt out .. if so, what happens to their "clock" – who's monitoring this?

- This concept is grounded in trying to provide access ... which I support, however – it seems flawed, difficult to monitor, and open for significant abuse.

- Many two-year institutions have competitive athletics programs – why would they want to provide aid for students in first year who are not eligible to compete?

- The N4A opposes a 6th year of aid model. An original version of this model stuck to the 5 years of aid, but delayed the start of monitoring progress towards degree to allow for time for remediation.

    - We are generally supportive of a model more similar to this and think a competitive advantage should not be provided to students who fail to meet the academic requirements (6 years of aid... and theoretically an additional "training" year)

While the above sentiments represent the clear majority of our membership (comprised of 4 year institutions) two-year members may feel differently. I suggest the Academic Cabinet seek their input.

Finally, We very much look forward to seeing you at the N4A Board of Directors meeting in Dallas at the end of the month.

Best Regards,

Gerry

Gerald Gurney, Ph.D.
Assistant Professor
Adult and Higher Education
University of Oklahoma
334 Cate Center Room 308
Norman, Oklahoma 73019
office: (405) 325-1522
cell: (405) 249-5835

Strawley, Jennifer

From: Josephine R Potuto [jpotuto1@unlnotes.unl.edu]
Sent: Tuesday, January 11, 2011 10:59 AM
To: r.hatcher@tcu.edu; Strawley, Jennifer
Cc: jshaw@huskers.unl.edu
Subject: 2-4 transfers

Rhonda/Jenn. Below is a statement from the 1A FAR regarding the 2-4 transfer concepts circulated by the Academic Cabinet. Please share with Carolyn Callahan and other members of the Cabinet. I will post this statement in the 1A FAR list serve. jo

The 1A FAR Board reviewed the 2-4 transfer draft concepts being circulated by the Academic Cabinet.

1. 1A FAR Board. The 1A FAR Board endorses the Academic Cabinet's draft concepts for changing the 2-4 transfer requirements for qualifiers and nonqualifiers and awaits the opportunity to review formal proposal language implementing these concepts in final, concrete form. The draft concepts are based on data concerning the academic performance of 2-4 transfers and are designed to make the academic success and graduation rates for 2-4 transfer student-athletes more closely match the numbers for non-transfer student-athletes. The Board recognizes and shares the concern of some FBS FARs that requiring student-athletes to sit a year if they do not meet the new academic requirements may mean that a number of SAs will never attend a four-year institution even though they could have attended and succeeded. The Board understands that the Academic Cabinet considered this potential negative consequence but decided that it was outweighed by the predicted improved academic success for 2-4 transfer student-athletes. The 1A FAR Board thanks and commends the Academic Cabinet both for its work and for circulating draft concepts in a form sufficiently concrete to permit informed feedback in a timely manner.

2. FBS Conference FARs. Members of the 1A FAR Board made contact with their Conference FARs re the 2-4 transfer proposals. Few of us have

had in-person Conference meetings since these proposals were forwarded for comment. That means that not all Conference FAR Councils reported even a tentative position as in several conferences there has not been the benefit of a full discussion of the draft concepts and insufficient time for some FARs to review and take a position. As with any proposal, going from draft concept to black letter language may raise particular issues. With these caveats --

There is clear support for efforts to have the academic success and graduation rates of 2-4 transfer student-athletes match those of student-athletes who matriculate out of high school. It appears that all or a majority of FARs in at least six conferences support the draft concepts for 2-4 transfers who are qualifiers as well as those for 2-4 transfers who are not qualifiers. A few FARs expressed concern regarding institutional autonomy in that the 2.5 GPA is higher than that required for non student-athletes who are two-four transfers at their institutions. From the comments, it appears that there may be support for a GPA that is not as rigorous as 2.5. Although sentiment was mixed, it also appears that all or a majority of FARs in at least six conferences support the draft concept regarding a year in residence for low predictors. With regard to this latter proposal, however, several FARs had concern, primarily centered on the notion that the opportunity to compete drives academic performance of low predictors. There also was some feeling that further refinement of this concept is needed as there is insufficient information as to how the year in residence would work and who, precisely, would be affected. Other FBS FARs believed that all three draft concepts must go forward as a package as the year in residence is an integral component that should not be severed from the other two concepts. The response from Conference FARs is tentative and several indicated that they might support other iterations of these draft concepts. All that said, no FBS conference reported that a majority of FARs were opposed to any of the draft concepts.

TO: Diane Dickman and Jennifer Strawley, NCAA

FROM: Mary Ellen Leicht, Executive Director

DATE: January 18, 2011

RE: NJCAA Executive & Eligibility Committee Meeting Summary

Let me begin by saying thank you on behalf of the joint NJCAA Executive and Eligibility Committees with which you met on January 16, 2011. Your continued insight into the proposed NCAA changes relative to the two-year college transfer has been invaluable. As a result I believe the membership of the NJCAA has a much clearer picture of the impact these potential changes could have on our student-athletes.

To summarize the collective input from that meeting, I have listed our concerns from greatest to least:

1. The proposed increase in GPA from a 2.00 to a 2.50 continues to be the change which causes the most concern within the NJCAA for the following reasons:
    a. We believe the proposed changes to the core curriculum and the limitation on the number of transferable P.E. activity credits will cause an adjustment to the overall GPA of the population of student-athletes who will be eligible upon transfer in and of themselves.
    b. In many cases a 2.50 GPA is well above that required of a transfer who is not a student-athlete.
    c. A 2.25 GPA is a more acceptable first step in evaluating the impact of these proposed changes on the graduation success rates of two-year college transfers.
2. There was overall agreement that a Year in Academic Readiness would be beneficial to many students at the two-year college level. However, the committee would like to see some flexibility to allow for the YAR to be used during the first or second year of college. The rationale being that first year freshman may not be appreciative of the academic expectations of college and mature enough to handle their first year out of athletics to concentrate on academics. However as that same student matures and is exposed to college level expectations he/she would benefit more in some cases by having the Year in Academic Readiness come later. In addition, it would be a more "sellable" option at the institutional level from a financial standpoint.
3. The addition of the three credits of science and limiting the number of transferable physical education activity credits were not opposed by the committee.

1631 Mesa Avenue, Suite B
Colorado Springs, CO 80906
p. 719.590.9788
f. 719.590.7324
w. njcaa.org

THE NATIONAL GOVERNING BODY OF TWO YEAR COLLEGE ATHLETICS

The NJCAA Executive and Eligibility Committees would once again like to express their appreciation to the NCAA, Diane Dickman and Jennifer Strawley for providing the opportunity to exchange dialog and seek solutions to the benefit and satisfaction of both organizations.

Should additional input be necessary the NJCAA would be happy to commit personnel and resources to continue this exchange of ideas.

THE NATIONAL GOVERNING BODY OF TWO YEAR COLLEGE ATHLETICS

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f. 719.590.7324
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ADDENDUM
ATTACHMENT B
SUPPLEMENT NO. 18

Date: January 14, 2011

To: Division I Academic Council

From: Bruce Oates, Director
Athletics and Registrar Services

Illinois Skyway Collegiate Conference
Athletic Director Council

Subject: NCAA Academic Reform Efforts-Two-Year College Transfer Requirements

In October, the NCAA released recommendations prepared by the NCAA Division I Academic Council concerning changes in eligibility rules for community college student athletes transferring to NCAA Division I schools. The NCAA distributed these recommendations to a number of organizations, including the NJCAA, with a request for comment and input due January 15, 2011.

We appreciate and acknowledge the hard work and effort demonstrated by the Academic Council. Clearly, they desire to improve the academic success of all NCAA student athletes and specifically the community college transfer students. Thank you.

As outlined by the Academic Council, there are five recommended changes in transfer requirements

1. Increase the transfer Grade Point Average (GPA) from 2.000 to 2.500.
2. Limit the number of Physical Education activity course transfer credits to 2.0 credit hours.
3. Modify the number of core course credit hours from 6.0 credit hours of English and 3.0 credit hours of Math to include an addition of 3.0 credit hours of Science
4. Eliminate full time semester status requirement.
5. Limit the number of summer transfer credit hours to 18 total with a limit of 9 credit hours the summer term prior to transfer.

In addition to these recommended changes in transfer rules, the Academic Council also recommended the creation of a "Year of Readiness". This would allow students who test into developmental courses to attend community college their first year and then start their "NCAA Clock" to have four years of playing eligibility in five years.

Recommendation Response

After consideration and discussion of these recommendations, we do not support the changes in transfer guidelines as outlined by the NCAA Academic Council.

We are making this decision based upon the recommendations to change the transfer grade point average, the limitation of transferable summer credit hours and the requirements associated with the implementation and application of the "Year of Readiness" option. The specific concerns are:

- The recommendations of the Academic Council are to be implemented as a full package of changes.

    1. We believe this "jump" in requirements is too quick and too dramatic. Based upon the timeline presented by the NCAA, these rule changes could be implemented in Fall 2012. The

community colleges and incoming students would have limited time to understand, prepare, and implement internal changes to support these new transfer regulations.

Recommendation: We recommend that implementation of transfer rule changes be done incrementally to allow the students and community colleges to adjust processes and procedures appropriately. This incremental approach would also allow for assessment of changes and their affect on transfer student success and graduation rates.

- Increase transfer GPA from 2.000 to 2.5000.

1. The change creates an eligibility double standard. Native students at NCAA schools are only required to maintain a 2.000 GPA in order to maintain athletic eligibility while a transfer student will have to achieve a 2.500 GPA in order to attain the same status.

2. The increase in transfer GPA is too large. Implementing this change would essentially make a "C" grade's affect on the students GPA, generally considered a passing grade for a class, equivalent to a "D" or failing grade. Typically, math and science courses carry four credit hours and tend to be the most difficult which would skew the student's GPA downward.

3. NCAA D I athletes typically receive substantial scholarships that can include tuition and fees, housing allowance and books. Most community college athletes receive partial or no scholarships. This means many of our student athletes have to work 15 – 30 hours per week in addition to academics, commuting time and team activities.

4. Most community colleges do not have resources like Athletic Advisors or dedicated team tutors to assist students in their academic pursuits. Many of our coaches are part-time off-campus staff with limited direct contact outside of regular season activities.

5. Increasing the transfer GPA requirement will disadvantage the students for whom these recommendations were intended to help. As academically under prepared students transition from high school to college, their initial year of school can be difficult. Grades earned during this transition could make attainment of the 2.500 cumulative GPA virtually impossible.

   As noted by the Oakton Community College Office of Institutional Research, "…only a few students who place into and take the lowest level of developmental math succeed in a college-level math course in three years, and about one-third of students who place into and take the highest level of developmental math or ESL or developmental English succeed in a college-level math course or English 101 within three years."

6. At community colleges, senior colleges and universities, the attainment of a 2.000 GPA places a student in "Good Academic Standing" and meets a basic institutional graduation requirement. These same students, having earned an associate's degree, could be declared ineligible to transfer to a NCAA Division I school for athletic participation while at the same time being admitted to that same school.

   Recommendation: We do not support the recommendation to change the transfer GPA requirements without further research and consideration. Use of the cumulative GPA reflects the entire student career, even early terms when the student may be completing the development course sequences and are most likely to earn their lowest grades. Use of the

GPA from their last 30 credit hours of enrollment may provide a more accurate prediction of student success.

- Limit the number of summer transfer credit hours to 18 total with a limit of 9 credit hours the summer term prior to transfer.

    1. This recommendation does not recognize the importance of summer term classes for the student athlete. During the fall and spring semesters, students often limit themselves or are limited to 12 credit hours because of demands placed upon their time by their sport and, for many, the need to work. Student athletes have limited windows of time in which to schedule classes due to practice or competition schedules even during the off-season when voluntary practice activities are scheduled. When you include work schedules, this becomes even more difficult. Students utilize the summer term to earn additional credit hours toward their degree requirements or to register for classes that might otherwise be unavailable to them during the fall and spring semesters.

    2. Many community colleges offer multiple terms within the summer term that allows students to take multiple classes throughout the period. At Oakton Community College, three distinct terms are offered under the umbrella description of "Summer" courses. The college offers a May Interim followed by an 8 and 7 week Summer Session and ending with the August Interim. Within these three sessions, it is possible for a student to complete 15 to 16 credit hours.

    3. The combination of limiting transferrable credit summer credit hours and the "Year of Readiness" is counterproductive. Students placing into developmental English and math courses will need the summer term to complete courses that will fulfill the associate degree requirements.

    Recommendation: We recommend the elimination of this proposal.

We concur with recommendations 2, 3 and 4 and believe these could enhance the academic success of community college transfer students at the NCAA Division I level.

Ultimately, the result of these changes will result in an improvement in the graduation rate of community college transfers, but not by having better prepared transfer students but by limiting the number of student athletes who transfer and play. The mission of the community college is to provide education to all students, regardless of their academic preparation and skill level. We are the front line of higher education and provide quality education to people that may not otherwise have access to that opportunity. These recommended transfer rules are contrary to this mission.

Year of Readiness

In general, we are supportive of the "Year of Readiness" recommendation. Many students who enter community colleges and test into developmental English and Math courses face a difficult road from admission to graduation and transfer. As open enrollment institutions, community colleges become the primary educators for students inadequately prepared for higher education. This situation makes the work of our colleges difficult while our students struggle to learn the most basic concepts of reading, writing, and math. A struggle that can, at times, take a year or longer to overcome and to have the student fully prepared for a robust college curriculum.

Though we are supportive of the concept of the "Year of Readiness," we are concerned with the implementation of this program. The specific concerns are:

1. Although this is a critical component of the Academic Council's recommendations, there is only a basic framework for this program with neither general guidelines about determining student eligibility and verification of participation nor institutional reporting requirements.

2. Requiring utilization of the "Year of Readiness" in the first year of college enrollment places an undue burden on the colleges and the students. The entire student recruiting process and the initial work to begin their college careers must be reinvented to effectively implement and manage this option.

    a. During the recruiting process, coaches will need to determine which students are potential NCAA Division I players before the student even joins a team for practice. By making this assessment for the "Year of Readiness", any player whose skill level could or would improve to DI level through participation would be penalized by loss of this option.

    b. Academic assessment, placement testing, advising and counseling will need to be done earlier in the summer, or even late spring, in order to determine a student's eligibility for the "Year of Readiness."

    c. Referring a student athlete to the "Year of Readiness" and the concept of postponing their athletic participation will be difficult. In this case, the difficulty of this discussion is two-fold: telling the student about their need for developmental coursework and having them sit out their first year of competitive participation. These competitive and motivated individuals thrive on the competition of their sport or sports. It may drive students to make impulsive decisions about college attendance that would hurt their future prospects and options.

    d. All community college athletic programs and individual coaches may not implement or utilize the "Year of Readiness." To state it bluntly, there are coaches and programs that will tell students they do not need this program and allow the student to compete immediately in order to gain a competitive advantage over other area schools and programs.

3. This will create additional team costs for athletic departments and colleges because of the need to carry a three-year roster for each team. Specifically, colleges will have to underwrite an additional year of athletic scholarships for "Year of Readiness" students, provide additional equipment costs for expanded team rosters and other costs associated with a larger team roster.

4. Current NJCAA rules and procedures limit the number of athletic scholarships awarded within the academic year. This limit is based upon two-year eligibility. To accommodate this additional year, these rules will need to be changed and the number of annual scholarships increased.

5. There will be increased costs for administrative oversight and reporting of the "Year of Readiness" program.

Following are the questions the NCAA Academic Council requested response from the ISCC Athletic Directors.

1. Are there suggested methods of identifying how student-athletes would be identified for this option? Number of remedial hours? Nonqualifier status? Other identification?

a. Any method for the identification of students to qualify for the "Year of Readiness" must be consistent amongst all NJCAA schools and based upon a nationally recognized set of standards.

b. The ACT or SAT standardized test would provide a consistent measurement of student achievement and preparation. Student eligibility for the "Year of Readiness" could be determined by utilizing the Composite Score in conjunction with the English and Math subset scores.

c. All students granted a Learning Disability Hardship would be eligible for this program.

d. Use of the "Qualifier" or "Non-Qualifier" status is inconsistent. Not all high school student athletes apply to the NCAA Clearinghouse.

2. Do your two-year institutions provide financial aid? What would the financial aid implications be, if any, of the requirement of an additional year of enrollment at the two-year enrollment? Would athletic scholarships, if offered, be available for three years?

   a. Please refer to prior comments in this document for initial comment.

   b. A review of federal and state Financial Aid regulations should be completed to determine the effect, if any, of a mandatory third year of enrollment on their financial aid eligibility.

   c. Consideration should also be given to students who do not receive traditional financial aid but participate in alternative programs including Veteran's Assistance, State Guardianship and other similar programs.

3. Would the year of academic readiness be used by students?

   a. Yes, students could and would utilize the "Year of Readiness" option. Unfortunately, the present recommendation of requiring the year of readiness as the first year of college enrollment limits the usefulness of the program.

   b. Modifying the "Year of Readiness" program to allow students to apply this additional year in either the first or the second year of enrollment at the community college would increase participation and, ultimately, increase the student's academic success.

      Amongst the ISCC member schools, past practice demonstrates that students are more successful, academically and athletically, when sitting out participation during their second year of enrollment and continuing their playing career during the third year. This strategy allows the student to be part of the college and the program through participation with a team. With this experience, they are more likely to persist at the school with both an academic and athletic goal for the second and third year.

   c. The use of the second year as the "Year of Readiness" also allows the college and the student to develop a realistic academic success plan based upon their progress in developmental courses during the first year. This type of fact-based plan cannot be developed before the student is enrolled, as the current recommendation would mandate.

4. Are enough remedial courses available at most two-year institutions to allow for adequate remediation during the first year of enrollment?

    a. Dependent upon the level of a student's academic readiness, no. Students who enter into developmental english and math programs can take up to two years to complete the course sequence. Then, once the student has entered into the college level course work, it can take another year or longer to complete the course sequences necessary for graduation.

    b. Developmental courses are only a portion of the "Year of Readiness" program. All students in an open enrollment institution, including student athletes, struggle with the transition from high school to college. For students who must complete the developmental English and Math sequence, this transition can be even more difficult. Even while they complete the developmental work, they must enroll and complete course work for which they are not adequately prepared.

    c. Developmental education programs differ from institution to institution within testing/placement procedures and course sequencing. For some schools, a single course three credit hour sequence could equate to a three-course sequence of between 9 and 12 credit hours.

5. Are there any unintended consequences of the year of academic readiness?

    a. These initial recommendations affect students transferring to NCAA Division I institutions. We are concerned that Division II and Division III schools as well as NAIA schools will adopt these proposed changes in transfer rules.

    b. Designating students to the "Year of Readiness" in their first year of enrollment may only reinforce a negative self-image for the student toward school. Effectively, you are telling the student they are good enough to play at a high level…just not smart enough….even before they complete a class.

    c. In the same vein, you are then telling other athletes that their playing ability is not NCAA Division I level thus negatively affecting their own self-image and confidence.

We appreciate the opportunity to respond to and address the recommendations of the NCAA Academic Council. It is our hope that the Council will accept and consider our feedback. We also want to see our students achieve success at the NCAA level and in their lives.

If you have any questions or need any additional information, please contact Bruce Oates, Director of Athletics and Registrar Services at Oakton Community College. Contact information is telephone at (847)635-1754 or e-mail at boates@oakton.edu.

cc: ISCC Board of Control
ISCC Presidents

SOUTHEASTERN CONFERENCE

MIKE SLIVE
COMMISSIONER

January 21, 2011

Carolyn Callahan, Chair
NCAA Division I Academic Cabinet
P.O. Box 6222
Indianapolis, IN 46206

Dear Carolyn:

Thank you for the opportunity to offer feedback regarding the reform efforts associated with the academic requirements governing two-year college transfers. The Cabinet's effort to research trends and issues, which also serve as the basis for developing proposed solutions, is an important step in understanding and overcoming the academic challenges currently being encountered by two-year college students who seek the opportunity to transfer and compete at a Division I member institution.

As it relates to academic qualifiers, based upon the Cabinet's Key Research Findings cited in your December 1, 2010 memo, it appears appropriate to enact policy that will both elevate the grade point average required for transferrable degree credit to a 2.5 and extend the two-credit limit on transferrable physical education activity courses to govern all sports.

Similarly, the Cabinet's Research Findings also support most of the proposed changes that would govern nonqualifiers who transfer from a two year college to a four year institution. This includes increasing the required transferrable grade point average, limiting the use of physical education activity courses, and requiring completion of the specified number of credit hours in English, math and science. We are concerned that removing the minimum requirement for terms completed at the two year college by a non-qualifier will serve to encourage efforts to complete a large number of credit hours within an inappropriate time frame. It does not appear the current three semester/four quarter "residence" requirement is problematic, thus we recommend the existing "residence" requirement be maintained.

At the present time, we do not support enacting a "Year of Academic Readiness" as identified by the Cabinet. The ability of a young person to extend the timing of their athletics participation, which would occur due to their lack of educational preparation in high school, does not seem an appropriate outcome. Given the significant two year college transfer policy changes proposed by the Cabinet, we believe it best to allow these changes to take effect and be fully evaluated before additional consideration is given to the suggested "Year of Academic Readiness."

Thank you for this opportunity to provide input on these important recommendations.

Sincerely,

Michael L. Slive
Commissioner

cc: SEC Presidents and Chancellors
SEC Faculty Athletics Representatives
SEC Athletics Directors
SEC Senior Woman Administrators

2201 RICHARD ARRINGTON BLVD. N. • BIRMINGHAM, ALABAMA 35203-1103
(205) 458-3000 • FAX (205) 458-3031 • WWW.SECSPORTS.COM

Response to 2 year Transfer Proposal from FARA
FARA Executive Committee members: Jim Ruebel (Ball State), David Clough (University of Colorado), Scott Benson (Idaho State University).
David Clough raised several concerns about the proposal these are comments directly addressing his concerns and the concerns of other members of the FARA Executive Committee.

Comments from Jim Ruebel, FAR Ball State University

There was little discussion of the year-of-readiness, though in general there was support for the idea. Scott's question (which school should fund this year?) was not discussed. I think this is worth bringing to the attention of the NCAA in our response, but if we disagree, then maybe the proposed legislation is not fully formed. On the whole, personally I think the year-of-readiness is a humane and attractive idea; there may be cost factors that will act against its success at one level or the other.

My own concerns are three:

1. I agree with David that asking students who begin with (significantly) lower levels of preparation to graduate at the same rate as ALL students who attend the 4-year school is not realistic or – I think – even relevant. If there is such a comparison to be made, it should be either with other 2-year transfers (David's idea) or with other SAs.
2. I am principally concerned that these reforms are being proposed as a bundle without any phasing in period to isolate where possible the significant variable/s. If a successful science course is a strong predictor, are we sure that this does not result from self-selection (better students select the science course, then go on to show they are better students)? Is there a correlation in the success rate of SAs who take the science course but fail it? Finally, should this requirement be introduced simultaneously with the GPA standard? Should the math requirement ALSO be introduced at the same time?
    a. My own undocumented experience is that the key course for SAs is the university's basic English requirement. Among weaker students, this course id often put off for two or three years. Even genuinely preparing junior college students without the language skills to TAKE the university's basic English requirement would help a lot. $.02.
3. The GPA standard may well predict success, but may also exclude some SAs who have little other recourse than junior-college > 4 year school, but are working to overcome deficiencies in their background. By excluding these students, we not only prevent them from athletics participation, but from the chance to get a college degree. (At the same time, I am aware of the abuses in the system.)

It seems to me the standards should be phased in, as were the earlier academic reforms (14 core courses, then 16 …).

I have no particular opinion on PE courses. An actual PE degree is not necessarily easy. There are, however, agencies out there with software, I believe, that can track fluff courses and produce an adjusted and "real" GPA (this information from a Law School FAR where this software is used routinely to deconstruct GPAs of Law School applicants).

Jim

Comments from Scott Benson FAR Idaho State University.

Below the following paragraphs I have pasted David Clough's comments from January and below that my comments which we were emailing in December.

I think David was right that the issues for two year transfers need to be separated, into the transfer portion and then the year in residence portion.

Increasing standards for two year transfers to be immediately eligible: I believe the direction of the NCAA proposed legislation is on the right track here. I do not share David's concern that perhaps a different and more lenient number is appropriate. This is an area where I believe the NCAA research staff has data, and the legislation is being driven by what the data has to say, namely 2 year transfers who graduate from a 4 year institution present a 2 year transfer GPA in excess of 2.5 on a 4.00 scale. I also like limiting Physical Education credits and the addition of a science class. Whether that science class includes a lab component or not I will leave to others.

The year of readiness: David raises a good point that it is unlikely that non-qualifiers will perform academically at the same level as qualifiers. But, we should remember that NCAA eligibility standards are minimum standards, and most students, and student athletes, exceed those standards by a significant amount. Beyond that, I think we disagree since I think in general it is a good concept. But, there are concerns I note below.

Since lack of academic progress by 2 year transfers, and the resulting loss of APR points is the concern I think we should look for a solution closer to the problem. Since the problem is with 4 year institutions, they should be part of the solution, not just pass it back to the 2 year schools.
So, I would restate my point that the year of readiness occur at the 4 year institution, at least for some student athletes

I do wonder who we are doing this for? For whom would this year in readiness be attractive? Is it a better option than the gray shirt year or years that some students take where in they take some remedial classes while enrolled in less than full time credits to avoid the start of the five year clock? What can be done to make the year in readiness an attractive option without losing the incentives for academic excellence in high school? The more I think about the year in readiness, the more concerns I have. Is this year in readiness an attempt to limit the possibility of gray shirting? The process in which a student qualifies or receives the year in readiness needs to be firmed up.

Ultimately, how do we maintain or increase access to 4 year institutions for at risk students? And, with 2 year transfers there is both an academic risk and an athletic risk, either of which can result in lost APR points for eligibility or retention issues.

For discussion at FARA Executive Committee Meeting D. Clough
12 January 2011
San Antonio

2-4 Transfer Draft Concepts from the Academic Cabinet

Qualifiers

- 2.0 ⇨ 2.5
- Limit of 2 PE courses transferred for all sports (exception for PE majors)

why even 2 courses? why not zero?

<u>Carryover</u>
- One full-time term
- 12 semester credit hours/term

Nonqualifiers

- 2.0 ⇨ 2.5
- Limit of 2 PE courses transferred for all sports (exception for PE majors)
- 3 credit hours of science
- Aid and practice only for 2.0 for first year *(we like this option)*

2.5 is probably ok but why not 2.4, or 2.2, or 2.6?
lab science? and not "chemistry in the community" or "biology for the unwashed"

<u>Carryover</u>
- 6 credit hours of English
- 3 credit hours of math
- AA degree
- 48 credit hours transferable
- 3 semesters full-time goes away

Year of Academic Readiness

- first year at 2-yr with aid but no competition
- take basic/remedial courses
- delayed start of 5-yr clock

key descriptor: <u>problematic</u>
very difficult to manage, regulate and monitor
only nonqualifiers?
why not leave this piece out and take the gains from the other pieces?
won't SAs just transfer to Div II instead?
a year is "eternity" to a young person

Should 2-yr transfer graduation rates match those who matriculate directly to 4-yr institution?

Is this realistic?
That says that students with significantly lower qualifications should graduate at the same rate as students with higher qualifications. Is that really achievable? And should it be a goal?
Why not 2-yr transfer SAs graduate at the same rate as 2-yr transfer non-SAs?
Will the 2-yr institution actually provide the aid? How do they really know that SA will attend DI institution?
How can 2-yr institution afford this, generally, and especially in the current economic climate?
What about pro departure after 3 years for FB and baseball SAs? How does the readiness year affect this?

Scott's comments in December
I wanted to get some comments to you on the two year transfer situation. I can give a Division I perspective, but I am not suggesting that my comments apply to Division II or Division III. In general this is a move in the correct direction. Raising the GPA standard to 2.5, limiting the number of PE credits allowed and specifying that transferable credits include requirements in English, Mathematics and Science are all good. Certainly some students will want to pursue the traditional way of progressing from a 2 year school to a 4 year school and that avenue should still be open to them, albeit with elevated standards.

My major concern is with the academic year of preparedness (readiness). The concept is a great idea. But, as drafted the proposal is to have this year of readiness occur at a two year school, I think this lets Division I institutions off too lightly. OK, my bias will come through. I think 2 year schools do good things for a large number of people. They do not for the most part prepare someone for the rigors of a 4 year institution and especially not to progress at 20% of the credits for a BA degree per year. In fact a number of schools will not accept transfers from 2 year schools unless they have been in a specific degree program. OK, with that out of the way, I think the academic year of readiness should occur at the 4 year institution. I know some 4 year schools indicate they do not offer remedial courses, but many still do. Given that students could take specific classes on line (distance learning) or perhaps at a local 2 year school, most students could find the classes they need during that year of readiness. There will be some 4 year schools who will not accept these at risk students, but so be it. The benefits to the student from being on campus at a 4 year institution are numerous, better advising, better career planning, more focus on academics and so on. I could go on about benefits but we are all aware of these. It is unfortunate that too many transfers from 2 year schools are pigeon holed into very few majors just for eligibility purposes. Earlier arrival at a 4 year institution with no practice or competition or involvement with the team for anything but academic advising in that first year should allow a student to prepare for the major and career in which he or she has an interest.

In the sake of making things simple other aspects have been overlooked. If a student were doing his or her year of readiness at a 4 year school, call it year 0, there could be academic requirement put in place for progress toward degree. A simple story would be to have students who opt in to this program to have 10 percent of the degree by the start of year one, 30 percent by the start of year 2, 50 percent by the start of year 3, 70 percent by the start of year 4 and 90 percent by the start of year 5, if they have red-shirted some where along the way. I do not see any such requirements in place to monitor how students are utilizing the year of readiness in the current plan at a 2 year school. It would not be difficult to monitor this, as those in the "program" could be flagged and Compliance Assistant currently calculates the percent of degree earned.

I am thinking that a Pell Grand could cover most of the cost of attendance for students in the year of readiness. The difference could be supplemented in various ways. One suggestion is for the NCAA to take part of the degree completion funds and use it to supplement as determined by need base. Certainly this shifts funding to more risky students than those needing a few credits to graduate, but it could be possible.

OK, this is not all that clear, and a conversation would help. But, some thoughts as I think there needs to be more thinking about the year of readiness. But, in general it is a good concept.

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February 1, 2011

ATTN: Jennifer Strawley, Academic and Membership Affairs

RE: Academic Reform Efforts – Two-Year College Transfer Requirements Feedback

Jennifer:

Thank you for the inclusion of the National Association for Athletics Compliance (NAAC) Legislation and Governance Committee in the initial discussion of two-year transfer concepts. It is greatly appreciated that the committee and national office staff desired the input of compliance administrators in the discussion.

During a recent call of the NAAC Legislation and Governance Committee, the discussion document was reviewed as requested. After careful consideration by the committee, several questions were raised and thoughts generated, primarily as they related to recruitment of prospective student-athletes and the year of academic readiness. I have included many of these questions and thoughts below for your further consideration in the development of formal legislative initiatives. Should you require any clarification or need further assistances from our Committee, please do not hesitate to contact me.

Concerning the Academic Adjustments (2.5 GPA, Physical Education Credits):

- In order to have a more informed discussion, several committee members inquired about seeing data directly related to the 2.5 GPA mark as an indicator of academic success to have a better understanding of why a 2.5 opposed to a 2.25 (or other GPA) was substantiated.
- In order to have a more informed discussion, several committee members inquired about seeing data related to the impact of recently passed legislation concerning the use of Physical Education Credits in the sport of men's basketball. Specifically, has the legislation made a positive impact? If so, how great of an impact? It was expressed that we should ensure the currently imposed rule is achieving its goal before adopting the same for all other sports.
- Several committee members expressed concern regarding the definition of Science Credit as it relates to transfer credits. Specifically, would this be limited to Life and Physical Sciences; Biology, Chemistry, etc.?

Concerning the Academic Year of Readiness:

- Would a student-athlete need to declare their intent to use a "year of academic readiness?" If so, in what time frame and method?
- Could a "year of academic readiness" be applied retroactively to a student-athlete who is found later in his/her academic career to have met the requirements (non-qualifier, took remedial credits, did not compete during the first year at a two-year college) in order to extend the five-year clock?

- If a student-athlete was enrolled in a “year of academic readiness” would he or she be able to take part in athletically-related classes; e.g. Coaching Baseball Theory, Strength Training for Basketball, Baseball Turf Maintenance, etc., as these classes are often taken by participants in junior college sports?
- Several members of the committee voiced concern of the ability to only use a “year of academic readiness” at a two-year college. These members believed their own institutions can offer a much better level of academic support and preparation than most two-year colleges due to the availability of more academic support resources at four-year institutions.

Concerning Recruitment:

- Would coaches have the same access as historically granted to non-qualifiers as those students enrolled in a “year of academic readiness?”

Some of the comments and questions reflected above were voiced by only a few members of the committee and do not speak for NAAC membership as a whole, but were included in this document to make sure all areas of discussion were passed on to the committee for consideration. As a whole, the review of the initial academic standards was met warmly and NAAC would be willing to assist in any further review of the topic as the concepts move closer to the legislative process.

Please feel free to contact me should you have any questions about the comments mentioned above or desire any additional input from NAAC. By working together, I believe we can be a resource for the membership of both NAAC and the NCAA.

Sincerely,

Mike Hagen
Legislation Subcommittee Chair
NAAC Legislation and Governance Committee

SOUTHWESTERN
Oregon Community College
www.socc.edu

Office of the President
541 888-7400 FAX 541 888-3258

February 1, 2011

Dr. Carolyn Callahan
Chair, NCAA Division I Academic Cabinet
PO Box 6227
Indianapolis, IN 46206-6227

Dear Dr. Callahan,

I am writing on behalf of the community colleges Presidents in the State of Oregon. We are in agreement that every collegiate association must require strong academic standards from our student-athletes. We are concerned, however, when academic reform does not appear to take into consideration student-athletes who may require significant remediation. We believe that students requiring remediation should be provided an opportunity to gain the necessary skills to become academically successful at the four-year college level.

We are aware of the current proposal originating from the two-year relations committee that supports a program which will provide at-risk students an additional year of readiness prior to the start of their NCAA clock. The Oregon community college Presidents support the language that will allow a student-athlete one year of remediation prior to their eligibility starting. We believe that with the proposed academic reform requiring an increased GPA above 2.00, the addition of a science requirement and a reduction in the number of physical education classes allowed to transfer, that the two-year transfer student will become more qualified to gain their four-year degree.

We appreciate the opportunity to support the one year of remediation at the two-year level.

Sincerely,

Patty Scott, Ed. D.
President
On behalf of the Oregon community college Presidents

1988 Newmark Avenue ✦ Coos Bay OR 97420
Southwestern Community College in an equal opportunity educator and employer.

NAME of person submitting comments_____Big South Conference_____January 28, 2011

NCAA Academic Reform Efforts – Two Year College Transfer Requirements

Proposed Academic for Year of Readiness	Proposed Concepts for Academic Year of Readiness	Comments
The draft concept of a year of academic readiness provides an alternative path for academically unprepared student-athletes that may prepare student-athletes for success at an NCAA Division I institution. The year of readiness would allow students to receive financial aid by attending a two-year college full time and take remedial and other basic academic courses without triggering the start of their five years of NCAA eligibility. However these student-athletes would not be able to compete in athletics during their first year at the two-year institution.	(a) Provides an option for academically unprepared student-athletes who require a longer period of enrollment at the two-year institution in order to be academically prepared for enrollment at an NCAA Division I institution.	Additional Comments: • I am uncomfortable monitoring how this can be accomplished by two-year colleges consistently and verified by our or any four year NCAA institution. • Would impact two-year colleges financially by requiring student-athletes to remain there an additional year (at minimum) • This should provide student-athlete more time and guidance to prepare for four-year institution. • Tracking this would be difficult, and both Division-I and Division-II meet students' needs. • I am fundamentally opposed to this legislation. Students should not get a year of remediation, plus junior college before entering certifying institutions.

Proposed Academic for Year of Readiness	Proposed Concepts for Academic Year of Readiness	Comments
	(b) Occurs during the student-athlete's initial year of college enrollment which for this purpose must occur at a two-year college.	• Would impact recruiting at two-year institutions as this would prohibit competition in the initial year – s-a would be taking up a roster spot, using athletic aid and ineligible for competition while enrolled at junior college because of an NCAA rule – odd circumstance • Feedback from two-year institutions is absolutely needed in order to determine if this possibility is even feasible. • Tracking this would be difficult, and both Division-I and Division-II meet students' needs.
	(c) Prohibits competition during the first year of collegiate enrollment at the two-year college	

Proposed Academic for Year of Readiness	Proposed Concepts for Academic Year of Readiness	Comments
	(d) For such students the start of their five year clock would be delayed during the first year of enrollment at the two-year institution for the purposes of the five-year period of eligibility and purposes of progress toward degree.	
	(e) The cabinet engaged in extended conversation regarding how student-athletes would be identified for this option, and determined that it was important to obtain further input on this issue. The cabinet considered the following possible triggers that would permit the year of academically readiness: (1) Enrollment in a specified number of remedial hours; (2) Status as a nonqualifier; (3) Some other academic identification; and (4) Lack of competition during the first year of two-year college enrollment. The cabinet determined that it was important to obtain input from the two-year college community and the NCAA membership on this issue before finalizing a recommendation.	

Big South Conference

NCAA Academic Reform Efforts – Two Year College Transfer Requirements

Current Standards	Draft Concepts for Qualifiers	Comments
2.000 grade-point average required in transferable degree credit.	2.500 grade-point average required in transferable degree credit.	5 out of 6 of our member institutions are in favor of this concept. Additional Comments: • Average GPA of two-year college transfer prior to enrolling at four-year institution
Limit on physical education activity courses transferred only in men's basketball.	Limit of two physical education activity credits (with exception for physical education majors) for all sports	4 out of 6 of our member institutions are in favor of this concept. Additional Comments: • Should be expanded to all sports as this trend is not just specific to Men's Basketball student-athletes at two-year institutions

Big South Conference

NCAA Academic Reform Efforts – Two Year College Transfer Requirements

Current Standards	Draft Concepts for Nonqualifiers	Comments
2.000 grade-point average required in transferable degree credit.	2.500 grade-point average required in transferable degree credit to be immediately eligible to compete.	4 out of 7 of our institutions are in favor of this concept. Additional Comments: • This component is the largest factor in determining academic success upon transfer to a four-year institution. • It would be interesting to see average GPA of two-year college transfer prior to enrolling at a four year institution (actual figures were not submitted within literature from NCAA- information has been submitted as part of APP reporting) • Prefer the 2.000 requirement • As an institution, we do not recruit nonqualifiers

Current Standards	Draft Concepts for Nonqualifiers	Comments
Limit on physical education activity courses transferred only in men's basketball.	Limit of two physical education activity credits (exceptions for physical education majors) for all sports.	4 out of 7 of our institutions are in favor of this concept. Additional Comments: • Should be expanded to all sports as this trend is not just specific to men's basketball student-athletes at two-year institutions. • If course fills a degree requirement at the accredited university, why should we not allow it? • As an institution, we do not recruit nonqualifiers

Current Standards	Draft Concepts for Nonqualifiers	Comments
Must complete at least six hours of English and three hours of math	Must complete at least six hours of English, three hours of math, and three hours of science.	4 out of 7 of our institutions are in favor of this concept. Additional Comments: • An addition of one science class is a plus. • An additional science requirement would further aid PTD and begin to provide a strong academic background prior to enrolling at four-year institution. • If the PSA meets percentage requirements, that is sufficient.
Complete at least three semesters or four quarters as a full-time student.	No requirements of semesters completed.	3 out of 7 of our institutions are in favor of this concept. Additional Comments: • Overall the monitoring could prove problematic in the certification process • Residency requirement for a nonqualifier status should remain

Changes to 2-4 Transfer Regulations
Increase of Grade-Point Average Requirement

Feedback:

1. Reduction in number of physical education activity courses will have an impact on grade-point average. Totality of limit on physical education activity classes and increase of grade-point average (GPA) to 2.5 may yield higher ineligibility rates than anticipated.

2. Increase from 2.0 to 2.5 may be too steep in a single increase. Possibly implement GPA increase in stages.

3. 2.5 GPA for 2-4 transfers seems inconsistent with GPA requirements for initial eligibility and progress-toward degree (i.e., 2.0).

4. Significant increase to GPA may encourage student-athletes to attend prep school instead of a two-year institution.

5. Increase from 2.0 to 2.5 will have a significant impact on student-athletes.

Discussion Questions:

1. Should the NCAA Division I Academic Cabinet consider a standard lower than a 2.5 GPA for 2-4 transfer student-athletes?

2. Would an increase in GPA to a 2.25 or 2.3, coupled with the limitation on physical education activity courses, meet the goals established by the Academic Cabinet?

3. Should the increase in GPA be specific to competition only? Should practice and financial aid limitations be included in the GPA increase?

Research Related to Possible Changes in Two-Year College Transfer Standards

Increase to Grade-Point Average

February 2011

Division I Academic Cabinet

NCAA Research

Percent of 2-4 Transfers Ineligible after First Year at 4-Year College as a Function of Meeting Cut-Point on 2-Year College GPA in Transferred Classes (by HS Qualifier Status)

		Ineligibility Status at End of Y1		
Cut-Point (% Below Cut)		Q Above Cut	NQ Above Cut	All Above Cut
2.00	(0.6%)	5.9%	9.4%	7.7%
2.10	(2.5%)	5.9%	9.2%	7.6%
2.20	(5.2%)	5.8%	9.0%	7.5%
2.30	(9.8%)	5.9%	8.6%	7.3%
2.40	(14.6%)	5.6%	8.1%	6.8%
2.50	(21.1%)	5.2%	7.5%	6.3%
2.60	(29.8%)	4.4%	6.8%	5.5%
2.70	(37.0%)	4.1%	5.8%	4.9%
2.80	(45.6%)	3.4%	4.9%	4.0%
2.90	(54.2%)	2.6%	4.4%	3.3%
3.00	(61.8%)	2.4%	5.2%	3.4%

For nontransfers, ineligibility rate in these sports is 6.1% for frosh, 4.9% for sophomores and 3.1% for juniors.

Percent of 2-4 Transfers who were 0/2s after First Year at 4-Year College as a Function of Meeting Cut-Point on 2-Year College GPA in Transferred Classes (by HS Qualifier Status)

		APR 0-for-2 at End of Y1		
Cut-Point (% Below Cut)		Q Above Cut	NQ Above Cut	All Above Cut
2.00	(0.6%)	4.8%	6.0%	5.4%
2.10	(2.5%)	4.9%	5.7%	5.3%
2.20	(5.2%)	4.8%	5.5%	5.1%
2.30	(9.8%)	4.8%	5.5%	5.2%
2.40	(14.6%)	4.5%	5.1%	4.8%
2.50	(21.1%)	4.2%	4.5%	4.3%
2.60	(29.8%)	3.2%	3.9%	3.5%
2.70	(37.0%)	2.9%	2.9%	2.9%
2.80	(45.6%)	2.5%	2.9%	2.7%
2.90	(54.2%)	1.8%	3.6%	2.5%
3.00	(61.8%)	1.5%	4.1%	2.5%

For nontransfers, 0/2 rate in these sports is 4.4% for frosh, 3.1% for sophomores and 1.7% for juniors.

Percentage of Current 2-4 Transfers Falling Below Various Cut-Points on 2-Year College GPA in Transferred Classes

	% Below Cut			
	Baseball	Men's Basketball	Football	Women's Basketball
2.00	0.2%	1.0%	1.3%	0.0%
2.10	0.2%	4.2%	5.2%	2.3%
2.20	0.7%	8.4%	10.0%	6.4%
2.30	3.1%	15.2%	15.9%	11.6%
2.40	5.8%	23.3%	22.3%	14.5%
2.50	9.1%	32.0%	31.1%	24.4%
2.60	15.4%	42.7%	42.4%	32.6%
2.70	21.7%	52.1%	49.5%	39.5%
2.80	29.1%	63.1%	60.8%	43.0%
2.90	38.0%	71.5%	68.6%	52.3%
3.00	46.2%	76.7%	75.7%	62.8%

Physical Education Activity Courses

PE Activity Credits Earned and Transferred by Nonqualifiers from Two-Year Colleges

PE Activity Credits	% Earning	% Transferring
0-2	16%	25%
3-5	21%	25%
6-8	20%	18%
9-11	14%	11%
12+	29%	21%

Changes to 2-4 Transfer Regulations
Trigger and Tracking of Year of Academic Readiness

Trigger for Year of Academic Readiness.

During the September 2010, NCAA Division I Academic Cabinet meeting, the cabinet discussed several possible triggers for the Year of Academic Readiness. Those triggers included a determined number of remedial hours, lack of competition and status as a nonqualifier.

Feedback:

1. Feedback from various two-year groups as well as NCAA membership groups suggest that using a student-athlete's status as a nonqualifier is the easiest and best determination for eligibility to use the Year of Academic Readiness.

2. Current NCAA regulations define nonqualifiers as academically underprepared for the rigors of academics and athletics during their first year of enrollment at an NCAA institution. Thus, NCAA regulations already provide a determination regarding academic preparedness.

3. In the spirit of simplicity, using a predetermined status will assist in application and understanding of who is eligible to use the Year of Academic Readiness.

4. Two-year community has indicated that the majority of student-athletes who need a Year of Academic Readiness would be nonqualifiers. There may be a small number of qualifiers who could benefit, but the vast majority is assisted if nonqualifier is the standard.

5. There is not a consistent application for determining need of remedial hours among two-year institutions. Some two-year institutions in fact do not have pre-testing or assessments at all.

6. Simply requiring lack of competition could allow for competitive decisions for using the Year of Academic Readiness, nonqualifier status provides an academic foundation.

Staff Recommendation:

Based on overwhelming feedback from both the two-year community and the NCAA membership, staff recommends that the trigger to be eligible to use the Year of Academic Readiness be certification by the NCAA Eligibility Center as a nonqualifier. This recommendation does require that a student-athlete be certified as a nonqualifier by the Eligibility Center. Requiring registration with the Eligibility Center assists in tracking of student-athletes using the Year of Academic Readiness and also helps ensure that student-athletes using the Year of Academic Readiness are academic nonqualifiers, not just student-athletes who did not register with the Eligibility Center.

Tracking Student-Athletes Using the Year of Academic Readiness.

Based on feedback received, the staff engaged the Eligibility Center in conversations regarding tracking two-year college student-athletes using the Year of Academic Readiness. Currently, two-year institutions do not have access to Eligibility Center certification information of their student-athletes. Providing two-year institutions with access to certification information for their student-athletes and using the Eligibility Center certification process to track use of the Year of Academic Readiness, provides a process for tracking student-athletes' use of the Year of Academic Readiness, enhances the process of two-year transfers in the certification process and creates a more seamless eligibility-certification process. Specifically, the tracking process would:

1. Require all student-athletes who wish to use the Year of Academic Readiness to register with the Eligibility Center and receive a final academic certification status of nonqualifier.

2. Provide an opportunity for a fee waiver based on financial need.

3. Provide two-year institutions with access to certification status of student-athletes. The access provided would be similar to the access provided to high schools.

4. Provide a mechanism for identification of student-athletes using the Year of Academic Readiness, which would provide NCAA institutions with knowledge of which student-athletes are using the Year of Academic Readiness. This could be useful in the recruiting process.

5. Two-year community is discussing requiring student-athletes be identified as using the Year of Academic Readiness during the two-year certification process. This tracking mechanism would provide a means to provide notice to NCAA institutions.

Staff Recommendation:

Staff recommends that the tracking of use of the Year of Academic Readiness be added to the certification process of the Eligibility Center. This provides a universal means for NCAA member institutions to be aware which student-athletes are using the Year of Academic Readiness. It also provides a mechanism for greater communication with the two-year community on transfer related issues and enhances the effectiveness of NCAA processes.

Two-Four Transfer Topics

1. **Issue**: Nonqualifiers – length of time spent at two-year college.

a. Current NCAA Division I Bylaw 14.5.4.2-(c) indicates that a student from a two-year college who was a nonqualifier must attend at two-year college as a full-time student for at least three semesters or four quarters (excluding summer terms).

b. The NCAA Division I Academic Cabinet's draft concept eliminates this provision, thus removing any minimum length of stay at the two-year college.

Feedback Summary:

a. Significant concern has been expressed by both the two- and four-year college communities regarding elimination of this bylaw.

b. Feedback frequently notes concern regarding the re-emergence of two-year college degrees that could be earned in one year. Many people noted that since this NCAA requirement was instituted, academic preparation of two-year students has improved. Rescission of this bylaw would be perceived by many as a step backward in academic reform efforts.

Staff Recommendation: Maintain the current bylaw requiring three semester/four quarters of full-time attendance at the two-year college for nonqualifiers. Feedback on this point has been strong and virtually unanimous.

2. **Issue:** Year of academic readiness three-year enrollment requirement.

- As currently contemplated, the year of academic readiness requires that the student be enrolled as a full-time student for three full academic years.

Feedback Summary:

Many comments and discussions with regard to the year of academic readiness have included consideration of the three-year attendance requirement at the two-year college. In particular, discussions have focused on fall sports (e.g., football) and the interest some students will have in transferring after two and one-half years. For example, a football student's enrollment and participation history could be as follows:

a. 2012-2013 – first-time, full-time enrollment in two-year college. No competition, year of academic readiness.

b. 2013-14 – competes in football, enrolled full time.

c. Fall 2014 – competes in football. Has now concluded two and one-half years at two-year college and used two seasons of eligibility. Student-athlete meets all applicable transfer requirements that may be established, except has not been enrolled for three years at two-year college.

d. Spring 2015 – interest by student-athlete and four-year NCAA university in having student-athlete transfer for spring term and participate in spring football.

A similar scenario also exists in other fall sports (e.g., volleyball, soccer).

Options for cabinet consideration:

1. Maintain the three-year requirement as part of the final legislative package proposed by the cabinet. Under the provided scenario, a waiver of this provision could be sought. Based on a student-athlete's academic record and other mitigation, the three year requirement could be waived after two and a half years. This waiver provision process could allow for athletics aid and not competition or for full access to aid and competition.

2. Provide a higher academic standard by which year of academic readiness student-athletes could transfer to a four-year college after five full-time semesters or seven quarters. This could be a slightly higher grade-point average requirement. This would make the rule more complex in it application.

3. Amend the cabinet's current concepts to allow for transfers after five semesters/ seven quarters, rather than three full years if the student-athlete meets all of the academic requirements. This concept could be applied only in fall sports (e.g., football, soccer). The concept also could be linked to a requirement that only two years of NCAA competitive eligibility would remain if a student transfers after five semesters. This last point will discourage two-year college students from transferring midseason and foregoing some portion of the two-year college eligibility.

Staff Recommendation:

The staff recommends maintaining the requirement that a student complete three years of full-time enrollment at the two year college(s). The overriding purpose of the year of academic readiness is to help ensure academic success by providing sufficient remediation for students who are academically underprepared. Immediately providing legislative relief resulting in only one semester of remediation for primarily athletics reasons does not seem appropriate. The waiver process can address specific situations that may arise.

REVISED
SUPPLEMENT NO. 22

NCAA Division I Academic Cabinet
Proposed Changes to Two-Year College Transfer Requirements and Current Bylaw Impacts

Introduction.

The following document is intended to summarize the changes currently proposed by the NCAA Division I Academic Cabinet to the current two-year college transfer requirements and indicate the potential impacts of those changes on current bylaws outside of the transfer regulations, as well as other transfer provisions. For ease of reference, this document is split into two sections, proposed academic requirement changes and the proposed year of academic readiness. Within each section, there is a further breakdown of unresolved questions, including analysis of options and recommendations for addressing, for discussion and resolved impacts, based on previous discussion, for verification.

Proposed Changes to 2-4 Transfer Student Academic Requirements.

For Student-Athletes who are Qualifiers.

1. Increase transferable grade-point-average requirement from the current 2.000 to 2.500.

2. Expand NCAA Division I Bylaw 14.5.4.1.2 (men's basketball limitation of two hours of physical education activity courses) to all sports. A similar exception will exist for student-athletes pursuing a physical education degree program or a degree program in education that requires physical education activity courses.

3. All other 2-4 transfer regulations for qualifiers would remain in place. This includes the student having spent at least one full-time term at the two year college [Bylaw 14.5.4.1-(a)] and satisfactorily completing an average of at least 12 semester or quarter hours of transferable-degree credit [Bylaw 14.5.4.1-(c)] per term.

For Student-Athletes who are Nonqualifiers.

1. Increase transferrable grade-point-average requirement from the current 2.000 to 2.500 for competition purposes only. Athletics aid and practice may be provided for student-athletes who achieve the current 2.000 transferable grade-point average and meet all other requirements noted in Item Nos. 2 through 5.

2. Require completion of the following transferable core curriculum at the two-year institution: six credits of English, three credits of math and three credits of science. This adds three credits of science to the current core requirement [Bylaw 14.5.4.2-(b)].

3. Expand Bylaw 14.5.4.1.2 (men's basketball limitation of two hours of physical education activity courses) to all sports. A similar exception will exist of student-athletes pursuing

a physical education degree program or a degree program in education that requires physical education activity courses.

4. Eliminate the current three semester/four quarter attendance requirement [Bylaw 14.5.4.2-(c)].

5. Continue to require the following: completion of 48 semester or 72 quarter hours of transferrable degree credit [Bylaw 14.5.4.2-(b)]; limitation on the use of hours earned during the summer terms (Bylaw 14.5.4.2.1); completion of an Associate of Arts degree from the two-year institution [Bylaw 14.5.4.2-(a)].

Open Questions.

Question No. 1.

Should a student-athlete be required to meet percentage of degree at the time of transfer, if the student-athlete is subject to the requirements based on full-time terms of enrollment?

Analysis.

The proposed increased academic standards do not impact the current application of the progress-toward-degree legislation. Therefore, a student-athlete may meet the 2-4 transfer application standards, but not meet applicable progress-toward-degree percentage requirements at the time of transfer. Such a student-athlete, other than a baseball student-athlete, would have the ability to regain eligibility for competition during a subsequent term at the certifying institution instead of serving a year in residence prior to competition. This could result in the student-athlete potentially remaining a semester behind in terms of meeting progress-toward-degree requirements. Further, based on timing of transfer, under current application, a thorough academic review regarding progress-toward-degree may not be undertaken until prior to competition, which may result in issues not being discovered until a point after which it would be difficult to ameliorate any issues discovered relative to subsequent progress-toward-degree requirements (e.g., 60 percent).

Recommendation.

In order to ensure two-year transfer student-athletes are entering four-year institutions on the appropriate track for graduation, and are properly advised at the earliest opportunity regarding future progress-toward-degree requirements, it is recommended that the 2-4 transfer requirements include a provision requiring that all applicable progress-toward-degree requirements be met at the time of transfer.

It is noted that student-athletes could have some issues relative to determining transferable degree courses relative to potential degrees at four-year institutions to which they are transferring

that may result in not being able to meet this additional requirement at the time of transfer. It is believed that these potential scenarios may be reviewed as part of a waiver process or alleviated by four-year institutions review of transcripts for progress purposes earlier in the recruiting process.

Question No. 2.

Should any aspects of the proposed academic changes be applicable to 4-2-4 transfers who are nonqualifiers?

Analysis.

Per previous discussion, the cabinet has proposed that the increased academic standards for qualifiers (transferable grade-point average and limitation of physical education activity courses) be included in the 4-2-4 transfer requirements (see below). To be consistent, it seems that those same standards should also be increased for nonqualifiers. This would suggest that the increased grade-point average and the limit on physical education activity courses should be expanded to 4-2-4 transfer legislation. The remaining question for discussion focuses on whether the core curriculum required for nonqualifiers should also be required for 4-2-4 transfer student-athletes. Based on the current 4-2-4 legislation, it would be possible for a nonqualifier to meet 4-2-4 requirements without obtaining any of the foundational English, math or science requirements predictive of academic success currently proposed for 2-4 nonqualifiers. Research has indicated that the vast majority of two-year transfers complete this core curriculum and those who do not lag behind academically.

Recommendation.

It is recommended that 4-2-4 student-athletes who are nonqualifiers, in addition to the increased transferable grade-point-average and limits on transferable physical education activity courses, be required to complete six credits of transferable English, three credits of transferable math, and three credits of transferable science. The core curriculum credits could be completed at either the four year institution the student-athlete first enrolled or at the two-year institution.

Currently Resolved Impacts.

Impact No. 1.

Should all of the academic increases for qualifiers be applicable to the 4-2-4 transfer legislation as well?

Analysis.

Noting that the current 4-2-4 transfer legislation has similar transferable credit and grade-point-average components to the current 2-4 transfer legislation, it has been previously determined by the cabinet that the proposed increases impacting these components under the 2-4 transfer legislation should be extended to the 4-2-4 legislation.

Impact No. 2.

Is application of any other aspects of the 2-4 transfer legislation impacted by the proposed changes (e.g., application provisions, discontinued/nonsponsored sport and two year nonparticipation exceptions for qualifiers, receipt of need based aid institutional financial aid for nonqualifiers who do not meet the requirements for athletics aid)?

Analysis.

The increased academic standards for qualifiers and nonqualifiers would not have any impact on the other provisions of the bylaw, which deal primarily with application of the standards and impact of not meeting those standards, including additional exceptions for qualifiers only. Therefore, none of the other 2-4 transfer provisions require changes at this time.

Proposed Year of Academic Readiness for Two Year College Student-Athletes at Two-Year Institutions.

1. Provides an option for academically underprepared student-athletes who require a longer period of enrollment at the two-year institution in order to be academically prepared for enrollment at an NCAA Division I institution.

2. Occurs during the student-athlete's initial year of college enrollment which for this purpose must occur at a two-year institution.

3. Prohibits competition during the first year of collegiate enrollment at the two-year institution.

4. For such students the start of their five-year clock would be delayed during the first year of enrollment at the two-year institution for the purposes of the five-year period of eligibility and purposes of progress toward degree.

5. How student-athletes would be identified for this option is still undecided.

Open Questions.

Question No. 1.

Should a student-athlete be required to begin the year of academic readiness at his or her first opportunity following high school graduation?

Analysis.

Current bylaws allow for a student-athlete to delay collegiate enrollment and engage in noncollegiate amateur competition in their sport for a period of time without impacting seasons of eligibility. In addition, current initial-eligibility certification requirements allow for the completion of an additional core course or courses during the academic year post high school graduation or the completion of additional SAT or ACT tests prior to collegiate enrollment. Although there could be a perceived competitive advantage to delaying collegiate enrollment, if a student-athlete is academically in need of a year of academic readiness timing of enrollment should not impact use of the year.

Recommendation.

It is recommended that the current delayed enrollment and initial-eligibility requirements remain applicable and that the year of academic readiness could be utilized on initial full-time enrollment at a collegiate institution, provided initial enrollment is at a two-year institution.

Question No. 2.

Should a student-athlete be allowed to begin the academic year of readiness at one two-year college and then transfer to a second two-year college and complete the remainder of the three year obligation at the second institution?

Analysis.

Current 2-4 transfer bylaws allow for the use of terms, credits, and degrees from all two-year institutions attended. The only limitation is that at least 25 percent of the credits for a degree must be earned at the conferring institution. The year of academic readiness is designed to provide an academic benefit to student-athletes and not to proscribe their movement to other institutions that may better meet their specific circumstances. Further transfers among two year institutions should be handled by the two-year community within the parameters of two-year regulations.

Recommendation.

To the extent the student-athlete is not extending the year of academic readiness beyond the first academic year, and meeting all other obligations, it is recommended that it may be completed at more than one two-year institution.

Question No. 3.

Current bylaws preclude any in-person contact on or off campus with a nonqualifier until he or she has completed an academic year at the two-year college. This includes the preclusion of official and unofficial visits. Should the academic year of readiness be allowed to serve as this first academic year at a two-year college for purposes of in-person contact legislation?

Analysis.

The current bylaw that requires a nonqualifier not to have in-person contact on or off campus until completion of an academic year at the two-year institution was instituted for the student-athlete to immerse himself or herself into the full spectrum of the two-year environment without the intrusive impact of in-person recruiting. Phone contact and evaluations are not precluded, but in-person contact, including campus visits, could be delayed until the student-athlete was in a position to potentially transfer under the current 2-4 transfer provisions. The year of academic readiness is designed to alter this timeline, with the student-athlete immersed primarily academically during the year in academic readiness, fully immersed in the two-year environment during year two, and only able to transfer in fulfillment of the transfer provision after year three.

Recommendation.

It is recommended that in-person recruiting contact not be allowed until after completion of the year of academic readiness and a second academic year for those student-athletes who engage in the year of academic readiness. It is also recommended that the cabinet seek input from the NCAA Division I Recruiting and Athletics Personnel Issues Cabinet specific to this issue.

Question No. 4.

Should student-athletes who complete the academic year of readiness be permitted to receive athletics financial aid for six years within seven years of initial full-time enrollment? Should there be a limit regarding the number of years of aid provided at the four-year institution?

Analysis.

Current legislation allows for five years of athletics aid within six years of initial full-time enrollment.

Recommendation.

With the addition of another year of enrollment associated with the year of academic readiness, and to avoid potential aid issues precluding the use of the year of academic readiness at the two-year institution, it is recommended that limits be expanded to allow for the receipt of six years of athletics aid within seven years of initial full-time enrollment for those student-athletes who complete the academic year of readiness. Additionally, there is no limit regarding the source of the aid under the current provisions and reasons for additional restriction under the year of academic readiness concept have not been clearly evidenced. Therefore, no additional limit regarding the number of years of aid provided at the four year institution is recommended with the increase to six within seven for those student-athletes who complete the year of academic readiness.

Question No. 5.

Would the three years of enrollment in the academic readiness program need to be consecutive?

Analysis.

As noted in the currently resolved impacts section, the intent of the year of academic readiness was to augment and not eliminate the exceptions to the five years of eligibility legislation. However, the program was not intended to allow for an indefinite tolling of the clock post the initial year of remediation if the student-athelte were to not enroll full time subsequent to the academic year of readiness.

Recommendation.

It is recommended that the three years of enrollment in the academic readiness program be consecutive.

Currently Resolved Impacts.

Impact No. 1.

The year of academic readiness will delay the start of the five-year period of eligibility for the purposes of the five-year period of eligibility, progress-toward-degree requirements and, as recommended above, recruiting legislation. Regarding the application of all other NCAA requirements, a student-athlete using the year of academic readiness will be considered an enrolled student-athlete. This includes meeting initial-eligibility requirements (e.g., test score time limitation), amateurism, delayed enrollment, and outside competition legislation.

Analysis.

While the year of academic readiness is designed to delay the beginning of the five-year period of eligibility and progress-toward-degree percentage triggers, it is not intended to provide for additional exceptions to amateurism, delayed enrollment, outside competition, or initial-eligibility legislation. Specifically, the year of academic readiness is intended to provide an academic opportunity for student-athletes who are academically underprepared to focus on establishing a core academic foundation at the college level. Therefore, any core course completed, SAT taken, or ACT taken after enrollment in the year in academic readiness could not be used for purposes of initial-eligibility certification. Additionally, current post-enrollment amateurism regulations and outside competition and delayed enrollment regulations as applicable to currently enrolled two-year student-athletes would remain applicable.

Impact No.2.

Would a student-athlete who engages in the year of academic readiness, be allowed to take advantage of the current exceptions to the five years of eligibility (e.g., active military service) if it interrupts the student-athlete's enrollment at the two-year college?

Analysis.

The intent of the year of academic readiness was to augment and not eliminate the exceptions to the five years of eligibility legislation. Therefore, the other exceptions remain applicable. However, the student-athlete would need to resume the obligations of the year of academic readiness at the point at which the applicable exception tolled the five years of eligibility (e.g., completion of the second semester of the year of academic readiness with no competition).

Impact No. 3.

Would a student-athlete who does not complete the academic year of readiness be able to claim the year as a denied opportunity for the purposes of a clock extension waiver?

Analysis.

Current legislation requires that a student-athlete have more than one lost opportunity and that the lost opportunities must be outside the control of the student-athlete in order to extend the student-athlete's five-years of eligibility. Evaluation of circumstances that may result in a student-athlete failing to complete the obligations of the year in academic readiness would appear to be within the control of the student-athlete. Therefore, it would not be considered a denied participation opportunity.

Changes to 2-4 Transfer Regulations
Possible Effective Date

In considering possible effective dates for any changes to the 2-4 transfer academic requirements, there are two main areas to consider. The first area is implementation of the increase in standards and the second is implementation of the Year of Academic Readiness. The effective dates considered below are based on adoption by the membership as part of the 2012 legislative process.

Increased Standards.

Concepts currently being considered by the NCAA Division I Academic Cabinet include higher academic standards for both qualifiers and nonqualifiers. Raising the requirements for 2-4 transfer student-athletes requires notice to the student-athletes impacted by the change, the two-year college community and the NCAA membership at large.

Options:

1. Effective for student-athletes initially enrolling at a two-year institution full time fall 2012 and beyond.

    a. Provides notice to all student-athletes enrolling at the two-year institution at the time of enrollment.

    b. Is based on full-time enrollment at the two-year institution.

    c. Provides student-athletes who are currently enrolled at a two-year institution full time the opportunity to complete transfer standards under the standards they initially enrolled.

    d. Requires NCAA institutions to track student-athlete's initial enrollment full time at a two-year institution.

2. Effective for 2-4 transfers initially enrolling at an NCAA member institution fall 2014 and beyond.

    a. Allows NCAA institutions to track implementation based on enrollment at an NCAA institution.

    b. Provides consistent application based on enrollment at an NCAA institution.

    c. Provides notice and two years for completion of work at two-year institution.

    d. Does not take into account date enrolled at a two-year institution. Would allow qualifiers who enroll prior to fall 2014, but enrolled at two-year institution after adopted change, to meet current standard as opposed to new standard.

    e. This would be an unusual application of NCAA standards which could result in greater confusion and misadvisement.

Year of Academic Readiness.

Options:

1. Effective for student-athletes initially enrolling full time at a two-year institution fall 2012 and beyond.

    a. Allows for implementation at two-year institutions consistently.

    b. Provides access to the Year of Academic Readiness at the earliest opportunity.

    c. Allows for adequate notice to the two-year community based on engagement in the process.

2. Effective for student-athletes initially enrolling at a two-year institution full time fall 2013 and beyond.

    a. Provides greater window of notice to the two-year community.

    b. Provides opportunity for notice to be provided to high school student-athletes.

    c. Delays use of Year of Academic Readiness for student-athletes who may benefit.

Staff Recommendations:

Staff recommends both the increased standards and the Year of Academic Readiness be effective for student-athletes initially enrolling at a two-year institution fall 2012.

This provides adequate notice to the two-year community and provides a consistent implementation between both recommendation changes to the legislation.

Changes to 2-4 Transfer Regulations
Appeal Process

Under the current NCAA structure, appeals of 2-4 transfer regulations are required to be reviewed by the NCAA Division I Legislative Review and Interpretations Committee (LRIC). This committee reviews appeals of all legislation when no other appellate body exists. In addition, an initial-eligibility waiver is often filed when a 2-4 transfer enrolls at an NCAA institution to allow a nonqualifer to use the qualifier-transfer regulations.

Given the academic nature of the 2-4 transfer requirements, consideration should be given to having an academic body review 2-4 transfer-waiver requests. Initial-eligibility waivers have a waiver process independent of the LRIC. There have been discussions in the past to examine if a transfer body should be formed to hear all transfer waivers. Although this may have some merit, there does not seem to be appetite in the NCAA Division I membership to create another committee for appeals. However, if the NCAA Division I Academic Cabinet recommends significant changes to the 2-4 transfer regulations, it will be essential to ensure that an appropriate appeal opportunity exists. Based on this, it seems appropriate for the Academic Cabinet to consider recommending all appeals regarding 2-4 transfers be handled by one appellate body that has an academic focus.

The processing of appeals involving 2-4 transfers should focus on the academic preparedness of the student-athlete to be successful at an NCAA institution. Logistically, this incorporates two types of requests: student-athletes who do not meet the 2-4 transfer requirements and student-athletes who, an institution is arguing, should have been a qualifier (he/she does not meet nonqualifier standards, but meets qualifier standards). For the purposes of reviewing 2-4 transfer requests, regardless of the institutions request, the staff and appellate body should focus on reviewing the totality of the student-athletes academic record with a focus on work at the two-year institution, since that is the best predictor of success at an NCAA institution. This review should incorporate all aspects of review of a 2-4 transfer's academic record and determine if he/she is academically prepared to be successful at an NCAA member institution.

Recommendation:

The staff recommends that the Academic Cabinet propose legislation to expand the progress-toward-degree waiver committee from 7 members to 10 members. The committee should then be divided into two subcommittees, a subcommittee to review progress-toward-degree waiver appeals and a subcommittee to review all 2-4 transfer requirements.

This expansion would result in three additional committee members, but limited to no expense increase since the committee only meets via teleconference. Further, this would ensure the Academic Cabinet has oversight over the appellate process for 2-4 transfer waivers, similar to its oversight of all other academic waivers.

CONFERENCE NONQUALIFIER (NQ) POLICIES FOR SELECTED CONFERENCES*

Only those conferences that reported policies other than NCAA are listed

ACC	Entering freshmen (First fulltime collegiate enrollment at ACC institution): • No aid, competition or practice at any time Entering freshmen with partial waiver granted by the NCAA: • No more than four NQs per year per institution as determined by the institution if granted NCAA waiver to receive aid and/or practice. • No more than two in men's sports and no more than two in women's sports. • No more than one in any sport. NQs – Four-year transfers: • Must transfer at least 48 semester/72 quarter units with 2.000 and attend four-year institution for at least three semesters/four quarters as full-time student for aid, competition, practice. Any waivers require nine affirmative votes (including involved institution).
Big East	NQs shall not be permitted to participate in athletics. • Ok if granted NCAA waiver to compete, practice and/or receive financial aid. NQ Two- or four-year transfers: Ok if fulfill NCAA requirements.
Big 12	Must meet NCAA qualifier standards prior to any initial enrollment (full or part time) at any two-year or four-year institution to be eligible for practice, competition or financial aid. • Ok if granted NCAA waiver; • Partially approved NCAA waiver (aid and/or practice only) must seek waiver from conference FARs (still considered an NQ).
Colonial	If a recruited NQ enrolls at a member institution directly from high school, the individual will not be eligible to represent the institution in a CAA sport.
Mountain West	The MWC does not admit NQs from high school. NQs – 2-4, 4-4 and 4-2-4 transfers: May be eligible for practice, competition and financial aid provided they meet specified academic requirements.

Pac-10	<u>Entering freshmen fall 97 and thereafter</u>: No more than four NQs per year who have been granted partial waivers by the NCAA/IEW Committee permitting them to receive aid and/or practice may practice and receive aid or compete on fulfillment of residence requirement. No more than two in men's sports and no more than two in women's sports. No more than one in any one sport. Counts in academic year of first receipt of aid; otherwise academic year of original enrollment or when first reports for practice. Exceptions to annual four NQ limit: • Nonrecruited, no athletics aid, no athletics admission: no practice until second year/no aid until third year. • NQ who has been granted partial waiver by the NCAA/IEW Committee permitting receipt of aid and/or eligibility for practice as accommodation for education impacting disability. *All other NQs permanently ineligible for aid, practice, competition.* <u>NQ transfers</u>: • **Four-year transfer (nonconference)**: Must meet all NCAA transfer requirements; transfer 48 semester/72 quarter degree credits with 2.000; and attended four-year institution three semesters/four quarters as full-time student to be eligible for practice, competition, aid. *Exception for recruited foreign student who receives NCAA IEW waiver for late qualifying test score.* • **Two-year and 4-2-4**: must meet NCAA transfer rules for competition on full-time enrollment at Pac-10 institution. • **2-4-4**: Transfer penalties don't apply to student-athletes who would have met Pac-10 two-year college transfer rule when transferred to nonconference four-year institution (before transferring to Pac-10 institution). • *No waivers of NQ transfer rules* • *NQ transfer rules do not apply to nonconference transfers who were not recruited, not offered aid, and admitted without regards to athletics ability.*

SEC	Entering freshmen: No aid, competition, practice at any time unless minimum 2.250 core GPA. May not receive aid and must count in team financial aid limits. Numerical limits on freshmen and 4-4 transfer: Maximum limit of four student-athlete NQs in men's sport (limit two in football and not more than one annually in any other sport). Maximum limit of four student-athlete NQs in women's sports (limit one per sport annually). Limits do not apply to education-impacting disability student-athlete who is otherwise eligible for enrollment. NQ four-year transfer: Transfer at least 48 semester/72 quarter units with 2.000 grade-point average, attended four-year institution three semesters/four quarters as full-time student and have at least two seasons of competition remaining. Then eligible for aid, practice and competition after completing one year of residence at SEC school. If minimum transfer requirements not met, may not be eligible for aid, competition, or practice at any time. NQ Two-year and 4-2-4: Must have A.A. and 48 semester/72 quarter units with 2.000 and attended three semesters at two-year college; earn six credits of transferable nonremedial English with a 2.000 and six credits of transferable math with 2.000.
West Coast	NQs are ineligible at WCC schools unless the transfer in from a two-year college.

* *Source:* *http://compliance.pac-10.org/ccaca/surveys.html* (compiled by Carol Iwaoka, last updated 5/06)

POTENTIAL NCAA DIVISION I INITIAL-ELIGIBILITY WAIVERS

POLICY AMENDMENTS

Introduction.

During the staff's annual review of initial-eligibility waiver policies and procedures, it identified two potential changes: eliminate the current minimum academic requirements to review a waiver and amend the current waiver application deadlines. The staff recommends amending the current policies to account for changes to initial-eligibility standards, the type of coursework being reviewed and the affect waiver outcomes have on non-NCAA requirements (e.g., institutional, conference).

The staff is seeking the NCAA Division I Academic Cabinet's reaction to the suggested policy amendments before finalizing the recommendations with the NCAA Division I Initial-Eligibility Waiver Committee. The objective is to present the cabinet with a final recommendation at its June 2011 meeting.

1. Minimum Threshold for Review.

Current Policy.

Currently, staff may review an initial-eligibility waiver if the student-athlete's academic record meets minimum-threshold criteria set forth in the initial-eligibility waiver instructions. In summary, the record must present a core-course deficiency of not more than one core-course unit or a core-course grade-point average that falls within .100 of the grade-point average required that corresponds with the test score in the initial-eligibility index. The chair of the respective initial-eligibility subcommittee is permitted to make exceptions of the threshold requirements, on a case-by-case basis.

Question.

Should the current initial-eligibility waiver threshold for review be maintained?

Recommendation.

Eliminate the current minimum threshold for reviewing an initial-eligibility waiver based on the following rationale:

a. The current minimum-threshold guidelines were established under a 14 core-course requirement. The current 16 core-course requirement significantly increased the number of core-course deficiencies outside the minimum threshold for review.

b. The adoption of NCAA Proposal No. 2009-64 has increased the number of courses denied or invalidated for initial-eligibility purposes. This, in turn, has

increased the number of initial-eligibility waivers citing high school misadvisement as mitigation for deficiencies outside of the minimum threshold for review.

c. The elimination of threshold will allow staff/committee to assess the academic readiness of student-athletes regardless of their deficiency.

2. <u>Initial-Eligibility Waiver Application Deadline</u>.

Current Policy.

Waivers are processed provided the case meets the following deadlines for the submission of a waiver request:

a. October 1 of the student-athlete's second academic year of collegiate enrollment; or

b. Six months after a nonrecruited student-athlete first reports for practice or competition.

Issue.

Over the last several years, institutions have submitted waiver requests not considered when the deadlines were originally established. These requests generally occur because a student-athlete's qualifier status precludes the student-athlete from competing because of an institutional and/or conference requirement, not because of NCAA legislation. For example, many institutions and conferences offer sports that are not sponsored by the NCAA (e.g., men's rowing), and therefore not governed by NCAA rules and regulations. In some cases, institutions and conferences that offer sports that are not sponsored by the NCAA require its participating student-athletes to register with the NCAA Eligibility Center and receive a final initial-eligibility certification. If an institution with a non-NCAA sport has a student-athlete determined to be a nonqualifer, and because the institution or conference does not process initial-eligibility waivers, institutions subsequently request relief pursuant to NCAA Bylaw 14.5.1.3.

Recommendation.

Consider amending the current application deadlines as follows:

Permit the processing of an initial-eligibility waiver when the outcome directly affects a student-athlete's eligibility to compete, practice and/or receive athletics aid. Additionally, permit the processing of initial-eligibility waivers after a student-athlete has completed an

academic year in residence for nonrecruited student-athletes. On written request from a member institution, the staff may waive this submission policy.

This recommendation will continue to permit the processing of waivers to permit a student-athlete in his or her first year of collegiate enrollment to compete, practice and/or receive athletics aid. In addition, this recommendation will clarify that the staff/committee can also process initial-eligibility waivers for the following:

a. A nonrecruited student-athlete who have completed an academic year in residence and failed to satisfy a conference requirement.

b. Student-athletes that compete in non-NCAA sponsored sports.

c. Student-athletes in their first year of residence who fail to satisfy a conference rule tied to NCAA initial-eligibility legislation.

NCAA Division I Initial-Eligibility Waiver Decisions
2010-11 Academic Year (June 1 - December 31, 2010)

Decision Type	Core Course	Education-Impacting Disability	Grade-Point Average	International	Proof of Graduation	Test Score	Transcript Change	TOTALS
Approved	255	35	58	45	0	2	0	**395**
Denied	12	12	19	15	0	0	0	**58**
Denied with Retest	0	0	0	0	0	0	0	**0**
Eligibility Center/Cleared	2	0	0	1	0	0	0	**3**
Partially Approved	8	7	9	7	0	1	0	**32**
Partially Approved with Retest	0	1	0	0	0	0	0	**1**
Partially Approved/Aid Only	5	5	2	2	0	0	0	**14**
Staff Special Approval	2	0	0	0	0	0	0	**2**
Closed	1	0	0	0	0	0	0	**1**
Withdrawn	5	0	1	3	0	0	0	**9**
TOTALS	**290**	**60**	**89**	**73**	**0**	**3**	**0**	**515**

NCAA Division I Initial-Eligibility Waiver Decisions
2009-10 Academic Year (June 1, 2009 through May 31, 2010)

Decision Type	Core Course	Education-Impacting Disability	Grade-Point Average	International	Proof of Graduation	Test Score	Transcript Change	TOTALS
Approved	222	64	39	63	1	5	2	**396**
Denied	20	2	42	28	0	1	0	**93**
Denied with Retest	0	0	1	0	0	0	0	**1**
Eligibility Center/Cleared	6	2	6	2	0	0	0	**16**
Partially Approved	7	8	10	12	0	0	0	**37**
Partially Approved with Retest	0	1	1	1	0	0	0	**3**
Partially Approved/Aid Only	1	4	2	0	0	0	0	**7**
Staff Special Approval	1	0	0	1	0	0	0	**2**
Closed	2	0	0	1	0	0	0	**3**
Withdrawn	2	3	3	1	0	0	0	**9**
TOTALS	**261**	**84**	**104**	**109**	**1**	**6**	**2**	**567**

The National Collegiate Athletic Association
August 18, 2010 SC:wap

NCAA Division I Initial-Eligibility Waiver Decisions
Academic Year 2008-09 (June 1, 2008, through May 31, 2009)

Decision Type	Core Course	Disability	International	Grade-Point Average	Proof of Graduation	Test Score	Transcript Change	TOTALS
Approved	238	74	57	31	0	26	2	**428**
Denied	32	13	33	13	0	7	0	**98**
Denied with Retest	0	4	0	1	0	2	0	**7**
Eligibility Center/Cleared	14	3	6	5	0	1	0	**29**
Partially Approved	45	34	13	30	1	2	2	**127**
Partially Approved with Retest	0	0	1	1	0	0	0	**2**
Staff Special Approval	0	0	1	0	0	0	0	**1**
Closed	9	7	5	3	0	0	1	**25**
Withdrawn	9	9	5	3	0	0	1	**27**
TOTALS	**347**	**144**	**121**	**87**	**1**	**38**	**6**	**744**

The National Collegiate Athletic Association
June 4, 2009 SC:wap

NCAA Prospective Student-Athlete Review Cases

PSA Review Cases
June 1, 2010 to December 31, 2010

Division I	Validated	Invalidated	Withdrawn	Pending
267	187	62	2	16

Divisions I & II Combined	Validated	Invalidated	Withdrawn	Pending
291	196	69	3	23

PSA Review Decisions by Sport and Gender – Men June 1, 2010 to December 31, 2010

Division I Men's Sports	Baseball	Basketball	Football	Golf	Ice Hockey	Soccer	Tennis	Track & Field	Wrestling	Multisport	Totals
Validated	7	33	100	1	1	1	1	6	6	4	160
Invalidated	2	14	34					3	1	4	58
Withdrawn		1	1								2
Pending		5	11								16
Totals	9	53	146	1	1	1	1	9	7	8	236

PSA Review Decisions by Sport and Gender – Women June 1, 2010 to December 31, 2010

Division I Women's Sports	Basketball	Gymnastics	Soccer	Softball	Swimming	Tennis	Track & Field	Volleyball	Multisport	Totals
Validated	8	1	4	5	2	2	2	2	1	27
Invalidated	1			1				2		4
Withdrawn										0
Pending										0
Totals	9	1	4	6	2	2	2	4	1	31

PSA Review Cases
Academic Year 2009-10

Division I	Validated	Invalidated	Withdrawn	Pending
323	244	67	2	10

Divisions I & II Combined	Validated	Invalidated	Withdrawn	Pending
341	253	72	3	13

PSA Review Cases
Academic Year 2008-09

Division I	Validated	Invalidated	Withdrawn	Pending
162	76	19	62	5

Divisions I & II Combined	Validated	Invalidated	Withdrawn	Pending
172	81	19	67	5

NCAA DIVISION I INITIAL-ELIGIBILITY WAIVER DIRECTIVE DISCUSSION DOCUMENT

The intent of this document is to examine and potentially revise several key elements currently used to decide initial-eligibility waivers. Ultimately, resolution of the elements outlined in this document will result in an initial-eligibility waiver directive to guide the NCAA staff and NCAA Division I Initial-Eligibility Waivers Committee's review of all initial-eligibility waivers.

GUIDING PRINCIPLE

The current guiding principle used when reviewing an initial-eligibility waiver is to determine whether the mitigating circumstances presented by the institution negatively impacted the student-athlete's ability to satisfy initial-eligibility requirements, and to determine whether there is sufficient evidence of the student-athlete's ability to satisfy initial-eligibility requirements. This often results in decisions that equally weigh the academic record of a student-athlete with the documented mitigating circumstances, or in some cases, places more weight on the documented mitigation.

Discussion Question:

- Should a student-athlete's academic preparedness be primary when evaluating initial-eligibility waivers?

Recommendation:

The NCAA Division I Academic Cabinet could approve a guiding principle that primarily emphasizes the academic preparedness of the student-athlete in the review of all initial-eligibility waivers. This is more consistent with the intent of the initial-eligibility standards than the current guiding principle, which places greater emphasis on the circumstances that prevented the prospective student-athlete from satisfying the standard. Under this guiding principle, staff and the committee shall consider mitigating circumstances that contributed to the student-athlete's failure to satisfy initial-eligibility requirements as secondary to the academic preparedness of the prospective student-athlete.

DEFINITION OF ACADEMIC PREPAREDNESS

The current waiver analysis does not provide a clear definition of academic preparedness because it emphasized mitigating circumstances rather than the student-athlete's academic preparedness. As the student-athlete's academic record becomes more vital to waiver outcomes, it is important to clarify the meaning of academic preparedness for the staff/committee and membership. This will help ensure greater understanding and consistency.

Discussion Question:

- How should "academic preparedness" be defined for purposes of evaluating an initial-eligibility waiver?

Recommendation:

The cabinet could determine that the primary consideration when evaluating an initial-eligibility waiver is the prospective student-athlete's academic preparedness defined as follows:

For purposes of evaluating an initial-eligibility waiver, a student-athlete's academic record must demonstrate that he or she is prepared for the rigors of college academic work and participation in intercollegiate athletics during his or her first year of collegiate enrollment.

DETERMINING ACADEMIC PREPAREDNESS

Currently, a student-athlete's high school academic record is reviewed in the waiver process and includes, but is not limited to, core courses completed by the student-athlete, the prospective student-athlete's core-course grade-point average and a student-athlete's SAT and/or ACT scores.

Discussion Question:

- What information should be reviewed to determine the academic preparedness of a student-athlete when considering initial-eligibility waiver cases?

Recommendation:

In addition to a student-athlete's high school academic record and SAT/ACT scores, staff recommends including the following academic credentials as potential indicators of academic preparedness:

1. Residual SAT/ACT exams administered on campus, or subject-area exams (e.g., SAT Subject Tests).

2. Performance in college courses completed prior to initial full-time enrollment.

3. Performance on institutional placement exams.

4. Student-athlete's collegiate course schedule, including placement level.

5. History and timing of completed core courses during the student-athlete's secondary-school enrollment.

The following academic credentials would not be considered as potential indicators of academic preparedness:

1. Coursework that does not satisfy the legislated definition of a core course.

2. Coursework that was invalidated through the prospective student-athlete review process.

WAIVER ANALYSIS

Currently the staff/committee determine waiver outcomes based primarily on the mitigating circumstances presented that impact a student-athlete's ability to achieve initial-eligibility standards. If the guiding principle used to review initial-eligibility waivers changes from mitigation-focused to one that emphasizes the student-athlete's academic preparedness the analysis used by the staff/committee will need to be adjusted accordingly.

Discussion Questions:

- What analysis should the staff/committee use to determine the outcome of an initial-eligibility waiver?

The cabinet could consider establishing a waiver analysis that permits the staff/committee to approve an initial-eligibility waiver based primarily on the student-athlete academic preparedness and evidence of mitigating circumstances as needed. In those cases in which there is limited evidence of the prospective student-athlete's academic preparedness, staff/committee shall consider mitigating circumstances (e.g., personal hardship, timing of recruitment, etc.) which directly contributed to the student-athlete's initial-eligibility deficiency, but will generally not fully approve such waiver cases. Finally, the staff/committee may deny a waiver request if there is no evidence of academic preparedness or acceptable mitigation.

CONDITIONAL WAIVER

Occasionally, a waiver is conditionally approved when the prospective student-athlete graduates from high school early and enrolls in a collegiate institution. This generally occurs in the spring term for an institution with a semester-based academic calendar or in the winter/spring term for an institution which follows a quarter-based academic calendar. Additionally, during this past year, the staff reviewed several waivers for prospective student-athletes that had some evidence of academic preparedness, but due to the mitigating circumstances, the academic record was not complete or the student-athlete had been denied the opportunity to demonstrate a sufficient level of academic preparedness. In these cases, the waiver was conditioned for the spring term on the prospective student-athlete's achievement of a prescribed level of academic performance in the fall term.

Discussion Question:

- Is conditional relief appropriate when a prospective student-athlete's opportunity to demonstrate academic preparedness is limited due to circumstances outside his or her control?

Recommendation:

The staff recommends the cabinet support the staff/committee's ability to provide conditional relief for the second semester (or second and third quarters) when the prospective student-athlete has demonstrated some level of academic preparedness but the mitigating circumstances affected his or her opportunity to complete and/or demonstrate a sufficient level of academic preparedness.

CASE PRECEDENT

The committee maintains a precedent database for all initial-eligibility waiver decisions, except for those cases involving prospective student-athletes with a diagnosed education-impacting disability.

Discussion Questions:

- Should the current precedent database be archived?

Recommendation:

Since the inception of the initial-eligibility waiver precedent database, Dr. Myles Brand implemented a student-athlete first philosophy, which significantly changed the staff's analysis of waiver cases. In addition, the core-course requirement increased twice (from 13 to 14 and from 14 to 16). This document has also proposed a shift in its review of all waiver cases to focus on academic preparedness as the primary consideration in all cases. All of these factors make the current precedent database not relevant. For this reason, ***the cabinet may determine that eliminating the precedent database for all cases decided prior to the 2011-12 academic year, and maintaining a precedent database beginning with cases decided in 2011-12 is appropriate***.

REPORT OF THE NCAA DIVISION I

PROGRESS-TOWARD-DEGREE WAIVERS COMMITTEE

2010-11

1. The NCAA academic and membership affairs staff received a total of 334 Division I progress-toward-degree waiver requests for the period of June 1, 2010, through January 11, 2011. These requests could be for one or multiple bylaw deficiencies. This represents a seven percent decrease in the number of progress-toward-degree waivers filed thus far in the 2010-11 academic year compared to the same time period in 2009-10 academic year (i.e., 362 waiver requests were filed for the period June 1, 2009, through January 7, 2010).

2. During this time, the staff decided 331 waivers, of which 20 were appealed to the NCAA Division I Progress-Toward-Degree Waivers Committee. The committee heard five additional waiver requests that are legislated to go directly to that group.

3. Details of the actions of the staff, the Progress-Toward-Degree Waivers Committee, and the Subcommittee on Progress-Toward-Degree Waiver Appeals from June 1, 2010, through January 11, 2011, are as follows:

Total number of cases reviewed --	334	
Total number approved --	238	71.26%
Total number of conditionally approved --	16	4.79%
Total number denied --	40	11.98%
Number reviewed by staff	329	
Number approved by staff	233	70.82%
Number denied by staff	40	12.16%
Number appealed	20	50%
		Of those denied
Number of appeals approved by the PTD waiver committee	5	25%
Number of appeals denied by the committee	15	75%
Number of subcommittee cases (not appeals)	21	
Number of cabinet cases approved	16	
Number of cabinet cases denied	5	

The NCAA Division I Academic/Eligibility/Compliance Cabinet granted the staff the authority to review and approve or deny waivers at its September 2003 meeting. As a result, the NCAA Division I Progress-Toward-Degree Waivers Committee considered a total of only 20 waivers on appeal. The Progress-Toward-Degree Waivers Committee

serves as the appellate body to staff decisions and reviews all staff decisions. As of August 1, 2010 there is no appeal beyond the Progress-Toward-Degree Waiver Committee.

4. Summary of progress-toward-degree waivers processed by the staff, the Progress-Toward-Degree Waivers Committee and the Academic Cabinet Subcommittee on Progress-Toward-Degree Waiver Appeals by bylaw:

Bylaw	Description	Approvals	Denials	Other	Totals	% Approved	% of Total
14.4.3.1(a)	24/36-hour requirement	7	3	2	12	58.33%	2.68%
14.4.3.1(b)	18/27-hour requirement	90	23	16	129	69.77%	28.86%
14.4.3.1(c)	six-hour requirement	47	12	10	69	68.12%	15.44%
14.4.3.1.2	Transfer credit requirements	8	1	3	12	66.67%	2.68%
14.4.3.1(b) pre 2003-04	12/24-hour requirement	0	0	3	3	0%	.67%
14.4.3.2	Percentage-of- degree requirement	114	12	32	158	72.15%	35.35%
14.4.3.3.1	GPA requirement	7	4	7	18	38.89%	4.03%
14.4.3.6	Medical absence/ international competition waiver	1	0	0	1	100%	.22%
14.1.8.2.7.2	Olympic, Pan American, World Championships, World Cup, World University or World Youth Championships	2	0	0	2	100%	.45%
14.1.8.2.7.3	Full-time enrollment requirement (EID)	23	0	1	24	95.83%	5.37%
14.1.8.2.7.4	Full-time enrollment (other)	15	0	2	17	88.24%	3.80%
14.1.10.2	Six hours post season	1	1	0	2	50%	.45%
Totals *		315	56	76	447	70.47%	100%

*The total represents multiple bylaw requests for some of the student-athletes.

Review of Progress-Toward-Degree Waiver Mitigation and Decisions

Background.

The staff reviewed several categories of progress-toward-degree waivers to identify trending and areas in which to improve waiver processing efficiencies. The staff reviewed waiver decisions over the two most complete academic years (2008-09 and 2009-10). The waiver categories were selected to include most of the mitigation that is presented in the cases regularly processed. The staff used the quality-point analysis component of progress-toward-degree waiver analysis to further classify cases for the purpose of this report. The quality-point-analysis is a mathematical calculation developed by the NCAA research staff to predict the likelihood of a student-athlete graduating within five years of initial collegiate enrollment. It is based on the overall number of credit hours completed (as opposed to degree-applicable hours), the cumulative grade-point-average and the number of terms of enrollment.

All waiver cases are decided based on the following key elements: the size of the deficiency, the overall academic record, the likelihood of graduation (using the quality-point analysis and the student-athlete's academic recovery plan) and the documented mitigation that impacted the student-athlete's ability to meet the academic standard in question. No one element outweighs another.

What follows is a summary of the findings of that review including observations, trending and staff recommendations based on those findings. Note in many cases multiple issues are cited in a waiver case. For example, a student-athlete could have a diagnosed education-impacting disability and could be dealing with an ill parent. For the purposes of this report, those cases would have been counted in each of the appropriate categories to allow for a full reflection of the types of mitigation the staff regularly reviews.

Personal Hardship – Medical.

The following are progress-toward-degree waiver cases in which some medical issue or event was cited as mitigation for the student-athlete not meeting the academic requirement. The issue or event may have befallen the student or a family member. Family member deaths were captured in this category of review only if the institution asserted that the death caused another incident (depression, for example).

The staff uses the following guidelines when considering such a case:

1. Documentation confirming the medical condition or event.

2. Documentation that links the medical condition or event to the term in which the academic requirement was not met.

3. Clarification that the medical condition or event has been resolved or is being addressed in such a way that it will no longer impact the student-athlete's ability to be academically successful.

4. Evidence that demonstrates that it is reasonable to believe that, but for the medical condition or event, the student-athlete would have been academically eligible.

If these guidelines are met, as well as the other elements of review for all cases, the staff generally grants these requests.

	< 25% chance of graduation per QP analysis	**25 – 33% chance of graduation per QP analysis**	**33 – 50% chance of graduation per QP analysis**	**>50% chance of graduation per QP analysis**	**Totals**
Approved	2	2	10	29	43
Denied	1	0	7	1	9
Totals	3	2	17	30	52

Observations and trends:

1. The average grade-point-average of an approved request was 2.24.

2. The average grade-point-average of a denied request was 2.11.

3. The decision rationale for denied waivers was typically lack of academic achievement, lack of mitigation or lack of documented mitigation.

4. Mitigation included 16 instances of student-athletes impacted by their own mental health issues; 28 instances of student-athletes impacted by physical health issues; 24 instances of student-athletes impacted by a family member's health issues (note in some instances one student-athlete was impacted by multiple issues).

Personal Hardship – Non-Medical.

The following are progress-toward-degree waiver cases in which some non-medical hardship issue was cited as mitigation for the student-athlete not meeting the academic requirement. Examples of this type of mitigation include financial issues, issues involving student-athletes' children, and legal issues befalling the student-athlete (victim of crime, alleged perpetrator of a crime, etc.). The issue may have befallen the student or a family member, but if a family member is dealing with the issue, the staff may ask for additional evidence as to how the circumstance impacted the student-athlete.

The staff uses the following guidelines when considering such a case:

1. Documentation confirming the event or issue.

2. Documentation that links the event or issue to the term in which the academic requirement was not met.

3. Clarification that the event or issue has been resolved or will no longer impact the student-athlete's ability to be academically successful.

4. Evidence that demonstrates that it is reasonable to believe that, but for the event or issue, the student-athlete would have been academically eligible.

If these guidelines are met, as well as the other elements of review for all cases, the staff generally grants these requests.

	< 25% chance of graduation per QP analysis	**25 – 33% chance of graduation per QP analysis**	**33 – 50% chance of graduation per QP analysis**	**>50% chance of graduation per QP analysis**	**Totals**
Approved	3	2	17	41	63
Conditionally Approved	0	0	0	2	2
Denied	2	1	4	4	11
Totals	5	3	21	47	76

Observations and trends:

1. The average grade-point-average of an approved request was 2.27.

2. The average grade-point-average of a denied request was 2.20.

3. The decision rationale for denied waivers was typically lack of academic achievement, lack of documented mitigation, circumstances with the control of the student-athlete and being unable to correlate the mitigation with the deficiency.

4. The majority of cases involved legal issues followed by issues related to a student-athlete's child or children. Legal issues included instances where the student-athlete for whom relief was requested was the victim of a crime, the alleged perpetrator of a crime, or involved in some institutional disciplinary action. Issues involving children included the impact of the birth of a child, issues related to caring or providing support for a child or custody issues.

5. Most deficiencies involved the 18-semester/27-quarter-hour requirement, followed by the six-hour requirement. That seems to be consistent with the concept that this type of mitigation is a one-time occurrence.

6. Fifty-three cases in 2008-09; 23 in 2009-10.

Restrictive Degree Program.

The following are progress-toward-degree waiver cases in which the institution cited a restrictive degree program as the reason a student-athlete could not meet an academic requirement. Examples of this type of mitigation include course sequencing and offering limitations, catalog changes, a lack of course substitutions for transfer students, and academic programs that extend beyond five years.

The staff uses the following guidelines when considering such a case:

1. Documented of the requirements that make the degree program restrictive.

2. Documentation of the institutional policy impacting the student-athlete's ability to meet the requirements that would otherwise be degree applicable. Should the issue actually be the student-athlete's poor academic performance, restrictive degree program is probably not the mitigation to consider. Instead the staff will request mitigation that impacted the student-athlete's academic record.

3. Evidence that demonstrates that it is reasonable to believe that, but for the restrictive nature of the academic program, the student-athlete would have been academically eligible.

If these guidelines are met, as well as the other elements of review for all cases, the staff generally grants these requests..

	< 25% chance of graduation per QP analysis	**25 – 33% chance of graduation per QP analysis**	**33 – 50% chance of graduation per QP analysis**	**>50% chance of graduation per QP analysis**	**Totals**
Approved	0	0	0	63	63
Conditionally Approved	0	0	0	6	6
Denied	0	0	0	2	2
Totals	0	0	0	71	71

Observations and trends:

1. The average grade-point-average of an approved request was 3.20.

2. The average grade-point average of a denied request was 2.63.

3. Seventeen cases submitted involved degree programs defined by the institution as six-year programs (usually programs that included the completion of post-baccalaureate degree).

4. Most deficiencies involved percentage-of-degree, and most of those deficiencies involved not meeting the 60 percent requirement.

5. Thirty-five cases in 2008-09; 36 in 2009-10.

Restrictive Transfer

The following are progress-toward-degree waiver cases in which the institution cited a restrictive transfer issue as the reason a student-athlete could not meet an academic requirement. Examples of this type of mitigation include institutional residence requirements for transfer students, course substitution limits for transfer students and institutional caps on transfer credit.
The staff uses the following guidelines when considering such a case:

1. Evidence of when the recruitment of the student-athlete began.

2. Documentation of the institutional policy impacting the transfer student-athlete's ability to transfer hours that would otherwise be degree applicable. Should the issue actually be the student-athlete's poor academic performance, restrictive transfer is no longer considered to be the mitigation for the case and instead mitigation surrounding the poor grades is requested.

3. Clarification that the institution is not requesting a waiver of its own transfer policy. Failure to know or understand the policy typically results in a case of misadvisement on the part of the institution, which requires the inclusion of an institutional recovery plan demonstrating how such mistakes, will be avoided in the future.

4. Evidence of whether or not the student-athlete could have been eligible in a different degree program.

5. Evidence that demonstrates that it is reasonable to believe that, but for the restrictive transfer issue, the student-athlete would have been academically eligible.

If these guidelines are met, as well as the other elements of review for all cases, the staff generally grants these requests.

	< 25% chance of graduation per QP analysis	25 – 33% chance of graduation per QP analysis	33 – 50% chance of graduation per QP analysis	>50% chance of graduation per QP analysis	Totals
Approved	0	0	0	43	43 (+2)
Conditionally Approved	0	0	0	4	4
Denied	1	2	2	7	12 (+1)
Totals	1	2	2	54	59 (+3)

Observations and trends:

1. The average grade-point-average of an approved request was 2.66.

2. The average grade-point average of a denied request was 2.49.

3. Three cases could not be classified using the quality-point analysis because the student-athletes transferred from foreign institutions that did not calculate GPAs.

4. Ten cases involved transfers from foreign institutions. Five were approved and five were denied.

5. Eighteen cases involved two-year college transfers. Fourteen were approved.

6. Twelve cases involved two-year college transfers who spent more than two years at a junior college. Nine were approved -- five based on misadvisement and four based on restrictive transfer.

7. Sixteen cases cited institutional policies on transfer credits as an element of the mitigation that led to the deficiency. In such cases that were approved, the institution also cited misadvisement due to a staff member's lack of knowledge of the policies.

8. Staff needs to clarify the difference between restrictive transfer and restrictive degree when the issue is the current academic program not accepting credit from another intuition.

9. Generally, staff asks if a student-athlete could have been eligible in any major upon transfer. This should be a standard question.

10. Thirty-three cases in 2008-09; 29 in 2009-10.

Change of Degree.

The following are progress-toward-degree waiver cases in which the institution cited a change in the student-athlete's designated degree as the reason a student-athlete could not meet an academic requirement.

The staff uses the following guidelines when considering such a case:

1. Documentation of the degree program change.

2. Documentation that the student-athlete was eligible in the previous degree program so that it is clear the change in programs was not made for eligibility purposes only.

3. Evidence that demonstrates that it is reasonable to believe that but for the degree program change, the student-athlete would have been academically eligible.

If these guidelines are met, as well as the other elements of review for all cases, the staff generally grants these requests.

	< 25% chance of graduation per QP analysis	**25 – 33% chance of graduation per QP analysis**	**33 – 50% chance of graduation per QP analysis**	**>50% chance of graduation per QP analysis**	**Totals**
Approved	0	0	0	54	54
Conditionally Approved	0	0	0	3	3
Denied	0	0	4	8	12
Totals	0	0	4	65	69

Observations and trends:

1. The average grade-point-average of an approved request was 2.99.

2. The average grade-point-average of a denied request was 2.16.

3. The decision rationale for denied waivers was typically mitigation within control of the student-athlete or lack of mitigation. In several cases a change of degree was cited as mitigation, but other factors also contributed to the student-athlete's ineligibility. In two cases the staff could not correlate the deficiency grade-point average to the change-of-degree mitigation.

4. In cases that were approved or conditionally-approved, the student-athlete was eligible in the previous degree.

5. Most deficiencies involved percentage-of-degree, and most of those deficiencies involved not meeting the 60 percent requirement.

6. Twelve cases involved four-year transfers; 10 involved two-year transfers. Three four-year transfer cases were denied; two two-year transfer cases were denied.

7. Thirty-eight cases in 2008-09; 31 in 2009-10.

Education Impacting Disability.

The following are progress-toward-degree waiver cases in which the institution cited an education-impacting disability as the reason a student-athlete could not meet an academic requirement. Examples of these disabilities include learning disabilities, mental health issues and physical disabilities that would be serviced by an institution's office of disability services. The staff requires a formal diagnosis and recognition of the diagnosis by the office of disability services at the applicant institution.

The staff uses the following guidelines when considering such a case:

1. Documentation of the diagnosed disability (typically a diagnosis or updated diagnosis within the past three years).

2. Documentation that the student-athlete's disability is recognized by the institution's office of disability services.

3. Documentation of the accommodations the student-athlete is eligible to receive through the office of disability services.

4. Agreement in the student-athlete's academic recovery plan that he or she will use all accommodations offered through the office of disability services as directed by that office.

5. Evidence that demonstrates that it is reasonable to believe the impact of the disability was such that the student-athlete would have otherwise been academically eligible.

If these guidelines are met, as well as the other elements of review for all cases, the staff generally grants these requests.

	< 25% chance of graduation per QP analysis	25 – 33% chance of graduation per QP analysis	33 – 50% chance of graduation per QP analysis	>50% chance of graduation per QP analysis	Totals
Approved	4	3	17	30	54
Conditionally Approved	4	0	0	0	4
Denied	2	1	4	1	8
Totals	10	4	21	31	66

Observations and trends:

1. Thirty-one cases involved a diagnosis that occurred after initial full-time collegiate enrollment. Eighteen involved a diagnosis in high school or earlier. The remainder did not include a specific reference to the timing of the diagnosis in the case write-up.

2. Most denials involved instances where the student-athlete was provided accommodations for the disability, but elected not to use them.

3. Most deficiencies involved the 18-semester/27-quarter-hour requirement, followed by the six-hour requirement.

4. Twenty-nine cases in 2008-09; 37 in 2009-10.

Less-than-Full-Time Enrollment (Non-Education Impacting Disability Cases).

The following are progress-toward-degree waiver cases in which the institution requested less-than full-time enrollment for any reason other than an education-impacting disability.

These cases are extremely mitigation-specific. The NCAA Division I Academic Cabinet and its predecessor, the NCAA Division I Academic/Eligibility/Compliance Cabinet, have always emphasized concerns about competitive equity when a student-athlete is competing while not enrolled full-time, unless legislation allows for it. The staff and the Progress-Toward-Degree Waiver Committee use the following guidelines when considering such a case:

1. Documentation supporting the mitigation presented.

2. Verification that granting such a request will not impact the student-athlete's ability to meet future progress-toward-degree requirements.

If these guidelines are met, as well as the other elements of review for all cases, the staff generally grants these requests.

	< 25% chance of graduation per QP analysis	25 – 33% chance of graduation per QP analysis	33 – 50% chance of graduation per QP analysis	>50% chance of graduation per QP analysis	Totals
Approved	0	0	0	67	67
Denied	0	0	0	11	11
Totals	0	0	0	78	78

Observations and trends:

1. The average grade-point-average of an approved request was 3.36.

2. Decision rational for approvals included international competition opportunities, restrictive degree programs, academic achievement, personal hardship and time restrictions.

3. Decision rationale for denials included the request not meeting the requirements of the legislation, lack of mitigation and competitive advantage.

4. Fifty cases in 2008-09; 28 in 2009-10.

Misadvisement.

The following are progress-toward-degree waiver cases in which the institution asserted institutional misadvisement as the reason a student-athlete failed to reach an academic requirement.

The staff uses the following guidelines when considering such a case:

1. Documentation of the misadvisement and the student-athlete's reliance on that misadvisement. A statement must be provided from the person who provided the misinformation or misadvisement as well as from the student-athlete.

2. Documentation that institution has taken steps necessary to avoid a similar situation in the future (institutional recovery plan).

3. Evidence that demonstrates that it is reasonable to believe that but for the misadvisement, the student-athlete would have been academically eligible.

If these guidelines are met, as well as the other elements of review for all cases, the staff generally grants these requests.

	< 25% chance of graduation	25 – 33% chance of graduation	33 – 50% chance of graduation	>50% chance of graduation	Totals
Approved	0	1	15	137	153
Conditionally Approved	0		2	15	17
Denied	0	2	7	9	18
Totals	0	3	24	161	188

Observations and trends:

1. The average grade-point-average of an approved request was 2.69.

2. The average grade-point-average of a denied request was 2.26.

3. Decision rational for denials included lack of academic achievement, lack of documented mitigation and the inability to correlate the deficiency with the mitigation.

4. Most deficiencies involved the percentage-of-degree requirement and the most common percentage missed was 40 percent.

5. One hundred sixteen cases in 2008-09; 72 in 2009-10.

Recommendations.

Based on the findings above, the staff offers the following recommendations:

1. **Personal Hardship (medical and non-medical).** Use guidelines outlined in personal hardship both medical and non-medical to guide the staff and committee in analysis of these cases. If the guidelines outlined for personal hardship are met, as well as the other elements of review for all cases, a case should be granted.

2. **Restrictive Degree Program.** Use guidelines outlined above to review restrictive degree programs. If the above guidelines are met and the student-athlete has a greater than 50 percent chance of graduation as determined by the quality-point analysis, waiver requests should be automatically granted by the staff. If the student-athlete has below a 50 percent chance of graduation, a more thorough analysis of the case should be completed.

3. **Restrictive Transfer.** Use identified guidelines to assist in review of restrictive transfer cases by both staff and subcommittee. Consider more formal tracking of two-year college transfers who spend more than two years at a junior college. Work toward consistency in the classification of decisions as restrictive transfer versus restrictive degree program.

4. **Change in Degree Program.** Use guidelines outlined in change of degree program to review these cases. If the guidelines are met, the student-athlete has an above 50 percent chance of graduation and has over a 3.0 grade-point average waiver requests should be automatically granted by the staff. If the student-athlete has below a 50 percent chance of graduation and/or below a 3.0, a more thorough analysis of the case should be completed. Consider clarifying that the applicant institution is expected to demonstrate whether or not the student-athlete was eligible in the previous degree program.

5. **Education Impacting Disability.** Use guidelines identified for review by staff and subcommittee.

    a. In instances where a student-athlete is provided appropriate accommodations by the institution, but elects not the use the accommodations generally cases should be denied. Staff should consider more closely in instances where a student-athlete attempts during first year of collegiate enrollment to try and be successful without accommodations and instances where the student-athlete was diagnosed while in college and coming to terms with need and perceived stigmas of using accommodations.

    b. In instances where guidelines as well as the other elements of review for all cases are met and the student-athlete has a greater than 50 percent chance of graduation, waivers should be automatically granted by the staff. If the student-athlete has below a 50 percent chance of graduation, a more thorough analysis of the case should be completed.

    c. Consider mandating that accommodations be under the oversight of the applicant institution's office of disability services. Most institutions currently proceed in this manner, but the staff has seen several instances in which athletic academic support services have attempted to oversee accommodations with little expertise or authority in this area.

6. **Less than Full-Time Enrollment (non Education-Impacting Disability).** Continue to consider competitive equity in less-than full-time enrollment cases as outlined by the existing case precedent.

7. **Misadvisement.** Use guidelines outlined for misadvisement for review by staff and committee of cases where misinformation or misadvisement is used as mitigation. If relief is provided based on misinformation or misadvisement, the NCAA will send a letter to the president of the institution explaining that relief was provided in a progress-toward-degree waiver as a result of institutional misinformation or misadvisement. This policy would be consistent with the policies in student-athlete reinstatement and the legislative review committee.

Review of Current Full-Time Enrollment Standards

Introduction.

During its June 1-2, 2010, meeting the NCAA Division I Awards, Benefits, Expenses and Financial Aid Cabinet proposed legislation to provide an exception to allow an institution to provide financial aid to a student-athlete who has exhausted eligibility and is attending part time. Specifically, aid may be provided if the student-athlete is carrying for credit the courses necessary to complete degree requirements, or the student-athlete is carrying for credit all degree-applicable courses necessary to complete his or her degree requirements that are offered by the institution during that term. Additionally, the Awards, Benefits, Expenses and Financial Aid Cabinet proposed legislation that would expand the exceptions to the one year period legislation to allow an institution to provide athletically related financial aid for less than one academic year to a student-athlete who graduated during the previous academic year (including summer) and will exhaust his or her athletics eligibility during the following fall term.

Both proposals have been adopted. As part of the discussion surrounding these proposals, the Awards, Benefits, Expenses and Financial Aid Cabinet requested that the NCAA Division I Academic Cabinet review current post-baccalaureate full-time enrollment legislation and current exceptions to full-time enrollment legislation to determine whether it wants to propose legislative changes in those areas. This document provides an overview of the current applicable bylaws and the rationale cited by the Awards, Benefits, Expenses and Financial Aid Cabinet for potential change as a basis for initial discussion.

Full-time enrollment legislation and current implications.

Current bylaws allow a student-athlete to practice and compete post-graduation only to the extent that they remain a full-time undergraduate (minimum of 12 semester or quarter hours) or graduate (as defined by the institution) student. An exception to full-time enrollment status exists only to the extent that the student-athlete is enrolled in the final semester or quarter of their degree program and the student-athlete is carrying for credit the courses necessary to complete degree requirements. This exception extends to all undergraduates as well.

Based on current bylaws, therefore, two distinct scenarios potentially present themselves. First, a student-athlete who has graduated the previous academic year, including the summer, returns to exhaust their eligibility during the following fall term. The student-athlete has previously earned their degree and enrolls full-time to maintain eligibility to practice and compete, but has limited to no interest in completing additional coursework. Such a student-athlete creates a dual impact relative to aid being distributed to fund courses the student-athlete may not complete successfully and the use of enrollment space that may otherwise be used by another student with more interest in the course.

A similar scenario surrounds the student-athlete in the last year of their degree program who is unable to enroll in degree applicable courses during the term previous to their last term due to course offerings. Again, to maintain eligibility, such a student-athlete would need to enroll in

courses that they may have little to no interest in, and are not degree applicable, with the same dual impact.

Proposed changes to full-time enrollment legislation for discussion.

Based on the scenarios outlined above, the members of the Awards, Benefits, Expenses and Financial Aid Cabinet noted that providing an exception to full-time enrollment for practice and competition for a student-athlete who graduated in the previous academic term (or summer) and is returning to the institution for the fall term only to complete his or her final season of eligibility and/or expanding the exception to the full-time enrollment legislation to apply to the final academic year of the degree program would have a significant impact relative to currently perceived practices. The Awards, Benefits, Expenses and Financial Aid Cabinet noted a likely reduction in the number of courses that student-athletes and institutions would need to fund where the student-athlete may not have any interest in the courses and the courses are not applicable to the student-athlete's degree program.

Select Bylaws, Interpretations and Proposals.

NCAA Division I Bylaw 14.1.8.1 (Requirement for Practice).

To be eligible to participate in organized practice sessions, a student-athlete shall be enrolled in a minimum full-time program of studies leading to a baccalaureate or equivalent degree as defined by the regulations of the certifying institution. A violation of this bylaw shall be considered an institutional violation per Constitution 2.8.1; however, it shall not affect the student-athlete's eligibility. *(Revised: 1/10/92, 10/28/99)*

Bylaw 14.1.8.1.3 (Exception -- Final Semester/Quarter).

A student-athlete with athletics eligibility remaining may participate in organized practice sessions while enrolled in less than a minimum full-time program of studies, provided the student is enrolled in the final semester or quarter of the baccalaureate program and the institution certifies that the student is carrying (for credit) the courses necessary to complete the degree requirements, as determined by the faculty of the institution.

Bylaw 14.1.8.2 (Requirement for Competition).

To be eligible for competition, a student-athlete shall be enrolled in at least a minimum full-time program of studies leading to a baccalaureate or equivalent degree, which shall not be less than 12 semester or quarter hours. *(Revised: 6/1/07)*

Bylaw 14.1.8.2.1.3 (Final Semester/Quarter).

A student-athlete may compete while enrolled in less than a minimum full-time program of studies, provided the student is enrolled in the final semester or quarter of the baccalaureate program and the institution certifies that the student is carrying (for credit) the courses necessary to complete degree requirements. The student granted eligibility under this provision shall be eligible for any NCAA championship and for any postseason licensed bowl game or National Invitation Tournament that begins within 60 days following said semester or quarter, provided the student has not exhausted the five years for completion of the individual's four seasons of eligibility (see Bylaw 14.2). Thereafter, the student shall forfeit eligibility in all sports, unless the student completes all degree requirements during that semester or quarter and is eligible to receive the baccalaureate diploma on the institution's next degree-granting date. The Legislative Council Subcommittee for Legislative Relief may waive the 60-day requirement for instances in which an NCAA championship, postseason licensed bowl game or National Invitation Tournament is conducted at the conclusion of the traditional playing season but begins more than 60 days following the end of said term. *(Revised: 1/10/92, 1/16/93, 1/10/95, 2/1/05, 11/1/07 effective 8/1/08)*

Bylaw 14.1.8.2.1.3.1 (Exception -- Quarter Institutions).

A student-athlete who attends a quarter-system institution and who graduates at the end of the winter quarter may compete in an NCAA championship or a National Invitation Tournament that occurs during the same academic year following the completion of the winter quarter. *(Adopted: 4/29/04 effective 8/1/04)*

Bylaw 14.1.8.2.1.4 (Graduate Program).

A student may compete while enrolled in a full-time graduate program as defined by the institution (see Bylaw 14.1.9). *(Revised: 1/9/06 effective 8/1/06)*

Bylaw 14.1.9 (Graduate Student/Postbaccalaureate Participation).

A student-athlete who is enrolled in a graduate or professional school of the same institution from which he or she previously received a baccalaureate degree, a student-athlete who is enrolled and seeking a second baccalaureate or equivalent degree at the same institution, or a student-athlete who has graduated and is continuing as a full-time student at the same institution while taking course work that would lead to the equivalent of another major or degree as defined and documented by the institution, may participate in intercollegiate athletics, provided the student has eligibility remaining and such participation occurs within the applicable five-year period set forth in Bylaw 14.2 (see Bylaw 14.1.8.2.1.4). *(Revised: 1/10/90, 1/16/93 effective 8/1/93)*

Staff Interpretation.

Full-Time Enrollment -- Final Semester/Quarter for Postbaccalaureate Student-Athletes (I)

Date Issued: April 16, 2008

Date Published: April 16, 2008

Item Ref: 4

Interpretation:

The membership services staff confirmed that a student-athlete who is enrolled and seeking a second baccalaureate (or equivalent) or graduate-level degree at the same institution previously attended as an undergraduate, or enrolled in a graduate or professional school of an institution other than the institution from which he or she previously received a baccalaureate degree, may compete while enrolled in less than a full-time program of studies, provided the student-athlete is enrolled in the final semester or quarter necessary to obtain his or her second baccalaureate (or equivalent) or graduate-level degree. The institution must certify that the student-athlete is carrying (for credit) the courses necessary to complete degree requirements. [References: NCAA Division I Bylaws 14.1.8.2.1.3 (full-time enrollment -- requirement for competition -- final semester/quarter), 14.1.9 (graduate student/postbaccalaureate participation); 14.1.9.1 (transfer exception) and a staff interpretation, 11/15/06, item (1a) which has been archived.]

Proposal No. 2010-61.

FINANCIAL AID -- GENERAL PRINCIPLES -- ELIGIBILITY OF STUDENT-ATHLETES FOR INSTITUTIONAL FINANCIAL AID -- EXCEPTION -- PART TIME ENROLLMENT AFTER EXHAUSTED ELIGIBILITY

Status: Adopted, 60-Day Override Period

Intent: To specify that an institution may provide financial aid to a student-athlete who has exhausted eligibility in his or her sport and is enrolled in less than a minimum full-time program of studies, provided the student-athlete is carrying for credit the courses necessary to complete degree requirements, or the student-athlete is carrying for credit all the degree-applicable courses necessary to complete his or her degree requirements that are offered by the institution during that term.

Bylaws: Amend 15.01.5, as follows:

15.01.5 Eligibility of Student-Athletes for Institutional Financial Aid. A student-athlete must meet applicable NCAA (see Bylaw 14), conference and institutional regulations to be eligible for institutional financial aid. If these regulations are met, the student-athlete may be awarded institutional financial aid during any term in which a student-athlete is in regular attendance [was enrolled initially in a minimum full-time program of studies as defined by the certifying institution during that term (see Bylaw 14.1.8.2.1.3 for final term exception and Bylaw 15.2.8 for summer-term exception)] under the following circumstances:

[15.01.5-(a) through 15.01.5-(d), unchanged.]

[Note: See Bylaw 13.1.1.3 for the financial aid implications in the prohibition against contacting student-athletes of another four-year collegiate institution without permission of that institution's athletics director. See Bylaw 14.5.5.4 for financial aid implications related to the academic eligibility of four-year college transfers.]

15.01.5.1 Exception -- Part-Time Enrollment after Exhausted Eligibility. An institution may provide financial aid to a student-athlete who has exhausted eligibility in his or her sport and is enrolled in less than a minimum full-time program of studies, provided:

(a) The student-athlete is carrying for credit the courses necessary to complete degree requirements; or

(b) The student-athlete is carrying for credit all the degree-applicable courses necessary to complete his or her degree requirements that are offered by the institution during that term.

[15.01.5.1 renumbered as 15.01.5.2, unchanged.]

Source: NCAA Division I Awards, Benefits, Expenses and Financial Aid Cabinet

Effective Date: August 1, 2011

Proposal Category: Amendment

Topical Area: Financial Aid

Rationale: Current legislation requires a student-athlete to begin a term as a full-time student in order to receive athletically related financial aid. A student-athlete who is in his or her final term of a degree program may receive financial aid without being enrolled full time, provided he or she is carrying for credit the courses necessary to complete degree requirements. However, the exception does not account for situations in which a student-athlete who has exhausted

intercollegiate eligibility is unable to enroll in all courses necessary to earn his or her degree in a single academic term due to limited course availability and/or degree-sequencing issues. This legislative change promotes student-athlete well-being by providing an additional opportunity for a student-athlete to receive athletics aid to earn his or her degree without requiring initial full-time enrollment during a term. Since this proposal only applies to student-athletes who have exhausted athletics eligibility, there are no competitive-equity concerns related to practice or competition while enrolled less than full time for one or more terms. Finally, this proposal would reduce bureaucracy by eliminating the need for an institution to go through the procedure of having a student-athlete unnecessarily enroll as a full-time student and/or submitting a waiver request.

Estimated Budget Impact: Potential for less financial aid required for a student-athlete to complete his or her degree.

Impact on Student-Athlete's Time (Academic and/or Athletics): None.

Position Statement(s):

Academics Cabinet The cabinet supports the proposal. The cabinet notes the promotion of student-athlete well being by providing an additional opportunity for a student-athlete to receive athletics aid without the need to engage in unnecessary enrollment as a full-time student and/or submission of a waiver. The cabinet also notes the lack of competitive equity concerns since the proposal only applies to student-athletes who have exhausted eligibility.

History

Jun 01, 2010: Submit; Submitted for consideration.
Jun 02, 2010: Awards, Benefits, Expenses and Financial Aid Cabinet, Sponsored
Sep 14, 2010: Academics Cabinet, Recommends Approval
Jan 13, 2011: Leg Council Init Review, Adopted; Pending Possible Board of Directors Review
Jan 15, 2011: Adopted, Override Period; No Action Taken by the Board of Directors
Jan 16, 2011: Adopted, Override Period; Start of Override Period
Mar 16, 2011: Adopted, Override Period; End of Override Period

Proposal No. 2010-71.

FINANCIAL AID -- TERMS AND CONDITIONS -- PERIOD OF INSTITUTIONAL AWARD -- ONE-YEAR PERIOD -- EXCEPTIONS -- GRADUATED DURING PREVIOUS ACADEMIC YEAR AND WILL EXHAUST ELIGIBILITY DURING THE FOLLOWING FALL TERM

Status: Adopted, 60-Day Override Period

Intent: To specify that a student-athlete who graduated during the previous academic year (including summer) and will exhaust his or her athletics eligibility during the following fall term may be awarded athletically related financial aid for less than one academic year.

Bylaws: Amend 15.3.3.1, as follows:

15.3.3.1 One-Year Period. If a student's athletics ability is considered in any degree in awarding financial aid, such aid shall neither be awarded for a period in excess of one academic year nor for a period less than one academic year (see Bylaw 15.01.5).

15.3.3.1.1 Exceptions. An institution may award athletically related financial aid to a student-athlete for a period of less than one academic year only under the following circumstances:

[15.3.3.1.1-(a) through 15.3.3.1.1-(b) unchanged.]

(c) Graduated During Previous Academic Year and Will Exhaust Eligibility During the Following Fall Term. A student-athlete who graduated during the previous academic year (including summer) and will exhaust his or her athletics eligibility during the following fall term may be awarded athletically related financial aid for less than one academic year.

[15.3.3.1.1-(c) through 15.3.3.1.1-(d) relettered as 15.3.3.1.1-(d) through 15.3.3.1.1-(e), unchanged.]

[Remainder of 15.3.3.1 unchanged.]

Source: NCAA Division I Awards, Benefits, Expenses and Financial Aid Cabinet

Effective Date: August 1, 2011

Proposal Category: Amendment

Topical Area: Financial Aid

Rationale: Under current legislation, if an institution offers athletics aid to a student-athlete with eligibility remaining, it must provide a one-year athletics-aid agreement to the student-athlete even if the student-athlete has graduated and will exhaust his or her eligibility during the first term of the academic year. In many cases, a student-athlete who graduates during the previous academic year and exhausts his or her eligibility during the fall term of the next academic year may attend classes at the beginning of the spring or winter term in order to obtain athletics aid, but exert minimal effort in academic work in order to focus on training for a professional career. Permitting an institution to determine, on a case-by-case basis, whether to provide athletics aid for less than one year to a student-athlete in this situation could encourage continued academic engagement after athletics eligibility has been exhausted. An institution would still be permitted to use its discretion to decide whether to renew a student-athlete's athletics aid for the remainder of the academic year.

Estimated Budget Impact: Potential cost savings based on permissibility of awarding athletics aid for less than one full academic year.

Impact on Student-Athlete's Time (Academic and/or Athletics): None.

Position Statement(s):

Football Issues Committee The committee supports the proposal.

History.

Jun 01, 2010: Submit; Submitted for consideration.
Jun 02, 2010: Awards, Benefits, Expenses and Financial Aid Cabinet, Sponsored
Aug 24, 2010: Football Issues Committee, Recommends Approval
Jan 13, 2011: Leg Council Init Review, Adopted; Pending Possible Board of Directors Review
Jan 15, 2011: Adopted, Override Period; No Action Taken by the Board of Directors
Jan 16, 2011: Adopted, Override Period; Start of Override Period
Mar 16, 2011: Adopted, Override Period; End of Override Period

Study: Overall grad rates rise for student-athletes in bowl games, but ethnic gap remains

Orlando Sentinel
December 06, 2010
By Chris Hays

While graduation success rates (GSR) have improved among student-athletes whose teams will play in college football bowl games this year, there is still a large gap between the GSR for African-American and white student-athletes.

According to its annual study, the Institute for Diversity and Ethics in Sport at UCF, which is directed by Richard Lapchick, found that the overall GSR of the 70 teams competing in bowl games was up 2 percentage points to 67. However, there was a 20-percentage-point gap between white and African-American student-athletes.

Also among the findings, all but one of the 70 bowl teams achieved a 925 or higher score on the NCAA's Academic Progress Rate, the number by which the NCAA determines if schools need disciplinary action for continued failures in academic achievement. That one school this year, as compared with nine schools last year, is Florida International, which had a score of 906. The other Florida schools scores were: Miami 978, UCF 972, Florida 971, USF 930 and Florida State 927.

The GSR was up from last year's study for both groups with the African-American student-athletes rising from 58 to 60 percent and the white student athletes going from 77 to 80 percent. That gap is one percentage point higher than it was in last year's study.

"That the gap increased rather than decreased is particularly disappointing," Lapchick said Monday. "The fact that the disparity is bigger now than 2009 is cause for trying to figure out what we eed to do to narrow the gap."

Lapchick called the gap between the two groups "disturbing," in the report.

As is usually the case, much of the reasoning for the lower success rates among African-American students is attributed to the lack of a solid academic infrastructure in inner-city, urban areas.

"So many of the African-American students who come to our campuses come from urban schools, which are under-funded, ill-equipped ... and it leaves them at an academic disadvantage," Lapchick said via cell phone Monday. "And our typical African-American student athletes are graduating at significantly lower rates than football players.

"There is just a terrible level of education in a lot of our urban centers. Whatever we are doing to assist student-athletes (in college) is what we need to look at across the board."

Also in the report, among the bowl-bound teams, the following results were found:

• 63 schools (90 percent) had graduation success rates of 66 percent or higher for white football student-athletes, which was more than 2.7 times the number of schools with equivalent graduation success rates for African-American football student-athletes (23 schools or 33 percent).

• 17 schools (24 percent) graduated less than 50 percent of their African-American football student-athletes, while only one school graduated less than 50 percent of its white football student-athletes (Oklahoma).

• Five schools (7 percent) graduated less than 40 percent of their African-American football student-athletes, while no school graduated less than 40 percent of its white football student-athletes.

In addition, the percentage of the gap among some schools is alarming:

• 15 schools (21 percent) had graduation success rates for African-American football student-athletes that were at least 30 percentage points lower than their rates for white football student-athletes.

• 35 schools (50 percent) had graduation success rates for African-American football student-athletes that were at least 20 percentage points lower than their rates for white football student-athletes.

Five schools had graduation success rates for African-American football student-athletes that exceeded their rates for white football student-athletes: Northwestern (one percentage point higher), Virginia Tech (three percentage points higher), Southern Mississippi (three percentage points higher), Notre Dame (four percentage points higher) and Troy (10 percentage points higher). That is up from four schools in the 2009-10 study.

Only Texas Tech had overall GSR rates for football players that were better than the overall student-athletes.

Lapchick said, "If there were a national championship for graduation success rates among bowl teams, Notre Dame and Northwestern would have played for the National Championship. Both teams graduated at least 95 percent of all football student-athletes and at least 95 percent of African-American football student-athletes. If there were a national championship for APR scores, Air Force and Northwestern would contend for the National Championship, with APR scores of 988 and 986 respectively."

Another thing to point out is how early depatures are reflected in the study. If a student-athlete leaves for the NFL draft in good academic standing, he is simply not counted on the team's report, but if the player leaves in porr academic standing, that will, also, reflect poorly on the report, Lapchick said.

The Chronicle of higher Education

December 5, 2010

Graduation Rates Fall at One-Third of 4-Year Colleges

By Jeffrey Brainard and Andrea Fuller
Akron, Ohio

Jerome Thompson entered the University of Akron in 1996, fresh out of high school. He dropped out within a year, saying in retrospect that he lacked the maturity and discipline to continue his studies. "It was, Should I go to class that day, or am I gonna hang out?" he says. "OK, I'm gonna hang out."

He didn't give up on academe, however. He returned to the university in 2001 and earned a bachelor's degree in social work, although it tookhim eight more years.

It was a personal victory for Mr. Thompson. But for Akron, it was as if he had never returned, at least when it came to reporting the university's graduation rate to the federal government. The rules didn't allow Akron to count Mr. Thompson as finishing his degree, because he didn't do so within six years of first enrolling.

Students like Mr. Thompson may help explain why at Akron and other colleges, the graduation rate has been heading in the wrong direction. A *Chronicle* analysis of nearly 1,400 four-year institutions shows that one-third reported lower graduation rates for the six-year period ending in 2008 than for the one ending in 2003.

The rate dropped by six percentage points at North Dakota State University, by seven points at Bowling Green State University, and by eight points at Wilmington University. Akron's seven point decline was one of the largest among all public, research-intensive universities. And its graduation rate, 33 percent, was one of the lowest.
Akron and other institutions cited a variety of reasons for the lagging rates, including competing priorities and changing student demographics, and they described renewed efforts to improve.

There are certainly many models to follow. Colleges have raised graduation rates through proactive advising and by better integrating freshmen into campus life, among other measures. The colleges have incentives:
The Obama administration, foundations, and state officials are all pressing them to produce more graduates to ensure the country's economic health in the future.

But it will take time and strong leadership to raise rates across colleges, experts say, as mounting financial pressures on both students and institutions combine to push rates lower.

The Rate People Hate

Besides failing to count students who take a long time to complete their degrees, the graduation rate is in other respects an incomplete measure of institutional quality. The data describe a minority of all enrolled students, counting only full-time, first-time students who enroll in the fall and complete degrees within "150 percent of normal time"—six years for students seeking bachelor's degrees. The graduation rate excludes students who transfer to other colleges and earn degrees there. It also omits students who transfer in and graduate. By one estimate, the rate ignores up to 50 percent of all enrolled students.

What's more, the graduation rate doesn't measure how much students actually learn. Nor does it show how well colleges are helping academically underprepared students to succeed.

Even so, despite its methodological shortcomings, the rate is the primary, publicly available, uniform metric that describes how well colleges are serving their students.

The picture it paints is not pretty. Aside from the institutions where rates have declined, growth has been modest at best. The median graduation rate among four-year colleges increased by approximately two percentage points, to about 53 percent, from 2003 to 2008. The rate dropped at nearly 500 four-year institutions during that period. Among colleges where graduation rates were below average in 2003, a similar pattern of slow growth and some declines also held.

An institution's graduation rate can change over time for many reasons, and colleges have more control over some than others. In interviews on and around the University of Akron's campus in November, students who had stopped pursuing bachelor's degrees offered a variety of reasons.

For Taylor Ayers, who started classes in summer 2008 and has an interest in designing and building bicycles, it was the feeling that his studies in mechanical engineering were too theoretical. "I couldn't find a reason I was learning," he says.

This past spring he switched to a two-year program in mechanical-engineering technology at Summit College, a division of the university focused on producing associate-degree graduates. There, he says, classes are much more focused on practical applications.

Laken Ward, who started at Akron in 2009, dropped out this year after conflicts with roommates and confusion over her financial-aid package. She had misunderstood a conversation with the financial-aid office and thought the university was dropping her from classes because of a delay in processing her aid. By the time the misunderstanding was worked out, she had missed nearly three weeks. "I was so far behind already, I couldn't really catch up," Ms. Ward says. She is now working at a local restaurant and hopes to return to college.

Trying to Do It All

The University of Akron is working to grow and improve as the city around it struggles. Akron is one of many Rust Belt communities facing decline. The nation's tire industry, which started here, has dwindled.

The city's population has declined since 1960, falling 5 percent in the past decade. The poverty rate has grown, to 25 percent, about 10 points above the national average in 2009. The university is downtown, amid old industrial buildings and highways. Concrete and brownbrick buildings from the cold-war era make up much of the campus, and students say the surrounding area is not particularly safe.

Campus leaders have pushed hard to change its uninviting look. Akron conducted a $500- million capital campaign and has put up 20 buildings, including a student center, over the past decade.

The facelift was part of a successful strategy to build enrollment, which has grown by more than 4 percent annually for the past several years, reaching about 28,000 this year.

But some officials say the university's ambitious growth plans have outpaced its efforts to graduate more students. Since Luis M. Proenza became president, in 1999, he has talked about promoting student success, and the topic was named a high priority in strategic plans. But as enrollment grew, Akron, like other growing public institutions, found itself playing some catch-up on retention efforts, says F. John Case, who was vice president for finance and administration from 2005 to last March.

"Getting them in the door was great, but you have to help them once they're there," says Mr. Case, now a higher-education consultant.

Another concern: The growth in enrollment was accompanied by a rise in the proportion of parttime faculty, to nearly 60 percent. That is among the highest rates of all research-intensive universities, *The Chronicle* found. The part-timers were a cost-effective way of keeping up with the enrollment growth. But Akron's new provost, William M. (Mike) Sherman, says he wants to improve "the quality of the student experience" by hiring more full-timers.

Mr. Sherman and Mr. Proenza point to student demographics to explain the recent decline in Akron's graduation rate. "Very troublesome," the president calls it. "Do we fully understand it? No." But, he adds, "one measure doesn't tell the story, especially in metropolitan state universities."

Like some of those institutions, Akron has an open-admissions policy, he notes, essentially admitting all applicants. The average ACT score of entering students dipped for a few years, meaning that the students admitted were less prepared academically and therefore less likely to finish within six years. (The average is now on the rise, Mr. Sherman says.)

The influx of those underprepared students has, in effect, dragged down the graduation rate over time, Mr. Proenza says. He cites internal data showing that the graduation rate of students in the top two quartiles of ACT scores rose from 2003 to 2010.

But the federal government's one-size-fits-all reporting system does not account for such nuances. Nor will they be taken into account in Ohio's formula for distributing appropriations to state universities. Ohio is one of the few states to explicitly make graduation rates a part of its appropriations formula.

Mr. Proenza mentions another aspect of student demographics that influences Akron's graduation rates: the increasing tendency of students to take well over six years to graduate.

"Every year at the commencement ceremony, I ask students who took more than four years to graduate to raise their hands," he says. "And then I ask those who took 10 years to graduate. There are a few every year who raise their hands."

Mr. Thompson, who returned to Akron to complete his bachelor's degree, says he needed eight years because of a variety of personal circumstances. He failed several classes that he had to repeat, and he took just 12 credit hours at a time. In addition, he worked and served as a caregiver for his grandmother.

Even then, he says, he found it difficult to find a job in his major, social work. So he has returned to Akron again to work on a master's degree in the field.

Mr. Thompson's case is unusual, however. Nationally, only a slightly higher percentage of students graduate within eight years than within six years, according to the Education Department. (The agency has required colleges to start reporting eight-year graduation rates, and the first batch of such data covers the period ending in 2008.)

Finances Influence Delay

Other colleges contacted by *The Chronicle* about drops in their graduation rates also pointed to more students taking longer to complete degrees.

Financial pressures are partly to blame at Alverno College, says Sister Kathleen O'Brien, senior vice president for academic affairs at the private, master's-level women's college in Milwaukee.

The graduation rate fell by eight percentage points, to 39 percent, from 2003 to 2008—at an institution that had developed a national reputation for systematically assessing the learning of its students. That was one the larger drops among private master's institutions.

Graduation rates for the period ending in 2008 predate the start of the recession. But in Milwaukee, the economy was already struggling, Sister O'Brien says. The city's poverty rate is among the highest in the country, and the percentage of students at Alverno receiving Pell Grants has risen to 63 percent.

"I think we're doing the right things, so I think it's more financial than anything," she says of the graduation-rate trend. Officials at the University of Colorado at Denver, too, say financial pressures on students help explain a dip in the graduation rate there, from 39 percent in 2003 to 37 percent in 2008.

"As an urban research institution, the nature of our students means that they're employed starting at the freshman year," says John A. Lanning, assistant vice chancellor for undergraduate experiences. "Even if things go well, they're hard-pressed to graduate by that six-year mark."

Increases in tuition and fees may be deterring students as well, he says. "We used to be a low tuition- and-fees state for public higher education. Now we're in the middle of the pack. It's a big change, and state support continues to go down."

The Denver campus has made new efforts in the past five years, like starting a seminar program for all first-year students, to help undergraduates complete their degrees.

Akron is starting similar efforts to raise its graduation rate. They include adding 12 academic advisers to the existing corps of 60. In addition, the university has tested an early-warning system for faculty and staff members to identify students who are struggling academically, so Akron can offer them additional attention. That system is being put in place this year.

Mr. Sherman, the provost, began his job in June with a mandate to improve graduation rates. He came to Akron from a job at Ohio State University overseeing its regional two-year campuses, where some academically underprepared students go to prepare to transfer to the main campus at Columbus.

He wants Akron to raise its 33-percent graduation rate to 60 percent by 2020. It's an ambitious goal: That would be the highest rate of any large college that has open admissions. At the same time, Mr. Sherman is planning for prospective budget cuts because of Ohio's fiscal difficulties. He does not expect Akron to have any new dollars to use to improve graduation rates.

To free up money, he says, he will consider cutting academic programs that are underenrolled and unlikely to reach capacity. "If we are really integrated in our planning across the institution, in terms of these goals and objectives," he says, "I think we can get" to 60 percent.

Money Isn't Everything

Some colleges have raised graduation rates with a variety of interventions (see article, Page A15). Few studies have examined how much they cost. Researchers at Cornell University found that colleges that spent more on student services, such as tutoring, tended to report increased graduation rates, especially if they enrolled many poor students with low test scores.

Many colleges with low graduation rates also tend to be less-selective institutions, with more underprepared students and less financing than at flagship public universities and elite private colleges, says Ronald G. Ehrenberg, director of Cornell University's Higher Education Research Institute. Yet states' financing formulas for those colleges don't take that into account, either.

When colleges invest the effort, they often can move their rates, says Kevin Carey, policy director at Education Sector and a *Chronicle* contributing writer. But if no outsiders, like accreditors or trustees, are pushing them to do so, it's easy for them not to bother trying.

At least one incentive for change has come from two foundations that put grant money behind efforts to improve graduation rates—the Bill & Melinda Gates Foundation and the Lumina Foundation for Education. More than half of the $55-million awarded by Lumina in 2009 was focused on improving the academic success of students and their institutions, estimates Jamie P. Merisotis, Lumina's president.
Another impetus, although mostly a rhetorical one, is President Obama's goal for America to have the highest proportion of college graduates by 2020. Given a college-age population projected to level off and decline, that will probably require a major increase in graduation rates.

Those new pressures are too new to have affected graduation rates yet. And several experts predict that the rates will continue to change only slowly, because improving teaching and student-support services across a campus is hard. "It will take five, 10 years for them to start turning this oil tanker around," says Vincent Tinto, a professor at Syracuse University who has studied ways to raise graduation rates.

Getting "a fleet of small boats all to sail in the same direction," might be a better analogy, Mr. Tinto adds, given that control within many academic institutions is spread across their schools and colleges. Improvement, he says, depends "not on how many programs a university has, but how coherently they are aligned in a consistent way."

Jane Coaston and Alex Richards contributed to this article.

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UNC athletes caught in squeeze

In 2003, NCAA rules loosened academic requirements for recruits but raised the penalty for athletes who later failed to make the grade.

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By Anne Blythe and Robbi Pickeral
The (Raleigh) News & Observer
Posted: Sunday, Nov. 28, 2010

CHAPEL HILL As the University of North Carolina at Chapel Hill awaits word from the NCAA on possible penalties for academic misconduct violations tied to its football program, a symbol of the pressures that might have contributed to the current crisis is rising in Kenan Stadium's east end zone.

The top three floors of the $70 million building will add thousands of new seats for fans. The bottom two floors will house the 30,000-square -foot "Carolina Student-Athlete for Excellence" - the largest in the ACC - where all UNC athletes, not just football players, can get access to plush training facilities and to tutors, advisers and others working to keep them in school.

The construction of the center illustrates the growing tension that universities face as they attempt to build big-time football programs and maintain academic success. Not only for UNC, which lured former NFL coach Butch Davis to Chapel Hill in 2006 to resuscitate such an

atmosphere, but for all schools striving to be at the top of the heap athletically.

Academic support programs, such as the one that employed the tutor in the middle of the UNC misconduct investigation, have come under increasing pressure since 2003. That's when the NCAA eased admission standards for athletes but raised the stakes for keeping those students in school.

At UNC, about half of the football recruiting classes over the past six years have been admitted to school through a special committee process required for students who fall below academic requirements. Those recruits include athletes who scored below 900 on the SAT or were in the lower half of their high school class.

"The NCAA, on the one hand, opened access to higher education - and they did it very deliberately by changing the initial eligibility standards," said Gerald Gurney, president of N4A, National Association of Academic Advisors for Athletes and a senior associate athletics director at the University of Oklahoma. "On the other hand, they raised the progress-toward-degree or continuing eligibility standards. In my judgment, that's the formula for a perfect storm.

"You're admitting less prepared students, and then you're going to penalize teams and raise the continuing eligibility standards, and if they're not eligible that's sort of a formula for disaster."

Since the NCAA change seven years ago, the sanctioning body of college sports has issued 34 major infractions across the country related to academic problems - a significant spike, according Gurney. And now UNC, a school that for years was held up as a model for clean college athletics programs, is waiting to find out whether the NCAA will issue infraction No. 35 to its football program.

The NCAA continues to review the actions of a tutor - Jennifer Wiley, a Durham elementary school teacher who, according to UNC officials, provided "impermissible" academic assistance to players and financial

benefits in excess of $2,000. Wiley was a student at UNC during at least part of the time that she was alleged to have broken rules.

The academics probe is part of a two-part NCAA investigation that began in June with an inquiry into improper agent benefits, and has resulted in 14 football players missing at least one game and seven of them being dismissed for the season.

Looser standards

It is unclear whether the school's academic missteps lie solely with one undergraduate tutor.

What is apparent, however, is that when the NCAA loosened admission standards, UNC and other schools that attract top students faced even tougher choices about the caliber of student they recruit among the elite high school athletes.

They could get players who might have been turned away before because of subpar high school grade point averages or SAT scores. But schools could lose scholarships, seasons or bowl appearances if those players did not remain eligible.

Dick Baddour, in his 14th year as North Carolina's athletics director, said pressure to keep athletes in school had not been ratcheted up at UNC because of the NCAA rule change. UNC always has focused on the student in student-athlete, he said. The NCAA change just calls for more accountability.

Baddour said UNC always has focused on the student in student-athlete.

"I don't feel any different today than I did 25 years ago," Baddour said. "What you want to do is get students to come here who are going to succeed."

UNC officials say 49 out of 59 seniors who have played for Davis have graduated. Of the 17 seniors on this year's team, officials say, 13 will

graduate in December, and the other four are on schedule to get their degrees in May.

But a gulf exists at UNC between the traditional academic markers of its freshmen recruits and the overall student body. Incoming football recruits have had an average SAT score that ranges from nearly 300 to 400 points below that of the overall UNC freshman class for much of the past decade, according to numbers provided by UNC officials.

'Committee cases'

Baddour says SAT scores are not the best way to evaluate a class.

"I don't look at any one thing in the admissions process and draw any conclusion," Baddour said. "If they looked only at SATs, they'd be leaving out what the whole picture is. You have to look at the courses, the GPA, the preparation. If you want to look at a single factor, the number of committee cases is probably better."

"Committee cases," as Baddour calls them, are players who gain admission after their high school records were taken before a small group of faculty and staff. Although Davis has cut back on the number of "committee cases" since he was hired, about half of UNC's recruiting classes over the past six years have been admitted to school through the process.

At N.C. State - which often recruits the same in-state athletes as UNC - 15 football players have gone before a special admissions committee since 2006 because they did not meet minimum curriculum requirements set by the UNC-system Board of Governors.

But each school has different systems and standards for when prospective student-athletes are reviewed by committees, which also review the credentials of musicians, actors, artists and prospective students with other kinds of talents. So comparing different schools' numbers is difficult.

Budget doubles

UNC has invested more money over the past decade to make sure student-athletes keep up with their school work. The athletic department's budget for academic advising has nearly doubled in 10 years to $1.06 million.

When John Blanchard, UNC senior associate athletics director for student athlete services, was hired in the mid-1980s, he was the only full-timer in academic support for athletics. These days, seven academic counselors are spread out among all of the Tar Heel sports, with 50 to 60 part-time tutors and mentors each semester to help.

The football program employs two monitors per semester to work 20 hours per week at $11 per hour to check whether players go to class.

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November 24, 2010

This is the print preview: Back to normal view »

Jonathan R. Cole

John Mitchell Mason Professor of the University at Columbia University

Posted: November 23, 2010 11:18 AM

"A Little Secret: Athletics at the Most Selective Colleges and Universities in the Nation": College and University Admissions, Part III

I'm going to state a fact that most of you who follow admissions at highly selective colleges probably don't know. Roughly 20 percent, or one-fifth, of the entering class at the Ivy League universities and the leading small liberal arts colleges are recruited athletes. They are not "walk-ons"; they are actively recruited and there is a great deal of competition within and beyond the Ivy League for the best of those athletes in order to produce winning sports teams. In contrast, about 5 percent of the students at athletic powerhouses like the University of Michigan, Notre Dame, and the Pac 10 schools are recruited scholarship athletes. What is going on here? The Ivy League and their smaller liberal arts companions are not really contending for almost all national athletic titles, and they claim to admit "student-athletes?" All of what follows, I confess, comes from a former jock, since many years ago I competed in both baseball and basketball for Columbia, and I remain an avid, if not addicted sports fan.

This plethora of recruited athletes is not a secret known only to a handful of people. In fact, James L. Shulman and William G. Bowen (the former president of Princeton and later the president of the Andrew G. Mellon Foundation) revealed these facts and many more in an important book, The Game of Life: College Sports and Educational Values, published almost a decade ago. Bowen also co-authored a second policy oriented book on athletics at top tier colleges and universities.[1] Bowen and his collaborators have studied this matter in detail by collecting a tremendous amount of data and subjecting them to detailed analysis - testing all manner of hypotheses about the athletes and how they do in college and beyond. He followed several different graduating classes at these schools - one from 1976, another from 1989 and a final group that graduated in 1999. In full disclosure, when I was provost at Columbia, I joined Bowen around the time of his book's publication in a failed

attempt to change policies towards recruiting athletes to the Ivy League. Despite the facts and the initial efforts at change, the situation at these universities and their recruited athletes today is much the same as it was in 2000.[2]

How did the number of recruited athletes reach today's proportions at these elite schools? First, the Ivy League supports more athletic teams than any other conference in the nation. Harvard has 39 intercollegiate teams; Cornell, Yale and Columbia have over 30. Correlatively, the University of Michigan has 25; Notre Dame has 24, and UCLA, 22. Second, Title IX, which has made the world of positive difference for women athletes, requires that schools attempt to reach gender parity in their athletic programs - in terms of proportional numbers and meeting the needs of women wanting to participate in organized team sports. The number of women's teams has expanded over time, which has had, of course, a large effect on the number of recruited athletes. Third, since the Ivy League adheres to a "need blind admissions" and "full need financial aid" policy, no student is given an athletic scholarship to attend these schools, and it follows that students don't lose their financial aid if they decide after being admitted, or after the first year of their participation in a sport's team, to quit the team and devote themselves to other things. Fourth, recruited athletes, for the high profile sports of football, basketball, and hockey (not all Ivy schools have a formal hockey team) receive a very substantial edge or advantage in the admissions process. Some are what are known as "coaches picks" and at least for the big time sports their SAT scores are over 100 points lower than the class average[3] - yet they have about a 30 percent advantage in getting admitted compared to non-athletes in the applicant pool. These athletes' SAT scores are well above the national average, but far lower than most other students who are admitted into these distinguished schools.[4] Fifth, recruited athletes tend to finish their college careers in the lower third of their graduating class; many of them dropped off their teams long before their graduation. Each year, Ivy League schools, allowing for significant attrition in numbers, recruit more football players than the national champions. Sixth, Bowen found, to the surprise of many, no evidence that former athletes donated more to their alma mater than non-athlete graduates. Finally, on the brighter side, Ivy League athletes graduate at almost the same rate as other students in their class (more than 90 percent) and they do very well after college graduation, both economically and in terms of their involvement in and service to their communities.

The policy issue is not, of course, whether there should be athletic teams at these great universities and colleges. No one has advocated their elimination. There are many ways in which individuals and universities and colleges benefit from student participation in intercollegiate and club athletics. Athletes learn important life lessons, such as the need for hard work, personal discipline, and working as part of a team - all elements that prove useful later on for achieving success at almost any task. Of course, athletics is not the only way of learning these lessons or acquiring these traits. Moreover, from the institutional point-of-view, rooting for the home team (especially if they are winners, like Duke's basketball team) tends to increase the level of social cohesion and integration on campuses that are often divided and in conflict on a wide set of political and social issues.

Given the extraordinary number of exceptionally qualified and superior candidates with diverse interests and talents who apply to the Ivy League schools, over 90 percent of whom are going to be disappointed by the outcome, why in the world are the schools using up 20 percent of their slots on recruited athletes? To be very concrete, if Columbia has a freshman class of 1,200, that means about 240 slots are allocated to recruited athletes. The Ivy League was, in fact, formed as a football conference, but it was also intended to exemplify the values of the student-athlete, that is, the student who participated in athletic competition rather than say reporting for the campus newspaper, but was essentially indistinguishable from the rest of the class in terms of academic ability and career goals. The objective never was to win national championships; it was to provide opportunities for extremely bright youngsters to participate in athletic competition and I daresay, to live up to that old cliché of having a sound mind and a sound body. If national championships were won, and they were occasionally in lower profile sports, such as fencing and lacrosse, that was unexpected icing on the cake. But the gradual growth in the number of recruited athletes and the creation of the illusion that these schools are truly competing at the national championship level - in all but the low profile sports,

has begun to undermine the central mission and values of these elite schools. The mission is not to produce athletic powerhouses (something that is impossible without athletic scholarships and lower standards than the Ivy League will permit), but to advance the work of brilliant youngsters with extraordinary talent who are apt to make very important contributions to society in a variety of institutional spheres, the least likely of which will be professional athletics. The idea of the "scholar-athlete" has been largely lost at the Ivy League. Too many students who would otherwise be admitted who are apt to become exceptionally talented artists, dancers, physicists, neuroscientists, and sociologists - and maybe even "walk-on" athletes - are losing their opportunities to the recruited athletes, many of whom will never even go out for teams once accepted. For too many, athletics has become a back-door ticket into some of the nation's leading universities and colleges and it ought to be stopped.

What then is to be done? First, the Ivy presidents and provosts who recognize the current state of affairs should commit themselves to rolling back the percentage of recruited athletes over a period of the next decade or so. Second, they could leave perhaps two high profile sports - perhaps football and men and women's basketball - for recruited athletes (and perhaps select one more high profile woman's sport to move toward compliance with Title IX parity requirements). Over a period of years, the number of football players on a team would be cut from over 100 to perhaps 60. All other sports would gradually become non-recruiting sports - students could join teams, but coaches in these sports would not formally recruit athletes to participate in these sports teams. They also would play other teams that also do not recruit athletes in those sports - so that there would be competitive parity, even if at a lower level than one sees at the powerhouse athletic schools. In short, almost all sports would move to the Division III level, but would stay within the NCAA. My personal preference would be for the Ivy League to withdraw from the NCAA. They get little from that association while having to comply with many bureaucratic and compliance regulations that really don't apply to the Ivy League. The Ivies could easily collaborate with like-minded schools to construct their own competitive schedules. Third, a number of sports would be eliminated. Ivy athletics cost the universities money. They are not a source of positive revenue. The idea is to recreate the real world of student athletes and to reduce the numbers of recruited athletes so that other applicants with exceptional talents could be admitted to these Ivy Schools and great liberal arts colleges. Over the next decade these elite schools should strive to reduce the percentage of recruited athletes by half.

This will be a very difficult change to effect at these universities. For one, former athletes represent a powerful and highly vocal interest group among alumni. There also would be resistance from those in Departments of Intercollegiate Athletics and even from faculty and students who would argue against a different style of athletic competition at these universities. There is apt to be leadership inertia. Presidents of these universities are apt to be unwilling to spend the time and personal "capital" fighting the fight needed to slowly redress this problem. It would be, to say the least, time consuming without any guarantee of success. I've known university presidents who quit their jobs (or were forced out) because they simply advocated changing the "mascot" for the university's teams from an offensive to a benign symbol. Think of how much harder it would be to come to grips with these kinds of gradual pullbacks. Finally, individual schools will have a difficult time making these changes unilaterally. It will take agreement among the league presidents to produce such change. Change won't be easy, but I think necessary if we are to strive for still greater fairness in admissions and a more interesting student body at these elite educational institutions.

[1]William G. Bowen and Sarah A. Levin, Reclaiming the Game: College Sports and Educational Values (Princeton University Press, 2003)

[2]The Ivy League situation differs from the patterns at Division III schools in the NCAA that do not actively recruit athletes, but do field competitive athletic programs. Schools such as MIT and the University of Chicago fall into this category. We can also contrast the Ivy practice with those of places like Stanford University (which over the past 16 years has won the Director's Cup as the most successful overall athletic program in the nation) and Duke University that offer a limited number of

athletic scholarships to flesh out their athletic teams.

[3]This is not true in all sports. For example, golf, crew, and fencing team members scored about as well as the average SAT score in the class. But in the class of 1989 that Shulman and Bowen followed at these schools, football players had scores that were about 120 points lower than the average; and hockey plays even a bit lower.

[4]It may surprise you that despite the vociferous and often expressed discontent about minority students getting an edge in admissions ("affirmative action"), the differences between minorities and the average class score are roughly the same as the difference among athletes and the average for the entire class. I can't say that I've heard the same level of public outrage against the lower scores of athletes as I have against "preferential admissions treatment" for minorities.

Graduation Rates for Basketball Players Trail Those of Students in General

The Chronicle of Higher Education
November 15, 2010

The graduation rate for men's basketball players in the NCAA's Division I is 20 percentage points lower than the rate for full-time male students in general, according to a new report from the College Sport Research Institute at the University of North Carolina at Chapel Hill. The gap is even greater in the top-ranking conferences—30.8 percentage points. Women's basketball players fared better in the institute's report, but their graduation rate still fell below that of their peers. The gap was 6.2 percentage points on average, and 14.6 percentage points in the top-tier conferences. The institute's calculations are based on federal data for students who started college from 1999 through 2002, the latest data available.

Media Contact: Dr. Richard M. Southall, College Sport Research Institute at The University of North Carolina at Chapel Hill
southall@email.unc.edu, 901.240-7197 (cell)/919.962-3507 (office)

Adjusted Graduation Gap:

NCAA Division-I Men's and Women's Basketball

Study Reveals Large Gaps between Graduation Rates of "Power Conference" College Basketball Players and Full-time Students

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Chapel Hill, NC – November 16, 2010... The College Sport Research Institute (CSRI) at The University of North Carolina at Chapel Hill released the NCAA Division-I men's and women's basketball installment of its annual Adjusted Graduation Gap (AGG) report today. Among numerous findings, the report indicated the adjusted graduation gap between NCAA D-I men's basketball players and the general full-time male student body is sizable (-20), particularly in "Power Conferences" that compete at the highest level (-30.8). It should be noted the AGG is much lower for NCAA D-I women basketball players (-8.9). However, just as in men's basketball, women's mid-major conferences have a smaller overall AGG (-6.2) than "big-time" conferences (-14.6). The AGG is consistently less for "mid-major" conferences, some of which have lower entrance standards and more students drawn from lower socio-economic backgrounds. CSRI director and AGG report coauthor Richard Southall noted, "The AGG provides strong evidence that many men's and women's D-I basketball players do not graduate at rates comparable to full-time college students at their universities."

The 2010 Division-I Basketball AGG Report utilizes the published 4-class average Federal Graduation Rates (FGR) for the 1999-2002 cohort (the latest available) and adjusts the student-body FGR to remove the "part-time bias." This allows for a realistic comparison of reported NCAA Division-I basketball players' federal graduation rates with the adjusted full-time student graduation rates.

Results of the men's report included:

- All 31 NCAA D-I men's basketball conferences have negative AGGs. In other words, all conferences have men's basketball player graduation rates that are less than the estimated full-time male student-body rate.
- The average AGG for all NCAA Division-I men's basketball conferences is -20.0 percentage points. For the 21 mid-major conferences the average AGG is -14.8, 16 percentage points smaller than the -30.8 average for the majors (N=10). This difference is statistically significant.

Results of the women's report included:

- Eight conferences, all mid-majors, have positive AGGs. The women's basketball players' graduation rates in these conferences exceed the estimated full-time female student-body rates.
- The remaining 23 NCAA D-I conferences have negative AGGs.
- The average AGG for all NCAA D-I women's basketball conferences is -8.9 percentage points. For the 21 mid-majors the average AGG is -6.2, 8.4 percentage points smaller than the -14.6 average for the majors (N=10).

Comparing the men's and women's AGG reports:

- The women's AGGs are smaller than the men's for all but one of the 31 NCAA D-I conferences (Summit). The average difference is 11.1 percentage points and is statistically significant.
- Only one conference (Summit) had a larger AGG for women's basketball players (-21) than for men's basketball players (-11).

Complete NCAA Division-I Adjusted Graduation Gap Tables for NCAA Division-I conferences are found in the Appendix.

The graduation rate disparities are likely at least partly attributed to the extra-curricular time men's and women's basketball players devote to their sport. In addition, since the basketball season runs from November to March, the season's length may be a contributing factor. Given the intensity and length of the basketball season, the players' commitment is akin to that of a full-time job. Southall noted, "Basketball, with multiple games per week and often grueling road trips, places tremendous stress on players' academic commitments. Forced to endure long-distance, regional or cross-country commutes, players often miss class or return to campus after arduous 'red-eye' airline flights or bus trips. Just like other entertainers, big-time basketball players work nights and weekends in order to fill arenas and provide college-basketball fans with prime-time television entertainment. Multi-million dollar television contracts, which are the basis for this entertainment system, are negotiated by networks, athletic departments, and conferences with little or no regard for players' academic workloads. With no voice in any such negotiations, players are forced to juggle full-time academic-course loads around practice schedules, conditioning, film-study, media requests, games and travel. Inevitably, something has to give, and AGG data reveal what is 'giving' is NCAA Division-I basketball players' graduation rates. In addition, it should be noted that no 'graduation' metric can truly address the fundamental question: 'Are college basketball players being given the same opportunity to obtain a quality education as other full-time students?' Everyone involved in intercollegiate athletics should be committed to research that seeks to answer that question."

The authors of the study (CSRI Director Dr. Richard Southall, Dr. E Woodrow Eckard, and CSRI Associate Director Dr. Mark Nagel) commented that "The AGG report suggests the need for additional research regarding how various factors, including socio-economic status, educational background, cultural diversity, and migration patterns may reveal themselves in these significant negative graduation gaps."

AGG Report Development

In 1990, Congress mandated full disclosure of graduation rates at schools that award athletically-related aid and receive federal financial aid. The Federal Graduation Rate (FGR) reports the percentage of students (both athletes and non-athletes) who graduate within six years from the school they entered as freshmen. As a result, the FGR provides a measure of the extent to which colleges and universities retain and graduate the athletes they recruit, thus providing one measure of whether schools are fulfilling the NCAA's mission of maintaining athletes as an integral part of the student body. The strength of the FGR is its focus on student retention.

Another useful measure of graduation rates for athletes is called the Graduation Success Rate (GSR). The GSR, a creation of the NCAA, excludes from its calculation those athletes—primarily transfers—who leave a particular school prior to graduating (i.e. early), but in good academic standing. The NCAA methodology includes athletes who transfer into an institution in a school's graduation success rate. The GSR is a useful adjunct to the FGR, in that it recognizes athletes may take a different path to graduation than other full-time students. Similar to many part-time students who must work a full-time job while in school, athletes may transfer from one school to another – either of their own accord or at the behest of a coach who encourages them to transfer or "non-renews" their yearly grant-in-aid (GIA) . One of the limitations of the GSR is the inability to compare athletes' GSR to a similar rate for the general student body. In addition, at times NCAA athletes' Graduation Success Rates and Federal Graduation Rates for the general student body are sometimes intermingled in discussions of graduation rates. Unless clearly delineated, such comparisons may confuse the general public and result in a more favorable impression regarding the retention and graduation of college athletes from the university to which they initially enrolled. However, as long as the purpose and scope of the GSR is clearly delineated, at its core, it is a useful indicator of college athletes' persistence in making progress toward a degree.

The Adjusted Graduation Gap was developed to partly address a limitation of the FGR and provide a context to examine retention rates among various student populations on college campuses. The AGG compares an adjusted graduation rate (AGR) for full-time students and the reported FGR for college athletes from the following NCAA Division-I sports: football – Football Bowl Subdivision (FBS) & Football Championship Subdivision (FCS), men's and women's basketball, softball and baseball. Reports regarding each sport are released at various times during the year. Just as the FGR and GSR have limitations, the AGG is not intended to be used in isolation or intended to refute the FGR or GSR analyses.

The College Sport Research Institute believes in full disclosure and use of all measures pertaining to college athletes' graduation, since no one measure is "perfect," "better," or somehow "fairer" than another. They simply measure different things. The FGR focuses on an institution's ability to retain the students (including athletes) it initially admits, while the GSR attempts to account for athletes who leave a school that initially admitted them. The AGG's fundamental premise is that contrary to many full-time students, college athletes (especially those in revenue sports) effectively work full-time jobs while in school. The AGG reveals the gaps in graduation rates between these dissimilar students: athletes who work full-time at their sport and those full-time students who do not hold down a full-time job.

Historically, standard evaluations of NCAA athlete graduation rates have involved comparisons with general student body rates presumed to pertain to full-time students. However, at many schools general student body rates include a significant number of part-time students. This is problematic because athletes must be "full-time" and should therefore be compared with other full-time students. The downward "part-timer bias" in the student-body rate distorts the comparison. Because part-time students take longer to graduate, this significantly reduces the measured general student-body graduation rate (FGR). CSRI's Adjusted Graduation Gap addresses this "part-timer bias" using regression-based adjustments for the percentage of part-

timers. These estimates then become the basis for the AGG comparison of graduation rates among full-time students.[1]

CSRI

The College Sport Research Institute is dedicated to conducting and supporting independent data collection and analysis related to college-sport issues. CSRI is one of eight laboratories and institutes within the Department of Exercise and Sport Science at The University of North Carolina at Chapel Hill. As of fall 2010, CSRI has over 100 supporting members from across the United States, including current and former students, faculty, current and former college and professional athletes, athletic administrators, and the general public.

In keeping with its mission and goals, the institute sponsors an annual conference dedicated to providing college-sport scholars and intercollegiate athletics practitioners a forum to discuss issues and research related to pressing college-sport issues, publishes a peer-reviewed scholarly journal: *Journal of Issues in Intercollegiate Athletics* (*JIIA*), and releases periodic research reports related to college-sport issues.

This men's and women's basketball AGG report is the second of three College Sport Research Institute (CSRI) 2010-2011 Adjusted Graduation Gap Reports. The spring AGG will present data on NCAA D-I softball and baseball. It is hoped the AGG will continue to encourage research and dialogue regarding not only graduation rates, but also the quality and type of educational opportunities afforded college athletes.

[1] Technical details of the AGG can be found in E. Woodrow Eckard, "NCAA Athlete Graduation Rates: Less than Meets the Eye," *Journal of Sport Management*, January 2010, pp. 45-58.

The authors:

Dr. Southall is Director-College Sport Research Institute, Assistant Professor of Sport Administration, and Graduate Sport-Administration Program Coordinator, Department of Exercise and Sport Science, The University of North Carolina at Chapel Hill.

Dr. Eckard is Professor of Economics, Business School, University of Colorado Denver.

Dr. Nagel is Associate Director- College Sport Research Institute and Associate Professor, Department of Sport and Entertainment Management, University of South Carolina.

Appendix

Table 1: 2010 Men's Basketball NCAA Division-I Adjusted Graduation Gap (AGG) Report - (1999-2002 4-class Cohort)

Ranking	Conference	AGG*	
1	Metro Atlantic	-2	MM
2	Southwestern	-3	MM
3	Southern	-3	MM
4	Northeast	-5	MM
5	Big South	-8	MM
6	Summit	-11	MM
7	Atlantic Sun	-12	MM
8	Mid-American	-12	MM
9	American East	-14	MM
10	Horizon	-15	MM
11	Mid-Eastern	-15	MM
12	Ohio Valley	-16	MM
13	Patriot	-17	MM
14	Missouri Valley	-18	MM
15	Conference USA	-20	
16	Colonial	-21	MM
17	Big Sky	-21	MM
18	Great West	-22	MM
19	West Coast	-22	MM
20	Sun Belt	-23	MM
21	Southland	-24	MM
22	Western Athletic	-25	
23	Big East	-26	
24	Big 12	-27	
25	Big West	-28	MM
26	Mountain West	-31	
27	Southeastern	-31	
28	Big Ten	-34	
29	Atlantic 10	-34	
30	Pacific-10	-38	
31	Atlantic Coast	-41	

AGG = (BB Fed Rate) – (Adjusted Male Student-body Fed Rate)*

* Adjusted for part-time students

Notes:

1. MM = Mid-major per Collegeinsider.com
2. -20.0 = mean AGG all D-I conferences (N=31)
3. -30.8 = mean AGG for majors (N=10)
4. -14.8 = mean AGG for mid-majors (N=21)
5. The Ivy League is excluded because of unreported BB graduation data for both men and women.
6. Air Force, Army, and Navy are excluded because of unreported BB graduation data for both men and women.
7. The following schools are excluded because their graduation rate reports are not posted on NCAA.org: Houston Baptist, Kennesaw State, North Dakota State, and North Florida.

Table 2: 2010 Women's Basketball NCAA Division-I Adjusted Graduation Gap (AGG) Report - (1999-2002 4-class Cohort)

Ranking	Conference	AGG	
1	Southwestern	+8	MM
2	Northeast	+5	MM
3	Big South	+4	MM
4	Metro Atlantic	+1	MM
5	Mid-American	+1	MM
6	Southern	+1	MM
7	Missouri Valley	+1	MM
8	Patriot	+1	MM
9	Horizon	-2	MM
10	Mid-Eastern	-4	MM
11	Ohio Valley	-4	MM
12	West Coast	-6	MM
13	Colonial	-7	MM
14	American East	-9	MM
15	Big 12	-10	
16	Atlantic Sun	-11	MM
17	Atlantic 10	-11	
18	Big Ten	-12	
19	Great West	-14	MM
20	Southeastern	-15	
21	Big West	-15	MM
22	Western Athletic	-16	
23	Pacific-10	-16	
24	Mountain West	-16	
25	Atlantic Coast	-16	
26	Southland	-16	MM
27	Conference USA	-17	
28	Big East	-19	
29	Big Sky	-20	MM
30	Summit	-21	MM
31	Sun Belt	-22	MM

AGG = (BB Fed Rate) – (Adjusted Female Student-body Fed Rate)*

* Adjusted for part-time students

Notes:

1. MM = Mid-major per Collegeinsider.com
2. -8.9 = mean AGG all D-I conferences (N=31)
3. -14.6 = mean AGG for majors (N=10)
4. -6.2 = mean AGG for mid-majors (N=21)
5. The Ivy League is excluded because of unreported BB graduation data for both men and women.
6. Air Force, Army, and Navy are excluded because of unreported BB graduation data for both men and women.
7. The Citadel and Virginia Military do not have women's basketball.
8. The following schools are excluded because their graduation rate reports are not posted on NCAA.org: Houston Baptist, Kennesaw State, North Dakota State, and North Florida.

Table 3: Comparison of 2010 Men's and Women's Basketball NCAA Division-I Adjusted Graduation Gaps - (1999-2002 4-class Cohort)

	Men's	Women's	M vs. W
Conference	AGG	AGG	Gap
Atlantic Coast	-41	-16	-25
Atlantic 10	-34	-11	-23
Pacific-10	-38	-16	-22
Big Ten	-34	-12	-22
Missouri Valley	-18	+1	-19
Patriot	-17	+1	-18
Big 12	-27	-10	-17
Southeastern	-31	-15	-16
West Coast	-22	-6	-16
Mountain West	-31	-16	-15
Colonial	-21	-7	-14
Mid-American	-12	+1	-13
Big West	-28	-15	-13
Horizon	-15	-2	-13
Big South	-8	+4	-12
Ohio Valley	-16	-4	-12
Mid-Eastern	-15	-4	-11
Southwestern	-3	+8	-11
Northeast	-5	+5	-10
Summit*	-11	-21	+10
Western Athletic	-25	-16	-9
Great West	-22	-14	-8
Southland	-24	-16	-8
Big East	-26	-19	-7
American East	-14	-9	-5
Southern	-3	+1	-4
Metro Atlantic	-2	+1	-3
Conference USA	-20	-17	-3
Sun Belt	-23	-22	-1
Big Sky	-21	-20	-1
Atlantic Sun	-12	-11	-1

* Only conference with a larger AGG for women's than men's basketball players.

Obama seeks to boost community colleges

The Associated Press
October 05, 2010
By Erica Werner

President Barack Obama called Tuesday for community colleges to produce an additional 5 million graduates by 2020 as he convened a White House summit to spotlight the two-year institutions he said are more important than ever to the country's competitiveness.

Calling them the "unsung heroes of America's education system," Obama said community colleges "may not get the credit they deserve, they may not get the same resources as other schools, but they provide a gateway to millions of Americans to good jobs and a better life."

Obama made his comments in the East Room at the start of a daylong meeting with officials from some of the nation's 1,200 community colleges along with businesses and philanthropies. It was the first such gathering at the White House.

Jill Biden, herself a community college teacher and wife of Vice President Joe Biden, presided. The purpose was to boost the schools that provide millions of students with skills training and a less expensive path to a college degree - even as they're increasingly challenged by climbing enrollments and high dropout rates.

A month from crucial midterm elections, Obama also used the occasion to accuse congressional Republicans of wanting to slash education spending, as he continued to try to paint an alarming contrast with the GOP.

"We are in a fight for the future, a fight that depends on education," the president said. Cutting spending would be "like unilaterally disarming our troops right as they head to the front lines."

Obama signed legislation this year pumping $2 billion into community colleges - $500 million a year for four years - although that was far less than advocates had hoped for

Community colleges saw a 17 percent enrollment surge between 2007 and 2009 as the economic downturn sent laid-off workers searching for new skills ,and tight budgets forced families to downsize educational goals for their children. At the same time, the colleges are themselves badly underfunded and forced to spend heavily on remedial education for poorly prepared students.

The White House summit came a day after the president announced a new public-private partnership linking major corporations like the Gap and McDonald's with community colleges to improve job training. Obama said the privately funded

Skills for America's Future program would make it easier to connect job-seeking students with businesses looking to hire.

The event also featured commitments from private institutions including the Bill & Melinda Gates Foundation, which announced the launch of a $35 million, five-year competitive grant program to boost community college graduation rates.

Given the strains on community colleges, it will be a challenge to transform them into a greater engine of change than they already are. Martha Kanter, undersecretary of education, said just 25 percent of community college students get a certificate or an associate's degree or transfer to a four-year institution within three years of enrollment.

Obama's goal of adding 5 million more community college graduates over the next decade would represent a 50 percent increase in the number of students graduating, according to the American Association of Community Colleges. It's a crucial piece of Obama's goal for the U.S. to produce the highest proportion of college graduates in the world by 2020.

Despite the challenges, respondents in a new poll by The Associated Press and Stanford University were generally positive about the quality of education offered by community colleges. Nearly 70 percent said the quality of education at community colleges is excellent or good. When asked whether colleges prepare students for the work force, 62 percent said yes for community colleges and 68 percent said yes for four-year schools.

At the White House, Praise and New Challenges for Education's 'Unsung Heroes'

The Chronicle of Higher Education
October 05, 2010
By Jennifer Gonzalez

Calling community colleges the "unsung heroes" of America's education system, President Obama drew national attention to the sector on Tuesday and stressed the critical role it plays in keeping the country competitive.

Speaking at the White House's first ever summit on community colleges, the president said the institutions "may not get the credit they deserve, they may not get the same resources as other schools, but they provide a gateway to millions of Americans to good jobs and a better life."

"These are places where young people can continue their education without taking on a lot of debt," he said. "These are places where workers can gain new skills to move up in their careers."

He made his midday comments in the ornate East Room of the White House at the start of the highly anticipated meeting with officials from some of the nation's 1,200 community colleges along with businesses and philanthropy. Jill Biden, a longtime educator and a community-college instructor at Northern Virginia Community College, presided over the summit.

The president has set a goal that by 2020, the United States will lead the world in producing college graduates. He has called on community colleges to help reach that goal by producing an additional five million graduates with degrees or certificates in the next 10 years.

He said the United States' decade-long decline, compared with other nations, in its citizens' level of college attainment "not only represents a huge waste of potential" but is also "a threat to our position as the world's leading economy."

President Obama stressed that it would take more than government involvement to reach the 2020 goal. He said it also depends on educators and students doing their part and on businesses and not-for-profits working with colleges to connect students with jobs.

"So that's why we're holding this summit," he said. "That's why I am asking my economic advisory board to reach out to employers across the country and come up with new ways for businesses and community colleges to work together."

Commitments to Colleges

The White House summit came a day after the president announced a new public-private partnership linking major companies like the Gap and McDonald's with community colleges to improve job training. The president said the privately

funded Skills for America's Future program would make it easier to connect job-seeking students with businesses looking to hire.

The event also featured commitments from nonprofit organizations, including the Bill & Melinda Gates Foundation, which announced a $35-million, five-year competitive-grant program to boost community-college graduation rates. Also announced was the creation of the Aspen Prize for Community College Excellence, a $1-million award for community colleges that have outstanding academic and work-force outcomes.

A month before an Election Day that could affect the balance of power in Congress, the president also used the occasion to accuse Republican lawmakers of wanting to slash federal education spending.

"We are in a fight for the future, a fight that depends on education," he said. "And cutting aid for eight million students or scaling back our community—or our commitment to community colleges—that's like unilaterally disarming our troops right as they head to the front lines."

One of the main goals of the summit was to delve into particular issues and find solutions to the challenges facing community colleges. Participants took part in six different breakout sessions on topics that included making college affordable, increasing graduation rates, and supporting military veterans. At the affordability session, discussion centered on the frustrations of nontraditional students who, because of their part-time academic and full-time work status, are ineligible for federal student aid.

"We have to solve the financial-aid issue," said Elisabeth Mason, chief executive of SingleStop USA, a nonprofit organization that connects the working poor with government funds and services. "Think about all the kinds of resources, federal and state aid, that are out there. They need to be aligned in a way that helps nontraditional students."

The summit comes at a pivotal time for community colleges. The sector is experiencing one of its largest enrollment surges while at the same time facing tighter and tighter budgets. Some community colleges have had to cap enrollments, which goes against their mission of open access.

Despite the challenges, respondents to a new poll by the Associated Press and Stanford University were generally positive about the quality of education at community colleges. Nearly 70 percent of respondents said the quality of education at community colleges is excellent or good. When asked whether colleges prepare students for the work force, 62 percent responded yes for community colleges, and 68 percent responded yes for four-year colleges.

Office of the Governor ARNOLD SCHWARZENEGGER THE PEOPLE'S GOVERNOR

PRESS RELEASE

09/29/2010 GAAS:618:10 FOR IMMEDIATE RELEASE

Gov. Schwarzenegger Signs Bills to Guarantee CSU Admission to Community College Graduates

To increase access to the California State University (CSU) system, Governor Arnold Schwarzenegger today signed SB 1440 by Senator Alex Padilla (D-Pacoima) and AB 2302 by Assemblymember Paul Fong (D-Cupertino).

"These two pieces of legislation are a historic victory for California's students, and I'm proud to sign both of them into law," said Governor Arnold Schwarzenegger. "Guaranteeing admission into a CSU for any community college student who completes the newly established transfer degree under SB 1440 is a monumental step forward for California's higher education system. This legislation also strengthens our economy by giving more students the necessary skills to enter the workforce, grow companies and create jobs in California. I commend both Senator Alex Padilla and Assemblymember Paul Fong for authoring legislation that provides such a fantastic opportunity to our community college students."

SB 1440 by Senator Padilla streamlines the transfer process for students looking to transfer from a California Community College (CCC) to a CSU. Specifically, this bill requires CCC districts to establish associate degrees for transfer, guarantees an associate degree for transfer students are admitted to CSU with junior status and establishes course unit limits on most majors in order to reduce unnecessary, excess coursework.

AB 2302 complements and builds upon the work of SB 1440 to improve the efficiency of the transfer process and helps facilitate the successful implementation of transparent transfer pathways at the University of California (UC). The bill calls for the UC to examine the development of a transfer pathway for students which would result in a transfer associate degree and system admission, and it provides a framework for student notification of the new transfer pathway created in SB 1440.

Senate Bill No. 1440

CHAPTER 428

An act to add Article 3 (commencing with Section 66745) to Chapter 9.2 of Part 40 of Division 5 of Title 3 of the Education Code, relating to public postsecondary education.

[Approved by Governor September 29, 2010. Filed with Secretary of State September 29, 2010.]

LEGISLATIVE COUNSEL'S DIGEST

SB 1440, Padilla. California Community Colleges: student transfer.

Existing law establishes the 3 segments of public postsecondary education in this state. These segments include the California State University, the campuses of which are administered by the Trustees of the California State University, the University of California, which is administered by the Regents of the University of California, and the California Community Colleges, which are administered by the Board of Governors of the California Community Colleges.

Existing law establishes community college districts throughout the state, and authorizes them to provide instruction to students at community college campuses.

Existing law, known as the Donahoe Higher Education Act, authorizes the community colleges to grant associate in arts and associate in science degrees. The act also requires the regents, the trustees, and the board of governors to have as a fundamental policy the maintenance of a healthy and expanded program to increase the number of transfer students from community colleges.

This bill would enact the Student Transfer Achievement Reform Act, which, commencing with the 2011–12 academic year, would require a student that receives an associate degree for transfer to be deemed eligible for transfer into a California State University baccalaureate program when the student meets prescribed requirements. The bill would condition a community college district's receipt of state apportionment funds on its development and granting of associate degrees for transfer, unless each of the state's community college districts waives reimbursement for specified state-mandated costs of implementing the bill in accordance with a prescribed procedure. This bill would prohibit a community college district from imposing any requirements, in addition to these requirements, for a student to be eligible for the associate degree for transfer, and would prohibit remedial noncollegiate level coursework from being counted towards the units required for the associate degree for transfer.

This bill would require the California State University to guarantee admission with junior status to any community college student who meets

the requirements for the associate degree for transfer. This bill would not guarantee a student admission for specified majors or campuses, but would require the California State University to grant a student priority admission to his or her local California State University campus and to a program or major that is similar to his or her community college major or area of emphasis, as determined by the California State University campus to which the student is admitted. This bill would authorize the California State University to require a transferring student to take additional coursework at the California State University in specified circumstances, and would prohibit the California State University from requiring a transferring student to repeat courses that are similar to those taken at the community college that counted towards the units required for the associate degree for transfer.

This bill would also require the Legislative Analyst's Office to review and report to specified legislative committees and subcommittees, within a prescribed time period, on specified outcomes and recommendations related to this act.

By requiring a community college district to grant the associate degree for transfer in exchange for receipt of state apportionment funds, this bill would impose a state-mandated local program.

The California Constitution requires the state to reimburse local agencies and school districts for certain costs mandated by the state. Statutory provisions establish procedures for making that reimbursement.

This bill would provide that, if the Commission on State Mandates determines that the bill contains costs mandated by the state, reimbursement for those costs shall be made pursuant to these statutory provisions.

The people of the State of California do enact as follows:

SECTION 1. The Legislature finds and declares all of the following:

(a) Since the enactment of the Master Plan for Higher Education in 1960, preparing students to transfer to a four-year university has been a core function of the California Community Colleges.

(b) Successful progression from lower division coursework to degree completion is a basic principle of California higher education and is critical to the future of the state's economy.

(c) Currently, the coursework necessary to transfer to a campus of the California State University or the University of California differs from the coursework needed to earn an associate degree. As a result, many transfer students leave the community college system having completed transfer requirements, but are unable to participate in community college graduation ceremonies, do not have a degree to show for their work, and are ineligible for some awards and scholarships because they did not fulfill current requirements for an associate degree.

(d) Today, one in every four jobs requires an associate degree or higher. In the near future, one in every three jobs will require an associate degree or higher.

(e) The Public Policy Institute of California projects that California will have one million fewer graduates than it needs in 2025, and that increasing transfer rates from community colleges to four-year postsecondary educational institutions would dramatically reduce the education skills gap.

(f) The community college system allows the state to address the serious projected shortage of educated workers.

(g) To meet workforce demands in a cost-effective way, incentivizing students to earn an associate degree while preparing for transfer to a four-year college or university, and recognizing that they have completed a transfer preparation course pattern, provides students encouragement and support to complete their overall educational pursuits.

SEC. 2. Article 3 (commencing with Section 66745) is added to Chapter 9.2 of Part 40 of Division 5 of Title 3 of the Education Code, to read:

Article 3. Student Transfer Achievement Reform Act

66745. This article shall be known, and may be cited as the Student Transfer Achievement Reform Act.

66746. (a) Commencing with the fall term of the 2011–12 academic year, a student who earns an associate degree for transfer granted pursuant to subdivision (b) shall be deemed eligible for transfer into a California State University baccalaureate program when the student meets both of the following requirements:

(1) Completion of 60 semester units or 90 quarter units that are eligible for transfer to the California State University, including both of the following:

(A) The Intersegmental General Education Transfer Curriculum (IGETC) or the California State University General Education-Breadth Requirements.

(B) A minimum of 18 semester units or 27 quarter units in a major or area of emphasis, as determined by the community college district.

(2) Obtainment of a minimum grade point average of 2.0.

(b) (1) As a condition of receipt of state apportionment funds, a community college district shall develop and grant associate degrees for transfer that meet the requirements of subdivision (a). A community college district shall not impose any requirements in addition to the requirements of this section, including any local college or district requirements, for a student to be eligible for the associate degree for transfer and subsequent admission to the California State University pursuant to Section 66747.

(2) The condition of receipt of state apportionment funding contained in paragraph (1) shall become inoperative if, by December 31, 2010, each of the state's 72 community college districts has submitted to the Chancellor of the California Community Colleges, for transmission to the Director of Finance, signed certification waiving, as a local agency request within the meaning of paragraph (1) of subdivision (a) of Section 6 of Article XIII B of the California Constitution, any claim of reimbursement related to the implementation of this article.

(c) A community college district is encouraged to consider the local articulation agreements and other work between the respective faculties from the affected community college and California State University campuses in implementing the requirements of this section.

(d) Community colleges are encouraged to facilitate the acceptance of credits earned at other community colleges toward the associate degree for transfer pursuant to this section.

(e) This section shall not preclude students who are assessed below collegiate level from acquiring remedial noncollegiate level coursework in preparation for obtaining the associate degree. Remedial noncollegiate level coursework shall not be counted as part of the transferable units required pursuant to paragraph (1) of subdivision (a).

66747. Notwithstanding Chapter 4 (commencing with Section 66201), the California State University shall guarantee admission with junior status to any community college student who meets all of the requirements of Section 66746. Admission to the California State University, as provided under this article, does not guarantee admission for specific majors or campuses. Notwithstanding Chapter 4 (commencing with Section 66201), the California State University shall grant a student priority admission to his or her local California State University campus and to a program or major that is similar to his or her community college major or area of emphasis, as determined by the California State University campus to which the student is admitted. A student admitted under this article shall receive priority over all other community college transfer students, excluding community college students who have entered into a transfer agreement between a community college and the California State University prior to the fall term of the 2012–13 academic year.

66748. (a) The California State University may require a student transferring pursuant to this article to take additional courses at the California State University so long as the student is not required to take any more than 60 additional semester units or 90 quarter units at the California State University for majors requiring 120 semester units or 180 quarter units. Specified high unit majors shall be exempt from this subdivision upon agreement by the Chancellors of the California State University and the California Community Colleges and their respective academic senates.

(b) Community college transfer units shall not be applicable to upper division requirements at the California State University, unless agreed upon by the local Academic Senates of the California State University and the California Community Colleges and the transferred units do not exceed the required 60 semester units or 90 quarter units required pursuant to paragraph (1) of subdivision (a) of Section 66746.

(c) The California State University shall not require students transferring pursuant to this article to repeat courses that are similar to those taken at the community college that counted toward the associate degree for transfer granted pursuant to Section 66746.

66749. (a) The Legislative Analyst's Office shall review and report to the Assembly Committee on Higher Education, the Senate Committee on

Education, and the respective education finance budget subcommittees of the Assembly and the Senate in the spring of 2012, an update on the implementation of this article.

(b) The Legislative Analyst's Office shall also review and report to the Assembly Committee on Higher Education, the Senate Committee on Education, and the respective education finance budget subcommittees of the Assembly and the Senate, within four years of implementation of this article, on both of the following:

(1) The outcomes of implementation of this article, including, but not limited to, all of the following:

(A) The number and percentage of community college students who transferred to the California State University and earned an associate degree for transfer pursuant to this article.

(B) The average amount of time and units it takes a community college student earning an associate degree for transfer pursuant to this article to transfer to and graduate from the California State University, as compared to the average amount of time and units it took community college transfer students prior to enactment of this article, and compared to students using other transfer processes available.

(C) Student progression and completion rates.

(D) Other relevant indicators of student success.

(E) The degree to which the requirements for an associate degree for transfer take into account existing articulation agreements and the degree to which community colleges facilitate the acceptance of credits between community college districts, as outlined in subdivisions (c) and (d) of Section 66746.

(F) It is the intent of the Legislature that student outcome data provided under this subdivision include the degree to which the California State University was able to accommodate students admitted under this article to a campus of their choice and a major that is similar to their community college major.

(2) Recommendations for statutory changes necessary to facilitate the goal of a clear and transparent transfer process, including whether this article should be made applicable to students transferring from community colleges to the University of California.

SEC. 3. It is the intent of the Legislature that the requirements placed on community college districts pursuant to this act shall be carried out in the normal course of program development and approval, course scheduling, and degree issuance and shall not represent any new activities or a higher level of service on the part of community college districts.

SEC. 4. If the Commission on State Mandates determines that this act contains costs mandated by the state, reimbursement to local agencies and school districts for those costs shall be made pursuant to Part 7 (commencing with Section 17500) of Division 4 of Title 2 of the Government Code.

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Assembly Bill No. 2302

CHAPTER 427

An act to add Sections 66721.4, 66721.8, and 66739.6 to the Education Code, relating to postsecondary education.

[Approved by Governor September 29, 2010. Filed with Secretary of State September 29, 2010.]

LEGISLATIVE COUNSEL'S DIGEST

AB 2302, Fong. Postsecondary education: student transfer.

(1) Existing law, the Donahoe Higher Education Act, establishes the 3 segments of public postsecondary education in this state. These segments include the California State University, administered by the Trustees of the California State University, the University of California, administered by the Regents of the University of California, and the California Community Colleges, administered by the Board of Governors of the California Community Colleges. A provision of the act applies to the University of California only to the extent that the regents, by resolution, make that provision applicable.

Existing provisions of the act require the governing bodies of the 3 public postsecondary segments, with appropriate consultation with the academic senates of the respective segments, to develop, maintain, and disseminate a common core curriculum in general education courses for the purposes of transfer. This provision requires that a person who has successfully completed the transfer core curriculum is to be deemed to have completed all lower division general education requirements for the University of California and the California State University.

Existing law requires the governing board of each community college district to direct the appropriate officials at their respective campuses to provide students with a copy of the current transfer core curriculum and to distribute and publish copies of the transfer core curriculum in a specified manner and in specified locations.

This bill would require the California State University and the Office of the Chancellor of the California Community Colleges to work together to establish the most effective methods to inform students, college advisers, and the general public about specified transfer pathways. The bill would require the final methods to be completed prior to the beginning of the fall term of the 2011–12 academic year and included as part of a specified report.

The bill would authorize community college districts to use the methods established by the California State University and the Office of the Chancellor of the California Community Colleges to inform community college students of the California State University majors that are considered

to be similar to community college majors or areas of emphasis required to obtain an associate degree for transfer.

(2) Existing law requests the University of California, among other things, to address deficiencies in the articulation of major preparation courses between the community colleges and University of California campuses, to identify commonalities and differences in similar majors across University of California campuses, to articulate courses and course sequences at each campus of the California Community Colleges for specified major degree programs for purposes of student transfer, and to conduct a specified review of transcripts of transfer students.

This bill would request the University of California to continue those efforts with a goal of working in collaboration with the California Community Colleges to design community college transfer degrees that provide students adequate preparation for entry into a major. The bill would also request the University of California to consider and implement other specified actions to increase transfer between the university and the California Community Colleges. The bill would request the University of California to provide an interim report on the university's review, and a final report on the university's implementation, of specified transfer pathways to the relevant policy and fiscal committees of the Legislature by specified dates.

(3) Existing law requires the Chancellor of the California State University to establish transfer student admissions requirements to give highest priority to certain transfer students, to specify lower division transfer curriculum for specified major degree programs, and to articulate courses at each campus of the California Community Colleges for specified major degree programs for purposes of student transfer. Existing law requires each campus of the California State University to identify nonelective course requirements beyond systemwide lower division transfer curriculum requirements for each major for purposes of student transfer, in accordance with prescribed requirements.

This bill would require the Office of the Chancellor of the California Community Colleges, in a manner that is consistent with the general common course numbering system used by community college districts, to establish a process to facilitate the identification of courses that satisfy lower division preparation requirements throughout the California Community Colleges system, which would be required to be included as part of a specified report.

(4) This bill would provide that it would not become operative unless SB 1440 of the 2010–11 Regular Session is chaptered.

The people of the State of California do enact as follows:

SECTION 1. Section 66721.4 is added to the Education Code, to read:

66721.4. (a) The California State University and the Office of the Chancellor of the California Community Colleges shall work together to establish the most effective methods to inform students, college advisers,

and the general public about the associate degree for transfer and specific details that help students navigate this transfer pathway, as successfully as possible, pursuant to Article 3 (commencing with Section 66745). The methods established by the California State University and the Office of the Chancellor of the California Community Colleges shall include, but not be limited to, Internet notification. The final methods determined by the two segments shall be completed prior to the beginning of the fall term of the 2011–12 academic year and included as part of the report required by subdivision (a) of Section 66749.

(b) It is the intent of the Legislature that community college students be informed of the California State University majors that are considered to be similar to community college majors or areas of emphasis required to obtain an associate degree for transfer pursuant to Article 3 (commencing with Section 66745).

(c) A community college district may use the methods established by the California State University and the Office of the Chancellor of the California Community Colleges, pursuant to subdivision (a), or a community college district may use other methods to inform community college students of the California State University majors that are considered to be similar to community college majors or areas of emphasis required to obtain an associate degree for transfer pursuant to Article 3 (commencing with Section 66745).

(d) It is the intent of the Legislature that the Office of the Chancellor of the California Community Colleges not mandate community college districts to perform any new state reimbursable activity or program for purposes of implementing this section.

SEC. 2. Section 66721.8 is added to the Education Code, to read:

66721.8. (a) The Legislature finds and declares that a transparent process for transfer that is designed to assist students in identifying and taking the community college courses that will prepare them for success in specific University of California majors is a state priority.

(b) The Legislature recognizes that, pursuant to Section 66721.7, the University of California has been working with the California Community Colleges to examine and seek improvements to the transfer process. It is the intent of the Legislature that, as part of this ongoing effort, the creation of various viable pathways to transfer, including the development of an associate degree for transfer granted by community college districts, be considered by the University of California as it endeavors to enhance the transfer process.

(c) The University of California is requested to continue its examination of articulation of lower division major prerequisites in high-demand transfer majors with a goal of working in collaboration with the California Community Colleges to design community college transfer degrees that provide students adequate preparation for entry into a major. The University of California is also requested to consider offering guaranteed eligibility for admission into a University of California campus that accepts a designated community college transfer degree for admission into a designated

University of California major. Further, the University of California is requested to implement pathways to qualify community college transfer courses for a designated University of California major by designating a series of community college courses that provide sufficient lower division preparation for a designated University of California major and that will be accepted by the University of California.

(d) The University of California is requested to provide an interim progress report on its review of the various transfer pathways discussed in this section to the relevant policy and fiscal committees of the Legislature on or before June 30, 2011, and to provide a final report to those committees, with specific findings regarding the University of California's implementation of those transfer pathways, no later than December 31, 2011.

SEC. 3. Section 66739.6 is added to the Education Code, to read:

66739.6. In a manner that is consistent with Section 71027, the Office of the Chancellor of the California Community Colleges shall establish a process to facilitate the identification of courses that satisfy lower division preparation requirements throughout the California Community College system.

(b) A description of the process established by the Office of the Chancellor of the California Community Colleges to comply with subdivision (a) shall be included as part of the report required by subdivision (a) of Section 66749.

(c) It is the intent of the Legislature that community college districts accept credits from other community college districts toward an associate degree for transfer.

(d) This section shall become operative on July 1, 2011.

SEC. 4. This act shall become operative only if Senate Bill 1440 of the 2010–11 Regular Session is chaptered.

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Historically black colleges tackling graduation rates

Written by

Dan McFeely

More than 3,000 prospective students attended a recruiting fair for historically black colleges Thursday at Crispus Attucks Museum. But when it comes to increasing the number of U.S. college graduates, finding new recruits may be only half the battle.

Keeping them is the other half.

And that is especially difficult for historically black colleges and universities, where a larger concentration of students come to campus with pre-existing hurdles -- poverty, a lack of books in the home while growing up and the likelihood that neither Mom nor Dad went to college.

"Financial reasons are the biggest challenges many of our students face," said Maurice West, a recruiter from Paul Quinn College, an HBCU in Dallas.

Recruiters who attended the Indianapolis Black Alumni Council's 31st annual black college fair said HBCUs are pushing to improve graduation rates, which average 30 percent to 40 percent, according to statistics reported to the National Center for Education Statistics. That compares with the U.S. rate of 55.9 percent, according to the National Center for Higher Education Management Systems.

Earlier this year, the Obama administration pledged $850 million to help fund such efforts with scholarship programs, strengthening academic standards and improving support services to freshmen.

Targeting HBCUs holds promise for improving college graduation rates among African-Americans. HBCUs, which make up 3 percent of the nation's 4,000-plus colleges, educate one-fourth of black students who earn undergraduate degrees each year.

Nationwide, only 19 percent of blacks earn college degrees, compared with 38 percent of all adults.

The Indianapolis-based Lumina Foundation recently released a report saying those

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numbers should be boosted to 60 percent, and it offered $14.8 million in grants to help more adults graduate from college with at least a two-year degree.

Lumina's goal has been embraced by the state's Commission for Higher Education. It has been working toward increasing college retention rates, in part by awarding colleges fewer tax dollars for enrollment success and more for higher retention and graduation rates.

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Different HBCUs approach the problem in different ways.

"Early admission can help," West said, "giving us time to help them get ready with f inancial aid programs and scholarships."

The strategy at Paul Quinn College is to strengthen academic standards and reinforce student support. "But we've also brought in more talented faculty and staff to help keep our students on track and engaged."

The four-year graduation rate there is 12 percent, but 71 percent graduate after eight years.

At Alabama A&M, an HBCU in Huntsville, Ala., the strategy is to make sure freshmen get the support they need early.

"All of our freshmen attend what we call our university college, where they get academic advising and support services to help them get adjusted and on the right track," said Morris Hall, an admissions recruiter and counselor for Alabama A&M.

"Some of our kids need special attention and help, and some don't. We monitor all of them closely," Hall said. "We have different kinds of kids compared to when I was in school. They seem to have a little more going on in their lives."

Gilbert Rochon, a senior research scientist at Purdue University and a graduate of Xavier University in Louisiana, an HBCU, said statistics don't tell the full story about a university.

"What I think the stats don't fully capture is the degree of nurturing that takes place in an HBCU and the ability to provide support for students wanting to make the transition to a graduate school.

"Xavier for the last 15 years has been number one in the country in getting their minority students admitted to medical school," said Rochon, who will become the new president at Tuskegee University, an HBCU in Alabama.

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Indeed, there are many bright spots among HBCUs, including Howard University in Washington, D.C., which graduates 62 percent of its students.

That's where Indianapolis Colts player Antoine Bethea played football and is just one class shy of finishing his degree in criminal justice.

"It was the best four years of my life," said Bethea, who is serving as an honorary chairman for this year's college fair. "The camaraderie, the fun environment, and you learn a lot about your own history there.

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"College is more than just getting a degree. You find out about yourself when you are away from home. You become more mature, and you find out how to deal with things."

Monika McGee, a 22-year-old Broad Ripple High School graduate, was able to clear all too typical hurdles and earn her degree in mass communications from Benedict College in Columbia, S.C.

The newly crowned Miss Black Indiana USA is serving as a celebrity mistress of ceremonies during the college fair, but she is more than a symbol. She's a big fan of HBCUs.

"Benedict was such a family experience, a very close-knit school," said McGee, who became the first in her family to earn a bachelor's degree. "I remember my first week on campus. I became involved in everything."

McGee had gone through high school as a 21st Century Scholar, which means she had a free ride at any college in Indiana. But the chance to learn more about her heritage attracted her to Benedict, where she won an academic scholarship.

"I was pushed toward going to IU, but I always thought it was important to know my history and get a quality education."

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NCAA Division I Academic Cabinet
Communication Strategies
(Updated August 2010)

General Strategies: NCAA Website; NCAA News stories; Academic Cabinet report posted online; academic update during regional seminars.

Group/Conference	Academic Cabinet Member	NCAA Academic Cabinet Staff Contact	Strategy Ideas
Big Sky Conference	Ken White	Alex Smith and Jennifer Strawley	*Pre-meeting email with "key agenda items" bullet points and invitation to contact prior to meeting to provide input. *Post-meeting e-mail with "key take-aways" bullet points and invitation to contact after meeting for additional detail or context. *Periodic participation by cabinet representatives in regularly scheduled teleconferences with conference compliance administrators, faculty athletics administrators, academic support administrators or others to discuss key agenda items.
Big West Conference	Kim Capriotti		
Horizon League	Anne Woodrick		
Ivy Group	Annette O'Connor		
Mid-Eastern Athletic Conference	Pat Howey		
Northeast Conference	Barbara Church		
Southern Conference	Mary Newton		
The Summit League	Pete Carlon		
West Coast Conference	Barbara Church		

Group/Conference	Academic Cabinet Member	NCAA Staff Contact	Strategy Ideas
FARA	Tom Adair, Kim Capriotti and Rhonda Hatcher	Alex Smith and Jennifer Strawley	**Communication from DI Academic Cabinet to FARA** *FARA Website will have link to Academic Cabinet's NCAA page, which includes the roster of members, agendas and minutes of meetings. *The chair of the Academic Cabinet annually should contact the FARA DI vice president about having an Academic Cabinet member give a brief presentation at the DI Issues session at the FARA Annual Meeting and Symposium to communicate the current issues for the Academic Cabinet. *If there is an important issue that the Academic Cabinet wants the DI FARs to be aware of, an Academic Cabinet member can submit an article to The FARA Voice, FARA's monthly online newsletter. **Communication from FARA to DI Academic Cabinet** *The FARA Voice will be e-mailed to the chair of the Academic Cabinet and the NCAA staff liaison. *If FARA has a media release from the FARA Annual Meeting and Symposium, it will be sent to the chair of the Academic Cabinet and the NCAA staff liaison.
1A FAR	J. Patrick Dobel and Ken White	Diane Dickman and Jennifer Strawley	*Provide cabinet updates via regular FAR bulletins (e.g., NCAA Academic Reform Bulletin, FARA Voice). *Forward each Academic Cabinet report to be posted on organization's Website or distributed via e-mail list-serve. *Representatives contact organization's president prior to each meeting to seek feedback regarding key agenda items. *Staff or representative(s) provide updates during meetings (e.g., NCAA Convention, annual meeting).
COIA	John Bruno	Diane Dickman and Jennifer Strawley	

N4A	Anna Taylor James and Elaine Wise	Alex Smith	*Provide cabinet updates via NCAA Academic Reform bulletins tailored to academic support personnel. *Forward each Academic Cabinet report to be posted on organization's Website or distributed via e-mail list-serve. *Representatives contact organization's president prior to each meeting to seek feedback regarding key agenda items. *Staff members provide updates during meetings (e.g., annual convention, regional meetings).
NAAC	Loretta Lamar	Alex Smith	*Provide cabinet updates via NCAA Academic Reform bulletins tailored to compliance personnel. *Representative contacts legislative/governance committee chair prior to each meeting to seek feedback regarding key agenda items. *Provide updates for NAAC Connections, seek feedback through monthly question. *Work through CCACA to push information out to compliance personnel for input (for those not on NAAC site). *Cabinet update at NAAC annual meeting. *Post key updates on CA main page or LSDB*i*. *Issues having to do with PSAs/NCAA EC should be addressed in the NCAA EC newsletter.

NACADA	Jackie Mynarski	Jennifer Strawley	*Provide cabinet updates via NCAA Academic Reform bulletins tailored to academic support personnel. *Forward each Academic Cabinet report to be posted on organization's Website or distributed via e-mail list-serve. *Representative contacts chair of organization's Advising Student-Athletes Commission prior to each meeting to seek feedback regarding key agenda items. *Staff members provide updates during meetings (e.g., annual convention, regional meetings).
NACDA	Pete Carlon	Jennifer Strawley	*Provide cabinet updates via NCAA Academic Reform bulletins tailored to athletics administrators.
1A ADs	David Williams	Jennifer Strawley	
NCAA Division I Committee on Academic Performance	Herman Holt, Jr.	Diane Dickman and Jennifer Strawley	*Staff provides cabinet report and meeting highlights during each CAP meeting. *Calls between committee representatives as need for "cross-over" items.
Selected Coaches Groups	David Dosser	Jennifer Strawley	*Provide cabinet updates via NCAA Academic Reform bulletins tailored to coaches. *Contact organizations' executive directors prior to meetings during which relevant agenda items will be discussed.
Two-Year College	Cinnamon Sheffield	Diane Dickman and Jennifer Strawley	*Staff updates during Two-Year College Relations Panel meetings.
DI SAAC	Jarrett Newby	Alex Smith	*Provide cabinet with updates regarding work of SAAC on related topics.